

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

**A report on the quality of education in**

**Ysgol Gynradd Gymraeg Gwaun Y Nant  
Amroth Court  
Caldy Close  
Barry  
Vale of Glamorgan  
CF62 9DU**

**School number: 6732179**

**Date of inspection: 11 November 2009**

**by**

**Huw Watkins  
79523**

**Date of publication: 18 January 2010**

**Under Estyn contract number: 1107409**

**© Queen's Printer and Controller of HMSO 2010: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The copyright in the material must be acknowledged as aforementioned and the title of the report specified.**

Copies of this report are available from the school. Under the Education Act 2005, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

## Introduction

Ysgol Gynradd Gymraeg Gwaun Y Nant 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 Ysgol Gynradd Gymraeg Gwaun Y Nant took place between 11/11/09 and 13/11/09. An independent team of inspectors, led by Huw Watkins 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.

Estyn's reports follow its guidance for the writing and editing of reports, which is available on the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk)). The table below shows the terms that Estyn uses and a broad idea of their meaning. The table is for guidance only.

|                         |                          |
|-------------------------|--------------------------|
| <b>Nearly all</b>       | with very few exceptions |
| <b>Most</b>             | 90% or more              |
| <b>Many</b>             | 70% or more              |
| <b>A majority</b>       | over 60%                 |
| <b>Half/around half</b> | close to 50%             |
| <b>A minority</b>       | below 40%                |
| <b>Few</b>              | below 20%                |
| <b>Very few</b>         | less than 10%            |

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **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 |

| <b>Contents</b>  | <b>Page</b> |
|--|-------------|
| <b>Context</b>   | <b>1</b>    |
| <b>Summary</b>   | <b>2</b>    |
| <b>Recommendations</b>   | <b>7</b>    |
| <b>Standards</b>   | <b>8</b>    |
| Key Question 1: How well do learners achieve?  | 8           |
| <b>The quality of education and training</b>   | <b>9</b>    |
| Key Question 2: How effective are teaching, training and assessment?   | 9           |
| Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community? | 11          |
| Key Question 4: How well are learners cared for, guided and supported?   | 14          |
| <b>Leadership and management</b>   | <b>16</b>   |
| Key Question 5: How effective are leadership and strategic management?   | 16          |
| Key Question 6: How well do leaders and managers evaluate and improve quality and standards?                           | 17          |
| Key Question 7: How efficient are leaders and managers in using resources?   | 18          |
| <b>School's response to the inspection</b>   | <b>19</b>   |
| <b>Appendices</b>  | <b>20</b>   |
| 1 Basic information about the school   | 20          |
| 2 School data and indicators   | 20          |
| 3 National Curriculum assessments results  | 21          |
| 4 Evidence base of the inspection  | 23          |
| 5 Composition and responsibilities of the inspection team  | 23          |

## **Context**

### **The nature of the provider**

1. Ysgol Gymraeg Gwaun y Nant is a designated Welsh medium primary school, situated in the Gibbonsdown area on the eastern outskirts of the seaside town of Barry in the Vale of Glamorgan.
2. The area where the school is situated is a Communities First area, and one of the most deprived areas in Wales. The majority of pupils come from the nearby area, and a small number come from two villages some four miles away. They come from a variety of social backgrounds. Only one family regularly speaks Welsh at home, but a few parents are now learning Welsh. Pupil mobility is rare.
3. Children start at the school in the September following their third birthday. At the time of the inspection, there were 196 pupils on roll, with some 20% entitled to receive free school meals. Amongst the number of pupils on the register, there are 32 of nursery age who receive part-time education. No pupil holds a statement of special educational needs (SEN), but there are 34 pupils who receive additional support.
4. Some two years ago, the school's main building was damaged by floods. The pupils returned to the building during the 2008 spring term following a period in temporary accommodation.
5. The school was last inspected in November 2003 and there have been no significant changes since that time.

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

6. The following are identified as priorities in the school development plan (SDP)
  - continue to improve standards of reading in English and Welsh in key stage 2;
  - continue to raise standards of English spelling in key stage 2;
  - raise years 1 and 2 pupils' confidence in public speaking;
  - extend thinking skills in science;
  - undertake an audit of information and communications technology (ICT) work - try and achieve the quality mark;
  - continue to raise attendance levels;
  - look again at the short term planning;
  - adapt the key stage 2 schemes of work;
  - look again at the current assessment schemes;
  - start process to become a 'Fair Trade School';
  - continue with tasks to gain the Eco-Schools green flag;
  - publish the results of monitoring the Racial Equality Policy;
  - continue to encourage individual governors to maintain a close relationship with their specified class;
  - start the performance management cycle for assistants, and
  - improve the outdoor provision.

## Summary

7. Gwaun y Nant is a good school with a significant number of outstanding features. Its caring and conscientious members of staff, led by an extremely dedicated and effective headteacher, provide an education of the highest order to its pupils. It is a welcoming school where pupils' behaviour and courtesy are outstanding.
8. The inspection team agree with the grades awarded by the school in its self-evaluation report in six of the seven key questions. The grade for key question 2 was raised to Grade 1, good with outstanding features.
9. The inspection team judged the work of the school as follows:

### Table of grades awarded

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

10. The overall quality of the educational provision for children under five years of age is appropriate for their needs and the children make good progress towards the Foundation Phase outcomes.
11. In comparison with similar schools with regard to free school meals (between 16% and 24%), the school's results in key stage 1 have been in the highest quarter for at least three years. In key stage 2 in 2009, the results are in the second quarter, in 2008 and 2007 they were in the highest quarter. In 2009, the cohort was small and included a number of pupils on the SEN register.
12. Pupils' results at the end of both key stages also compare favourably with those in similar schools as identified in the sets of core data for the whole of Wales for 2009-2010.
13. Over time, there are no obvious differences between the performances of boys in comparison with those of the girls.
14. Children under five and pupils in both key stages succeed very well in achieving the targets set for them and are particularly successful in their work, whatever their ability and social or linguistic background.
15. Children under five years of age make very good progress in their communication skills. They speak confidently. Their ability to listen to adults and their peers is outstanding and they have begun to master basic reading and writing skills. Their mathematical and ICT skills are developing well.
16. Pupils with additional learning needs in both key stages make good progress in their personal and basic learning skills.

17. In both key stages, pupils make outstanding progress in their creative skills and in their speaking, listening and writing skills in Welsh. They make good progress in their Welsh reading skills, their mathematical and ICT skills. In key stage 2, pupils also make very good progress in their English communication/literacy skills.
18. Pupils' standards of bilingual competency together with their knowledge of the Cwricwlwm Cymreig are also outstanding throughout the school. They are skilful in solving problems and work very successfully with others. They can improve their own learning and their own performance very successfully and confidently.
19. Pupils of all ages make very good progress in their learning as they increasingly gain new information and skills.
20. In all aspects of school life, pupils' behaviour is outstanding.
21. Pupils display an increasing understanding of their own community through visits in the locality and to other places of interest linked to their work in class.
22. Pupils show respect towards a variety of other creeds, attitudes, cultural and social traditions and have an outstanding understanding of equal opportunities and fairness.
23. Attendance of pupils of statutory school age for the three terms before the inspection averaged around 94% which is slightly lower than the national targets.
24. Overall, punctuality at the beginning of the school day and to individual classes is good.

### **The quality of teaching and training**

#### **Grades for teaching**

25. The quality of teaching in the lessons or sessions observed was judged as follows:

| <b>Grade 1</b> | <b>Grade 2</b> | <b>Grade 3</b> | <b>Grade 4</b> | <b>Grade 5</b> |
|----------------|----------------|----------------|----------------|----------------|
| 37.5%          | 62.5%          | 0%             | 0%             | 0%             |

26. The above percentages are higher than the national findings in Her Majesty's Chief Inspector's (HMCI) Annual Report for 2007-2008, where Grades 1 and 2 were awarded in 84% of lessons and a Grade 1 in 16%. These figures are much higher than those reported in the previous inspection.
27. Amongst the outstanding features of the teaching are the working relationship that exists between the staff and pupils and the stimulating presentations and penetrating questioning by teachers.
28. The good features of the teaching include the effective balance between direct teaching and practical tasks, the use made of resources, the effective differentiation and lively presentations by teachers.
29. Assessment, recording and reporting procedures have good features and no important shortcomings and fully conform to the statutory requirements for assessing and reporting on pupils' achievements.
30. Assessment is an integral part of the best lessons, which include giving pupils opportunities to evaluate their own and each other's work against the aims and objectives of the lesson. Pupils also draw up targets after undertaking self assessment. They are very aware of what they need to do to improve their

achievement. In some cases, pupils draw up success criteria for lesson objectives.

31. Consistency of assessments throughout the school is ensured through an effective system of internal standardisation based on levelled work in portfolios. The school has also standardised and moderated work across the Ysgol Gyfun Bro Morgannwg cluster of schools.
32. Overall, marking is effective, and in the best practice, there are written comments that explain clearly and in detail how pupils can improve specific areas of their work.
33. Parents receive termly opportunities to visit the school to discuss their children's progress and to see their work. The school produces reports of a good quality at the end of the school year.
34. The school responds very well to pupils' learning needs, interests and aspirations. It provides equal access to a broad, balanced and relevant curriculum for all pupils at the school, which meets with statutory requirements including provision for personal and social education (PSE) and religious education.
35. The overall quality of the educational provision for children under five years of age is appropriate for their needs and the children make good progress towards the Foundation Phase outcomes.
36. There are comprehensive schemes of work for all curricular subjects, which offer a clear framework and guidelines for class teachers and the school's procedures for presenting the key and basic skills are good.
37. The curriculum is enriched by an outstanding range of interesting experiences. Learners' experiences are broadened further through a range of numerous extra-curricular clubs. These are attended by a good number of pupils and these experiences have a positive effect on their learning as well as contributing substantially towards raising pupils' standards and achievements in aspects of the curriculum.
38. The school's provision for pupils' spiritual, moral, social and cultural development is good with outstanding features.
39. The outstanding provision for learners' PSE is carefully included in the curriculum.
40. Pupils' awareness of other cultures is promoted well through subjects such as geography and religious education.
41. Partnerships are one of the school's clear strengths. There are good links with parents that start at a very early stage and they have regular and comprehensive information at all times such as an overview of the term's curriculum and they are ready to support the school through fund raising activities to purchase resources.
42. The school's partnership with the community is outstanding.
43. The collaboration with other Welsh schools in the county and with Ysgol Gyfun Bro Morgannwg is also outstanding and there are effective partnerships with training establishments for teachers and students who receive vocational qualifications. The school benefits greatly from all these links.

44. The provision for promoting pupils' awareness of Welsh culture is good with outstanding features and this is reflected in the tasteful displays around the school.
45. Pupils' bilingual skills are promoted through careful planning in key stage 2. Members of staff ensure that pupils receive opportunities to confidently develop their ability, for example, in the purposeful concurrent use of language and also their ability to learn in both English and Welsh. This is an outstanding feature.
46. The school operates an equal opportunities policy that reflects its commitment to inclusion and equal opportunities for all. The curriculum and all the school's activities are accessible to boys and girls alike. Pupils feel that they are respected and appreciated. The school rules and the caring ethos reflected across all aspects of the school encourage pupils to respect both themselves and each other. This again is an outstanding feature.
47. Sustainable development is promoted well and the school has succeeded in gaining the Eco-Schools silver award.
48. Experiences provided throughout the curriculum enable pupils to gain a range of valuable skills for lifelong learning and to develop an awareness of their responsibility towards the future of their community.
49. The school is a close and caring community where everyone is respected and treated equally in a happy and secure environment. The inter-relationships within the school are an outstanding feature. Pupils state strongly that they are happy there and that they are constantly appreciated and supported. There is an outstanding relationship between them and the teachers that enables them to confidently discuss any issues or concerns with adults within the school.
50. Teachers know the pupils very well; they are aware of their needs and provide a high level of personal support and guidance for them. This is a means of nurturing self-respect, confidence and a positive behaviour and contributes substantially towards pupils' personal and social development.
51. The school has appropriate methods for monitoring pupils' attendance, punctuality, behaviour and performance. Good attendance is regularly rewarded. Registration procedures fully conform to the statutory requirements.
52. The school gives high priority to promoting pupils' PSE and this is an outstanding feature of the provision. This is carefully planned in order to have a positive effect on pupils' welfare.
53. The school pays careful and thorough attention to aspects of health and safety. A detailed health and safety policy is in operation and all members of staff are aware of the guidelines.
54. Sex education, drugs and the importance of healthy living receive outstanding attention within the school. The provision for promoting learners' fitness is also effective.
55. The school has a policy and clear procedures for child protection that meet with statutory requirements.
56. The quality of the provision and the procedures for SEN is good with outstanding features.

57. The school has high expectations with regard to behaviour and the pupils respond very positively to those expectations.
58. The school has a clear policy for promoting equal opportunities, racial equality and diversity. Good attention is paid to tolerance, inter-relationships and respect towards others both within sessions of collective worship and also within the general life of the school. This is an outstanding aspect of the provision.
59. Equal opportunities are offered to all pupils, ensuring their full inclusion in the life and work of the school. All reasonable steps are taken to ensure that pupils with disabilities are not treated less favourably. The school has a suitable accessibility plan as well as a disability equality statement which reflects it.

### **Leadership and management**

60. One outstanding feature is the quality of the headteacher's leadership. Her conscientious and professional leadership and management are extremely effective and a key element of the school's success. Since it was established, she has had a clear vision for the school and insists on high standards. The school's ethos supports collaboration of a high quality, and this is reflected in the confidence, trust and collaboration that exist between staff, pupils, governors, parents and the wider community.
61. Another outstanding feature is the effectiveness of the leadership roles of the deputy headteacher and the management team, which promotes the headteacher's vision and ensures education of a high standard for the school's pupils.
62. The school has a good range of subject and general policies of a high quality that support all the institution's work. Good consideration is given to national priorities, especially in the provision for the Foundation Phase, the 2008 Curriculum and thinking skills.
63. The effective system for staff evaluation promotes teachers' continuous professional development; this is a good feature and as a result has led to substantial improvements in the quality of the provision.
64. The governing body fulfils its role effectively and satisfies all its managerial and legal duties. It is led by a dedicated chairman, the body meets regularly and its members undertake their responsibilities as critical friends conscientiously. They have a good overview of the budget and oversee expenditure carefully.
65. The headteacher, senior management team and all staff show complete commitment to maintaining high standards throughout the school. A number of self-evaluation methods are used, including examining the planning, discussing examples of pupils' work, formal observation of lessons and careful analysis of data. Through operating these comprehensive and systematic self-evaluation processes, they succeed in identifying the areas for development and action.
66. The monitoring role of the headteacher and senior management team has a positive effect on the standard of everyday life at the school. Members of staff are eager to undertake new responsibilities and take key roles in implementing self-evaluation processes and planning for improvement. Their completely professional attitude to these processes and their willingness to give of their best for the sake of the pupils and the school is an outstanding feature.

67. The school makes very good use of evidence produced through teachers' assessments, standardised tests and continuous assessment. The data is analysed effectively and the school acts immediately and diligently on any weaknesses that are identified. As a result, it ensures appropriate intervention for improving the standards of cohorts of pupils. The process is thorough and transparent leading to outstanding outcomes.
68. Good progress has been made since the last inspection.
69. The self-evaluation report produced by the school before the inspection is of a very good quality.
70. The priorities set in the SDP identify needs, responsibilities for action and the financial obligations as well as allocating a specific time for this action. Evidence shows that steps for action lead to measurable improvements in the quality of the provision and to the outstanding standards achieved by pupils.
71. The school is appropriately staffed for the number of pupils on the school's roll. One outstanding feature of the school's work is the element of collaborative working that exists, including teachers, support staff and governors to supervise specific aspects. This inclusive element is a strength, and ensures that the school community is pulling in the same direction, sharing the same vision and contributing towards raising standards.
72. The school operates effectively from day to day.
73. The school building and grounds are appropriate resources for promoting the educational provision. They are both maintained well. The displays throughout the school are colourful and extremely stimulating and a tribute to pupils' work. The resources for the Foundation Phase, both inside and outside, are outstanding and are used effectively by dedicated teachers and support staff. Stimulating use is made of the both the indoor and outdoor areas in order to offer practical experiences for learning.
74. Due to the effective quality of the strategic management and the appropriate use of stimulating resources, the inspection team is of the opinion that the school ensures good value for money.

## **Recommendations**

In order to continue to improve, the school needs to:

- R1 maintain the high standards that already exist throughout the school.

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

## Standards

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

#### Grade 1: Good with outstanding features

75. The findings of the inspection team agree with the Grade 1 judgement made by the school in its self-evaluation report, good with outstanding features.
76. The overall quality of the educational provision for children under five years of age is appropriate for their needs and the children make good progress towards the Foundation Phase outcomes.
77. In 2009, results of assessments at the end of key stage 1 show that the percentage of pupils who succeeded in gaining at least level 2 in Welsh, mathematics and science was 100% (Vale of Glamorgan 86.8%, Wales 80.7%). In 2008, this percentage was 95.5% (Vale of Glamorgan 86%, Wales 80.0%) and in 2007 it was 90.9% (Vale of Glamorgan 84.8%, Wales 80.6%).
78. In comparison with similar schools with regard to free school meals (between 16% and 24%), the school's results in key stage 1 have been in the highest quarter for at least three years.
79. In key stage 2 in 2009, the end of key stage results show that the percentage of pupils who succeeded in attaining at least level 4 in either English or Welsh, mathematics and science was 77.8% (Vale of Glamorgan 80.5%, Wales 75.5%). In 2008 the school's percentage was 87.5% (Vale of Glamorgan 79%, Wales 74%) and in 2007, it was 85.7% (Vale of Glamorgan 77.7%, Wales 74.2%). Over the last three years, the school's results have been consistently higher than the county and national results apart from last year, when the cohort in Y6 was small, with a high percentage of them on the SEN register.
80. In comparison with similar schools with regard to free school meals (between 16% and 24%), in 2009 the school's results in key stage 2 were in the second quarter and in the highest quarter in 2008 and 2007.
81. Pupils' results at the end of both key stages also compare very favourably with those in similar schools as identified in the 2009-2010 core data sets for the whole of Wales.
82. Over a period of three years, there are no obvious differences between the performances of boys in comparison with the girls'.
83. Children under five and pupils in both key stages succeed very well in achieving the targets set for them and are particularly successful in their work, whatever their ability and social or linguistic background.
84. Children under five years of age make very good progress in their communication skills. They speak confidently. They listen outstandingly to adults and their peers and have begun to master basic reading and writing skills. Their mathematical and ICT skills are developing well.
85. Pupils with SEN in both key stages make good progress in their personal and basic learning skills.
86. In both key stages, pupils make outstanding progress in their creative skills and in their speaking, listening and writing skills in Welsh. They make good progress in

their Welsh reading skills, their mathematical and ICT skills. In key stage 2, pupils also make very good progress in their English communication/literacy skills.

87. Pupils' standards of bilingual competency together with their knowledge of the Cwricwlwm Cymreig are also outstanding throughout the school. They are skilful in solving problems and work very successfully with others.
88. Pupils of all ages make very good progress in their learning as they increasingly gain new information and skills. The majority of older pupils can evaluate their own work and improve their performance confidently and successfully. They work effectively in pairs, helping each other to improve.
89. In all aspects of school life, pupils' behaviour is outstanding. They are very courteous and considerate towards their peers, staff and visitors and this helps to create a leisurely and welcoming environment.
90. Pupils respond outstandingly to instructions from teachers and the support staff. Parents praise the school's efforts to create and maintain these standards of behaviour.
91. Pupils have very positive attitudes towards their work and play. They are enthusiastic and eager to please their teachers. They use their time very efficiently in lessons, persevering effectively with their tasks. They are very ready for the next step in their education. They make outstanding progress in their personal, social, spiritual and moral skills.
92. The majority of pupils display an increasing understanding of their community through visits in the locality and to other places of interest linked to their work in class.
93. Pupils show respect towards the variety of other creeds, attitudes and cultural and social traditions and have an outstanding understanding of equal opportunities and fairness.
94. The school conforms to the requirements of the National Assembly for Wales Newsletter 47/06 in relation to registering attendance. Attendance of pupils of statutory school age for the three terms before the inspection averaged around 94% which is slightly lower than the national targets. No pupil was excluded from the school during the three terms prior to the inspection. There are effective procedures in place for dealing with any consistent absences.
95. Overall, punctuality at the beginning of the school day and to individual classes is good.

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

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

#### **Grade 1: Good with outstanding features**

96. The findings of the inspection team do not agree with the judgement given by the school in its self-evaluation report. A number of outstanding practices were seen in a significant percentage of lessons throughout the school and, as a result, Grade 1 was awarded to key question 2.

97. The quality of teaching in the lessons or sessions observed was judged as follows:

| <b>Grade 1</b> | <b>Grade 2</b> | <b>Grade 3</b> | <b>Grade 4</b> | <b>Grade 5</b> |
|----------------|----------------|----------------|----------------|----------------|
| 37.5%          | 62.5%          | 0%             | 0%             | 0%             |

98. The above percentages are higher than the national findings in HMCI's Annual Report for 2007-2008, where Grades 1 and 2 were awarded in 84% of lessons and a Grade 1 in 16%. These figures are much higher than those reported in the previous inspection.

99. Where the teaching is outstanding:

- there exists an excellent relationship that shows respect and trust between the staff and pupils. This is augmented by the healthy humour that contributes substantially to the pupils' enjoyment of the lesson;
- the structure of the lesson is outstanding including stimulating presentations that model high standards of language, group work that is carefully arranged, and a plenary session that allows pupils opportunities to evaluate their own work;
- varying and penetrating questioning techniques are used that develop pupils' understanding of concepts and clear and precise instructions are given that encourage pupils to give of their best, and
- there is an outstanding recognition of pupils' ability and background, and as a result, work is presented that meets the needs of less able pupils and a challenge is provided for the more able and talented pupils.

100. The good features of the teaching include:

- an effective balance between direct teaching and practical tasks that gives pupils the opportunity to work independently and actively for periods;
- making appropriate use, and very often inventive use, of resources to promote the teaching and stimulate the pupils;
- extremely effective differentiation, and
- clear communication and lively and interesting presentations.

101. The working relationship between the teachers, the support staff and the pupils is an outstanding one. Adults who work in the school have very high expectations of all pupils. Through the teaching, opportunities are given to all pupils to achieve their potential, including those who have additional learning needs. Homework is set regularly and is appropriately linked to work in the classroom.

102. Equal opportunities are promoted very well in the school. All pupils are treated equally and the teachers challenge stereotypical images very well.

103. Assessment, recording and reporting procedures have good features and no important shortcomings and fully conform to the statutory requirements for assessing and reporting on pupils' achievements.

104. Assessment is an integral part of the best lessons, which include giving pupils opportunities to evaluate their own and each other's work against the aims and objectives of the lesson. Pupils also draw up targets after undertaking self assessment. They are very aware of what they need to do to improve their

achievement. In some cases, pupils draw up success criteria for lesson objectives. The use of assessment in order to promote pupils' learning is an aspect that is developing well throughout the school.

105. Overall, marking is effective, and in the best practice, there are written comments that explain clearly and in detail how pupils can improve specific areas of their work. At times, a question is given that encourages the pupil to further consider an aspect of the work presented. However, these strategies are not operated regularly in all classes.
106. Baseline assessment is used effectively for children in the nursery and reception class to set appropriate targets for the children. This enables the school to measure the substantial progress that occurs throughout the school.
107. Consistency of assessments throughout the school is ensured through an effective system of internal standardisation based on levelled work in portfolios. The school has also standardised and moderated work across the Ysgol Gyfun Bro Morgannwg cluster of schools.
108. Standardised tests are used effectively to identify pupils that are underachieving and to target appropriate intervention. As a result, pupils with additional needs make very good progress.
109. Parents receive opportunities termly to visit the school to discuss their children's progress and to see their work. The school produces reports of a good quality at the end of the school year.

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

**Grade 1: Good with outstanding features**

110. The findings of the inspection team agree with the Grade 1 judgement made by the school in its self-evaluation report, good with outstanding features.
111. The inspection team agrees with the outstanding features identified by the school for this key question, including enriching pupils' experiences, promoting their personal development and using partnerships very effectively.
112. The school responds very well to pupils' learning needs, interests and aspirations. It provides equal access to a broad, balanced and relevant curriculum for all pupils at the school, which meets with statutory requirements including provision for PSE and religious education. This is reflected within the classes and in the purposive planning that is effectively structured in order to ensure continuity and progression from year to year. The school responds outstandingly to those pupils who have SEN through providing appropriate support according to need. The school has effective strategies to provide for more able pupils.
113. The overall quality of the educational provision for children under five years of age is appropriate for their needs and the children make good progress towards the Foundation Phase outcomes. A range of interesting and stimulating experiences are planned for the children both within and outside the classroom. Good use is made of all the space to realise learning through play, independent learning and learning together.

114. There are comprehensive schemes of work for all curricular subjects that offer a clear framework and guidelines for class teachers. The school's short-term planning is effective and ensures that the learning aims and objectives are clear, recording the differences in ability and ensuring the identification of assessment opportunities, including assessment for learning strategies. At the end of the week, activities are thoroughly evaluated for forward planning. Elements of learning through play and practical experiences in the key stage 1 provision are planned in order to prepare well for the principles of the Foundation Phase.
115. The school's procedures for presenting the key and basic skills are good. Clear opportunities are identified in the planning to promote learners' key skills throughout the school. Effective strategies have been adopted of half-termly planning in order to ensure the development of the key skills across all subjects of the curriculum. During the inspection, very good opportunities were observed in a variety of situations for pupils to nurture skills such as communication, personal and social skills and thinking and problem solving skills.
116. The curriculum is enriched by an outstanding range of interesting experiences including educational visits to Llancaiach Fawr, Rhostir Cog, the Dow Corning company, and a residential visit to Llangrannog. Outstanding opportunities are provided for learners to work with artists such as Katrina Willis here are regular visits by theatre companies and a local minister. Learners' experiences are broadened further through a range of numerous extra-curricular clubs that include sports, gardening and Urdd activities. These are attended by a good number of pupils and have a positive effect on their learning as well as contributing substantially towards raising pupils' standards and achievements in aspects of the curriculum.
117. The school's provision for pupils' spiritual, moral, social and cultural development is good with outstanding features. Pupils' awareness of values such as tolerance, forgiveness and conciliation are developed in collective worship sessions. A reverential mood is provided with very good opportunities for learners to reflect on issues relevant in their own lives and the world around them. This contributes substantially towards learners' spiritual development.
118. The outstanding provision for learners' PSE is carefully included in the curriculum. Emphasis is placed on the importance of co-existence, respect and courtesy and these are reinforced by circle time sessions. Pupils' voices are respected and thorough consideration to their opinion is sought through membership of the school council and eco committee. Older pupils at the school take delight in their duties of responsibility at break times, such as the rubbish squad or officers in the library and they fulfil these conscientiously and with enthusiasm. Representatives of the care services make a relevant contribution towards raising pupils' awareness of sex education or substance misuse and the school has an effective focus on healthy living and eating.
119. Pupils' awareness of other cultures is promoted well through subjects such as geography and religious education. They have undertaken visits to a mosque and visitors are welcomed to the school to discuss the traditions, dances and clothes of countries such as Cuba with the pupils. There is a French club and also weekly French classes are held for pupils in Y6.

120. Partnerships are one of the school's clear strengths. There are good links with parents that start at a very early stage with the links with the 'Ti a Fi' group that is held weekly in the school. Parents receive constant and comprehensive information at all times such as an overview of the term's curriculum and they are ready to support the school through fund raising activities to purchase resources. The school provides very good opportunities for parents to attend a 'taster course' for adults to learn Welsh and to work with their children on activities, such as preparing a 'healthy lunch box'.
121. The school's partnership with the community is outstanding. Pupils regularly entertain in the community, work with the Communities First organisation to establish an allotment in the community and display work in the Barry public library. Outstanding use is made of expertise in the community such as Rugby Capita and Cardiff football club to share experiences and to promote learners' skills.
122. The collaboration with Welsh schools in the county and with Ysgol Gyfun Bro Morgannwg is outstanding. A teacher has been employed by that partnership, to give weekly French lessons to pupils in Y6, while 'reading buddies' from Y13 of the secondary school come to listen to children reading. The transition arrangements, which include some curricular, pastoral and information sharing, ensure that pupils move forward confidently to the next step in their learning. There is a profitable partnership with the English-medium school that shares the same site. For example, pupils from Y6 go to read Welsh to Y2 pupils in Oakfield School. There are effective partnerships with training establishments for teachers and students who receive vocational qualifications. The school benefits greatly from all these links.
123. The provision for promoting pupils' awareness of Welsh culture is good with outstanding features and this is reflected in the tasteful displays around the school. This encourages a pride in local and national traditions amongst the learners. This aspect is effectively further developed through membership and participation in Urdd activities. Very good emphasis is placed on studying Welsh heritage throughout the curriculum such as when studying Welsh musicians, artists and writers. The school satisfies the requirements of the Cwricwlwm Cymreig.
124. Pupils' bilingual skills are promoted through careful planning in key stage 2. Members of staff ensure that pupils receive opportunities to develop their ability, for example, in the confident purposeful concurrent use of language and also their ability to learn in both English and Welsh. This is an outstanding feature.
125. The school operates an equal opportunities policy that reflects its commitment to inclusion and equal opportunities for all. The curriculum and all the school's activities are accessible to boys and girls alike. Pupils feel that they are respected and appreciated. The school rules and the caring ethos reflected across all aspects of the school encourage pupils to respect each other and others. This again is an outstanding feature.
126. Sustainable development is promoted well and the school has succeeded in gaining the Eco-Schools silver award. Learners are committed to operating sustainably and recycling paper, cartridges or 'yellow pages' telephone directories are a part of daily school life. Learners' multicultural development is promoted

well through links with schools in France, supporting international charitable organisations such as the Blue Peter Appeal and operating as a Fair Trade school. This effectively promotes learners' awareness of the importance of being responsible global citizens.

127. Parents, members of the community such as the nurse, policeman or member of the fire service are invited regularly to the school to speak about their work, and thereby effectively promote pupils' awareness and understanding of the world of work. However, links with industry have not as yet developed sufficiently across the school. The school actively pays attention to learners' entrepreneurial skills through holding an enterprise week. Children in the Foundation Phase have a good initial awareness of business ventures through selling cakes to parents at the end of the day.
128. Experiences provided throughout the curriculum enable pupils to gain a range of valuable skills for lifelong learning and to develop their awareness of their responsibility towards the future of their community.

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

##### **Grade 1: Good with outstanding features**

129. The findings of the inspection team agree with the Grade 1 judgement made by the school in its self-evaluation report, good with outstanding features. The quality of the care, support and guidance provided for learners is good with outstanding features and makes a substantial contribution to their well-being.
130. The school is a close and caring community where everyone is respected and treated equally in a happy and secure environment. The inter-relationship within the school is an outstanding feature. Pupils state strongly that they are happy there and that they are constantly appreciated and supported. There is an outstanding relationship between them and the teachers that enables them to confidently discuss any issues or concerns with adults within the school.
131. Teachers know the pupils very well, are aware of their needs and provide them with a high level of personal support and guidance. This is a means of nurturing self-respect, confidence and positive behaviour and contributes substantially towards pupils' personal and social development.
132. Parents' opinions are considered effectively and they receive regular information of a good quality relating to activities, the curriculum and the organisation of the school through letters and the school website. Home-school contact books such as the 'Stori a Thâp' in the Foundation Phase are a valuable link and a good way for parents to be involved in their child's education. The school operates an open door policy that ensures that any concerns receive immediate and effective attention. There is a clear home-school agreement which is supportive of effective collaboration.
133. A very good relationship has been established with welfare agencies in order to support pupils who have personal difficulties or special needs. The school responds immediately to the advice and guidance received for the benefit of the pupils.

134. Children under five settle in quickly to the homely and welcoming environment. A close relationship has been established with the 'Ti a Fi' group that meets in the school to ensure that there are effective links and collaboration between them. The arrangements for accepting latecomers to the school are effective and ensure that those pupils also settle in easily through the support of other pupils and staff. There are thorough procedures for transferring pupils to the local secondary school, which ensures that they start the next step of their education confidently.
135. The school has appropriate methods in place for monitoring pupils' attendance, punctuality, behaviour and performance. Good attendance is regularly rewarded. Registration procedures fully conform to the statutory requirements.
136. The school gives high priority to promoting pupils' PSE and this is an outstanding feature of the provision. This is carefully planned in order to have a positive effect on pupils' welfare. The school ensures that it listens to pupils' opinions through questionnaires, membership of the school council and the 'Ideas and Concerns' boxes that are located in each classroom. Members of the school council display innovation in making decisions for the benefit of the school. Emphasis is placed on the values of respect for others and ensuring fair play for every individual.
137. The school pays careful and thorough attention to aspects of health and safety. A detailed health and safety policy is in operation and all members of staff are aware of the guidelines. The school has good arrangements for dealing with minor accidents and illness. Regular fire drills are held and risk assessments are undertaken to overcome a variety of situations. There are five closed circuit cameras on the site. There are appropriate arrangements for accepting and releasing pupils at the end of the day and for their supervision whilst on the school's premises. The majority of staff have a current first aid qualification and learners in Y5 are also working towards gaining the same qualification.
138. Sex education, drugs and the importance of healthy living receive outstanding attention within the school. The provision for promoting learners' fitness is effective. Numerous opportunities are offered for pupils to join in dance and Dragon Sports activities. A range of incentives are offered to promote healthy eating and the school has already gained Healthy Schools status for the fifth consecutive year. Learners in key stage 1 are involved in the 'Design to Smile' project, which promotes the importance of caring for your teeth.
139. The school has a policy and clear procedures for child protection that meet with statutory requirements. The headteacher, deputy and one governor are the designated members, and they have overall responsibility for the procedures. All members of staff are aware of the policy, the procedures and the relevant systems.
140. The quality of the provision and the procedures for SEN is good with outstanding features. Pupils' difficulties are identified at an early stage and their progress is assessed regularly and thoroughly. The school ensures that pupils with SEN are fully involved in the life and work of the school.
141. Pupils with SEN make good progress in relation to their needs. Teaching and support staff work very effectively as a team under the outstanding guidance of the SEN co-ordinator (SENCo) to provide support and guidance of a high quality

- for individuals. This is done in a supportive atmosphere within small groups and in the class giving attention to the needs of individuals and meeting the requirements of the targets set in the individual educational plans (IEPs). The plans are reviewed regularly and discussed with the pupils and their parents.
142. A wide range of interesting strategies and appropriate resources are used to present specific activities that correspond to the needs of individuals and their targets. This is an outstanding aspect of the provision. The evaluations of pupils' achievements and progress give detailed and comprehensive guidance for the next steps. The SENCo, teachers and assistants work very well in partnership with parents and outside agencies when making decisions regarding pupils' development.
143. The school has high expectations with regard to behaviour and the pupils respond very positively to those expectations. No pupil has been excluded since the school was established. Clear policies and strategies are implemented in order to successfully promote behaviour of a high standard. The school's Code of Behaviour and the class rules are known to all and are clearly displayed. The 'Carden Canmol' system and the punishment cards reinforce these effectively. The school council shows good commitment in promoting acceptable behaviour through duties on the yard and being responsible for the purpose of the mural "I want to play" in order to eliminate any unfavourable behaviour that would impede on the enjoyment of other pupils at break time.
144. The school has a clear policy for promoting equal opportunities, racial equality and diversity. The school works closely with projects such as "Racial Equality First". This contributes greatly towards nurturing positive attitudes amongst pupils towards issues such as recognising and respecting diversity and to show friendship towards everyone of all backgrounds, races and creeds and to challenge stereotyping. Attention is paid to tolerance, inter-relationships and respect towards others within collective worship assemblies and within the general life of the school. This is an outstanding aspect of the provision.
145. Equal opportunities are offered to all pupils, ensuring their full involvement in the life and work of the school. All reasonable steps are taken to ensure that pupils with disabilities are not treated less favourably. The school has a suitable accessibility plan as well as a disability equality statement which reflects it.

## **Leadership and management**

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

#### **Grade 1: Good with outstanding features**

146. The findings of the inspection team agree with the judgement made by the school in its self-evaluation report, as many outstanding features are highlighted in this key question.
147. One outstanding feature is the quality of the headteacher's leadership. Her conscientious and professional leadership and management are extremely effective and a key element of the school's success. Since it was established, she has had a clear vision for the school and insists on high standards. The school's ethos supports collaboration of a high quality, and this is reflected in the

confidence, trust and collaboration that exist between staff, pupils, governors, parents and the wider community.

148. Another outstanding feature is the effectiveness of the leadership roles of the deputy headteacher and the management team that promotes the headteacher's vision and ensures education of a high standard for pupils at the school.
149. All workers in the school have clear job descriptions, with each one fulfilling their duties conscientiously, promoting the headteacher's vision.
150. The school has a good range of subject and general policies of a high quality that support all the institution's work. Good consideration is given to national priorities, especially in the provision for the Foundation Phase, 2008 Curriculum and thinking skills.
151. The effective system for staff evaluation promotes teachers' continuous professional development; this is a good feature and as a result has led to substantial improvements in the quality of the provision. Professional development for ancillary staff is a priority in the SDP for this year.
152. The governing body fulfils its role effectively and satisfies all its managerial and legal duties. It is led by a dedicated chairman, the body meets regularly and its members undertake their responsibilities as critical friends conscientiously. They are very well informed by the headteacher on the life and work of the school, and are involved in all important decisions relating to expenditure and strategic direction. They have a good knowledge of the school and their contribution to the success of the school is invaluable.
153. Governors have a good overview of the budget and oversee expenditure carefully. Decisions relating to expenditure are closely linked to the priorities identified in the SDP.

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

**Grade 1: Good with outstanding features**

154. The findings of the inspection team agree with judgement made by the school in its self-evaluation report. The outstanding features include the self-evaluation culture that is well established at the school, the contribution of all stakeholders to the process and the high quality of the continuous monitoring of the SDP.
155. The headteacher, senior management team and all staff show complete commitment to maintaining high standards throughout the school. A number of self-evaluation methods are used, including examining the planning, discussing examples of pupils' work, formal observation of lessons and careful analysis of data. Through operating these comprehensive and systematic self-evaluation processes, they succeed in identifying the areas for development and action.
156. The monitoring role of the headteacher and senior management team has a positive effect on the standard of everyday life at the school. Members of staff are eager to undertake new responsibilities and take key roles in implementing self-evaluation processes and planning for improvement. Their completely professional attitude to these processes and their willingness to give of their best for the sake of the pupils and the school is an outstanding feature.

157. The school makes very good use of evidence produced through teachers' assessments, standardised tests and continuous assessment. The data is analysed effectively and the school acts immediately and diligently on any weaknesses that are identified. As a result, it ensures appropriate intervention for improving the standards of cohorts of pupils. The process is thorough and transparent leading to outstanding outcomes.
158. Good progress has been made since the last inspection. The school has responded very effectively in developing the monitoring and evaluating roles of the subject co-ordinators. Standards in geography are good and there are effective strategies in place for assessing the foundation subjects and planning for providing opportunities to develop information technology across the curriculum.
159. The self-evaluation report produced by the school before the inspection is of a very good quality. It offers a good range of relevant information and a detailed analysis of all aspects of the school's life. It correctly identifies strengths and aspects to be developed. The findings of the inspection team agree with the school's judgement in six of the seven key questions. A higher grade was awarded to key question 2 as there were outstanding features in a significant percentage of the lessons observed.
160. The outcomes of the school's self-evaluation process naturally feed the SDP. The priorities set in this SDP identify needs and responsibilities for action, the financial obligations as well as allocating a specific time for this action. Evidence shows that steps for action lead to measurable improvements in the quality of the provision and to the outstanding standards achieved by pupils.

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

**Grade 1: Good with outstanding features**

161. The findings of the inspection team agree with the judgement made by the school in its self-evaluation report. The outstanding features include the element of team work that exists, how training priorities have had a positive effect on standards and also the way resources are used.
162. The school is appropriately staffed for the number of pupils on the roll. Teachers have been suitably deployed and share their expertise in order to ensure continuity and progression in provision and standards throughout the school.
163. One outstanding feature of the school's work is the element of collaborative working that exists, including teachers, support staff and governors to supervise specific aspects. This inclusive element is a strength, and ensures that the school community is pulling in the same direction, sharing the same vision and contributing towards raising standards.
164. The school is clean and tidy, with everything in its place and the resources are accessible to pupils and staff. The school operates effectively from day to day.
165. The school building and grounds are appropriate resources for promoting the educational provision. They are maintained well. The displays throughout the school are colourful and extremely stimulating and give tribute to pupils' work. The resources for the Foundation Phase, both inside and outside, are

outstanding and are used effectively by dedicated teachers and support staff. Stimulating use is made of these indoor and outdoor areas in order to offer practical experiences for learning.

166. All staff, including the ancillary staff, have access to a good range of professional development activities and training priorities have been outstandingly linked to the school's needs. The school evaluates the effect of all expenditure on professional development in order to ensure best value.
167. The school has planned appropriately for remodelling the workforce and arrangements for providing planning, preparation and assessment periods are operated effectively. Teachers use these periods appropriately and this has a positive effect on the school's work.
168. Resources correspond outstandingly to the school's priorities and targets in the SDP are financed sufficiently. The governing body controls, monitors, reviews and manages the school budget effectively.
169. The headteacher and teachers are thorough in ensuring that there are sufficient resources for all subjects and review these regularly.
170. Due to the effective quality of the strategic management and the appropriate use of stimulating resources, the inspection team is of the opinion that the school ensures good value for money.

### **School's response to the inspection**

The headteacher, staff and governors are proud of the inspection team's findings following their recent visit to the school. The contents of the report are a source of pride to all who are involved with the school. It recognises the numerous strengths and excellences that can be seen in the school.

We appreciate that the report highlights the school's efforts to create a close family community with a caring and friendly ethos, confirms that there is a stimulating atmosphere here that promotes effective learning and identifies that standards of achievement and the quality of the teaching are strengths.

We are proud of our pupils and appreciate the acknowledgement that their behaviour, their respect towards others and their attitudes towards their work is one of the school's strengths.

The school will incorporate the recommendation made into the SDP for 2010-2011. A copy of the action plan will be sent to all parents and the governors' annual report to parents will report on the progress being made.

We would like to thank the inspectors for their thorough work, their professionalism and their courtesy throughout the inspection.

## Appendix 1

### Basic information about the school

|                     |   |
|---------------------|---|
| Name of school      | Ysgol Gynradd Gymraeg Gwaun Y Nant                        |
| School type         | Community   |
| Age-range of pupils | 3-11 years of age   |
| Address of school   | Amroth Court<br>Caldy Close<br>Barry<br>Vale of Glamorgan |
| Postcode            | CF62 9DU  |
| Telephone number    | 01446 421723  |

|                      |   |
|----------------------|---|
| Headteacher          | Mrs Glenna Griffith                                 |
| Date of appointment  | September 2000 (Since 1996 as Teacher in Charge)    |
| Chair of governors   | Mr Dafydd Treharne                                  |
| Registered inspector | Mr Huw Watkins                                      |
| Dates of inspection  | 11 <sup>th</sup> and 12 <sup>th</sup> November 2009 |

## Appendix 2

### School data and indicators

| Number of pupils in each year group |         |    |    |    |    |    |    |    |       |
|-------------------------------------|---------|----|----|----|----|----|----|----|-------|
| Year group                          | N (fte) | R  | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total |
| Number of pupils                    | 16      | 29 | 20 | 34 | 14 | 22 | 22 | 23 | 180   |

| Total number of teachers |           |           |                            |
|--------------------------|-----------|-----------|----------------------------|
|                          | Full-time | Part-time | Full-time equivalent (fte) |
| Number of teachers       | 11        | 0         | 11                         |

| Staffing information   |        |
|--|--------|
| Pupil: teacher (fte) ratio (excluding nursery and special classes) | 23.2:1 |
| Pupil: adult (fte) ratio in nursery classes                        | 16.5:1 |
| Pupil: adult (fte) ratio in special classes                        | -      |
| Average class size, excluding nursery and special classes          | 23.2   |
| Teacher (fte): class ratio   | 1:1    |

| Percentage attendance for three complete terms prior to inspection |      |      |                |
|--|------|------|----------------|
| Term   | N    | R    | Rest of school |
| Summer 2009  | 92.5 | 95.7 | 94.7           |
| Spring 2009  | 92.5 | 95.7 | 94.7           |
| Autumn 2008  | 87.2 | 93.1 | 94.1           |

|  |     |
|--|-----|
| Percentage of pupils entitled to free school meals             | 20% |
| Number of pupils excluded during 12 months prior to inspection | 0   |

## Appendix 3

This report uses data for 2009 for LEA and Wales comparative information

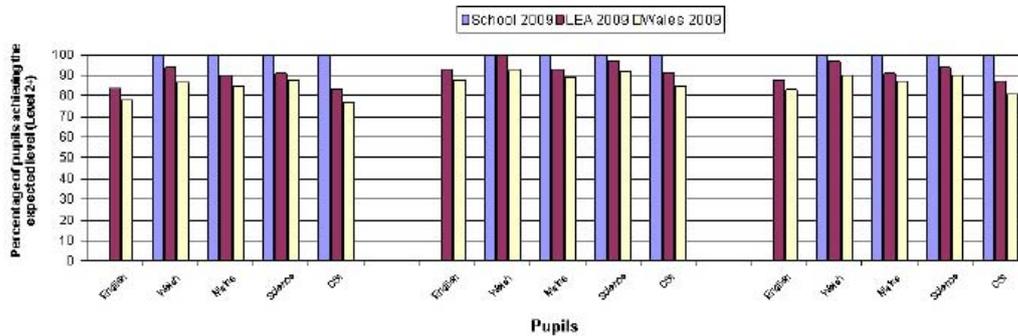
YSGOL GYMRAEG GWAUN Y NANT  
Vale of Glamorgan

LEA/School no: 673/2179

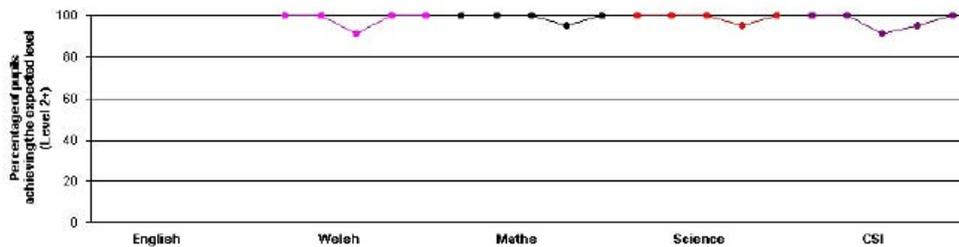
### School comparative information: National Curriculum Assessments 2009 with benchmarking Key Stage 1

Percentage of boys, girls, and pupils achieving at least the expected level (Level 2+):

|         | Boys        |          |            | Girls       |          |            | Pupils      |          |            |
|---------|-------------|----------|------------|-------------|----------|------------|-------------|----------|------------|
|         | School 2009 | LEA 2009 | Wales 2009 | School 2009 | LEA 2009 | Wales 2009 | School 2009 | LEA 2009 | Wales 2009 |
| English | -           | 84       | 78         | -           | 93       | 88         | -           | 88       | 83         |
| Welsh   | 100         | 94       | 87         | 100         | 100      | 93         | 100         | 97       | 90         |
| Maths   | 100         | 90       | 85         | 100         | 93       | 89         | 100         | 91       | 87         |
| Science | 100         | 91       | 88         | 100         | 97       | 92         | 100         | 94       | 90         |
| CSI     | 100         | 83       | 77         | 100         | 91       | 85         | 100         | 87       | 81         |



### School Performance over time (2005 - 2009)



### Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

Quartile 1 School is in the top 25 per cent.

Quartile 2 School is in the top 50 per cent but not the top 25 per cent.

Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent.

Quartile 4 School is in the bottom 25 per cent.

Free School Meal Group

More than or equal to 16 per cent and up to 24 per cent eligible for FSM

|         | Quartile 4 | Lower Quartile Boundary | Quartile 3 | Median Boundary | Quartile 2 | Upper Quartile Boundary | Quartile 1 |
|---------|------------|-------------------------|------------|-----------------|------------|-------------------------|------------|
| English |            | 75                      |            | 84              |            | 92                      |            |
| Welsh   |            | 85                      |            | 93              |            | 100                     |            |
| Maths   |            | 80                      |            | 88              |            | 96                      | 100        |
| Science |            | 85                      |            | 92              |            | 100                     |            |
| CSI     |            | 74                      |            | 82              |            | 90                      | 100        |

#### Notes:

1. Figures for Welsh refer to attainment in Welsh first language only.

2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 2 in both Mathematics and Science and either English or Welsh first language.

3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

Report created by DEWi on 15/09/2009

Page 1 of 1

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

|  |                        |   |
|--|------------------------|---|
| <b>National Curriculum Assessment KS2 Results 2009</b>   | Number of pupils in Y6 | 9 |
| As the number of pupils eligible for assessment at the end of key stage 2 in was greater than four but fewer than 10, overall performance indicators only are included |                        |   |

|   |      |          |      |
|---|------|----------|------|
| Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by teacher assessment |      |          |      |
| In the school   | 77.8 | In Wales | 75.5 |

## Appendix 4

### Evidence base of the inspection

Four inspectors spent a total of seven inspector days at the school. A team meeting was held before the inspection. The school's headteacher was the nominee.

Inspectors visited:

- 16 lessons or parts of lessons;
- every class;
- collective worship sessions, and
- a range of extra-curricular activities.

Members of the inspection team held meetings with:

- staff, governors and parents before the commencement of the inspection, and
- teachers, other staff members and groups of pupils during the inspection.

The inspection team also considered:

- the school's self-evaluation report;
- 46 responses to the parents'/carers' questionnaire;
- a wide range of documentation provided by the school before and during the inspection, and
- a range of pupils' work.

Following the inspection, a meeting was held between the inspection team and the headteacher, staff and governors.

## Appendix 5

### Composition and responsibilities of the inspection team

| Team member                            | Responsibilities  |
|--|---|
| Mr Huw Watkins<br>Registered Inspector | Context, Summary, Recommendations, Appendices<br>Key Questions 1, 5 and 7 |
| Mr Clive Phillips<br>Team Inspector    | Key Questions 2 and 6   |
| Mrs Eleri Honour<br>Team Inspector     | Key Questions 3 and 4   |
| Mrs Deris Williams<br>Lay Inspector    | Contributions to Key Questions 1, 3, 4 and 7                              |
| Mrs Glenna Griffith<br>Headteacher     | Nominee   |

### *Acknowledgement*

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

**Contractor:** EPPC/Severn Crossing Ltd  
Suite F2A, Britannic House, Britannic Way, Llandarcy, Neath SA10 6JQ