

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

A Report on the Quality of Education in

**West Park Primary School
West Road
Nottage
Porthcawl
CF36 3SN**

School Number: 6722301

Date of Inspection: 18 September 2007

by

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78706**

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West Park Primary School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of West Park Primary School took place between 18/09/07 and 20/09/07. An independent team of inspectors, led by Dr David G Evans, undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **short** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. West Park Primary School is situated in the village of Nottage, south of the M4 motorway, about seven miles west of Bridgend. The school caters for pupils aged 3-11 in thirteen classes and in a newly erected nursery. Currently, there are 393 pupils on roll, including 33 full-time nursery children. Numbers have fluctuated slightly over the last two years.
2. The school serves an area which is described as being relatively prosperous. Around four per cent of pupils are registered as being entitled to free school meals, a figure which is well below national and local averages. There are three 'looked after children' in school. None of the pupils is a natural Welsh speaker. Fifty-one pupils (12.97 per cent) are identified as requiring support for special educational needs (SEN), and this is below the national average: two of these pupils have a statement of SEN.
3. The school was awarded the Basic skills Quality Mark in 2004 and this was renewed in 2007.
4. The school was last inspected in September 2001.

The school's priorities and targets

5. The school's current major priorities and targets, as outlined in the School Development Plan, are to:
 - raise the achievement of more able pupils in the core subjects in Key Stage 2 and in mathematics in Key Stage 1, especially for girls;
 - fully embed all monitoring, evaluation and review plans;
 - review the curriculum map in line with new developments;
 - develop 'thinking skills' through the 'Think 2 Learn' programme;
 - fully develop aspects of the assessment for learning agenda;
 - prepare for the Foundation Phase in terms of staffing, training, outdoor environment, planning, etc;
 - further develop the foundation subjects as a result of self-evaluation findings;
 - continue to refurbish and improve the accommodation;
 - continue to develop Eco and Healthy Schools' initiatives; and
 - complete and implement cluster transition plans.

Summary

6. West Park Primary is a good school. The head teacher provides the school with effective leadership and management. All members of staff have made a significant contribution to recent developments.

Table of grades awarded

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

7. The overall quality of the provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
8. Pupils throughout the school, regardless of their age, ability or ethnicity, make good progress in the acquisition of new skills, knowledge and understanding. Pupils with additional learning needs, including those with special educational needs, make good progress and achieve well.
9. Children under five make good progress with no important shortcomings in the key skills of speaking, listening, early reading and writing through the medium of English, in information and communications technology, personal and social education and in problem-solving skills. They make outstanding progress in mathematical and creative skills. Their progress in bilingual competence has good features that outweigh shortcomings.
10. In key stages 1 and 2, pupils make good progress with no important shortcomings in the key skills of speaking, listening and writing through the medium of English, in information and communications technology, personal and social education and in problem-solving skills. The progress that pupils make in reading, mathematical and creative skills is good with outstanding features. Their progress in bilingual competence has good features that outweigh shortcomings.
11. In key stage 1 in 2007, the results of the teacher assessments in English, mathematics and science were well above national and local averages. The core subject indicator, which is the percentage of pupils attaining at least level

two in English, mathematics and science in combination, was also well above local and national averages. When the 2007 key stage 1 results are compared with similar schools, using the free school meals' indicator, results in English and mathematics were above average while those in science were well above average. The results represent an improving trend at key stage 1. Girls performed marginally better than boys in English and mathematics.

12. In key stage 2 in 2007, the results in English and mathematics were above both national and local averages, while those in science were only slightly above. The core subject indicator, which is the percentage of pupils attaining at least level four in English, mathematics and science in combination, was also above national and local averages. When the 2007 results are compared with similar schools (schools nationally with 4 per cent free school meals), results in English are just above average while those in mathematics and science are below average. Results in the three core subjects have been consistently well above average over the last few years and there has been an improving trend. The 2007 results were adversely affected by the higher than average number of pupils with special educational needs in the year 6 groups. Girls outperformed boys in the three core subjects and the gender difference was particularly marked in English and mathematics.
13. Pupils' personal, social and learning skills are good. The progress that learners make in their personal, spiritual, moral, social and wider development is also good with no important shortcomings. Their awareness of equal opportunity issues is good with no important shortcomings.
14. Pupils' understanding of what they are doing and of what they need to do to improve has good features that outweigh shortcomings.
15. Pupils are well behaved throughout the school day. They are friendly, polite and courteous and they relate well to each other and to adults.
16. Attendance and punctuality are good. Whole-school attendance for the last three terms prior to the inspection averages 94.5 per cent and exceeds the national average for primary schools in Wales.

The quality of education and training

17. The quality of teaching in the lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	69%	13%	0%	0%

18. This compares well with the national picture reported by Her Majesty's Chief Inspector in her annual report 2005-2006. Nationally, the quality of teaching is good or better (Grades 1 and 2) in 79 per cent of lessons, with 17 per cent of lessons having outstanding features (Grade 1).

19. Examples of outstanding teaching include:
 - teachers deploying a wide range of stimulating strategies to capture pupils' interest and attention; and
 - very effective use of the interactive whiteboard to promote discussion and enhance the learning experiences.

20. In lessons where teaching was judged to have no important shortcomings, the good features include:
 - a clear presentation of aims and objectives at the beginning of the lesson;
 - detailed knowledge and understanding of the subjects being taught;
 - consistent, fair and firm behaviour management which enables teachers to ensure that there is no inappropriate behaviour in lessons; and
 - effective use of learning support staff.

21. In the small number of lessons where teaching was judged to have some shortcomings, these include:
 - teachers not planning carefully to promote pupils' use of incidental Welsh and not meeting the language needs of pupils well enough;
 - a lack of challenge in the tasks provided to extend more able pupils; and
 - behaviour management is insufficient to sustain pupils' concentration.

22. The school meets statutory requirements for assessing, recording and reporting pupils' progress. The quality of assessment, recording and reporting for children in the nursery and reception classes is accurate, thorough and comprehensive. The school's systems and use of assessment information in key stages 1 and 2 have good features that outweigh shortcomings. The school is developing a computerised system of assessment to track pupils' progress over time. This is relatively new and, as yet, has not impacted on standards of achievement.

23. The school acknowledges that the assessment of pupils' progress in the foundation subjects is less well developed than in the core subjects. Members of staff do not consistently involve pupils in planning their own progress and most pupils are unsure of the real purpose of assessment and of what they need to do to improve their work. However, the school has clear plans and is now actively developing ways to improve assessment for learning strategies.

24. Reports to parents meet requirements. They provide useful information to parents about their children's personal development and about what they have studied. The reports provide targets that are intended to help children to improve the quality of their work; however, the targets are often quite general and there is no clear indication of how parents can help their children or of the next stages of learning.

25. The school has good arrangements to meet the needs and abilities of the range of pupils. The curriculum is broad and balanced and builds systematically on what pupils already know and can do. Overall arrangements for the development of key and basic skills is good. However, provision for the development of bilingual skills has good features that outweigh shortcomings.

26. Good provision is made overall for pupils' personal, spiritual, moral, social and cultural development. The school also makes good provision for the development of pupils' personal and social education.
27. The school offers good opportunities for out-of-school learning that enrich the curriculum well. The promotion of pupils' awareness and understanding of sustainable development and global citizenship is effective.
28. The quality of care, support and guidance for pupils is consistently good. They are cared for, guided and supported well in a school that has a close, family atmosphere. The provision is planned effectively to ensure that good attention is given to the well-being of pupils whilst at school.
29. Overall, the provision for pupils with additional learning needs, including those with special educational needs, has good features that outweigh shortcomings. The provision is improving and recent actions implemented by the head teacher are having a positive effect. Pupils' individual education plans have been developed recently and are of good quality; and teachers, with the support of the Special Educational Needs Co-ordinator, have become more involved in preparing and implementing them. The school recognises, however, that more needs to be done to ensure that parents and pupils are fully involved in preparing and reviewing individual educational plans regularly.
30. The school is fully committed to equal opportunities and members of staff strive to ensure that pupils, whatever their background, ability, need or ethnicity, have equal access to the wide range of activities.

Leadership and management

31. The head teacher provides strong, sensitive, purposeful and dedicated leadership and management. He is very committed to the school and strives for pupils to achieve their best. He has established a clear sense of direction for the life and work of the school. He is respected by members of staff and pupils alike. The head teacher is ably supported by the deputy head, the senior management team and other members of staff who work well together to ensure a common sense of purpose for improvement.
32. The governing body is strongly supportive of the school and has high regard for the school's well-established profile in the local community. The governing body meets statutory and regulatory requirements. The school has identified accurately the need to develop further the role of governors in monitoring and evaluating standards and the quality of provision.
33. The head teacher has established an effective school self-evaluation process with positive links between self-evaluation and planning for improvement. The quality of the self-evaluation report produced by the school prior to the inspection is good. The inspection team agrees with the school's judgements in its self-evaluation report for the seven key questions.

34. The school has responded well to the key issues identified in the previous inspection report and made good progress since the last inspection.
35. Members of staff are well qualified, experienced and effectively deployed. Support staff provide sensitive support in classes and make an invaluable contribution to the school community.
36. The school secretary, caretaker, cleaners, kitchen staff and mid-day supervisors are all valued members of staff and make a positive contribution to the school community.
37. Overall, the school has a good range of learning resources to meet the needs of the curriculum. The school building is welcoming, secure and well organised. The size of the building is adequate for the current number on roll and provides a pleasant and stimulating location for teaching and learning.
38. The school makes efficient, effective and economic use of its resources. Resources are well matched to the priorities identified in the school improvement plan and the school keeps spending priorities under regular review. The school provides good value for money.

Recommendations

39. In order to improve, the school needs to:
- R1 improve the provision for the development of pupils' bilingual skills and raise standards throughout the school; *
 - R2 continue to develop procedures and systems for assessment, recording and reporting; *
 - R3 further improve the provision for pupils with additional learning needs; * and
 - R4 continue to develop the role of the governing body in the process of evaluating and monitoring standards and the quality of provision. *

* Aspects of these are already identified by the school in its improvement plan.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

40. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
41. The overall quality of the provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
42. Baseline assessment indicates that children enter the school with attainment that is generally above average in language and mathematical skills.
43. Pupils throughout the school, regardless of their age, ability or ethnicity, make good progress in the acquisition of new skills, knowledge and understanding. Pupils with additional learning needs, including those with special educational needs, make good progress and achieve well.
44. Children under five make good progress with no important shortcomings in the key skills of speaking, listening, early reading and writing through the medium of English, in information and communications technology, personal and social education and in problem-solving skills. They make outstanding progress in mathematical and creative skills. Their progress in bilingual competence has good features that outweigh shortcomings.
45. In key stages 1 and 2, pupils make good progress with no important shortcomings in the key skills of speaking, listening and writing through the medium of English, in information and communications technology, personal and social education and in problem-solving skills. The progress that pupils make in reading, mathematical and creative skills is good with outstanding features. Their progress in bilingual competence has good features that outweigh shortcomings.
46. In key stage 1 in 2007, the results of the teacher assessments in English, mathematics and science were well above national and local averages. The core subject indicator, which is the percentage of pupils attaining at least level two in English, mathematics and science in combination, was also well above local and national averages. When the 2007 key stage 1 results are compared with similar schools, using the free school meals' indicator, results in English and mathematics were above average while those in science were well above average. The results represent an improving trend in key stage 1. Girls performed marginally better than boys in English and mathematics.
47. In key stage 2 in 2007, the results in English and mathematics were above both national and local averages, while those in science were only slightly above. The core subject indicator, which is the percentage of pupils attaining

at least level four in English, mathematics and science in combination, was also above national and local averages. When the 2007 results are compared with similar schools (schools nationally with 4 per cent free school meals), results in English are just above average while those in mathematics and science are below average. Results in the three core subjects have been consistently well above average over the last few years and there has been an improving trend. The 2007 results were adversely affected by the higher than average number of pupils with special educational needs in the year 6 groups. Girls outperformed boys in the three core subjects and the gender difference was particularly marked in English and mathematics.

48. Pupils' personal, social and learning skills are good. Their attitudes to learning, the interest they show in their work and their ability to concentrate are good. The vast majority work diligently in lessons, they are keen to join in the activities prepared for them and are enthusiastic in their work. Their understanding of what they are doing and of what they need to do to improve has good features that outweigh shortcomings.
49. The progress that learners make in their personal, spiritual, moral, social and wider development is good with no important shortcomings. Pupils successfully develop their personal values, together with a respect for, and an understanding of, the values of others. They are enthusiastic to broaden and develop their own understanding of moral and social issues and they demonstrate tolerance, honesty and respect in their lessons and at break-times.
50. Pupils are well behaved throughout the school day. They are friendly, polite and courteous and they relate well to each other and to adults. They move sensibly in and around the school. Older pupils, in particular, demonstrate qualities of mature citizenship within the school community and reflect pride in their personal successes and those of the school in general.
51. Pupils' awareness of equal opportunity issues is good with no important shortcomings. They take an active part in the life and work of the school through the School Council, involvement in extra-curricular activities and in lessons. They demonstrate a good level of respect for diversity within society.
52. Learners prepare well for participation in the workplace and the community. They raise funds for local and national causes and they visit many different places, such as local businesses; this ensures that they have a good understanding of community-related and global issues.
53. Attendance and punctuality are good. Whole-school attendance for the last three terms prior to the inspection averages 94.5 per cent and exceeds the national average for primary schools in Wales. There are no unauthorised absences. Although nearly a quarter of the pupils on roll travel from outside the catchment area, almost all arrive on time 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.

54. The findings of the inspection team match the judgement of the school in its self-evaluation report.
55. The quality of teaching in the lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	69%	13%	0%	0%

56. This compares well with the national picture reported by Her Majesty's Chief Inspector in her annual report 2005-2006. Nationally, the quality of teaching is good or better (Grades 1 and 2) in 79 per cent of lessons, with 17 per cent of lessons having outstanding features (Grade 1).
57. Examples of outstanding teaching include:
- teachers establishing very effective, mature working relationships with pupils;
 - lessons moving at a very brisk and challenging pace;
 - teachers deploying a wide range of stimulating strategies to capture pupils' interest and attention; and
 - very effective use of the interactive whiteboard to promote discussion and enhance the learning experiences.
58. In lessons where teaching was judged to have no important shortcomings, the good features include:
- a clear presentation of aims and objectives at the beginning of the lesson;
 - detailed knowledge and understanding of the subjects being taught;
 - consistent, fair and firm behaviour management which enables teachers to ensure that there is no inappropriate behaviour in lessons;
 - well planned, organised lessons, which capture pupils' interest and enthusiasm from the outset and systematically develop their understanding in small, manageable steps;
 - teaching which meets learners' individual needs flexibly;
 - purposeful use of good questioning techniques to promote active learning; and
 - effective use of learning support staff
59. In the small number of lessons where teaching was judged to have some shortcomings, these include:
- teachers not planning carefully to promote pupils' use of incidental Welsh and not meeting the language needs of pupils well enough;
 - a lack of challenge in the tasks provided to extend more able pupils; and
 - behaviour management is insufficient to sustain pupils' concentration.

60. The school meets statutory requirements for assessing, recording and reporting pupils' progress. The quality of assessment, recording and reporting for children in the nursery and reception classes is accurate, thorough and comprehensive. This is helping teachers to plan meaningful and relevant experiences for their children and to cater for those who have additional learning needs.
61. The school's systems and use of assessment information in key stages 1 and 2 have good features that outweigh shortcomings. Teachers use a variety of strategies to assess and record pupils' progress in the core subjects. The school is developing a computerised system of assessment, which tracks pupils' progress over time. This system is relatively new and, as yet, has not impacted on standards of achievement.
62. The school acknowledges that the assessment of pupils' progress in the foundation subjects is less well developed than in the core subjects. Teachers' evaluations and records in the foundation subjects do not sufficiently identify strengths and weaknesses in pupils' knowledge and understanding.
63. Teachers mark work appropriately and, in the best practice, they offer guidance on how pupils can improve their work. Teachers set learning targets in the core subjects and these are displayed in the classrooms.
64. Members of staff do not consistently involve pupils in planning their own progress and most pupils are unsure of the real purpose of assessment and of what they need to do to improve their work. However, the school has clear plans and is now actively developing ways to improve assessment for learning strategies.
65. Reports to parents meet requirements. They provide useful information to parents about their children's personal development and about what they have studied. In addition, they indicate what children know, understand and can do. The reports provide targets that are intended to help children to improve the quality of their work; however, the targets are often too general and there is no clear indication of how parents can help their children or of the next stages of learning. Parents do have opportunities to provide written comments on their children's reports.

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

Grade 2: Good features and no important shortcomings

66. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
67. The overall quality of the provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable

Outcomes for Children's Learning. The curriculum for children under-five is well planned, coherent and provides a wide range of relevant and stimulating learning experiences.

68. The curriculum is broad and balanced and builds systematically on what pupils already know and can do. It reflects the requirements of the National Curriculum and the locally agreed syllabus for religious education. Continuity and progression in learning are effectively ensured through well-constructed whole-school policies and progressive schemes of work for all subjects. The curriculum meets the needs and range of abilities of pupils well.
69. Overall provision for the development of key and basic skills is good. Arrangements to ensure that pupils develop the key skills of speaking, listening, reading, writing, numeracy and information and communications technology and apply them well across the curriculum are generally effective.
70. Overall, good features outweigh shortcomings in relation to bilingual provision and there is scope to develop Welsh communication skills. There is good provision for the *Cwricwlwm Cymreig*; pupils learn about Welsh personalities, different traditions and various national emblems. In addition, they visit many local places of historical, educational and cultural interest.
71. Good provision is made overall for pupils' personal, spiritual, moral, social and cultural development and is underpinned by the caring, supportive ethos of the school. Pupils' joy in discovering and reflecting upon their place in the world is a notable feature of the school. However, whole-school acts of collective worship and class-based assemblies often lack opportunities for pupils to reflect on their own beliefs and values.
72. The school successfully provides opportunities for pupils to gain a good understanding of the differences between right and wrong, a clear sense of fair play and a mature sense of team spirit. There is also good provision for pupils' social development. Pupils relate to each other and to their teachers well and the quality of relationships within the school is good. Through helping to raise money for those less fortunate than themselves, visits from different groups and interesting studies of other cultures, pupils are encouraged to develop a good understanding of life in multi-cultural Wales.
73. The school makes good provision for the development of pupils' personal and social education, including sex and relationship education and substance misuse. It uses outside agencies well to support its work in this area. An important feature is the way in which the school creates an ethos where pupils can develop confidence and self-esteem and where they feel valued as individuals.
74. The school offers good opportunities for out-of-school learning that enrich the curriculum well. Pupils benefit from a good range of extra-curricular clubs and activities which make a positive contribution to pupils' knowledge and understanding and to their personal and social development.

75. Educational visits are planned to extend the curriculum, for example to Margam Park, Swansea maritime museum and to the residential centre at Ogmere. Pupils regularly visit the local community and participate in many local events. The school also receives a number of visitors who enhance pupils' knowledge, develop their understanding of the local community and provide them with first-hand experiences.
76. Effective links are promoted with parents, who are very supportive of the school's work. Regular newsletters and other forms of communication keep parents well informed about school life and there is very good daily contact with the parents of younger children. The school benefits from an active Parent-Teacher Association, which raises significant sums of money for additional facilities and resources.
77. The school has established successful partnerships with various interested parties. There are good links with initial teacher training colleges and with a neighbouring college of further education. The arrangements for transferring Year 6 pupils to the local comprehensive school are effective. The school is involved in a cluster transition plan and Year 6 pupils undertake bridging units in the core subjects of English, mathematics and science. Teachers from the comprehensive school also visit to teach French and German to pupils at key stage 2 and this provides further enrichment opportunities for pupils.
78. The promotion of pupils' awareness and understanding of sustainable development and global citizenship is effective. Pupils are actively encouraged to become involved in recycling and waste reduction schemes. The school operates in a sustainable way and all records are stored electronically in the school's paper-free office.
79. The school's partnership with industry is good and pupils are actively encouraged to develop entrepreneurial skills: from an early age they are encouraged through role-play and 'buy and sell' activities to develop a good understanding of the use of money and value; they make CDs which are sold to parents and others in the community; as part of their work in music they link with a commercial recording studio; and they design and make products which are sold to raise funds for school projects.
80. The school is effective in laying the foundations for lifelong learning and community regeneration. It has gained the Basic Skills quality mark, the Healthy School and Eco Awards as part of this process.

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

Grade 2: Good features and no important shortcomings.

81. The findings of the inspection team match the judgement of the school in its self-evaluation report.

82. The quality of care, support and guidance for pupils is consistently good: pastoral care is a major strength of the school. Pupils are cared for, guided and supported well in a school which has a close, family atmosphere. The head teacher, deputy head and all members of staff make notable contributions to this aspect of the school's work. There is a warm and caring ethos in which members of staff speak respectfully to each other and to pupils. Members of staff create a welcoming ambience, in which the contributions of pupils and visitors alike are clearly valued.
83. All adults in the school know the children and their families well and the resulting, secure and purposeful relationships underpin the school's strong values. Pupils say that teachers are friendly and approachable and that they are confident that they can approach any member of staff for help if they need it. Older pupils say that they feel safe and happy in school, and parents generally support this view.
84. The school enjoys a positive partnership with parents and carers. Parents are kept well informed of school events through several channels, including newsletters, reports and the school's own web-site. Formal parent/teacher consultations occur twice a year and at other times by arrangement. Parents feel valued and the vast majority are confident that their views are carefully considered.
85. There are effective policies and procedures in place to monitor pupils' attendance, punctuality and behaviour. The school operates an electronic registration system and an immediate, first-day response to any absences. The school works closely with the education welfare officer, attendance targets are set and monitored rigorously and those classes with the best attendance records are rewarded in whole-school assemblies. The school actively monitors and promotes good behaviour.
86. Induction arrangements for the under-fives are carefully planned and help children settle well into school life. Parents are given good information to help them understand the curriculum for the under-fives. Pupils moving from one class to another visit their new teachers to get to know them better.
87. The provision for personal guidance and support is good with no important shortcomings. It is well planned to ensure that good attention is given to issues such as health and personal safety. Education for the development of healthy lifestyles is a priority and outside agencies and professionals, such as the school nurse, make regular contributions to this aspect of pupils' learning.
88. Policies and arrangements relating to the health, safety and welfare of pupils are appropriate and pupils understand the importance of healthy eating and a balanced diet. Play equipment at lunchtimes help promote active playtime and health and fitness. All members of staff are trained in emergency first-aid. Risk assessments are conducted regularly and members of staff are alert to issues relating to the well-being of pupils whilst at school.

89. The school has effective, comprehensive child protection policies and procedures, which ensure that 'looked after' and other vulnerable pupils are closely monitored to ensure that they are safe, secure and happy in school. The head teacher and the deputy head are the nominated persons. Regular audits are used to check that staff training is regularly updated. The ethos of the school is one in which children and young people are valued, listened to and taken seriously.
90. The School Council is well established and extremely effective. Pupil councillors are pro-active and enthusiastically encouraged to communicate their ideas and findings to the school community and the governing body.
91. Overall, the provision for pupils with additional learning needs, including those with special educational needs, has good features that outweigh shortcomings. The provision is improving rapidly and recent actions, implemented by the head teacher and the Special Educational Needs Co-ordinator, are having a positive effect. Arrangements are in place throughout the school for the early identification and diagnosis of the needs of individual pupils and, for the most part, teachers and support staff are well focused on meeting pupils' additional learning needs. The school works closely with outside agencies and seeks expert advice where necessary.
92. Pupils' individual education plans have been further developed recently and they are of good quality; and teachers, with the support of the Special Educational Needs Co-ordinator, have become more involved in preparing and implementing these plans. The school, however, recognises that more needs to be done to ensure that parents and pupils are fully involved in preparing and reviewing them.
93. There is effective support for pupils whose behaviour could impede their own progress and that of others. The school has agreed strategies to deal appropriately with any such incidents. These are, however, rare because staff are alert to the early signs of difficulties and act purposefully to tackle these.
94. The school is fully committed to equal opportunities and members of staff strive to ensure that pupils, whatever their background, ability, need or ethnicity, have equal access to the wide range of activities.
95. The school promotes pupils' understanding of diversity and race relations well through, for example, religious education, assemblies and personal and social education programmes. There are appropriate measures to eliminate oppressive behaviour and suitable race equality and multi-cultural policies and action plans. Values such as mutual respect and tolerance are sensitively and consistently promoted.
96. The school's disability action plan is well implemented and every effort is made to ensure that disabled pupils are treated equally and do not suffer from less favourable treatment. All pupils have full access to the school buildings.

Leadership and management

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

Grade 2: Good features and no important shortcomings.

97. The findings of the inspection team match the judgement of the school in its self-evaluation report.
98. The head teacher provides strong, sensitive, purposeful and dedicated leadership and management. He is very committed to the school and strives for pupils to achieve their best. He has established an outstanding sense of direction for the life and work of the school and very successfully promotes shared values and norms about learning, behaviour and relationships. He is respected by members of staff and pupils alike.
99. The head teacher is ably supported by the deputy who, as well as co-ordinating several areas, is also fully involved in classroom teaching. The head and deputy act as good role models for other members of staff.
100. The senior management team and other members of staff work well together to ensure a common sense of purpose for improvement. Members of the senior management team meet regularly to set and maintain a strategic lead in school development. Targets and goals are usually met and they are having a significant impact on school improvement and self-evaluation processes in particular.
101. Staff with leadership and management roles are well aware of their responsibilities for improving standards and the quality of provision. They work well together on a formal and informal basis to ensure continuous improvement.
102. The school takes effective account of national and local priorities and works closely in partnership with other providers. It has concentrated well, for example, on developing information and communications technology and it focuses well on issues such as sustainable development and healthy eating.
103. The school displays an effective commitment to developing the expertise of both teaching and support staff. Performance management procedures are well established and successfully promote teachers' continuous professional development. The school's leaders maintain a good balance between meeting the professional needs of individual teachers and achieving the school's priorities.
104. The governing body is strongly supportive of the school and has high regard for the school's well-established profile within the local community. Governors are supportive of the head teacher, members of staff, pupils and the aims and objectives of the school. They meet regularly and are supplied with information about the life and work of the school by the head teacher. The

school has identified accurately the need to develop further the role of governors in monitoring standards and provision and in the self-evaluation process. The governing body meets statutory and regulatory requirements.

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

Grade 2: Good features and no important shortcomings

105. The findings of the inspection team match the judgement of the school in its self-evaluation report.
106. The head teacher has established a rigorous and robust school self-evaluation process with positive links between self-evaluation and planning for improvement. Procedures are systematic, manageable and based on first-hand evidence and enable members of staff to identify clearly strengths and areas for development.
107. Self-evaluation and the drive for continuous improvement are at the heart of the school's philosophy. Effective use is made of local and national benchmarking information in order to compare the school's performance with similar schools.
108. The school acknowledges that the role of subject co-ordinators was, until fairly recently, underdeveloped, but this has now changed markedly. Members of staff have received extensive training in developing self-evaluation skills and they enthusiastically take full responsibility for their subject areas. A rigorous monitoring cycle has been established to enable co-ordinators to evaluate all aspects of the provision, including pupils' work and teachers' planning, teaching and learning and the views of pupils through a structured programme of listening to learners.
109. The quality of the self-evaluation report produced by the school prior to the inspection is good. It is a comprehensive, working document that clearly celebrates the school's strengths, identifies future areas for improvements and includes stakeholders' contributions. It makes a clear judgement on all aspects of school life. The inspection team agrees with the school's judgements in its self-evaluation report for the seven key questions.
110. The school has worked hard to seek the views of other interested parties, such as members of staff, pupils and parents. Questionnaires have been disseminated and the results thoroughly analysed. Members of the School Council have been encouraged to meet with governors to express their views on how the school can be improved. These pupils are eager to explain to visitors how they have contributed to recent school improvements, such as the refurbished toilets, the purchase of new playground equipment and the establishment of 'playground peacemakers'.

111. The school improvement plan is accessible to a wide audience and targets are challenging, but achievable. Success criteria are tightly focused, time-scales realistic and funding identified. Responsibilities are clearly stated and arrangements to monitor progress and evaluate success noted carefully. The plan is seen by all stakeholders as a purposeful, working document.
112. The school has responded well to the key issues identified in the previous inspection report and made good progress since the last inspection. The school can clearly demonstrate that recent actions it has taken have brought about many measurable improvements in standards and the quality of provision.

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

Grade 2: Good features and no important shortcomings

113. The findings of the inspection team match the judgement of the school in its self-evaluation report.
114. Members of staff are well qualified, experienced and effectively deployed. All members of staff have a clear understanding of their roles and responsibilities and they are fully involved in whole-school approaches to planning, implementation and monitoring provision. Support staff provide sensitive support in classes and make an invaluable contribution to the school community.
115. The school has created an effective, new staffing structure and it uses its resources for workforce remodelling well. There are suitable arrangements in place to provide all members of staff with the required preparation, planning and assessment time and very good use is made of this.
116. The school makes very good use of members of staff with specialist skills; this is particularly effective in such areas as information and communications technology, music and physical education.
117. Staff development is well organised, focused and evaluated. There is good commitment and enthusiasm from members of staff to undertake continuing professional development.
118. The school secretary, caretaker, cleaners, kitchen staff and mid-day supervisors are all valued members of staff and make a positive contribution to the school community.
119. Overall, the school has a good range of learning resources to meet the needs of the curriculum. The head teacher and governing body monitor the school budget carefully to ensure that sufficient resources are available to meet the needs of pupils across the subjects. Good use is made of the available resources in most areas.

120. The school building is welcoming, secure and well organised. The size of the building is adequate for the current number on roll and provides a pleasant and stimulating location for teaching and learning. The recently erected nursery is a prominent feature. The school makes the best possible use of the space available and the main school building is currently being refurbished to a high standard. However, a few classrooms are cramped and the multi-purpose hall is small, but members of staff manage these areas well and there is no impact on pupils' learning.
121. Children in the reception classes have access to good quality outdoor classrooms in the woodland area and the garden. However, they share the playground with infant children during break-times and this area does become congested.
122. The school makes efficient, effective and economic use of its resources. The school ensures fair competition in its tendering and consistently applies the principles of 'best value'. Resources are well matched to the priorities identified in the school improvement plan and the school keeps spending priorities under regular review. Priority spending on information and communications technology hardware and software and on the provision of interactive whiteboards has had a marked effect on standards in this area. The school provides good value for money.

School's response to the inspection

The head teacher, staff, governors and pupils are delighted that the inspection recognised the good progress made by the school since the last inspection. We are also pleased that the inspection recognised that pupils throughout the school, regardless of their age, ability or ethnicity, make good progress in the acquisition of new skills, knowledge and understanding.

We are also pleased to note that our pupils are well behaved throughout the school day. They are friendly, polite and courteous and they relate well to each other and to adults. In addition, we are pleased that the care and support systems we have in place, and that underpin our curricular provision, are recognised as being consistently good.

The skill and dedication of teachers and the care and talent of support staff are duly acknowledged. We were very pleased to note that the school provides good value for money.

Staff and governors will work to address the recommendations of the report by writing an action plan that will be sent to all parents. The recommendations, which have already been identified in the School Improvement Plan as areas for development, will be monitored carefully through the school improvement process.

We would like to thank the inspection team for their professional and rigorous approach to the inspection of our school.



Appendix 1

Basic information about the school

Name of school	West Park Primary School
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	West Road, Nottage, Porthcawl
Postcode	CF36 3SN
Telephone number	01656 815510

Head teacher	Mr I Bird
Date of appointment	January 2006
Chair of governors/ Appropriate authority	Mr R Griffiths
Registered inspector	Dr David G Evans
Dates of inspection	18-20 September, 2007

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	33	43	42	48	52	62	54	59	393

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	16	2	16.8

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	28:1
Pupil: adult (fte) ratio in nursery classes	10:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	28
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer, 2007	92	94.4	94.5
Spring, 2007	96.3	92.6	93.8
Autumn, 2006	95.2	95.9	95.9

Percentage of pupils entitled to free school meals	4%
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:		52		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	4	79	17
		National	0	3	13	63	20
En: reading	Teacher assessment	School	0	0	4	71	25
		National	0	2	10	63	24
En: writing	Teacher assessment	School	0	0	4	88	8
		National	0	5	14	68	12
En: speaking and listening	Teacher assessment	School	0	0	4	69	27
		National	0	4	14	55	27
Mathematics	Teacher assessment	School	0	0	3	62	35
		National	0	2	10	64	23
Science	Teacher assessment	School	0	0	0	65	35
		National	0	2	9	66	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	94.23%	In Wales	80.6%

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

National Curriculum Assessment Results
End of key stage 2:

National Curriculum Assessment KS2 Results 2007							Number of pupils in Y6		53		
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	11	51	38
		National	0	0	0	1	1	4	16	48	30
Welsh	Teacher assessment	School									
		National									
Mathematics	Teacher assessment	School	0	0	0	0	0	0	13	45	42
		National	0	0	0	1	1	3	14	48	33
Science	Teacher assessment	School	0	0	0	0	0	0	13	53	34
		National	0	0	0	1	0	2	11	52	34

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	79	In the school	N/A
In Wales	74	In Wales	N/A

- 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

Four inspectors spent a total of ten inspector days in the school. A team meeting was held prior to the inspection. The school accepted the invitation to appoint a nominee, but there was no peer assessor present for the duration of the inspection.

The team inspected:

- 39 lessons or part lessons;
- all classes;
- acts of collective worship; and
- a range of extra-curricular activities.

The inspection team held meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers, support and administrative staff and groups of pupils during the inspection; and
- staff and governors after the inspection.

The inspection team also considered:

- the school's self-evaluation report;
- 64 responses to the parents'/carers' questionnaires, of which 86.93 per cent of these responses were positive;
- a comprehensive range of documentation provided by the school before and during the inspection; and
- a variety of current and past pupils' work.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Dr David G Evans, Registered Inspector	Context, Summary and Recommendations. Key Questions 1, 2 and 5
Mrs Caterina Lewis, Lay Inspector	Contributions to Key Questions 1, 3, 4 and 7
Mrs Kay Andrews, Team Inspector	Key Question 6
Mr Stuart Wormleighton, Team Inspector	Key Questions 3, 4 and 7
Mr Ian Bird, Nominee	Attending meetings and supplying information.

Contractor:

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Acknowledgement:

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