

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

A Report on the Quality of Education in

**Cefn Glas Infant School
St Winifreds Road
Cefn Glas
Bridgend
CF31 4PL**

School Number: 6722300

Date of Inspection: 18/01/10

by

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78706**

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Introduction

Cefn Glas Infant 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 Cefn Glas Infant School took place between 18/01/10 and 20/01/10. An independent team of inspectors, led by Dr David Gareth 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.

Estyn's reports follow its guidance for the writing and editing of reports, which is available on the Estyn website (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.

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

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. Cefn Glas Infants' School, within Bridgend local authority (LA), is located on the Cefn Glas estate to the north of Bridgend town. The school opened in 1969 and has just celebrated its 40th anniversary. The school caters for pupils aged three to seven. Children are admitted to nursery in the term following their third birthday and there are three intakes each year. The number on roll has declined since the last inspection although in the most recent years the number has slowly increased.
2. The school considers its catchment area to be neither prosperous nor disadvantaged. Learners in the catchment area of Cefn Glas live in private housing, some families live in rented accommodation and other families are relocated by their housing association to other areas in Cefn Glas while their houses are improved.
3. There are 190 learners on roll, including the full-time equivalent of 45 nursery children. Approximately 99.5 per cent of them are from English-speaking homes and the remainder are from ethnic minority groups. One pupil receives support for English as an additional language. There are no learners from Welsh-speaking homes and Welsh is taught as a second language.
4. Currently, 19 per cent of learners are entitled to free school meals (FSM), which is about average, and this number has grown significantly over the past year. Baseline assessments are undertaken on entry to the nursery class and results indicate an average attainment for most children. Baseline assessments do, however, indicate a downward trend.
5. Around 13.98 per cent of learners are identified as having Special Educational Needs (SEN); this figure is below national and local averages. There are no statemented pupils. Two pupils are 'looked after' by the LA.
6. The school successfully gained the 'Investors in People' Award for the second time in 2008.
7. The Basic Skills Agency Quality Mark was renewed in 2006 and the school is actively working towards the new Quality Standard.
8. The school was awarded its second Green Flag in 2009 and has been runner up in the National Keep Wales Tidy awards for the past two years. It has also won the Bridgend Yellow Woods Competition for recycling for the past two years.
9. The school is in its 8th year of the Healthy Schools Scheme and is in the 3rd phase of the extension and maintenance programme. The school was awarded its 5th Healthy Schools Plaque in 2009.
10. The head teacher was appointed in September 2006 and there have been few staff changes since the last inspection in January 2004.

The school's priorities and targets

11. The school's current priorities are to:

- introduce the Foundation Phase for Reception-aged children;
- develop skills through a cooking curriculum;
- develop an electronic tracking system, Classroom Monitor, to monitor learners' progress;
- continue to develop key skills across the curriculum;
- further improve provision for, and standards in, bilingualism;
- further promote reading and phonic skills;
- continue to improve the outdoor area; and
- further develop training opportunities for parents and members of the community.

Summary

12. Cefn Glas is a very happy school with outstanding features in a number of aspects of its work.

Table of grades awarded

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

13. The inspection team agreed with the school in its self-evaluation report in all the key questions.

Standards

14. In key stage 1 in 2009, the results of teacher assessments in English, mathematics and science were above national and local averages. The core subject indicator (CSI), which is the percentage of pupils attaining at least Level 2 in English, mathematics and science in combination, was also above local and national averages. When the 2009 key stage 1 results are compared with similar schools, using the FSM indicator, performance in English was below average, that in mathematics and science was almost in the top 50 per cent and the CSI was above average. Overall, apart from the English results, these figures represent a positive trend in attainment at key stage 1 over the last few years. In 2009 girls performed better than boys in mathematics and science.
15. When compared to the family of schools, the 2009 results in English and mathematics were marginally below the family average, while those in science were above average. Over the last two years, results in English have been above the family average, those in mathematics were above average in 2008 and very slightly below average in 2007, while science results have been consistently above the family average for the last three years.
16. The percentage of pupils attaining above the expected level (Level 3) in 2009 at the end of key stage 1 was below national and LA averages and very slightly above the family average in English; above national and family, but below LA, averages in mathematics; and above family, but below national and LA, averages in science.
17. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Foundation Phase outcomes.
18. Whilst many learners make good progress towards fulfilling their potential, more able and talented pupils do not achieve as well because of the lack of consistency in the level of challenge offered to them throughout the school.
19. All children under five and pupils in key stage 1 make outstanding progress in their writing and personal and social skills. They make good progress with no important shortcomings in the key skills of speaking, listening and early reading, in Welsh communication, mathematical, information and communication technology, problem-solving and creative skills.
20. The progress that learners make in their personal, spiritual and wider development is outstanding. Standards of behaviour are good with no important shortcomings.
21. Whole-school attendance for the last three terms prior to the inspection averages 93.2 per cent and this compares favourably with the LA and national averages and marginally exceeds the FSM average for primary schools in Wales. Absences, particularly among the very young children, are caused mainly by illness. Almost all pupils arrive on time at the start of the school day. There have been no exclusions during the last five years.

The quality of education and training

Grades for teaching

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	78%	7%	0%	0%

23. These figures are higher than the national picture reported by Her Majesty's Chief Inspector (HMCI) in his Annual Report for 2008-2009, where the quality of teaching is Grade 2 or better in 90 per cent of lessons.
24. The outstanding features observed in the best lessons include: exceptionally stimulating and innovative teaching strategies and methods; and high expectations of what pupils can achieve.
25. Where teaching was judged to be good with no important shortcomings, good features include: teachers' detailed knowledge and understanding of the subjects being taught; confident and effective use of the interactive whiteboards to improve the quality of lessons and to enthuse pupils; and a good pace of teaching.
26. Where teaching was occasionally judged to have some shortcomings, these include: a lack of challenge in the tasks provided to extend pupils' learning, in particular the more able and talented pupils.
27. Teaching assistants make a very valuable contribution to pupils' learning. They are deployed very effectively in most classes and they relate very well to pupils and adults.
28. The quality of assessment in the Foundation Phase is good with outstanding features and induction is closely linked to the assessment process. Overall, the quality of assessment, recording and reporting is good and considerable progress has been made in identifying assessment criteria in all subject areas.
29. Marking is good and pupils are encouraged to make evaluative comments in response. In the majority of classes, pupils are effectively challenged to assess their work. Reports to parents meet statutory requirements.
30. The school has very good arrangements to meet the needs and abilities of most learners and there are outstanding features in the learning experiences that the school provides. The school is a learning community for adults as well as children and family learning is very effectively promoted through numerous initiatives that help parents become partners in their children's education. The school fully celebrates the learning achievements of parents, staff and learners.
31. Curricular provision meets all statutory requirements of the National Curriculum and the agreed syllabus for religious education. The school promotes learners' personal and social development exceptionally well

32. Provision for the development of learners' spiritual, moral, social and cultural development is excellent. Collective worship fully meets requirements and the school has strong links with local places of worship.
33. Y cwricwlwm Cymreig is effectively promoted across the school and learners' bilingual skills are successfully developed.
34. The school's commitment to work-related education is outstanding and is an integral part of pupils' learning. The school has also inspired, trained and supported a number of young parents to secure careers within education, several of whom are now employed at the school.
35. The promotion of education for sustainable development and global citizenship (ESDGC) is outstanding. It is embedded in all aspects of teaching and learning.
36. The school provides effective care, support and guidance for learners. Teaching and support staff are successful in creating a calm, caring and supportive environment where all feel secure and valued.
37. There are good policies and well-documented procedures in place to ensure the healthy development, safety and well-being of learners.
38. Members of staff support pupils with SEN very well and the SEN coordinator (SENCo) is very experienced and manages her responsibilities very well. The quality of provision for equal opportunities is good.

Leadership and management

39. Outstanding features include the: inspired and dynamic leadership of the head teacher; dedicated and enthusiastic support of the deputy head teacher; strong leadership of the senior management team (SMT); exemplary nature of shared values amongst all those associated with the school; very effective progress on Welsh Assembly Government priorities; and the management and continuing professional development of teaching and support staff.
40. There is a strong drive, at all levels of management, for continuing improvement. Systems to support, develop and improve the performance of members of staff are exemplary.
41. Governors are well informed and supportive of the school. Members understand their responsibilities and are well placed to help the school in its strategic planning. They meet regulatory and statutory requirements.
42. Procedures for self-evaluation are effective. Rigorous, wide-ranging and comprehensive systems ensure that leaders and managers are well informed and equipped to plan for further improvement. The school self-evaluation report provides a detailed picture of the school's strengths and areas for development.
43. Targets set in previous plans have been successfully met and the school has made good progress since the last inspection.

- 44. The school places great emphasis on having well qualified staff and professional development is given high priority. The unique qualities of staff members at all levels are quickly recognised, nurtured and developed and investment in staff development is very carefully linked to school priorities. These are outstanding features.
- 45. The school is well resourced and buildings and outside areas are well maintained to a high standard of cleanliness.
- 46. The school makes very effective and economic use of resources and the quality of financial management is very good. The school provides good value for money.

Recommendations

In order to improve, the school needs to:

- R1 continue to improve provision for, and raise standards of, the more able and talented pupils;* and
- R2 continue to improve attendance rates.

* Aspects of these are already identified by the school in its current SDP.

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

47. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
48. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Foundation Phase outcomes. Baseline assessment indicates that children enter school with attainment and skills that are about average and they make good progress in line with their age and ability.
49. In key stage 1 in 2009, the results of teacher assessments in English, mathematics and science were above national and local averages. The CSI, which is the percentage of pupils attaining at least Level 2 in English, mathematics and science in combination, was also above local and national averages. When the 2009 key stage 1 results are compared with similar schools, using the FSM indicator, performance in English was below average, that in mathematics and science was almost in the top 50 per cent and the CSI was above average. Overall, apart from English results, these figures represent a positive trend in attainment at key stage 1 over the last few years. In 2009 girls performed better than boys in mathematics and science.
50. When compared to the family of schools, the 2009 results in English and mathematics were marginally below the family average, while those in science were above average. Over the last two years, results in English have been above the family average, those in mathematics were above average in 2008 and very slightly below average in 2007, while science results have been consistently above the family average for the last three years.
51. The percentage of pupils attaining above the expected level (Level 3) in 2009 at the end of key stage 1 was below national and LA averages and very slightly above the family average in English; above national and family, but below LA, averages in mathematics; and above family, but below national and LA, averages in science.
52. Whilst many learners make good progress towards fulfilling their potential, more able and talented pupils do not achieve as well because of a lack of consistency in the level of challenge offered to them throughout the school.
53. Pupils' 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 how they are learning and of what they need to do to improve is also good. For example, most are well aware of their targets for improvement and the success criteria.

54. All children under five and pupils in key stage 1 make outstanding progress in their writing and personal and social skills. They make good progress with no important shortcomings in the key skills of speaking, listening and early reading, in Welsh communication, mathematical, information and communication technology, problem-solving and creative skills.
55. The progress that learners make in their personal, spiritual and wider development is outstanding. Nearly all relate very well to each other and successfully develop a very clear understanding of what is right and wrong. Their personal values develop remarkably well, together with a respect for, and an understanding of, the values of others.
56. Standards of behaviour are good with no important shortcomings. Learners' good behaviour contributes well to the standards they achieve. They interact courteously and confidently with peers, adults and visitors to the school. All work together very well and this is an outstanding feature.
57. Many learners develop the skills to work independently and to take responsibility for their own learning. They work extremely well together in pairs and groups, taking on different roles in order to organise activities fairly and effectively.
58. Most learners' awareness of equal opportunities is good with no important shortcomings. They take an active part in the life and work of the school through the school council and their involvement in eco and extra-curricular activities. They develop effective skills in working as part of a team and as members of the school community. They show respect for the beliefs of different faiths and an appreciation of other cultures.
59. All learners have a very strong sense of citizenship, they participate in an excellent range of projects and community events and gain a mature understanding of community life and the world of work.
60. Whole-school attendance for the last three terms prior to the inspection averages 93.2 per cent and this compares favourably with the LA and national averages, but marginally exceeds the FSM average for primary schools in Wales. Absences, particularly among the very young children, are caused mainly by illness. Almost all pupils arrive on time at the start of the school day. There have been no exclusions during the last five years

The quality of education and training

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

Grade 2: Good features and no important shortcomings

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

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	78%	7%	0%	0%

63. These figures are higher than the national picture reported by Her Majesty's Chief Inspector (HMCI) in his Annual Report for 2008-2009, where the quality of teaching is Grade 2 or better in 90 per cent of lessons.

64. The outstanding features observed in the best lessons are:

- exceptionally stimulating and innovative teaching strategies and methods that completely capture learners' interest and enthusiasm from the outset and systematically develop their skills and understanding;
- high expectations of what learners can achieve; and
- a precise match between individual learners' abilities and the level of challenge in the tasks presented to them.

65. Where teaching was judged to be good with no important shortcomings, good features include:

- teachers' detailed knowledge and understanding of the subjects being taught;
- a consistent focus on all learners' thinking and reasoning skills;
- confident and effective use of the interactive whiteboards to improve the quality of lessons and enthuse learners; and
- a good pace of teaching, which stimulates pupils' learning well.

66. In the lessons where teaching was occasionally judged to have some shortcomings, these include: a lack of challenge in the tasks provided to extend pupils' learning, in particular the more able and talented pupils; and a lack of pace to the learning.

67. Teaching assistants make a very valuable contribution to pupils' learning and many successfully lead groups of pupils. They are deployed very effectively in most classes and they relate very well to learners and adults.

68. Homework is set regularly and many older pupils enjoy frequent opportunities to conduct research in subjects across the curriculum.
69. The quality of assessment in the Foundation Phase is good with outstanding features and induction is closely linked to the assessment process. Observation, assessment and recording of the achievements of the youngest children and baseline assessment are used very effectively to identify and meet their needs. Aspects of children's work are assessed daily and these form the basis of regular reports kept by practitioners. The information recorded effectively guides planning.
70. Overall, the quality of assessment, recording and reporting is good and considerable progress has been made in identifying assessment criteria in all subject areas, which teachers can use to set learning targets for pupils. Portfolios of work are matched to national curriculum levels. The school has adopted a system of using computerised 'learning logs', and these very effectively record pupils' achievements in subjects across the curriculum. The school is a member of a cluster, which meets regularly to moderate work in subjects.
71. Teachers ensure that learners understand the purpose of assessment and set them regularly-updated and appropriate targets. Teachers provide good verbal feedback to develop learners' ideas and understanding. Marking is good and learners are encouraged to make evaluative comments in response. In many classes, learners are effectively challenged to assess their work.
72. The annual reports to parents are of good quality and comply with statutory requirements. They identify pupils' achievements and what they need to do in order to improve. The school provides opportunities for parents to respond to 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 1: Good with outstanding features

73. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
74. Throughout the school there are many outstanding features in pupils' learning experiences. The school offers learners an excellent, enriched curriculum that impacts on all aspects of school life and promotes exceptionally good attitudes to lifelong learning.
75. Outstanding features are the learning experiences that involve the local community as well as children in promoting healthy lifestyles, raising awareness of personal responsibility, raising money for those in need and promoting stewardship of the natural world.

76. The school is a learning community for adults as well as children and family learning is very effectively promoted through numerous initiatives that help parents and carers become partners in their children's education. The school fully celebrates the learning achievements of parents and staff as well as children.
77. Curricular provision meets all statutory requirements of the National Curriculum and the agreed syllabus for religious education. The provision for personal and social education, health education and sex education also fully meets requirements.
78. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Foundation Phase outcomes.
79. The school has made excellent progress in introducing the principles of the Foundation Phase for children in nursery and reception classes. Provision fully meets children's needs, covering each area of learning in a progressive, constructive manner. All learning practitioners are involved in updating schemes of work to meet curricular needs and ensuring that learning experiences are skill-based, relevant, interesting and motivating.
80. The school makes good provision for the development of key skills across the curriculum. Key and basic skills feature strongly in teachers' planning. Learners' progress is scrutinised regularly and feedback documents allow staff to plan for further improvements in provision.
81. The broad, balanced, skills-based curriculum in key stage 1 offers pupils a very interesting range of experiences, which build systematically on what they already know. The curriculum caters effectively for most learners, but not as successfully for a number of more able and talented pupils and planned learning experiences do not consistently offer sufficient challenge for these pupils. The school fully recognises the need to improve this aspect of its provision.
82. The rich variety of experiences offered to learners through the school's active involvement in local and national initiatives are outstanding features. From a very early age children are encouraged to become involved in promoting healthy eating and parents are invited to visit the fruit and vegetable co-operative that operates regularly in school. Pupils are also encouraged to learn how to cook in the purpose-built food technology room.
83. The school promotes learners' personal and social development exceptionally well. It does this through the values it promotes on a daily basis as well as through more formal arrangements in its Personal and Social Education (PSE) programme.
84. Provision for the development of learners' spiritual, moral, social and cultural development is excellent. Spiritual development is promoted in both religious and aesthetic activities and appropriate time is given for collective worship,

which fully meets requirements. Collective worship makes an outstanding contribution to learners' moral, social and cultural development and the school has strong links with local places of worship.

85. Through stimulating and elevating acts of collective worship, learners are encouraged to develop a very good understanding of right and wrong and to empathise very successfully with the situations of others. All staff actively promote positive values, such as fairness, and model appropriate behaviour for all learners. All are encouraged to develop strong moral values and to treat one another with consideration and respect.
86. Most learners are actively encouraged to consider other faiths alongside their own through a range of multicultural themes. The provision ensures that they are frequently urged to reflect on important issues as well as on the natural beauty of the world and this helps them gain an exceptional sense of spirituality for their age.
87. Outstanding practical experiences and role-situations help learners develop an exceptional awareness of the needs of others. For example, they are encouraged to spend a day in a tent with only one personal item and this fosters an unusually perceptive understanding of the situation facing refugee families.
88. Y cwricwlwm Cymreig is effectively promoted to support and enrich learners' knowledge and understanding of Wales. They are encouraged to emulate the work of local and Welsh artists and they are introduced to the lives and work of many famous Welsh people, such as Bishop William Morgan, and to legendary figures, such as Santes Dwynwen. Bilingual competence is promoted well.
89. A wide range of lunch-time and after school clubs is open to all learners. These are run by dedicated and knowledgeable staff and very effectively enhance and enrich the curriculum. This is an outstanding feature.
90. The school is at the very heart of the community. Close and very effective links are maintained with a wide range of community groups and the school also enjoys a very successful working partnership with the local junior school. Highly successful links have been developed with higher educational institutions, including Swansea Metropolitan University and Bridgend College.
91. Parents and other members of the community are actively encouraged to help in classrooms, in reading and numeracy sessions. They also provide practical support for the school's fruit and vegetable co-operative and assist in the school gardens. Food safety, cookery and Welsh language lessons are available for parents, who are then able to pass on their knowledge to their children.
92. The school's commitment to work-related education is outstanding and an integral part of pupils' learning. The school has also inspired, trained and supported a number of young parents to secure careers within education, several of whom are now employed at the school in various capacities.

93. The promotion of education for sustainable development and global citizenship (ESDGC) is outstanding. It is embedded in all aspects of teaching and learning and is highlighted within subject schemes of work and progress is tracked through a comprehensive monitoring system. The school is at the forefront of new initiatives in ESDGC and pupils have an exceptional awareness of sustainable issues for their age.
94. The school successfully promotes learners' entrepreneurial and problem-solving skills throughout the curriculum. They are involved in making decisions through membership of the school council and eco committee.
95. The school works extremely hard to reflect national priorities for lifelong learning and very successfully encourages and prepares pupils to be independent learners and to play a full part in the community.

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

Grade 2: Good features and no important shortcomings

96. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
97. The school provides effective care, support and guidance for learners. Teaching and support staff are successful in creating a calm, caring and supportive environment where all feel secure and valued. The mutual warmth and respect between staff and learners are strong features, which enable learners to make good progress in their academic, social, personal and emotional development.
98. The school makes good use of a wide range of external support services and manages care arrangements well to secure the best possible support for learners. The school works in full and productive partnership with parents, carers, health professionals and employers; their views are well considered, valued and acted upon.
99. Learners are given good opportunities to make their views and opinions known to staff and do so with confidence through the school council. This is a good forum for the development of learners' personal and social skills and enables them to work together to tackle issues that concern them. Councillors undertake their duties conscientiously and are good ambassadors for their school.
100. Staff in the nursery provide outstanding pastoral support for children when they enter school for the first time, ensuring that children settle quickly and confidently into their new school environment. Highly effective induction procedures ensure that learners are well supported when moving classes.
101. Attendance registers are completed promptly at the start of morning and afternoon sessions and the school has effective procedures to promote good attendance and punctuality. A first-day response system is in place and most parents comply with the

process. The Educational Welfare Officer provides very good support. Procedures to monitor learners' behaviour and performance are effective.

102. There are good policies and well-documented procedures to ensure the healthy development, safety and well-being of learners. The importance of developing a healthy diet has a high priority. Members of staff are trained in first aid and procedures to care for learners who feel ill, or those who have an accident, are effective. Effective use is also made of the accident book, regular fire drills are held and equipment is checked in compliance with health and safety regulations. Risk assessments are carried out before school visits, which are subject to written parental consent.
103. All child protection and complaints systems are in line with national guidelines and local procedures. The head teacher is the designated child protection person. Awareness training is held annually for all staff and there is appropriate induction for new staff.
104. The provision for pupils with SEN is good with outstanding features. The school's policies are comprehensive and fully comply with the SEN Code of Practice and the framework for inclusive education. The school effectively identifies learners' individual needs and appropriately monitors progress in meeting these needs throughout the school. The school's SEN coordinator (SENCo) is very experienced and manages her responsibilities very well.
105. Very close liaison with the pre-school settings ensures that children's needs are met immediately they enter the school. The quality and extent of support in these areas are outstanding.
106. An appropriate register of pupils with SEN is maintained, indicating the range of support given at the 'school action' and 'school action plus' stages of the Code of Practice. Learners on the register have their own individual educational plans (IEPs). These are of exceptional quality and the SENCo also compiles detailed, additional records to support the IEPs. There is a range of support mechanisms and SEN learners benefit from in-class support and appropriate targeted intervention from suitably-trained teaching assistants. Withdrawal sessions mirror those provided in classes.
107. The school makes effective use of a wide range of outside agencies, including the speech and language, visual impairment and health services. The specialist input is incorporated into individual programmes and has a positive impact on learners' skills and progress.
108. There are very effective measures for learners whose behaviour impedes their progress or that of others. Such incidents are very rare, but the school reports that agreed procedures have been effective when needed.
109. The quality of provision for equal opportunities is good. A sense of fairness, acceptance and inclusion permeates the school. Policies effectively promote equal opportunity, gender and race equality. In practice, the school takes good account of learners' social, ethnic, linguistic and educational backgrounds to ensure that all are treated fairly and are equally well supported. The school is

highly successful in promoting gender equality and in challenging stereotypical choices.

- 110. Effective arrangements are in place to eliminate bullying, harassment and racial discrimination and procedures effectively reflect the school's commitment to inclusion.
- 111. The school has implemented a disability access audit and established an appropriate disability access plan. The school makes reasonable adjustments to ensure that any learners with disabilities are not put at a disadvantage in accessing facilities or the curriculum.
- 112. The school actively promotes respect for diversity. Policy and provision to develop learners' recognition and respect for other people's faiths and cultures are effective. The school strongly promotes an ethos of tolerance and acceptance of the diversity of cultural and religious traditions and school prayers and assemblies reinforce the message of one world.

Leadership and management

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

Grade 1: Good with outstanding features

- 113. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 114. Although the inspection team judged key question 1 as grade 2, inspection evidence demonstrates clearly that the outstanding qualities of leadership and management enrich learners' experiences very well and help raise their standards of achievement and self esteem. Significantly improved curricular provision and the creation of a positive, inclusive working ethos have created a firm foundation for the school to build on the progress learners are making and to raise standards further.
- 115. The head teacher leads an exceptionally effective team of teachers. She has been outstandingly successful in a relatively short space of time in promoting an inspirational vision for the school.
- 116. The head teacher provides inspired and dynamic leadership and has the skills necessary to develop management structures and deploy staff to maximum effect. She nurtures and empowers, so that the confidence and expertise of staff at all levels are very well developed.
- 117. The senior management team (SMT) work extremely well and have very clearly defined roles and responsibilities. The quality of leadership and management at all levels within the school is outstanding. The deputy head teacher supports the head teacher very well and is an excellent role model for members of staff. Together, the head and deputy bring a complementary

range of skills and expertise to the improvement of teaching and learning within the school.

118. The structure of leadership is very strong and based upon in-house training and the provision of opportunities for staff to develop their skills further at the next tier of leadership. The senior leadership team, middle leadership team and curricular leaders are all very well informed and play a full and invaluable part in the day-to-day management of the school and in contributing to the process of monitoring, evaluation and planning.
119. There is a strong drive, at all levels of management, for continuing improvement. Challenging targets are set for examination results, for teaching and learning and for all aspects of provision and practice. The SMT reviews progress against targets regularly in its meetings and has identified clearly areas to develop further.
120. Systems to support, develop and improve the performance of members of staff are exemplary. Performance management procedures are very well embedded in the life of the school and targets set have had a positive influence on school improvement.
121. The school's full involvement in local and national priorities is an outstanding feature. For example, the school has worked extremely hard to establish both the Welsh Assembly Government's Foundation Phase and the new curriculum orders. It has gained several awards and recognition for the contribution it makes to the nurture and well-being of its learners.
122. Governors are well informed and supportive of the school. They know the local community very well and appreciate the vital contribution the school makes to it. A number of governors are actively involved in the daily life and work of the school, ensuring the school's aims and objectives are fully realised. Governors understand their responsibilities and are well placed to help the school in its strategic planning. They meet regulatory and statutory requirements.

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

Grade 2: Good features and no important shortcomings

123. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
124. Procedures for self-evaluation are effective. Rigorous, wide-ranging and comprehensive systems ensure that leaders and managers are well informed and equipped to plan for further improvement. Each tier of the school's leadership and management structure is responsible for gathering and analysing a wide range of data and other information. The analysis of complex statistical data is thorough, the school's performance is measured against the data and targets for further improvement are carefully set.

125. The SMT monitors the quality of planning and teaching effectively. Other leaders undertake a programme of regular monitoring of standards of learning, they scrutinise book samples and speak with learners about their work. In their subject evaluations subject leaders evaluate the quality of provision and standards in detail.
126. All members of staff, including teaching assistants and support staff, have an active role in the self-evaluation process. The views of learners are articulated through the school council and questionnaires seek to elicit the views of parents.
127. A strong culture of self-evaluation has been a feature of the school in recent years. Communications are systematic and transparent, enabling all stakeholders to understand that their contributions are valued.
128. The school self-evaluation report is well constructed and honest. It provides a detailed picture of the school's strengths and areas for development. The findings of the inspection team match the school's judgements in the seven key questions.
129. Planning for improvement is good and there are clear links between the self-evaluation documentation and the school development plan (SDP). The structure of the current plan reflects the school's unique priorities well.
130. Targets set in previous plans have been successfully met and the school has made good progress since the last inspection.

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

Grade 1: Good with outstanding features

131. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
132. Although the inspection team judged key question 1 as grade 2, inspection evidence demonstrates clearly that the management and use of all resources, including staff, learning materials, school buildings and outdoor amenities, enrich learners' experiences very well and help to promote their self-esteem and standards of achievement. This is an outstanding feature and worthy of a Grade 1.
133. The school places great emphasis on having well qualified staff and professional development is given high priority. The unique qualities of different staff members at all levels are quickly recognised, nurtured and developed and investment in staff development is very carefully linked to school priorities. This is also an outstanding feature.
134. A notable strength is the contribution of learning support staff, nursery nurses and volunteers who work extremely well alongside the teaching staff. They are very well deployed in classrooms, have clearly defined roles and make significant contributions to classroom activities.

135. The school has adopted effective procedures to manage teachers' planning, preparation and assessment time and support staff with specific expertise are deployed very well in this respect and contribute very effectively to the development of learners' skills. The school uses its resources for workforce remodelling well. There is leadership and management time available for teachers and clerical and administrative tasks are not undertaken by them.
136. The school has exemplary arrangements for the continuous professional development of staff and the training programme is very successfully linked to the priorities in the SDP. Many teachers have received funding from outside agencies and the school to undertake personal training and professional initiatives.
137. Administrative staff are very experienced and work well to support the head teacher and staff in ensuring that the school runs smoothly and effectively. Midday supervisors provide good supervision at lunchtimes and attend training relevant to their roles. Cleaning, catering staff and the school caretaker are all valued members of the school team, are proud of their school and make an important contribution to school life.
138. The school buildings and outside areas are well maintained to a high standard of cleanliness and decoration and utilised effectively.
139. The school is well resourced and pupils have ready access to a wide range of resources appropriate to their age and needs. There have been substantial investments recently in literacy and there is a wide selection of reading material. The use made of resources in the Foundation Phase is very effective. Extensive use is also made of resources outside the classroom.
140. The school makes very effective and economic use of resources, linking decisions made to the school's identified priorities. The quality of financial management of the school is very good. The head teacher and governing body finance committee review the school's needs and resources on a regular basis and a key priority is the continued professional development of staff. The governing body ensures that the correct financial policy and procedures are followed.
141. The school provides good value for money, which is well reflected in pupils' progress and overall achievement, the quality of education and in leadership and management.

School's response to the inspection

142. The head teacher, staff and governors are pleased that Cefn Glas Infant school is recognised as a very happy school with outstanding features in a number of aspects of our work.
143. The inspectors identified that our pupils' personal and social skills are developed exceptionally well and that behaviour in our school is good. The relationships between staff and pupils are highlighted as strong features and we believe these relationships contribute to our outstanding successes.
144. We are pleased that standards of learning are seen as good and, in some areas, outstanding. We remain fully committed to raise standards even further and are sure that our outstanding curricular provision will enable us to do so.
145. This very positive inspection report has been achieved by the ongoing hard work and commitment of all school staff, with the continued support of our governing body and parents. All have worked together to enable the school to move forward and to make improvements in provision and progress.
146. An action plan will be put in place to address the two recommendations of the report. This plan will be shared with all parents and carers.
147. The head teacher, staff, governors and pupils would like to thank the inspection team for their professionalism and rigorous approach and for their courtesy and sensitivity whilst with us.

Appendix 1

Basic information about the school

Name of school	Cefn Glas Infant School
School type	Infant inc Foundation Phase
Age-range of pupils	3-7
Address of school	St Winifreds Road, Cefn Glas, Bridgend.
Postcode	CF31 4PL
Telephone number	01656 815690
Headteacher	Mrs Sue Henderson
Date of appointment	September, 2006
Chair of governors / Appropriate authority	Mr PW Jones
Registered inspector	Dr David Gareth Evans
Dates of inspection	18—20 th January, 2010

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	45	53	43	49	0	0	0	0	190

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	3	8.2

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	20:1
Pupil: adult (fte) ratio in nursery classes	7.5:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	27
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2009		95.3%	93.2%
Summer 2009		90.5%	93%
Spring 2009		93.2%	95%

Percentage of pupils entitled to free school meals	19%
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

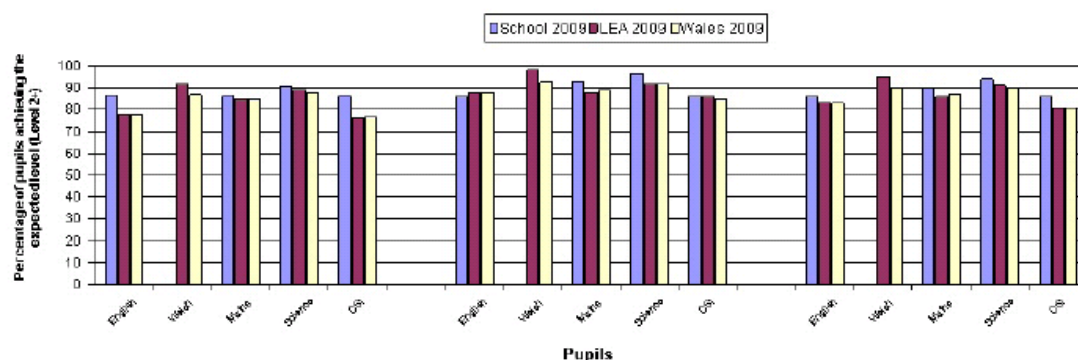
CEFN GLAS INFANTS
Bridgend

LEA/School no: 672/2300

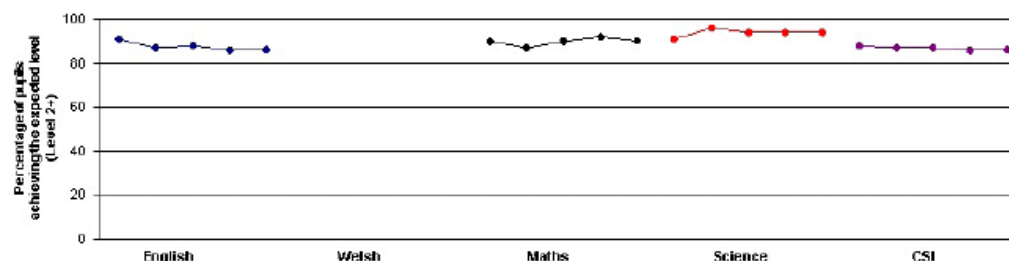
School comparative information: National Curriculum Assessments 2009 with benchmarking Key Stage 1

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	86	78	78	86	88	88	86	83	83
Welsh	-	92	87	-	98	93	-	95	90
Maths	86	85	85	93	88	89	90	86	87
Science	91	89	88	97	92	92	94	91	90
CSI	86	76	77	86	86	85	86	81	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 8 per cent and up to 16 per cent eligible for FSM

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		80	86	88		93	
Welsh		84		92		100	
Maths		84		90		96	
Science		87		94		100	
CSI		76		85	86	92	

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 25/09/2009

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Appendix 4

Evidence base of the inspection

Four inspectors spent a total of seven 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 inspection.

The team inspected:

- 27 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 to share the inspection findings.

The inspection team also considered:

- the school's self-evaluation report;
- 23 parents'/carers' questionnaires, of which 98.02 per cent of responses were positive;
- a comprehensive range of documentation, including attendance and budget data, 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, 5 and 6
Mr Ivor Petherick, Lay Inspector	Contributions to Key Questions 1, 3, 4 and 7
Mrs Jan Marsden, Team Inspector	Key Questions 3, and 7
Mrs Aimee Field, Team Inspector	Key Question 4
Mrs Sue Henderson, nominee and head teacher	Nominee

Acknowledgement

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

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