

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

A report on the quality of education in

**Ysgol Gymraeg Melin Gruffydd
Yr Erw Las
Whitchurch
Cardiff
CF14 1NL**

School number: 6812166

Date of inspection: 30 November 2009

by

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Introduction

Ysgol Gymraeg Melin Gruffydd 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 Gymraeg Melin Gruffydd took place between 30/11/09 and 03/12/09. An independent team of inspectors, led by Len Jones undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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 **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

- 1 Ysgol Gymraeg Melin Gruffydd is situated in the Village of Whitchurch in the north of Cardiff and is maintained by Cardiff City Council Education Authority (LEA).
- 2 The school offers education to pupils between three and 11 years of age, and the majority of pupils are accepted from the local village. Some pupils also come from areas such as Llandaff North, Gabalfa and Coryton.
- 3 The school describes the catchment from which the pupils come as being relatively prosperous, with a good percentage of pupils coming from quite privileged backgrounds. The percentage of pupils entitled to free school meals is as low as 6%, a figure that is much lower than the corresponding figures for the LEA and Wales.
- 4 Children are accepted into the school as part-time pupils in the September following their third birthday and they become full-time pupils in the September following their fourth birthday. During the inspection, there were 408 pupils on the register, including 64 children of nursery age who were attending part-time.
- 5 Some 28% of pupils come from homes where Welsh is the main language spoken. English is the home language of the remaining pupils.
- 6 Pupils represent the full range of ability. During the inspection, there were 12.5% of pupils on the school's additional learning needs (ALN) register, a figure that is significantly lower than the figure for primary schools in Wales.
- 7 The school was last inspected in September 2003, when there was the full-time equivalent of 331 pupils on roll, including 39 part-time children in the nursery year.
- 8 The current headteacher was appointed to his post in April 2005.

The school's priorities and targets

- 9 Amongst the priorities for development included in the school development plan (SDP) for the current year, are:
 - to enable all staff at the school to be effective users of data;
 - to develop methods of learning through challenges and contexts;
 - to develop education for sustainable development and global citizenship;
 - to train Y2 staff in the Foundation Phase methods and its outcomes, and
 - to attend to issues that will arise from the Estyn inspection.

Summary

- 10 Ysgol Gymraeg Melin Gruffydd, which is very popular and has a high status both locally and beyond, is a good school with a number of outstanding features. Amongst its obvious strengths is a sound management structure, the overall quality of the teaching and the extra-curricular provision offered to pupils.
- 11 The school succeeds well in meeting the needs of the whole range of pupils that attend the school.
- 12 It considers pupils' welfare and health effectively, through various sports clubs, through promoting healthy eating habits, such as the breakfast club and the fruit shop. In addition, the school is involved in the 'Bike-it' scheme, which encourages pupils, where possible, to cycle to school.

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

- 13 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.

Areas of learning for under-fives

	Nursery	Reception
Personal and social development, wellbeing and cultural development	Grade 1	Grade 1
Language, literacy and communication skills	Grade 1	Grade 1
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 1	Grade 1
Creative development	Grade 1	Grade 1
Physical development	Grade 2	Grade 2

Grades for standards in subjects inspected in key stage 1 and key stage 2

Inspection Area	Key Stage 1	Key Stage 2
Welsh first language	Grade 1	Grade 2
Information and communications technology	Grade 1	Grade 1
History	Grade 1	Grade 1
Geography	Grade 1	Grade 1
Music	Grade 1	Grade 1

- 14 Pupils' standards of achievement in the lessons observed, in the subjects inspected, are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
34%	63%	3%	0%	0%

- 15 The above figures are higher than the averages for primary schools in Wales, as published in Her Majesty's Chief Inspector of Schools (HMCI) Annual Report for 2007-2008, namely that standards are good or better (Grades 1 and 2) in 84% of lessons, and Grade 3 in 15% of lessons.
- 16 Pupils throughout the school, including the children under five years of age, show an outstanding awareness of the key skills and of the learning skills they use during lessons, summarising effectively at the end of specific lessons which skills they have been using. They successfully develop literacy, numeracy and information and communications technology (ICT) skills through their involvement in experiences throughout the curriculum.
- 17 In assessments at the end of both key stages in 2009, in all the subjects assessed, pupils' performances were better than the results of schools in the LEA and Wales. However, in comparing the school's results with results in its 'similar family', overall the school is performing below the average.
- 18 Over the last three years, results of pupils in key stage 1, in comparison with schools in their 'similar family', fluctuated between the second and fourth quartiles, whilst results for pupils in key stage 2 over the three years fluctuated between the second and third quartile.
- 19 Pupils display outstanding progress in their personal, social, moral and spiritual skills. They take advantage of opportunities in lessons to use their time effectively and persevere outstandingly with their tasks. They willingly consider the circumstances of people less fortunate than themselves, regularly contributing towards worthy causes. They take part in collective worship sessions, actively contributing and understanding the significance of these sessions.
- 20 Throughout the school, pupils display good collaborative skills. They can work productively without the direct supervision of adults and persevere with their tasks, showing commitment and enthusiasm. Children under five succeed in playing and working together amiably, undertaking role play in specific situations within their classes.
- 21 Pupils respond in an outstanding fashion to tasks presented in lessons, fervently applying themselves to solving the challenges presented. They respond appropriately to the activities and succeed in solving problems or finding a possible answer through discussing together and reaching decisions. The practical nature of a good number of activities helps them to apply themselves to their work.
- 22 Over the three terms prior to the inspection, pupils' attendance percentage was good, at 95.2%. Standards of pupils' punctuality are also good.
- 23 Throughout the school, pupils' behaviour is outstanding. During the inspection, their courtesy, attitudes and willingness to show respect towards each other and towards adults were praiseworthy features.
- 24 Through undertaking units of work on identity and culture, pupils gain an outstanding awareness of global citizenship. Through the Comenius project and the Japan 21 project, they are aware of the diversity of people's habits and culture in Europe and the Far East.

The quality of teaching and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
51%	36%	13%	0%	0%

- 25 The quality of teaching in the lessons is higher than the statistics for the whole of Wales for 2007-2008, as published in HMCI's Annual Report, namely that the quality of teaching nationally was Grade 1 or 2 in 83% of lessons and that 16% were outstanding. The school satisfies the Welsh Assembly Government's (WAG) targets for 2010, for the quality of teaching assessed by Estyn to be Grade 3 or higher in 98% of classes.
- 26 Teachers have outstanding knowledge of the National Curriculum (NC), religious education and the requirements of the Foundation Phase. This is reflected in the planning and preparation process and teachers' knowledge of new developments in education, such as the requirements of the skills framework, are incorporated effectively into the learning strategies used within the school. In a substantial number of lessons, they succeed in stimulating and maintaining pupils' interest through very effective use of stimulating resources and enhancing experiences that respond to pupils' particular needs and abilities.
- 27 Through practical and imaginative experiences, they succeed in creating an outstanding positive working ethos in the Foundation Phase. This is developed effectively in key stages 1 and 2, where teachers motivate and challenge pupils to think and ensure a focus to their work, in order to strive for excellence.
- 28 The outstanding working relationship between teachers, assistants and pupils is an outstanding feature within the school and fosters good learning.
- 29 The school conforms to the statutory requirements for assessment, recording and reporting on pupils' progress, and monitor them regularly. This is undertaken in an outstanding fashion in the Foundation Phase, where detailed field-notes are kept that help in identifying needs and setting individual targets for pupils as they start in key stage 1.
- 30 The school uses a detailed system for tracking pupils' progress, which provides useful information on pupils' performance, as they progress through the school. Several data sources are kept that are used effectively to plan work which responds to the needs of all pupils.
- 31 An outstanding feature is pupils' contribution to their own development. They become very aware of the aims and objectives of lessons and pupils increasingly understand what they need to do in order to improve.
- 32 Parents have opportunities twice a year to discuss their child's progress. The annual reports to parents conform to the requirements and identify what the pupils can achieve, offering targets for improvement. Parents have an opportunity to respond in writing to the reports.
- 33 The school is responding very well to pupils' learning needs and provides access to a broad and balanced curriculum that offers a wide range of learning activities and conforms to the legal requirements. The provision for the children under five has been carefully and thoroughly planned, giving good consideration to the Foundation Phase outcomes.

- 34 In all classes, a clear emphasis is placed on developing the key skills across the curriculum. The school provides in an outstanding way for developing pupils' bilingual skills and much emphasis is placed on promoting the *Cwricwlwm Cymreig*. This meets with statutory requirements.
- 35 Pupils' experiences are enriched outstandingly by a wide range of extra-curricular activities such as sports, folk dancing, Urdd choir, musical performances, gardening club, knitting club and Dragon Sports. Many purposeful and appropriate visits are arranged for all classes to places of historical interest, both locally and beyond.
- 36 The provision for pupils' spiritual, moral and social development is consistently good, with examples of outstanding features. The personal and social education (PSE) programme contributes to this and is integrated throughout the curriculum, and very strong emphasis is placed on promoting sound values, nurturing respect and self respect. They succeed in creating a devotional and contemplative atmosphere in the acts of collective worship, which are of a high quality and which fully meet statutory requirements.
- 37 The school offers pupils care and guidance of a high standard, with high priority given to providing support and guidance to children and pupils. Most parents are very supportive of the school and praise the support their children receive. Even so, a small group of parents were of the opinion that they do not receive sufficient satisfactory information on the support their children receive.
- 38 There is a clear policy for promoting PSE and the procedures for its realisation have been well established. These reflect the Framework for including PSE outstandingly and have been planned and clearly identified for lessons.
- 39 The school offers good and comprehensive provision for pupils who have ALN. The process responds to the graduated responses of the Code of Practice and statutory requirements. The school makes effective use of standard tests to identify pupils with learning difficulties, and also to measure their progress. There is good support from the school's assistants, under the leadership of the special educational needs co-ordinator (SENCo), which ensures specific provision to improve pupils' ability in language skills.
- 40 The school has appropriate plans, which conform to statutory requirements, for responding to the accessibility needs of the disabled. Some improvements have been made to the school building and there is an appropriate Accessibility Plan in place.

Leadership and management

- 41 The managerial arrangements established by the headteacher facilitate his vision of ensuring everyone's positive contribution in professing high expectations, together with giving them a sense of ownership. He is confident that all this happens within an environment that offers satisfaction.
- 42 The deputy headteacher is very aware of her responsibilities, which involve aspects of the day-to-day running of the school as well as specific duties relating to assessment and the experimental strategies for 'teaching and learning'. She fulfils her duties conscientiously and effectively.
- 43 The senior management team (SMT) and unit leaders meet regularly and this promotes consistency and coherency in the experiences offered to pupils

throughout the school. Appropriate records are kept of SMT meetings and of the weekly staff meetings.

- 44 The school has numerous policies in place, both managerial and curricular and they are implemented effectively to ensure aspects of pupils' safety and welfare and to promote their development as learners.
- 45 The governing body shows strong support for the school and is proud of its activities and successes. Members consider their roles as 'critical friends' and are actively involved in contributing towards setting the school's strategic direction.
- 46 The school's self-evaluation processes are based on a sound policy and specific guidelines. A nine-term timetable has been established for monitoring subjects and other aspects and co-ordinators have a key role in this work. Co-ordinators apply themselves fully to their responsibilities, offering support and guidance in relation to planning the skills to be incorporated, and they meet their link governors three times a year.
- 47 Although the school attends well to comparative data, in order to compare the school's performances with the performance of the schools in the LEA and Wales, leaders do not pay sufficient attention to a database that enables them to compare their performances with those in similar schools, or with the average scores attained by 'similar family' schools.
- 48 The SDP for the current year is an extremely effective document. It includes comments and statistics that set the context of the school, and considers the number forecast for the coming years, as well as offering a review of the achievement of previous priorities for development. The developmental priorities in the SDP arise from the school's self-evaluation processes.
- 49 There are outstanding aspects to the progress that the school has made since the previous inspection. Substantial improvements have been made following purposeful action plans and consultation with others.
- 50 A sufficient number of teachers are employed at the school and they have the appropriate qualifications. Teachers are supported by an outstanding number of assistants, who are employed to work with individual pupils in classes or to offer support to groups of pupils. The contribution of assistants throughout the school is good and, in some classes, outstanding.
- 51 The sufficiency and quality of resources for providing and presenting the curriculum are outstanding and pupils have easy access to them.
- 52 There are particularly extensive grounds surrounding the school that are used effectively as playing fields, a nature area and the school garden. Within the building there is a hall, library and music room. A number of classes within the main building are fairly confined and the external condition of some parts of the school, such as the drainpipes, roof and guttering is poor and unsightly. Both schools on the site share the canteen, which means that the 'sittings' for Ysgol Melin Gruffydd are late. Some parents are unhappy with this situation. The lack of parking space for vehicles is a hazard and a source of frustration. Even so, the school has done all that it can to make the site safe and accessible.
- 53 There is outstanding financial management. The school ensures expenditure on the building to restore its condition and money is reserved from the budget to meet the need of establishing an additional classroom every two years. Money is

released for the developmental priorities identified in the SDP. Any annual under spending is kept to a sum within 2% and 5%.

54 The school offers very good value for money.

Recommendations

In order to improve further, the school needs to:

- R1 analyse assessment data more purposefully, in order to enable it to compare its performance with performances of similar schools, or family of schools;
- R2 expand pupils' Welsh reading programme, specifically in key stage 2, and develop their knowledge of books, authors and poets;
- R3 respond to the concerns of a small group of parents regarding the information they receive on their child's progress or the way that additional support is provided for them, and
- R4 ensure that further improvements are made to the building, with regard to repairing and tidying specific areas.

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

55 The findings of the inspection team agree with the judgement of the school in its self-evaluation report.

Grades for standards in the subjects inspected

56 Pupils' standards of achievement in the lessons observed, in the subjects inspected, are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
34%	63%	3%	0%	0%

57 The above figures are much higher than the average grades awarded to primary schools in Wales, according to HMCI's Annual Report for 2007-2008, namely that standards are good or better (Grades 1 and 2) in 84% of lessons, and Grade 3 in 15% of lessons.

58 Pupils succeed in fulfilling their tasks outstandingly, showing understanding and gaining good control of skills and concepts. They show maturity in discussing and explaining their findings. They are aware of the personal targets they have in order to show progress in certain skills, and succeed well in achieving them.

59 The overall quality of the educational provision for children under five years of age is appropriate for their needs and children make good progress towards the Foundation Phase outcomes.

- 60 Pupils throughout the school show an outstanding awareness of the key skills and the learning skills they use during lessons, effectively summarising at the end of specific lessons which skills they have been using.
- 61 Children under five develop literacy skills and learn about communication through experimenting with marks on paper and on the screen and in tracing words in order to send a letter to Father Christmas. They develop mathematical skills effectively through recognising and naming shapes in the environment and through handling coins during role play. Their ICT skills are developing well as they 'create a journey' on the screen or through using an arts package to draw pictures.
- 62 Pupils in key stages 1 and 2 develop literacy skills through creating acrostic poems about famous buildings or composing a class poem about a nest. They take advantage of experiences in areas such as history and religious education to record the diary of a child on the Mimosa, to describe a circular Celtic house, or to compose a prayer of thanks.
- 63 Pupils in key stages 1 and 2 develop an understanding of mathematics through investigating shapes in the environment, measuring capacities and time in scientific investigations, or in planning a journey around Cardiff, along with the costs involved.
- 64 They develop confidence and ICT skills by practicing multiplication tables, identifying and creating two-dimensional shapes, or drawing up a graph to record pupils' heights.
- 65 Throughout the school, and in line with their maturity, pupils show good development in their bilingual skills. Pupils in key stage 2 show confidence and maturity in their use of English during English-medium lessons.

Areas of learning for children under five years of age

Area of learning*	Inspection grade			
	N	R	Y1	Y2
Personal and social development, wellbeing and cultural development	1	1	-	-
Language, literacy and communication skills	1	1	-	-
Mathematical development	2	2	-	-
Knowledge and understanding of the world	1	1	-	-
Creative development	1	1	-	-
Physical development	2	2	-	-

Grades awarded in the subjects inspected in key stage 1 and key stage 2

Inspection area	Key Stage 1	Key Stage 2
Welsh first language	Grade 1	Grade 2
Information and communications technology	Grade 1	Grade 1
History	Grade 1	Grade 1
Geography	Grade 1	Grade 1
Music	Grade 1	Grade 1

- 66 In key stage 1 in 2009, results of assessments in the subjects assessed, namely Welsh, mathematics and science, show that the school's results were higher than results of schools in the LEA and the whole of Wales. However, in comparing the

school's results with results in its 'similar family', the school's performances in the three subjects are lower than the 'family average', although the difference is minimal in each subject. The core subject indicator (CSI), which is the percentage who succeed in gaining level 2 or better, is also slightly lower. However, pupils at the school succeeded in gaining a higher percentage than the family of schools of Level 3 scores across the three subjects.

- 67 In key stage 2 in 2009, the schools analyses show that the school has performed consistently better than schools in the LEA and in the rest of Wales. However, in comparison with schools in the 'similar family', the school's results are lower in each subject. The CSI, which is the percentage that succeed in gaining level 4 or higher in Welsh or English, mathematics and science, is also lower. The school was amongst the highest 50% of schools in Welsh, among the lowest 50% in English and mathematics, and amongst the lowest 25% in science. The CSI was lower than the median. The percentages of pupils that succeeded in gaining level 5 was lower than the 'family average' in Welsh, English and mathematics, but higher in science.
- 68 Over the last three years, when considering the results of pupils in key stage 1, the school's results in 2008 were extremely low, with all subjects and the CSI in the fourth quartile, in relation to the 'free school meals' family. Results in 2007 were better, mathematics being in the highest quartile, science and Welsh in the third quartile, and the CSI in the second quartile. These were slightly higher than the 'family average'. The school's results in 2009 do not place it higher than the 'family' either.
- 69 In key stage 2 in 2007, results in English and Welsh were higher than results for the LEA and Wales, but results in mathematics and science were lower. The CSI was lower than the LEA's percentage. In 2008, Welsh was lower than the LEA but slightly higher than the whole of Wales, and the CSI was higher than the LEA. In comparison with schools in the same free school meals category, the CSI was in the third quartile in three of the last four years and in the second quartile in one year. Inconsistency is, therefore, a feature and no pattern emerges with regard to subject or key stage.
- 70 In 2009, a higher percentage of boys than girls succeeded in gaining level 5 in the subjects assessed. There is certainly no evidence of underachievement by boys.
- 71 Over the three terms prior to the inspection, pupils' attendance percentage was good at 95.2%. Standards of pupils' punctuality are also good at the beginning of the school day and at the start of sessions during the day.
- 72 Throughout the school, pupils' behaviour is outstanding. During the inspection, their courtesy, attitudes and willingness to show respect towards each other and towards adults were praiseworthy features.
- 73 Pupils display outstanding progress in their personal, social, moral and spiritual skills. They take advantage of opportunities in lessons and other activities to work together productively, using their time effectively and persevering in an outstanding fashion with their tasks. They willingly consider the circumstances of people less fortunate than themselves, regularly contributing towards worthy causes some locally and others of a more international nature. They take part appropriately in collective worship sessions, actively contributing and understanding the significance of these sessions.

- 74 Throughout the school, pupils display good collaborative skills, such as when creating playlets based on a novel they are studying. They can work productively without the direct supervision of adults, showing commitment and enthusiasm. Children under five succeed in playing and working together amiably, undertaking role play in specific situations within their classes.
- 75 Pupils respond in an outstanding way to tasks presented in lessons, fervently applying themselves to solving the challenges presented. They respond appropriately to the activities and succeed in solving problems or finding a possible answer through discussing together and reaching decisions. The practical nature of a good number of activities helps them to apply themselves to their work.
- 76 Pupils have a good awareness of matters relating to the world of work, and they develop these through activities such as the Business Week, and through visits arranged for them. They successfully improve their entrepreneurial skills through running the fruit shop and by creating objects that are to be sold.
- 77 Pupils understand issues relating to sustainability well and regularly practice recycling habits. There is an eco council and its members are enthusiastic about their responsibilities. The school has recently gained the Eco-Schools Green Flag accreditation.
- 78 Pupils understand that their community is a busy, populated village on the outskirts of the capital city, with its own village-like characteristics. They visit places locally, such as the chapel and church, for some celebrations and welcome residents from the community to contribute in the school.
- 79 Through a unit of work on identity and culture, in relation to some foreign countries, pupils gain an outstanding knowledge and awareness of global citizenship. Through the Comenius project and the Japan 21 project, they are aware of the diversity of people's habits, culture and language in Europe and the Far East. In addition, units of work in geography and history promote their understanding of some countries in Africa and of the colony in Patagonia.

The quality of education and training

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

Grade 1: Good with outstanding features

- 80 The findings of the inspection team agree with the judgement of the school in its self-evaluation report.
- 81 The quality of teaching in the lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
51%	36%	13%	0%	0%

- 82 The quality of teaching in the lessons is higher than the statistics for the whole of Wales for 2007-2008, as published in HMCI's Annual Report, namely that the quality of teaching nationally was Grade 1 or 2 in 83% of lessons and that 16% were outstanding. The school satisfies the WAG's targets for 2010, for the quality of teaching assessed by Estyn to be Grade 3 or higher in 98% of classes. In comparison with the quality of teaching in the last inspection, the outstanding teaching is much higher in the current inspection.

- 83 Teachers have outstanding knowledge of the NC, religious education and the requirements of the Foundation Phase. This is reflected in the planning and preparation process and teachers' knowledge of new developments in education, such as the requirements of the skills framework, are incorporated effectively into the learning strategies used within the school. In key stage 2, skills are incorporated into four sub-themes and are used and practised regularly, especially when setting challenges, which stimulates pupils to work independently, in groups or in pairs. In a substantial number of lessons, they succeed in stimulating and maintaining pupils' interest and give pleasure through very effective use of stimulating resources and enhancing experiences that respond to pupils' particular needs and abilities.
- 84 Through practical and imaginative experiences, they succeed in creating an outstanding positive working ethos in the Foundation Phase. This is developed effectively in key stages 1 and 2, where teachers motivate and challenge pupils to think and ensure a focus to their work, in order to ensure excellence. Due attention is paid to the constant development of the key skills and teachers use their ICT skills very effectively to promote the teaching and learning. They benefit from the expertise of the subject co-ordinator in developing the school's internal training programme.
- 85 The outstanding working relationship between teachers, assistants and pupils is an outstanding feature within the school and fosters good learning. Teachers work effectively in teams within their units, which contributes well towards procedures for monitoring progress and ensuring progression.
- 86 Useful and appropriate use is made of assistants in order to develop pupils' language and understanding. Teachers successfully challenge stereotypical images and opinions and all pupils are encouraged to actively contribute to the full range of activities provided. They succeed in maintaining educational inclusion and ensure that provision for pupils with ALN is appropriate and effective.
- 87 An outstanding feature is the way that teaching meets the bilingual linguistic needs of pupils. Teachers use a variety of appropriate strategies to enhance pupils' communication skills and take advantage of every opportunity to develop the *Cwricwlwm Cymreig* within subjects. The school ensures provision for second language latecomers and appropriate resources are prepared and used in order to extend pupils' language, including those that are more able and talented. Dual literacy skills and skills in the purposeful and concurrent use of language are promoted well in key stage 2. During the inspection, pupils in Y6 were seen benefitting from lessons in a foreign language.
- 88 In the lessons that have outstanding features, the following qualities are evident:
- clear structure to the lessons and work is carefully and thoughtfully planned for the different ages and abilities;
 - lesson objectives presented clearly and the plenary sessions confirming pupils' understanding very effectively;
 - through appropriate strategies, pupils' communication skills extended outstandingly throughout the curriculum;
 - pupils' independence is developed and there are appropriate opportunities for decision-making when problem-solving in challenging tasks;

- teachers are very effective role models with regard to 'feeding' language and terminology in lessons and grasp every opportunity to enhance the language throughout the curriculum;
 - high expectations with regard to pupils' standards of achievement, and
 - a lively teaching atmosphere with a good tempo which ensures that all pupils are working productively.
- 89 In the lessons that have good features, the following qualities are evident:
- effective use of the interactive whiteboard to support and promote the learning;
 - taking advantage of opportunities to reinforce previous learning and to develop the learning;
 - clear presentation of lessons and the offering of praise that stimulates learners to give of their best;
 - setting interesting and differentiated tasks that are well-structured, and
 - fostering pupils' ability to evaluate each others' work knowledgeably and clearly.
- 90 In the few Grade 3 lessons, introductions were long and learning models and 'scaffolding' strategies were not used sufficiently to fully maintain the full range of ability within the class.
- 91 The school conforms to the statutory requirements for assessment, recording and reporting on pupils' progress, and it monitors them regularly. This is undertaken outstandingly in the Foundation Phase, where detailed field-notes are kept that help in identifying needs and in setting individual targets for pupils as they start in key stage 1.
- 92 The school uses a detailed internal system for tracking pupils' progress, which provides useful information on pupils' performance, as they progress through the school. Several data sources are kept that are used effectively to plan work which reflects the needs of all pupils. Opinions are formed on pupil progress at the end of each unit of work, at the end of each year and key stage and teachers in key stage 2 keep to a specific assessment timetable for the core and foundation subjects. As a result of working with other schools that feed the same secondary school, a system of keeping subject portfolios of work set at NC levels was adopted, in order to moderate and ensure consistency in assessment.
- 93 An outstanding feature is pupils' contribution to their own development. Pupils' ideas are woven to include termly themes, through mind-maps. They become very aware of the aims and objectives of lessons and increasingly understand what they need to do in order to improve. The system of rewarding good work has been agreed within units and, in key stage 1, good use is made of the 'traffic light strategy', where pupils self-assess their understanding at an early stage. Targets are set and presented in the core subjects placing emphasis on what the pupils can achieve and then moving the teaching forward. Teachers review the targets with the pupils regularly. Older pupils are encouraged to use their own targets to self-evaluate their work which is a useful guideline for improvement.
- 94 Pupils' work is marked thoroughly and often interactively. Comments are constructive and linked to the aims and objectives of the lesson in question.

Parents have opportunities twice a year to discuss their child's progress. The annual reports to parents conform to the requirements and identify what the pupils can achieve, offering targets for improvement. Parents have an opportunity to respond in writing to the 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

- 95 The findings of the inspection team agree with the judgement of the school in its self-evaluation report.
- 96 The school responds very well to pupils' learning needs and provides access to a broad and balanced curriculum that offers a wide range of learning activities and conforms to the legal requirements. The provision is inclusive and ensures equal access, ensuring that the needs of each pupil are fully met.
- 97 The provision for the children under five has been carefully and thoroughly planned, giving good consideration to the Foundation Phase outcomes. The provision is reinforced through effective use of both human and learning resources.
- 98 In both key stages, policies and schemes of work are implemented for all areas of the curriculum which ensures coherence, continuity and progression in pupils' learning. Schemes of work have been adapted to meet the needs of the revised 2008 Curriculum through appropriate and effective planning for the development of skills. Clear emphasis is placed in all classes on developing the key skills across the curriculum, and on learning through challenges and choices within thematic contexts. Pupils play an important role in the planning through the use of strategies such as 'mind-maps'.
- 99 Provision for the development of pupils' bilingual skills is outstanding. Very clear emphasis is placed on promoting the *Cwricwlwm Cymreig*, continuously taking advantage of a variety of opportunities to enrich pupils' experiences of the cultural, historical, linguistic, environmental and economic features of Wales.
- 100 Pupils' experiences are promoted and enriched in an outstanding fashion by a wide range of extra-curricular activities, such as sports, folk dancing, Urdd choir, musical performances and eisteddfodau, gardening club, knitting club, book quiz and Dragon Sports.
- 101 A programme of broad and varied experiences is provided which comes from visits and visitors which reinforce and enrich pupils' learning experiences. Many purposeful and appropriate visits are arranged for all classes, to places of historical interest both locally and beyond. Older pupils are offered opportunities to attend residential courses at the Urdd camp at Llangrannog and Plas Tan-y-Bwlch in North Wales. Visitors, including clerics, artists, poets and authors, stars from the sporting world, representatives from the emergency services and drama companies, have a prominent and important role.
- 102 The provision for pupils' spiritual, moral and social development is consistently good, with examples of outstanding features. The PSE programme which is integrated throughout the curriculum, contributes very effectively to these

aspects. Very clear emphasis is placed on promoting sound values, nurturing respect and self respect. The relationship between pupils, as well as between pupils and adults, is outstanding. They succeed in creating a devotional and contemplative atmosphere in the acts of collective worship, which are of a high quality and which fully meet statutory requirements. Pupils' experiences in religious education also contribute effectively to their moral and spiritual development. Circle-time sessions, 'golden time', links with local churches and chapels, the 'Crucial Crew', the school council, together with fund raising activities for charities all help to contribute very effectively to the moral and social development of pupils.

- 103 Particular efforts are made to promote awareness of other cultures. Through the Comenius project, International links have been created with countries such as Ireland, Italy, Germany, Rumania and Guadeloupe. In addition, a link was formed with Japan. A 'European Day' is held annually which offers outstanding opportunities to develop pupils' awareness and understanding of a variety of countries chosen by the classes. Pupils in Y6 have opportunities to learn French or German under the guidance of a peripatetic teacher, a strategy which is funded by the primary-secondary transfer scheme.
- 104 The school is actively involved in the life of the local community. Pupils have regular opportunities to take part in musical and cultural activities and to be involved and take part in local chapels, churches and in residential homes for the elderly for celebrations or similar occasions. The community, parents, governors, friends and the secondary school are invited to visit the school for a variety of educational purposes, as well as for specific occasions and fund-raising activities.
- 105 An effective partnership exists between the school and other primary schools in the LEA, with the specific aim of improving and enriching the quality of learning and teaching. There is a close link between the school and Ysgol Gyfun Glantaf, to which all the pupils transfer at the end of their primary phase. Effective transfer procedures have been established, both academic and pastoral. The residential course at Llangrannog and the French and German lessons are very successful aspects of these schemes. Students from Ysgol Gyfun Glantaf, UWIC and from the CAD centre are invited to the school to undertake their work experience.
- 106 The partnership with parents is very good and the vast majority have signed the Home/School Agreement. Parents are very supportive and contribute very effectively to the life and work of the school. Effective procedures have been established to foster and maintain a link between the school and the parents, such as through the handbook, newsletters, an overview of the term's plans, an induction pack for parents of the nursery section and the school's web-site. An open-door policy exists, in order to promote the relationship and understanding between the school and the home. Questionnaires are distributed to canvas parents' opinions on the provision offered by the school, and the responses are analysed in detail, giving careful consideration to suggestions for improvement which are then included in the SDP. The official Parents' and Teachers' Association has enthusiastic support and succeeds in raising very substantial sums of money for the school's coffers.
- 107 The school offers good opportunities for enhancing pupils' awareness of the world of work with outstanding opportunities to enhance their knowledge and understanding through various experiences. A Business Week is held annually,

with pupils visiting a number of local businesses and a number of visitors coming to the school to discuss their work experiences with the pupils, either through curricular links or in PSE sessions.

- 108 The school provides very well for developing pupils' bilingual skills. Effective emphasis is placed on promoting the *Cwricwlwm Cymreig*, taking continuous advantage of a wide range of opportunities to enrich pupils' experiences of the cultural, historical, linguistic, environmental and economic features of Wales.
- 109 There is a purposeful and clear commitment by the school to ensure equal opportunities for all pupils, without differentiation on the basis of ability, gender, background or race. It makes efforts to promote equality across the wide range of activities offered, and there is evidence of this in the sporting activities, membership of clubs and opportunities to perform.
- 110 The school ensures outstanding arrangements for the promotion of sustainable development and global citizenship and effective, practical efforts are made to promote pupils' understanding of the importance of sustainable developments. An eco committee has been established which includes representation from each school year in key stage 2, who were elected by fellow pupils. A number of appropriate strategies have been implemented which include the 'eco spy' procedures, recycling, conservation of energy and water and creating a garden which led to the award of the Eco-Schools Green Flag award
- 111 A number of extremely effective schemes to promote pupils; entrepreneurial skills have been developed since the previous inspection. A Fruit Shop and a 'Daioni Milk Shake Shop' have been established and are managed by the older pupils. During the annual Business Week, each class has the opportunity to produce foods and sell them. A 'business and enterprise co-ordinator' was established amongst the staff and links were created between the school and local shops and businesses. Pupils attend a residential course in Abercrave annually, where there is a specific emphasis on aspects of promoting business and enterprise.
- 112 The school reflects national priorities well, specifically through fostering pupils' bilingualism, promoting the key skills and healthy eating habits.

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

Grade 1: Good with outstanding features

- 113 The findings of the inspection team agree with the judgement of the school in its self-evaluation report.
- 114 The school offers pupils care and guidance of a high standard, with high priority given to offering support and guidance to children and pupils. Most parents are very supportive of the school and praise the support their children receive. Even so, a small group of parents were of the opinion that they do not receive regular, specific information on some aspects of the schools life and activities.
- 115 Parents' opinions are gathered through questionnaires, and the home contact books ensure a close link between parents and the school. Guidelines have been established that give clear guidance on this aspect. The contact books inform parents of the activities their children follow from day to day. This effort to keep

regular and close links between the parents and the school is a strength within the care and support arrangements.

- 116 Very effective procedures ensure that new pupils settle in quickly with early visits and parents' evenings being arranged in order to inform every one of the school's routines. The school has established a series of transfer activities between the Foundation Phase and key stage 1, as well as between the school and the local secondary school. These arrangements are detailed and thorough and consider the needs of each child and pupil. This also is a particular strength in the support and care arrangements.
- 117 The school council contributes actively and effectively to developments within the school. There are regular meetings, with an elected membership. The council succeeded in obtaining play equipment for the pupils to use during play-time and persuaded the school to build a shelter for wet weather. The contribution of the council is an outstanding element in the context of the school's care.
- 118 There is a clear policy for promoting PSE and the procedures for its realisation have been well established. These reflect the Framework for including PSE outstandingly and have been planned and clearly identified for lessons.
- 119 All pupils receive good support from the teachers and the remainder of the staff. The relationship between them is positive and gives rise to fostering good behaviour and collaboration. The 'Criw Cwmni', which was established by the school council, is effective in offering friendship to children who feel lonely on the yard and helps them to socialise with others.
- 120 Registration periods provide opportunities for teachers to discuss any pastoral matters with pupils. Literacy lesson periods offer specific support for monitoring and improving specific aspects of reading and writing. This supportive arrangement is an outstanding element within certain classes.
- 121 A number of reward schemes are used to promote good behaviour, attendance, attitude and effort. This includes the recognising of efforts, achievements and behaviour of all pupils during the schools assemblies every week.
- 122 Pupils' attendance and punctuality is monitored carefully and regularly. The school works closely with parents to ensure good practices and a commitment to punctuality. The guidelines given to parents to show the implications of regular attendance fosters an outstanding attendance rate, and this is an extremely effective method of ensuring consistency and continuity in the high standards of this aspect.
- 123 The school has outstanding provision for promoting pupils' healthy development and ensuring their safety and welfare. There are numerous opportunities to develop fitness, through a variety of sporting activities. The Fruit Shop offers healthy snacks and the Breakfast Club offers healthy food for the pupils. The canteen also offers a variety of healthy foods.
- 124 Staff ensure that pupils are led safely into school in the mornings, and leave in an orderly manner at the end of the day. Five staff members have been trained in First Aid. The school's care and safety arrangements for the pupils and children are outstanding. The school's building is secure with the grounds and the site surrounded by a fence which is in good condition.

- 125 The headteacher is the designated person for child protection, and all staff, including the ancillary staff, are aware of the arrangements and systems for child protection, and have received the relevant training.
- 126 The school offers good and comprehensive provision for pupils who have ALN. The process responds to the graduated responses of the Code of Practice and statutory requirements.
- 127 The school makes effective use of standardised tests to recognise pupils who have learning difficulties, and also to measure their progress. There are effective and methodical systems to track pupils' progress and to identify those who underachieve over a specific time.
- 128 Teachers' notes following observations are used effectively in order to identify specific areas in need of improvement. This information is used well to plan appropriate support for pupils. There is good support from the school's assistants, under the leadership of the SENCo, which ensures specific provision to improve pupils' ability in language skills. The work and duties of the assistants is arranged well by the SENCo, with regular weekly meetings held to discuss pupils' needs and progress.
- 129 There are specific literacy lessons for those pupils who need to improve their reading and spelling skills. Various methods and strategies are used effectively to improve literacy and other specific aspects of learning.
- 130 The school makes effective use of support and specialist services. These substantially and effectively enhance the provision available to pupils who need more support, or who hold a statement for special educational need (SEN).
- 131 Reports to parents are clear, with opportunities for them to come into the school to discuss the steps and targets involved in the individual educational plans (IEPs). There are regular reviews of the targets in the IEPs and the system for reporting on pupils who hold a statement meets with the statutory requirements. The SENCo, who was appointed recently, ensures, through considered provision and arrangement, that each pupil receives the appropriate support according to need. Although the provision is suitable and sufficient opportunities for parents to discuss their child's development, a small group of parents felt that there was insufficient support available for their children who had SEN.
- 132 The SENCo receives specific non-contact time in order to arrange the provision, and the designated member of the governing body visits the school to discuss aspects of the provision for pupils with SEN or ALN.
- 133 There is an outstanding system to ensure that each child has an opportunity to learn without harassment from others. The strategy of nurturing good behaviour is very effective within lessons and at other times. At the end of the week in the school assembly, good behaviour is praised with certificates being awarded to recognise effort, attendance and manners. This contributes well towards establishing an orderly community and good behaviour throughout the school.
- 134 Although the school identifies pupils who are more able and provides suitably extended work for them, it recognises the need to develop this provision further. The school ensures that non-Welsh speaking latecomers receive every support in developing their linguistic skills. This is a great strength in the school's willingness to respond to the needs of individuals.

- 135 Staff and parents are aware of the school's anti-bullying policy. Pupils are aware of what they need to do if there are any instances of oppressive behaviour. No pupil has been excluded from the school recently.
- 136 The school offers outstanding provision for ensuring pupils' understanding of diversity in society. There are outstanding links with schools in a number of European countries, together with active links with a school in Japan. This provides particular opportunities to promote appreciation of foreign cultures.
- 137 The school has appropriate plans for responding to the accessibility needs of the disabled. These arrangements respond appropriately to statutory requirements. Some improvements have been made to the school building and the needs of disabled pupils were considered. There is a suitable Accessibility Plan in place and the arrangements correspond to the requirements of the Disability Equality Scheme.

Leadership and management

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

Grade 1: Good with outstanding features

- 138 The findings of the inspection team agree with the judgement of the school in its self-evaluation report.
- 139 The headteacher's clear strength is his ability to ensure a strong structure to the school's management system, an element which is essential in an educational establishment of the size of Melin Gruffydd. The arrangements facilitate his vision of ensuring everyone's positive contribution in professing high expectations, together with giving them a sense of ownership. He is confident that all this happens within an environment that offers satisfaction.
- 140 The headteacher has established a sound managerial system, in which the fostering of staff development through delegating responsibilities is central to his philosophy.
- 141 The deputy headteacher is very aware of her responsibilities, which involve aspects of the day-to-day running of the school as well as specific duties in the aspect of 'teaching and learning'. She fulfils her duties conscientiously and effectively.
- 142 The SMT meets regularly and ensures that the remainder of the teachers are informed of events and developments that are promoted within the school. Unit leaders also meet and this promotes consistency and coherency in the experiences offered to pupils throughout the school. These arrangements are an outstanding way of ensuring consistency in methods of action and everybody's understanding of the events and developments implemented, which is essential in a large school. Appropriate records are kept of SMT meetings and of the weekly staff meetings.
- 143 The school has numerous policies in place, both managerial and curricular, and they are implemented effectively to ensure aspects of pupils' safety and welfare and to promote their development as learners.

- 144 Appropriate job descriptions have been drawn up for teaching staff, learning assistants and ancillary staff, and they detail aspects that are relevant to the post holders. They are dated and signed by the holder and the headteacher.
- 145 Very effective processes have been implemented to evaluate and develop members of staff, both teachers and assistants. In addition to conforming to the statutory requirements of performance management, they incorporate the headteacher's aspiration to develop skills and to update the skills of all who contribute to the education and life of the school. Teachers' annual objectives and targets are supervised by the headteacher and the deputy headteacher, whilst a higher-level assistant supervises the developmental targets of some of her colleagues. The headteacher's annual targets are supervised by a committee of the governing body.
- 146 The school is committed to an outstanding variety of current initiatives. It has gained Investors in People accreditation, the ICT Quality Mark and the Eco-Schools Green Flag. The school's commitment to bilingualism includes encouraging some members of the kitchen staff to learn Welsh. Constant attention is paid to developing pupils' learning skills, and specific teaching and learning strategies promote pupils' ownership of parts of the curriculum and encourages them to respond to challenges within lessons. The school is proud of the number of strategies that promote healthy living and fitness, such as the 'Bike-it' scheme that encourages cycling to school, the breakfast club and the fruit shop, in addition to a number of after-school clubs, such as folk dancing and, in turn, training for football, rugby and cricket.
- 147 The governing body, which meets statutory requirements, shows strong support for the school and is proud of its activities and successes. Members consider their roles as 'critical friends' and are actively involved in contributing towards setting the school's strategic direction. They look after the allocated budget conscientiously, and have a qualified accountant as chairman of the finance committee.

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

Grade 1: Good with outstanding features

- 148 The findings of the inspection team agree with the judgement of the school in its self-evaluation report. The inspection team agreed with the school's judgement in all of the seven key questions, which reinforces the inspection team's findings of the quality of self-assessment at the school.
- 149 Although the self-evaluation report presented to the inspection team prior to the inspection was not brief, it was an extremely detailed and organised document, and gave judgements on the key questions. It referred to numerous sources of evidence, to confirm judgements and findings, and matters for development were identified. In addition, a full evaluation was included of the way in which the school acted in response to the key issues identified in the report of the previous inspection. The document is of outstanding quality.
- 150 The school's self-evaluation processes are based on a policy that offers sound rationale and specific guidelines. A nine term timetable was established for

monitoring subjects and other aspects and co-ordinators have a key role in this work. Evidence from discussions held with some co-ordinators as well as evidence from their records, shows that they are fully committed to their responsibilities, offering help and guidance with regard to planning and the skills to be incorporated. They monitor according to a specific timetable, and follow it up by creating a subject improvement plan; co-ordinators meet their link governors three times a year. However, they do not prepare specific summary reports as a record of the lesson observations.

- 151 The school diligently and conscientiously undertakes data analysis, specifically data that emanates from pupils' performances in the subjects assessed at the end of the key stages. Good consideration is paid to comparative data, in order to compare the school's performances with the performance of the schools in the LEA and Wales. However, the school does not pay sufficient attention to a database that enables them to compare their performances with those in similar schools, or with the average scores in 'similar family' schools.
- 152 Members of the governing body are linked with a curricular area and meet with co-ordinators regularly, at a specific time each term, in order to receive information and discuss the situation of the subject. Only the chairman has observed lessons formally, although others have contributed in lessons. The governing body discusses the findings of the self-evaluation report and offers its opinions confidently.
- 153 The SDP for the current year is an extremely effective document. It includes comments and statistics that set the context of the school, and considers the number projection for the coming years, as well as offering a review of the achievement of previous priorities for development. Very detailed action plans are drawn up for the priorities for development, to identify the actions and to ensure that the cost element, time for completion and specific strategies are recorded. The SDP is a document that arises from the school's self-evaluation processes.
- 154 During the 2008 summer term, a questionnaire was prepared for parents to gather their opinion on the school's pastoral and curricular provision. Numerous responses were received from parents, together with additional comments. The school carefully analysed the questionnaires. During the last school year, a questionnaire was also prepared to gather pupils' opinions. They were asked their opinions on 12 questions relating to their likes in the school as well as their opinion on aspects of the provision.
- 155 Overall, there are outstanding aspects to the progress that the school has made since the previous inspection. Substantial improvements have been made following purposeful action plans and consultation with others. There is now evidence that standards in design and technology, which were previously 'satisfactory', are good. A number of measures have been implemented to strengthen the partnerships with business, such as appointing a co-ordinator for the aspect, creating links with shops in the village and holding an annual 'Business Week'. In order to include all the foundation subjects in the assessment procedure, part of the relevant curricular co-ordinator's role is to implement the system of tracking pupils' progress, according to attainment levels, in the foundation subjects.

156 Through positive collaboration with the school that shares the same site, an improved arrangement has been established for lunch times, which allows two sittings in the canteen for pupils of Ysgol Melin Gruffydd, after the sitting for Ysgol Eglwys Wen pupils has ended.

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

Grade 1: Good with outstanding features

157 The findings of the inspection team agree with the judgement of the school in its self-evaluation report.

158 A sufficient number of teachers are employed at the school to correspond with the number of pupils on roll. Teachers have the appropriate qualifications and regularly update their skills and develop their qualifications further through attending training sessions.

159 Teachers are supported by an outstanding number of assistants, who are employed to work with individual pupils in classes or to offer support to groups of pupils. A significant percentage of the assistants are located in the Early Years classes to facilitate the implementation of the Foundation Phase. The contribution of assistants throughout the school is good and, in some classes, is outstanding, as they undertake their role in an extremely supportive and effective manner.

160 Through the actions of the curricular co-ordinators, it is ensured that the sufficiency and quality of resources for delivering the curriculum are outstanding. There are interactive whiteboards and computers in all classes. The resources for physical education and design and technology are particularly good. Resources for history are reinforced through arranging loans for specific projects from the relevant bodies. Pupils have ready and relevant access to the resources.

161 There are particularly extensive grounds surrounding the school which are used effectively as playing fields, a nature area and the school garden. Within the building there is a hall, library and music room. The external condition of some parts of the school, such as the drainpipes, roof and guttering are poor and unsightly. Both the schools on the site share the canteen, which means that the lunch sittings for Ysgol Melin Gruffydd are late. Some parents are unhappy with this situation. The lack of parking space for vehicles and the comings and goings of walkers and visitors to both school sites is a hazard and a source of frustration. The school has done all that it could to make the site safe and accessible.

162 The school's actions in response to the requirements of re-modelling the workforce have been outstanding. The schools current requirements have been reconsidered and this has led to changes in the previous arrangements, through appointing a number of teachers to hold 'teaching and learning responsibilities' for specific roles, such as a data co-ordinator, unit leader and ALN co-ordinator.

163 The school acts appropriately to allow regular non-contact time for teachers, and some co-ordinators receive additional non-contact time. In the headteacher's opinion, the non-contact time is used effectively to promote pupils' standards of achievement, and he intends to develop the system further in order to release unit teachers at the same time.

164 There is outstanding financial management. The school ensures expenditure on the building to restore its condition and money is reserved from the budget to meet the need of establishing an additional classroom every two years. The financial situation is discussed regularly with the LEA finance officer. Money is released for the developmental priorities identified in the SDP, in order to ensure the best possible results for all pupils. Any annual under spending is kept to a sum within 2% and 5%.

165 The school offers very good value for money.

Standards achieved in subjects and areas of learning

Foundation phase for under fives

166 The overall quality of the educational provision for the children under five is appropriate for their needs and the children make good progress towards the Foundation Phase outcomes.

Personal and social development, wellbeing and cultural development

Nursery and reception

Grade 1 – Good with outstanding features

Nursery

Outstanding features

167 Most children show that they can accept responsibility, such as when tidying resources after using them. They show a good understanding of hygiene, washing their hands before preparing food. In activities and during play times and snack times, the behaviour of all children is outstanding.

Good features

168 They form relationships by responding very confidently to adults in the class. They develop a willingness to talk and to share resources politely when waiting their turn. Most can use a polite voice, such as in asking 'Can I , please?'

Reception

Outstanding features

169 Almost all children show neat playing skills in small groups. The majority show a willingness to accept responsibility for what they do and keep simple records of their activities. They use the records well to discuss other activities and discuss how they can create time to achieve this. Many of the children show a growing interest in the world around them through caring for pet animals, and through undertaking the role of a vet with imagination and enthusiasm during role play activities.

Good features

170 The majority of children use a number of resources confidently and independently, including computerised resources and equipment. Many of them can create simple pictures to convey personal feelings, such as sadness and happiness. They develop an understanding of healthy foods. They have a good idea of the qualities of a good friend, through developing their liking of other children, and know that sending and receiving Christmas cards is a feature of friendship.

Language, literacy and communication skills

Nursery and reception

Grade 1 – Good with outstanding features

Nursery

Outstanding features

171 Most children develop their listening skills well when concentrating on a story being told by the teacher and can respond appropriately. They show a good understanding of Welsh vocabulary, with the children whose language skills are more developed using more extended phrases correctly. They can name characters in a story, and show their liking of specific characters, offering reasons. Some children have a sound knowledge of the names of Christmas objects.

Good features

172 A good number of children use appropriate language skills in different situations. They develop suitable vocabulary within the context of specific themes, and understand a simple conversation well. Most remember the main points of a story read to them, repeating the story in the correct order and remembering the main events well.

Reception

Outstanding features

173 Many of the children use simple and appropriate words and phrases in interpreting and explaining logically and coherently.

Good features

174 Most children use relevant words and language skills when designing different items, such as a hat, and then use suitable adjectives to describe them. They have a sound knowledge of different colours. They can choose suitable words to describe changes in the environment through referring to colours and characteristics of the summer, and how these have changed by the winter.

Mathematical development

Nursery and reception

Grade 2 – Good features and no important shortcomings

Nursery

Good features

175 Many of the children begin to display good mathematical skills when counting simple numbers, and show a good understanding of numbers when placing specific prices on Christmas gifts. Most of them can create patterns with shapes, such as rectangle, square or circle, and also create a picture of a house using these shapes. They begin to follow instructions carefully. Most of them can recognise pairs of objects correctly and use terms such as 'small' and 'big' when describing sand castles. A good number of the children display good order skills as they place a line of caterpillars and count them correctly up to five. The majority recognise numbers between one and 10, and count a number of objects correctly; they can also count up to 10 seconds.

Reception

Good features

- 176 The majority of children recognise activities that are linked with specific times of day, such as sleeping at night. The more able can use good number skills when identifying habits that happen at specific hours, such as arriving at school at nine o'clock. Most children can count confidently to 10, while many count confidently to 20. They can add objects and identify the total correctly up to 10. They can also recognise certain coins, such as five and ten pence pieces.
- 177 Many children use mathematical vocabulary correctly when measuring, using words such as 'long', 'short', 'longer' appropriately in a relevant context. They show a good understanding of the need to have blankets of different sizes to keep different 'creatures' warm. They can use non-standard measuring objects, such as blocks and sticks, to make measurements.

Shortcomings

- 178 There are no important shortcomings.

Knowledge and understanding of the world

Nursery and reception

Grade 1 – Good with outstanding features

Nursery

Outstanding features

- 179 Almost all the children, through beginning to recognise toys from the past, and comparing them correctly with toys that are used today, develop an understanding of change over time. Many of them can compare their growth since they were babies and identify the differences that arise as they grow. A good number of children can identify the vegetables that grow in the school's garden, and know at which time of year these vegetables are fully grown.

Good features

- 180 Most children have a good knowledge of colours, collecting a set of objects of the same colour. Many of them can recognise the difference between animals and plants and also identify the specific differences between different animals. In religious education, many of the children have a good knowledge of the Christmas story and know the names of Mary, Joseph and the baby Jesus.

Reception

Outstanding features

- 181 Many of the children display successful experimental skills in finding which packs keep dry in water. The majority of them can recognise animal footprints and combine those with pictures of the animals. They have an increasingly good knowledge of ICT and confidently use computerised packages independently. Many of them have a good knowledge of how caterpillars turn into butterflies and how a tadpole turns into being a frog. Many of the children can explain why snow melts when it is put in hot water and that jelly also dissolves and changes its form in melting and then re-setting. The majority of children know how to care for a pet animal, such as a tortoise.

Good features

- 182 In religious education, most children have a good recognition of the main events of Christmas. They know of Biblical stories, such as the story of Noah and can respond to it through drawing pictures. They have a good recognition of the colours of the rainbow together with their names. The vast majority have a good understanding of different faiths other than Christianity, and how people celebrate their religions in different cultures throughout the world.
- 183 They can identify simple locations by using grid references and placing items in the correct place on a grid. Many of them can tell which ingredients they use to make simple biscuits, and know which equipment to use to mix different ingredients in order to make pastry. The majority can decide correctly which foods to choose for a Christmas party.

Physical development

Nursery and reception

Grade 2 – Good features and no important shortcomings

Nursery

Good features

- 184 Many of the children begin to display good control of the body, and of specific parts of it, when moving in different ways. They show very good development in their fine motor skills as they place building blocks together, or when they follow lines in detail using a pencil and paper. The majority of children can colour in detail within specific outlines and place pieces of jig-saw correctly in their appropriate places. Very many children confidently climb over, or crawl through large equipment on the yard displaying very good control.

Reception

Good features

- 185 The majority of children show good control as they roll and rub different ingredients to make biscuits. They show appropriate fine motor skills when holding a pencil or brush and creating clear marks and pictures. They display good control in carrying or placing large resources when creating a shelter from different materials. Many of the children show detailed control in moving the mouse when working on the computer. They also show good control of parts of the body when taking part in physical activities, such as jumping, skipping, pushing, riding a bike and running. They can create clear marks in a variety of materials and media, such as sand or paint.

Shortcomings

- 186 There are no important shortcomings.

Creative development

Nursery and reception

Grade 1 – Good with outstanding features

Nursery

Outstanding features

- 187 Many of the children are beginning to use ICT resources independently to create attractive patterns and pictures. Almost every one of them shows very effective creative abilities when selecting specific colours to decorate Christmas presents.

Good features

188 Many of the children experiment well by creating different marks and patterns, using different types of relevant resources confidently. They join in simple rhymes and songs enthusiastically, performing well to moving patterns, such as in folk dancing. They create attractive Christmas models by bending, squeezing and forming many relevant objects.

Reception

Outstanding features

189 Most children use ICT equipment confidently and imaginatively when creating simple pictures of themselves. They show extremely good ability in deciding and selecting which colours would be suitable to make their pictures attractive. The majority of them can create a sketch of a daffodil, using their scanning skills effectively in order to ensure the accuracy of the picture. Many of the children differentiate correctly between musical elements when listening to music and performing confidently in front of an audience.

Good features

190 Many of the children use natural resources and equipment from the environment to create colourful patterns, showing curiosity and imagination. They use simple packages to create three-dimension models, and to create models of small creatures.

Shortcomings

191 There are no important shortcomings.

Welsh first language

Key Stage 1: Grade 1 - Good with outstanding features

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

Outstanding features

192 In key stage 1, standards of pupils' language and the quality of the rich vocabulary they use when discussing books, events and in recalling information across the curriculum, is an outstanding feature.

193 In key stage 2, most pupils contribute confidently to discussions with adults and their knowledge of terminology such as blurb, alliteration, comparisons, rhyme, exclamation marks and adjectives is sound. It is an outstanding foundation to the interesting extended written work seen within the key stage, in the form of cards, letters, portrayals, instructions or recipes.

Good features

194 Throughout the school, pupils listen well and their speech benefits from hearing the variety of dialects that teachers possess.

195 In key stage 1, pupils use a variety of strategies to master reading skills. They begin to build and decode words quickly, reading instructions confidently in response to a task, aloud from the interactive whiteboard, and from a range of stimulating books.

196 The written creative work of the majority shows clear progression in developing ideas, and their independence and their awareness of punctuation and spelling develops well by the end of the key stage.

- 197 Skill development can be seen in key stage 2 and pupils are aware of audience's needs. The majority use appropriate speech, communicating confidently and correctly during discussion and when offering an opinion.
- 198 Overall, the majority of pupils make good progress and achieve good standards in reading across key stage 2. At appropriate levels, the majority show good quality of expression, using appropriate vocabulary when discussing what they have read. They use dictionaries and a thesaurus appropriately.
- 199 In Y3, the majority of pupils use thinking skills and imaginative writing effectively when describing their favourite room or writing a script following a stimulus based on a story. They show originality in forming sensible comparisons and make appropriate use of concise form of verbs in their recording.
- 200 When discussing and writing a letter or diary and creating acrostic poems, pupils in Y4 display empathy towards people who suffer in floods. Others adapt their work for the reader by creating an information leaflet on the Millennium Centre, using their information technology skills effectively.
- 201 Their knowledge of language and its use develops well in Y5 and Y6 as pupils think about interesting metaphors to be used in original poems. Others show originality and imagination in choosing descriptive words and phrases to personalise in context relating to their community. They are aware of the different forms, such as a newspaper article and are able to script, in response to a specific scenario, or express an opinion, draw attention to different viewpoints, or express feelings in a soliloquy. Their ability to use different forms for a variety of purposes is a clear feature in the development of their skills.

Shortcomings

- 202 Pupils in key stage 1 are unfamiliar with names of children's authors and poets and their knowledge of well-known books is limited.

Information and communications technology

Key Stage 1: Grade 1 - Good with outstanding features

Key Stage 2: Grade 1 - Good with outstanding features

Outstanding features

- 203 Pupils in both key stages are confident and skilful in their use of information technology equipment and software, using their skills outstandingly in a variety of contexts throughout the curriculum. They keep their work in appropriate personal files, and can recall the work independently.
- 204 In key stage 2, many pupils display outstanding independent skills when creating multi-media presentations using the Photostory and PowerPoint programs, while skilfully combining text and artwork. They are aware of their audience when presenting information, and can refine and develop ideas and, at times, add background music effectively.

Good features

- 205 Pupils in key stage 1 use their word processing skills effectively to present information, selecting a font and colour, saving and recalling their work and amending expressions according to need. Examples were seen of vocabulary, poems and reports presented neatly, and being displayed attractively.

- 206 Pupils can create a simple graph to handle data, such as on their favourite food or activity.
- 207 Pupils use digi-blues cameras confidently to gather visual information. They give appropriate instructions to the 'floor robot' in geographical investigations.
- 208 They use an art package effectively to make interesting pictures that are relevant to their thematic work such as a picture of fireworks, using brushes and specialist elements. Many are confident in surfing suitable websites and making choices.
- 209 In key stage 2, pupils use the internet confidently to gather information and copy a picture or text with comparative confidence. When creating texts with a word processing package, they can input pictures or use the Publisher program in order to create posters or factual, colourful information sheets of good quality, such as those on Cardiff Bay.
- 210 They are familiar with using software to develop their artistic skills, editing, importing and varying the colours effectively. Following a visit by an artist, they use thin, curved cartoon-like lines to emulate the style. They can import a picture, adapt it and decorate it tastefully to recreate a story such as 'Cantre'r Gwaelod'.
- 211 Older pupils at the school can record and present data in table and graph form. They use 'dataloggers' to record results of scientific tests and pupils are involved in assessing which fruit sells best in the fruit shop. They create a spreadsheet that includes a simple formula, analysing the data and looking at the effect of changing the data.
- 212 Through using the web-cam, pupils benefit from linking with a foreign school such as on in Guadeloupe, in order to gather information and extend their understanding.

History

Key Stage 1: Grade 1 - Good with outstanding features

Key Stage 2: Grade 1 - Good with outstanding features

Outstanding features

- 213 Most pupils in key stages 1 and 2 make outstanding use of sources and evidence to interpret specific aspects of history. More able pupils identify events on time-lines and use the relevant language within a historical context.
- 214 Many of the pupils, in both key stages, show a good awareness of the difference between factual evidence and opinion, and give suitable reasons for selecting which evidence they want to depend on as an accurate record.

Good features

- 215 Pupils in both key stages show a good understanding of historical information.
- 216 In key stage 1, the majority of pupils show a good understanding of a time-line, such as when setting toys in the correct chronological order. Most of them can explain well the organisation of a school during the Victorian era. They make effective use of a visit to a local museum to extend their knowledge through relevant evidence and sources. Many use photographs effectively to gather information on the history of schools.

- 217 The majority of pupils display a very good understanding of the reasons why people from Wales went to live in Patagonia. They use good and very relevant language to describe the living conditions in the colony during the nineteenth century.
- 218 Many of the pupils create attractive posters to advertise a historical museum, including appropriate pictures from the past.
- 219 Pupils reinforce their knowledge through emulating the events of the period in a drama and role play on specific themes, such as recreating the conditions and classroom rules during the Victorian era.
- 220 The majority of pupils in key stage 2 use the Web confidently to gather information in order to find specific evidence, such as the history of the Celts or culture and entertainment in the Sixties.
- 221 Many of them can use the Web confidently to find different aspects of the effect of the tollgates on life in rural Wales, comparing the effect on the poor and the rich.
- 222 They use photographs of different artefacts from the past to differentiate between factual evidence, such as Dolbadarn Castle, and judgemental evidence, such as appreciating a picture of a church window. The majority of them can explain the importance of the Bayeux Tapestry as a source of factual evidence that proves that the Normans were in Wales.
- 223 Most pupils show a good understanding of life in Tudor times and follow it by using evidence on Llancaiach Fawr manor house. Many of them describe important events in recent Welsh history, identifying and using dependable sources to describe events, such as the drowning of the Tryweryn Valley.
- 224 Many pupils show good extended written information when describing famous Welsh people, such as William Morgan translating the Bible into Welsh. These examples offer sound evidence of pupils' confidence and ability to use historical terminology in a relevant context.

Geography

Key Stage 1: Grade 1 - Good with outstanding features

Key Stage 2: Grade 1 - Good with outstanding features

Outstanding features

- 225 In key stage 1, pupils have a very good awareness of their locality and benefit very effectively from field visits, for example to Whitchurch village and Bute Park. They use their developing geographical vocabulary confidently and meaningfully when describing and conveying information, such as when referring to human and physical characteristics. They can draw a simple map of the journey from their homes to the school, making effective and correct use of symbols and a key. They can effectively describe the location of Whitchurch in relation to Cardiff, Wales, the United Kingdom, Europe and the world.
- 226 Pupils display outstanding knowledge of Wales and can refer on a map to places, coastal towns, rivers and to Snowdon. They develop a very good understanding of comparative areas in Wales. In key stage 1, links have been established with other schools in Porthcawl as well as with rural areas in Ceredigion.

227 In key stage 2, pupils make very effective use of fieldwork to develop their understanding of their local area. They understand well issues such as traffic problems in Whitchurch and developments in Cardiff Bay, paying attention to elements such as land use, the barrage, sustainability, and the Millennium Centre and Pier Head buildings.

Good features

228 Pupils in both key stages have a good knowledge of current geographical issues that appear on the news and make appropriate and effective use of the web and newspapers in order to discuss and interpret.

229 In both key stages, pupils develop a broad and effective awareness of environmental issues. They can discuss and reason knowledgeably, referring enthusiastically and intelligently to relevant experiences arising from fieldwork, for example after their visit to Lamby Way recycling centre. They are aware of the steps taken by the school in relation to sustainability, such as recycling, collecting water, creating and maintaining the garden, and the strategies adopted to monitor and reduce the use of electricity and water.

230 Pupils in both key stages show a good understanding of the weather and change in climate through their studies within local, national and foreign contexts, and the effects of this on lifestyles. They develop effective methods of observation and recording, which lead to comparing and coming to reasonable and effective conclusions.

231 In key stage 1, pupils make intelligent use of simple co-ordinates when studying plans and maps. They can respond knowledgeably to satellite images of their locality and display a good understanding and use the compass intelligently when discussing locations.

232 Pupils extend their knowledge of Wales to include facts, such as about mountains and national parks, and the importance of industries such as tourism and farming.

233 In key stage 2, many pupils display a very good range of geographical skills and techniques, including mapping skills, when using a variety of scales and co-ordinates. They make effective and appropriate use of maps, pictures, aerial photographs, photographs and satellite images on the internet.

234 Pupils are developing comprehensive knowledge of a contrasting country in Africa. They undertake penetrating research work and can compare and contrast the lives of people in Lesotho and Wales with maturity and knowledge. They refer to aspects such as landscape, weather, industries and fair trading, and their influence on the lifestyles of the inhabitants.

235 In key stage 2, advantage is taken of a range of daily and residential visits, such as to Wick in the Vale of Glamorgan, the National Botanical Gardens in Llanarthne, Llangrannog, and Plas Tan-y-Bwlch in the north, where pupils are offered excellent opportunities to undertake work on aspects such as studying the effects of the Ice Age, farming in Snowdonia and orienteering work in Coed y Brenin.

Music

Key Stage 1: Grade 1 - Good with outstanding features

Key Stage 2: Grade 1 - Good with outstanding features

Outstanding features

- 236 In key stage 1, some individuals show the ability and the maturity to undertake the role of the 'conductor', such as when leading a group performance; this is an outstanding feature. They work together very well in discussing ideas, creating and performing their compositions.
- 237 When composing, pupils in key stage 2 show an outstanding understanding of musical elements, such as texture, structure, dynamic, rhythm, pitch, tempo and ostinato. They use a range of musical terms correctly and knowledgeably when discussing, evaluating and refining their compositions. They use computerised programs confidently and imaginatively when composing and recording their work.

Good features

- 238 In key stage 1, pupils develop an understanding and a sense of rhythm effectively and succeed in emulating a range of rhythmic patterns correctly and confidently.
- 239 They can respond enthusiastically and effectively to various stimuli that give rise to imaginative and exciting compositions. They can make suitable choices and use a wide range of tuned and untuned instruments, such as when conveying different types of weather.
- 240 They begin to develop their understanding of musical elements, such as dynamic, texture, structure and note-value, and can apply this knowledge to their compositions. They can record their compositions methodically, using various formats, such as in graphic form, through using symbols and pictures.
- 241 Pupils develop very good vocal control and use their voices to create effects and to add simple and relevant songs to their compositions. They can discuss ideas and evaluate their work coherently, offering effective improvements.
- 242 In key stage 2, pupils display outstanding maturity and development when composing. They handle a wide range of tuned and untuned instruments with confidence and proficiency, emulating various musical cultures or the styles of composers such as Karl Jenkins and the musical tradition of Africa.
- 243 Many pupils in key stage 2 develop effective vocal techniques in singing a range of pieces, and show the ability to perform songs for one or more voices. They show good control of breathing, pronunciation, dynamic and pitch.

School's response to the inspection

On behalf of the pupils, parents and staff of Ysgol Melin Gruffydd, the governing body would like to thank the inspection team for their courtesy and professionalism during the recent period when they were inspecting the school. We feel that this inspection has been thorough, fair and detailed and are satisfied in our minds that the report is a correct reflection of the strengths and positive ethos of Melin Gruffydd. We feel that the sound Welsh values of our school have been highlighted and that the high standard of lessons that teachers provide for pupils have been recognised. We appreciate the comments on our pupils' outstanding behaviour and courtesy, and the respect they show to each other and to adults. We also note that pupils show outstanding progress.

We look forward to continuing to maintain our high standards and to further develop all aspects of the school's work. We are proud of the outstanding features highlighted in the report and note that the percentage of Grade 1 lessons is substantially higher than the most recent national figures. We are happy that this comprehensive report justifies the opinion of the governors that numerous outstanding features are highlighted in the daily life and work of the school, and that the school offers pupils a high standard of care and support.

Appendix 1

Basic information about the school

Name of school	Ysgol Gymraeg Melin Gruffydd
School type	Welsh Medium Primary, including Foundation Phase
Age-range of pupils	3-11
Address of school	Yr Erw Las Whitchurch Cardiff
Postcode	CF14 1NL
Telephone number	02920 691247

Headteacher	Mr Illtud James
Date of appointment	April 2005
Chair of governors	Mr Rhodri Lloyd
Registered inspector	Len Jones
Dates of inspection	30 November – 3 December 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	32	60	60	52	45	39	41	47	408

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	13	4	15

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	29 : 1
Pupil: adult (fte) ratio in nursery classes	8 : 1
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	29
Teacher (fte): class ratio	1.16 : 1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2008	95.4%	95%	95.3%
Spring 2009	93.6%	92.6%	95%
Summer 2009	94.5%	94%	95.4%

Percentage of pupils entitled to free school meals	5%
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

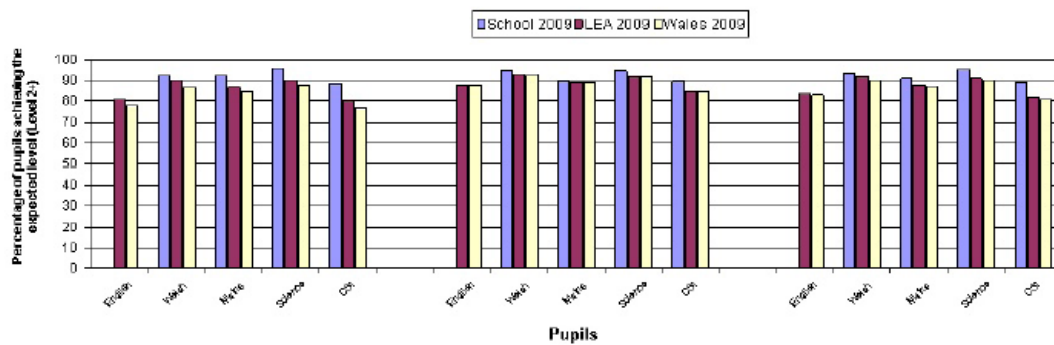
YSGOL GYMRAEG MELIN GRUFFYDD
Cardiff

LEA/School no: 681/2166

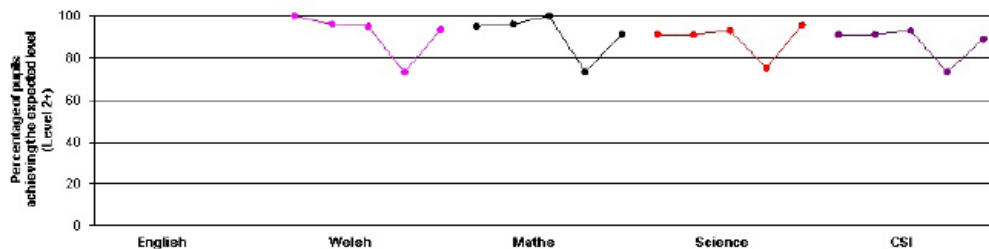
School comparative information: National Curriculum Assessments 2009 with benchmarking Key Stage 1

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	.	81	78	.	88	88	.	84	83
Welsh	92	90	87	95	93	93	93	92	90
Maths	92	87	85	89	89	89	91	88	87
Science	96	90	88	95	92	92	96	91	90
CSI	88	80	77	89	85	85	89	82	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.

Free School Meal Group

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.

Less than 8 percent eligible for FSM

Quartile 4 School is in the bottom 25 per cent.

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		86		92		100	
Welsh		85	93	100		100	
Maths		88	91	96		100	
Science		92	96	100		100	
CSI		82	89	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 25/09/2009

Page 1 of 1

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

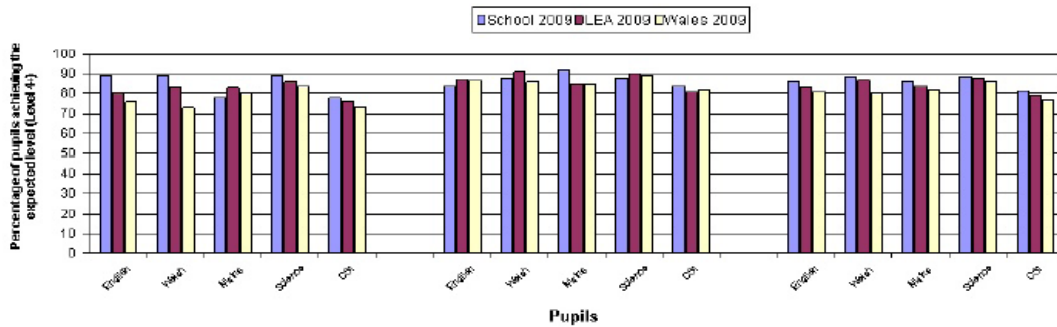
YSGOL GYMRAEG MELIN GRUFFYDD
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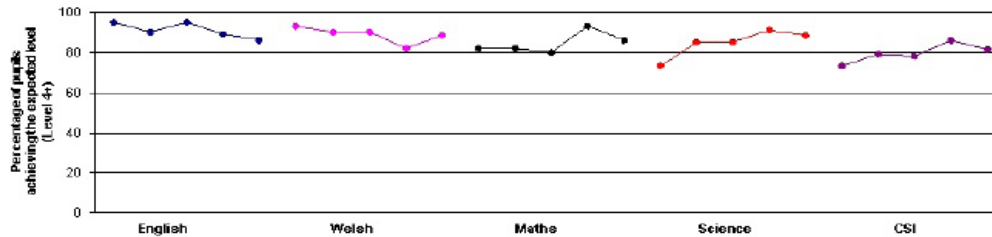
School comparative information: National Curriculum Assessments 2009 with benchmarking
Key Stage 2

Percentage of boys, girls, and pupils achieving at least the expected level (Level 4+):

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	89	80	76	84	87	87	86	83	81
Welsh	89	83	73	88	91	86	88	87	80
Maths	78	83	80	92	85	85	86	84	82
Science	89	86	84	88	90	89	88	88	86
CSI	78	76	73	84	81	82	81	79	77



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.

Free School Meal Group

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.

Less than 8 percent eligible for FSM

Quartile 4 School is in the bottom 25 per cent.

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		84	86	90		100	
Welsh		75		88		100	
Maths		84	86	92		100	
Science	88	89		97		100	
CSI		80	81	88		96	

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 4 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.

Appendix 4

Evidence base of the inspection

Five inspectors spent the equivalent of 16 inspection days at the school, and met as a team before the inspection. The school's nominee and the peer assessor were part of the team.

These inspectors visited:

- 38 lessons or parts of lessons, 31 in the subjects inspected and seven in other subjects or aspects, including ALN, and
- registration sessions, class assemblies and collective worship.

Members of the inspection team held meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers and support and administrative staff during the inspection, and
- the school council.

The team also considered:

- the school's self-evaluation report;
- 77 responses to the parents' questionnaire, the vast majority of which were extremely positive; a small number expressed some concerns;
- documentation provided by the school both before and during the inspection;
- a broad range of pupils previous and current work, and
- examples of pupils' reports

Following the inspection, the team held meetings with the staff and governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Len Jones Registered Inspector	Context, Summary, Recommendations, Appendices Key Questions 1, 5, 6 and 7
Audrey Evans Team Inspector	Key Question 2 Welsh, information and communications technology
Glyn Griffiths Team Inspector	Key Question 4 Children under five, history
Siw Jones Team Inspector	Key Question 3; geography, music
Gwynoro Jones Lay Inspector	Contributed to Key Questions 1, 3, 4 and 7
Ann Fox	Peer Assessor
Mr Illtud James	Nominee

Acknowledgement

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

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