

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

A Report on the Quality of Education in

**Llancarfan C.P. School
Llancarfan
Nr Barry
CF62 3AD**

School Number: 6732126

Date of Inspection: 10 March 2008

by

**John Andrew Clark
78725**

Date of Publication: 15 May 2008

Under Estyn contract number: 1115307

© Queens Printer and Controller of HMSO 2008: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The copyright in the material must be acknowledged as aforementioned and the title of the report specified.

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

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

The inspection of Llancarfan C.P. School took place between 10/03/08 and 12/03/08. An independent team of inspectors, led by John Andrew Clark undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **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

Contents	Page
Context	1
Summary	2
Recommendations	6
Standards	6
Key Question 1: How well do learners achieve?	6
The quality of education and training	10
Key Question 2: How effective are teaching, training and assessment?	10
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	12
Key Question 4: How well are learners cared for, guided and supported?	15
Leadership and management	17
Key Question 5: How effective are leadership and strategic management?	17
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	18
Key Question 7: How efficient are leaders and managers in using resources?	19
Standards achieved in subjects	20
Welsh second language	20
Mathematics	22
Science	23
Geography	24
Art	25
Religious education	26
School's response to the inspection	27
Appendices	28
1 Basic information about the school	28
2 School data and indicators	28
3 National Curriculum assessments results	29
4 Evidence base of the inspection	30
5 Composition and responsibilities of the inspection team	31

Context

The nature of the provider

1. Llancarfan C.P. School is situated in the rural village of Llancarfan near the town of Barry and serves a number of villages in the locality. Since the last inspection the percentage of pupils travelling from outside the immediate community has risen to 56%. There are 117 pupils on roll aged between 5 and 11. The school describes its immediate catchment area as relatively prosperous but more varied for the outlying areas. The intake includes the full range of abilities with slightly more able pupils than typically found. The percentage of pupils eligible for a free school meal has risen significantly since the last inspection from 3% to 13%. Approximately 8% of pupils are identified with special educational needs (SEN) including 3% with a statement for the SEN. The needs include moderate learning difficulties and speech and communication difficulties. All pupils speak English as a first language and no pupils are identified as coming from families where both parents speak Welsh.
2. The school was last inspected in January 2002 when the current headteacher had recently been appointed.
3. The school has been awarded the Basic Skills Quality Mark, the Healthy Schools Award and the bronze Eco-School award. The school is an Investors in People organisation. It is working towards the Green Flag Eco-Schools Award. Since the last inspection the school has created a forest school on neighbouring grounds.

The school's priorities and targets

4. The school motto is 'The Best We Can Be' 'Gwneud ein gorau glas'
5. The school aims include:
 - provide a safe, stimulating and happy environment where everybody is respected and valued; and
 - promote a sense of responsibility to meet the challenges and experiences of living and participating in the local and global environment in a sensible and sustained manner.
6. The school's current priorities and targets include:
 - to further develop outdoor learning;
 - to improve the use of information and communication (ICT) and provide interactive learning;
 - to develop ICT based assessment in foundation subjects; and
 - to improve the use of Welsh as a medium for learning.

Summary

7. Llancarfan C. P. School is good with outstanding features. The school is very well led with all staff making an outstanding contribution to its overall effectiveness. Standards achieved and pupils' personal development are outstanding as a result of the high quality of teaching and care given to pupils of all ages and abilities. The school has addressed the issues from the previous inspection in January 2002 very effectively and is well placed to continue to improve.

Table of grades awarded

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

Subjects

8. Pupils' standards of achievement in the subjects inspected during lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
35%	65%	0%	0%	0%

9. These figures are above the national target of 98% of lessons to be Grade 2 or above by 2010.

Grades for standards in subjects inspected

Inspection Area	Key stage 1	Key stage 2
Welsh second language	Grade 2	Grade 2
Mathematics	Grade 1	Grade 1
Science	Grade 1	Grade 1
Geography	Grade 1	Grade 1
Art	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

10. The overall quality of the educational provision for under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning. Children in Reception class receive a strong start to their school life. Their experiences are rich and creative and they are curious and eager to explore them.
11. Overall, the trend of improvement in National Curriculum (NC) assessment results in reading, writing and mathematics at key stage 1 and English, mathematics and science at key stage 2 has been very good since the last inspection. The percentage of pupils achieving at least the expected level for their age in all three subjects (The CSI) has been above national and local averages since the last inspection and often in the top 25% compared with schools with similar free school meal ratios in both key stages. The attainment at key stage 1 has been consistently high with 100% of pupils reaching at least the expected standard compared with 83% nationally in 2007. The CSI at key stage 2 was also above the national average with 83% reaching at least the expected standard compared with 74% nationally. These results were in the top 25% and top 50% compared with similar schools.
12. The school sets very challenging targets for pupils of all abilities to achieve based on their past levels of attainment. The pupils are successful in reaching these levels. From starting school in the Reception, all pupils are set individual targets which are shared with parents. These make a very good contribution to pupils overall achievement. Both boys and girls achieve well.
13. The progress of pupils with additional learning needs is good with outstanding features. Their progress is very closely monitored so that teachers can provide additional teaching programmes to suit their needs. Teaching assistants provide very skilled support.
14. Pupils' progress in their key skills, including bilingualism, is good with outstanding features. They read and write for a wide range of purposes and

their work shows high levels of competence in basic skills such as spelling and grammatical construction. Pupils learn to speak with clarity and confidence making good presentations in assemblies and concerts. Throughout key stage 2 the quality of debate and discussion is exceptionally high revealing mature concepts and understanding of English. They use ICT very effectively in English, mathematics, geography, science and art in particular. They make very good use of problem-solving skills in real life mathematical situations and in their science lessons. In the Early Years, children design their own courses for a computer-controlled floor turtle to follow. Creative skills are good with outstanding features throughout the school. Pupils sing and play instruments to a high standard. They enjoy working in art on a very large scale such as making sand sculptures on the beach. Role-play and drama are a strong feature of several lessons. Physical development is very good.

15. Pupils' bilingual skills are good and improving in response to some outstanding provision. They respond to many opportunities to read Welsh labels and write in Welsh in their role-play. They engage in bilingual conversations with the teacher but do not often initiate their own.
16. Pupils have a very good understanding of their own achievement. In most lessons they discuss how successful they have been in lessons and even comment constructively on the progress other pupils have made.
17. Pupils' personal development, including their spiritual, moral, social and cultural development, is good with outstanding features. They take a pride in their work and it is well presented. Pupils know right from wrong and have very mature ideas on fairness and tolerance. They are reflective in the sometimes outstanding acts of collective worship. The pupils have a good understanding of the cultures and traditions of Wales, especially relating to their own locality. They also have a very good understanding of different world cultures and lifestyles from their studies of India and Europe.
18. Through the school council, the Eco-committee and the buddy systems pupils take significant responsibility. They show leadership and organisational skills through these activities and the group work in the classroom which prepares them very well for later life. Pupils well-being is promoted very well.
19. The pupils' understanding of how to stay healthy is good with outstanding features. They know the importance of healthy eating and create lively posters to show this. They understand the value of exercise in order to stay healthy and take full advantage of very active physical education lessons, inter-school team games and after-school clubs.
20. Pupils are very well behaved and polite and thoughtful towards each other. They interact well with the many adults who visit or work in the school. Their attendance is good. The school has good success in meeting its targets for attendance. Pupils are punctual and are very happy at school.

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
46%	54%	0%	0%	0%

21. The quality of teaching exceeds that reported in Her Majesty's Chief Inspector's Annual report for 2005-6 of Grade 1 or 2 in 79% of lessons including Grade 1 in 17%. It also exceeds the 2010 Primary Target that the quality of teaching assessed by Estyn to be Grade 2 or better in 80% of classes.
22. Outstanding features were observed throughout the Early Years and key stage 1 and 2.
23. The main outstanding features include:
 - lesson planning which promotes key skills well; a very important feature of most lessons is the high quality of discussions between teacher and pupils establishing the purpose of the lesson and the key skills to be learned;
 - an accurate match of work to pupils' individual needs and very good target setting;
 - lively and motivating activities which are fun and stimulate curiosity;
 - a very good focus on literacy and numeracy skills, especially the development of a rich and purposeful vocabulary for different subjects;
 - displays which celebrate pupils' work and provide useful reference points;
 - promotion of bilingual skills throughout lessons; and
 - an outstanding contribution from teaching assistants and high quality relationships and management of pupils' behaviour.
24. The quality and use of assessment are good with outstanding features. Detailed records are maintained of progress from the time pupils start school. These are used well to plan for the next stages of learning and support pupils with additional learning needs. National Curriculum and other data are analysed in depth. Statutory requirements for assessment and reporting are met.
25. The education meets the needs of the full age and range of abilities of its pupils and the curriculum is good with outstanding features. Excellent links are made between subjects making learning relevant to all pupils. There are very good strategies to support pupils with additional learning needs or extend the learning of the most able. There is a very good range of activities for pupils of this age to participate at lunchtimes and after school.
26. The care, guidance and support for pupils are good with outstanding features. The school makes an outstanding contribution to the welfare of pupils. There are rigorous procedures to keep pupils safe. There is an outstanding partnership with parents and the school provides outstanding information for them so that they support their children's learning very well. Outstanding systems to welcome new children mean they settle quickly to life in school. Pupils are very well prepared for secondary school and transfer arrangements are very good. The school council is very effective in providing pupils with a voice in the school and the wider community. Provision for pupils with additional learning needs is good with outstanding features. There are very good links with the local authority educational and psychological services to support these pupils. The needs of pupils with a disability are well planned for and resourced.

Leadership and management

27. The headteacher provides very strong leadership. She has created an outstanding team of teachers and staff at all levels who take significant leadership roles. She is well supported by her deputy headteacher. The clarity

of vision and sense of purpose are very securely built upon an accurate and in depth understanding and analysis of pupils' achievement at every stage of their learning. The governing body makes a full contribution to planning for the school's development and the views of parents and pupils are well represented. The professional development of all staff is very closely matched to the priorities identified in the school's development planning and very challenging targets are set and achieved. The school reflects national and local priorities very well in many aspects of its work such as the development of Assessment for Learning and the commitment to environmental and global development.

28. The self-evaluation procedures are very thorough and accurate although the school is too cautious in the judgements it makes and does not fully recognise how good it is. Improvement since the last inspection is good with outstanding features. The use of the accommodation is good, despite some aging temporary classrooms. Resources are of high quality and used well. The parents and the school have driven improvements to the accommodation, especially through significant fund raising and application for grants for the new school hall and management facilities. Financial management is very good and the school seeks best value in all its work. The school provides outstanding value for money.

Recommendations

The school needs to:

- R1 Maintain the high standards of pupils' achievement and the educational provision.

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

29. The inspection team agrees with the school's self-evaluation of this key question.
30. Pupils' standards of achievement in the subjects inspected during lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
35%	65%	0%	0%	0%

31. These figures are above the national target of 98% of lessons to be good or better by 2010. They are above the all-Wales averages.

Grades for standards in subjects inspected

Inspection Area	Key stage 1	Key stage 2
Welsh second language	Grade 2	Grade 2
Mathematics	Grade 1	Grade 1
Science	Grade 1	Grade 1
Geography	Grade 1	Grade 1
Art	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

32. The overall quality of the educational provision for under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning. The children's achievement in the Reception class is good with outstanding features in their key skills. They start school with skills and understanding which, despite a wide range of abilities, are broadly typical or better for their age and transfer to start year (Y) 1 with standards in all areas of learning which are above local and national averages. They make particularly outstanding progress in developing key skills in working together, problem solving and in early reading, writing and numeracy. Their skills in bilingualism are good.
33. Overall, the trend of improvement in NC assessment results in reading, writing and mathematics at key stage 1 and English, mathematics and science at key stage 2 has been very good since the last inspection. The percentage of pupils achieving the CSI has been above national and local averages since the last inspection and often in the top 25% compared with similar schools in both key stages. There are some variations in results attained from year to year because the number of pupils taking the tests varies significantly. The groups are often less than 20 and one pupil can represent over 5% of the results. The attainment at key stage 1 has been consistently high with 100% of pupils reaching at least the expected standard compared with 83% nationally in 2007. The CSI at key stage 2 was also above the national average with 83% reaching at least the expected level compared with 74% nationally. These results were in the top 25% and top 50% compared with similar schools respectively. The percentage of pupils attaining the higher levels in the assessments is particularly good taking the average over the last three years and has exceeded national and local averages. Approximately half of the pupils currently in Y6 are working at the higher levels in mathematics and science, two of the subjects focused on during the inspection.
34. Pupils achieve the challenging targets which are set for them. Very thorough procedures are used to closely track pupils' progress and ensure that they are

given the support and challenge that they need. As a result, pupils of all abilities consistently make at least good and often outstanding progress towards these targets. Both boys' and girls' standards of achievement are above national and local averages. There are no significant variations in the achievement of any particular groups of pupils because teachers are very alert to any pupils not making the progress expected of them and take steps to address this. Basic skills are strongly promoted and this is identified in the school's award of the Basic Skills Quality Mark in 2004 which was renewed in 2007.

35. Individual targets are set for all pupils to achieve in English, mathematics and their personal development including aspects of key skills. These are developed and negotiated with the pupils and shared with parents. The pupils' progress towards these targets is closely monitored and supported in lessons.
36. The achievement of pupils with additional learning needs is good with outstanding features. Their progress is tracked in great detail so that skills are systematically built upon. They achieve challenging targets set for them because of the skilled specialist teaching and careful tracking of progress. A wide range of 'catch-up' and booster programmes are deployed successfully to ensure pupils are able to access all of the rich curriculum and so make progress.
37. The pupils' progress in their key skills is good with outstanding features. A particularly significant contribution to achieving these standards is made because the pupils have a very good understanding of what key skills are and how they can reach them. Teachers allow time in every lesson for pupils to discuss what key skills may be developed and how they can succeed in them. For example, in a Year 1/2 geography lesson pupils talked about how they would improve their observation and recording skills and suggested that they may also develop better problem-solving ability through the work in the Forest School.
38. The children make excellent progress in early reading and writing skills through Reception making very good use of the skills they learn. This continues through key stage 1 and 2 with pupils reading with expression and confidence for a wide variety of reasons. They write very neatly and attain high levels of accurate spelling and punctuation. They are often very good at writing persuasively. Speaking and listening skills are outstanding at both key stages and pupils become very confident to talk to groups, individuals and the whole school with clarity and purpose. They often combine their speaking skills with presentations using ICT.
39. The pupils' mathematical and problem-solving skills are good with outstanding features. They enjoy solving puzzles using their mathematical skills in imaginative ways. For example, pupils in Year 5/6 show an outstanding ability to work through problems concerning timetables and 24 hour clocks by applying systematic and logical observations. The pupils make regular use of ICT skills from writing poetry and creating posters to multi-media presentations. Standards are good.
40. Pupils' bilingual skills are good throughout the school. They have improved well since the last inspection because of outstanding features to the teaching and continue to develop. Pupils respond well to the good use of incidental Welsh in classes but do not often use their skills independently.

41. Pupils make outstanding progress in developing creative skills. They use a very wide range of art skills from detailed observational paintings to modelling and fabric work to enhance learning in many subjects. They frequently, and confidently, take part in drama and role-play activities both independently and in structured activities.
42. Pupils' progress in learning is good with outstanding features. Their acquisition of knowledge and skills is outstanding. The development of pupils' knowledge and very good use of an appropriate vocabulary for many subjects supports their achievement overall. For example, in geography in Y2 pupils use terms such as 'climatic conditions' accurately and describe conditions at the equator and the poles. Regular and closely monitored homework linked to targets for English and mathematics, reinforces their learning of key facts and skills. Pupils make full and regular use of skills learned in many subjects especially art, history, geography and science which allow for effective consolidation and progress of many aspects of learning. In the Reception class, good opportunities are provided not only for children to acquire new skills such as through guided reading sessions or other group activities but to practise them in many different settings both indoors and outdoors to reinforce them.
43. The pupils develop outstanding learning skills and attitudes. They know how to listen to teachers, other adults and each other because of the strategies they are taught and are modelled for them. They persevere and take steps to improve their own work in response to high expectations and clear guidance. Above all they are very involved in assessing their own progress and achievement. Pupils of all ages and abilities discuss how well they have progressed during the lesson or group activity and what steps they need to take next. They learn to comment usefully on other pupils' work. In Year 5/6, for example, pupils give a fair and considered opinion on the effectiveness of large group collage pictures in expressing the impact of war and drought on an Indian community.
44. Pupils' personal development is good with outstanding features. Children in Reception make outstanding progress in this area. They become very confident in selecting their own activities and persevering with tasks. A major strength throughout the school is in the pupils' ability to work together and collaborate. Teachers frequently encourage pupils to discuss ideas with a 'talking partner'. Pupils organise themselves, often taking different management and organisational roles within the group. For example, in a Year 4/5 science lesson the pupils used their outstanding understanding of fair testing to devise their own friction experiments and then manage the investigation through different roles in recording, measuring and observing. They are confident to speak to the class or whole school in assemblies with ease and maturity. They take a pride and responsibility for their work. Pupils with additional learning needs for emotional and behavioural concerns make good progress in becoming increasingly self-disciplined and aware of the impact of their behaviour. The opportunities for pupils to be involved in developing entrepreneurship, such as selling toast and managing the finances of the project are good. Pupils are very happy at school and enjoy their lessons.
45. Pupils' personal, social, moral and wider development is an outstanding feature. They work well together and show respect and concern for each other. They have good understanding of moral values such as honesty and fairness.

Assemblies provide good opportunities for pupils to explore moral and spiritual values, including the values and beliefs of others. This aspect is greatly supported by visiting faith organisations. They visit regularly, acting out Bible stories, with inspiring ideas such as shadow puppets created through the assembly by the pupils, which makes the stories 'come alive' for the pupils. They benefit from excellent use of their own environment through the forest school and visits supporting all aspects of personal development. In discussions with pupils, they showed age appropriate awareness for equal opportunities, diversity and cultural differences. This is evident in the art work displayed throughout the school.

46. The pupils' behaviour is good with outstanding features. They are very attentive in lessons and co-operate very well. They take good care of each other.
47. Attendance is good, above local and national averages and meets with Welsh Assembly Government targets. Pupils are punctual, lessons start on time and registration is conducted efficiently and in accordance with statutory requirements.

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

Grade 1: Good with outstanding features
--

48. The judgements of the inspection team exceed those in the school's self-evaluation as the team observed a high proportion of outstanding lessons and could clearly see the impact in the pupils' work.

49. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
46%	54%	0%	0%	0%

50. The quality of teaching exceeds that reported in Her Majesty's Chief Inspector's Annual report for 2006-7 of Grade 1 or 2 in 79% of lessons including Grade 1 in 17%. It also exceeds the 2010 Primary Target that the quality of teaching assessed by Estyn should be Grade 2 or better in 80% of classes.

51. The outstanding features were found in Early Years and throughout key stage 1 and key stage 2. They were also observed in specific lessons for pupils with additional learning needs. The outstanding features include:

- outstanding lesson planning which is based on pupils' previous learning and clearly identifies the key skills to be promoted; very good use is made of ICT in this process;
- outstanding relationships;
- precise learning objectives which are shared with pupils at the start of the lessons and used to measure success at the end;
- the high quality of questioning skills to promote greater understanding and secure pupils' knowledge;
- a very good pace to the teaching; there is a sense of urgency and expectation for pupils to achieve balanced by opportunities for them to reflect on the work they have done;

- a strong focus on promoting key skills, including bilingualism, in all lessons and full engagement of pupils in discussing and developing these skills; pupils are actively encouraged to solve problems in many lessons. For example, in mathematics pupils often have real problems to solve to reinforce skills learning and in science pupils excellent understanding of fair testing is promoted through problems on magnets and friction;
 - teachers' very high expectations lead to very good behaviour and high standards of presentation in pupils' work. For example, Year 4/5 science worked is enhanced by complex graphs and charts drawn to a high level of accuracy and designed by the pupils;
 - teaching assistants are skilful and deployed very well. They often provide high levels of specialist support to pupils with additional learning needs;
 - an outstanding match of work to pupils needs as a result of the accurate use of regular and effective assessments; and
 - high quality displays of pupils' work and interactive displays to promote literacy and numeracy skills and act as points of reference.
52. All other aspects of teaching are at least good. The many strengths arise from the clear leadership and very effective team work so there are very high levels of consistency between classes. Teachers have a very good understanding of recent developments and national initiatives such as the Foundation Phase and are well prepared for planned NC and teaching initiatives over the next year.
53. The overall quality of assessment, recording and reporting is good with outstanding features and meets statutory requirements. There is a clear and well-focused policy and the quality of leadership in this aspect of the school's work is very well co-ordinated. The school has developed a thorough but manageable and useful system of assessment in the core subjects.
54. Pupils' achievements in all of the NC subjects are understood well by the staff, in order to ensure progression through the school. The tracking of pupils' progress by using a range of standardised tests and converting these into NC targets, together with the termly focused assessments, provides a clear and immediate picture of the stage that a pupil is at and is an outstanding feature.
55. Good and regular monitoring, including the foundation subjects, also ensures that assessment of progress and of standards is a priority. Curriculum leaders have a clear overview of standards in their subjects, report back to the headteacher and keep records and work samples accordingly. Assessments are externally moderated and standardised appropriately.
56. Very good strategies are in place for assessing pupils with additional learning needs. Teachers use assessment to ensure that pupils get appropriate support. Pupils with additional learning needs are provided with individual educational plans (IEP) of good quality and personal targets are monitored and regularly updated.
57. The quality of assessment together with self assessment involving and enabling pupils to understand what they need to do to improve their work and to make progress is an outstanding feature. Pupils write annual reports about their work and progress. They set themselves regular targets, indicate when these targets have been met and write a brief appraisal. A good number of these targets set by the pupils focus on aspects of their personal and social development.

Assessment for learning is a developing process within this structure and together with pupil and peer assessment has a good impact.

58. Parents have the opportunity of meeting the teachers formally three times a year to discuss their child's progress. The annual reports to parents conform with statutory requirements and are of a good quality. Teachers' comments are evaluative and clearly describe what pupils know and can do in each subject. Parents then have an opportunity to discuss the reports at the end of the academic year. Attendance at these meetings is high. The school, at these meetings, uses a questionnaire for parents to fill addressing all aspects of the school's work and its life. The school makes an analysis of these responses. This together with the half termly overview of the curriculum to be taught and sent to parents is an outstanding feature.

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

59. The findings of the inspection team match the school's judgement in its self-evaluation report.
60. Learning experiences meet the needs and interests of learners and the community, frequently in a practical and innovative way. In this respect the school's curriculum, in particular, is an outstanding feature.
61. The broad, balanced and relevant curriculum provides an outstandingly rich and varying range of interesting experiences to the pupils. In addition to the NC and religious education subjects which meet statutory requirements it enhances this provision with French for pupils in Y5 and Y6. A number of schemes have recently been revised or refined in order to start preparing to meet the latest recommendations. All learning experiences meet legal and course requirements.
62. The overall quality of provision for children under five is appropriate to their needs and pupils make good progress towards the desirable outcomes for children's learning.
63. Planning for the key and basic skills is well developed. The school ensures that there is an effective balance and that these skills are developed systematically. Outstanding links are made between subjects which reinforces the learning of key skills and subject-specific skills and techniques. For example, the geography basis of the forest school is explored through art, science, mathematics and English at key stage 1. At key stage 2, the work on India is similarly central to learning in most other subjects.
64. The school is very good at ensuring that the learning needs of all pupils are met. The school's equal opportunities statement, present in all policies, underpins all that it does and ensures that all who are involved have the same learning opportunities. Pupils with additional needs are integrated and supported through well planned activities. The contribution of the learning support assistants (LSA's) is a particular strength and they play an effective role in ensuring that the learning and social needs of pupils are fully met.

Pupils are taught and encouraged to be sensitive to and supportive of one another's needs.

65. The wide range of extra-curricular activities provided for pupils is outstanding. These include various sports activities, chess, choir, cross stitch, gardening and yoga. The choir has performed at a variety of venues including the St David's Hall in Cardiff. Most staff support these activities and they are well supported by volunteers and parents.
66. Educational visits take place regularly. All pupils visit the theatre or experience a theatre performance at school. Visitors to the school include musical groups, the police, recycling officers, representatives of local industry, local and Welsh Assembly politicians and representatives of various places of worship.
67. The provision for the promotion of pupils' personal, spiritual, moral, social and cultural development is an outstanding feature and is underpinned by the caring, supportive ethos of the school and the quality of relationships at all levels. Not only does prayer and reflection form an integral part of school life but the school successfully promotes a wider understanding of spirituality. Daily acts of collective worship led by staff and visitors address fundamental spiritual and moral questions and allow time for thinking and reflecting. Collective worship focusing on issues of "Fair Trade", the importance and value of sharing, visits from representatives of different Christian denominations and students from Atlantic College sharing their experiences of other world religions, all contribute to the pupils' joy in discovering and reflecting upon their place in the world and is an outstanding feature.
68. The promotion of moral and social development is equally an outstanding feature. Through its structured personal and social education (PSE) programme and a revised religious education scheme of work the school successfully instils in its pupils the difference between right and wrong, a clear sense of fair play and a mature awareness of working in teams. Activities such as the school council and Eco-committee support this framework and provide the pupils with a good range of opportunities to take responsibility and to develop their understanding of living in a community.
69. Understanding their own culture and heritage is well promoted through "*Y Cwrlwm Cymreig*" and activities such as the eisteddfod and celebrating St David's Day. Through helping raise money for those less fortunate than themselves, visits from different faith groups and a range of extensive studies in such subjects as geography and religious education, pupils are encouraged to develop a good understanding of life in multi-cultural Wales.
70. There are outstanding and very well established partnerships with parents and the community. The school is appreciative of the help and support of its parents and carers and is aware that this link is a vital ingredient to its success. The school has a range of strategies to keep the parents well informed such as its news letters and half-termly overview of the curriculum. Parents also support the school in many practical ways. The Parent and Teachers' Association organizes a wide range of social and fund raising activities which are well attended and it provided funds for additional resources which has had a significant impact on the quality of learning and life in the school. An outstanding feature here has been the money collected enabling the school to build its own well appointed extension.

71. Very effective partnerships have been forged with the local community and good use is made of links for external visits and to encourage members of the community to visit the school. Several key members of the community are school governors and provide good links with people and organizations in this village and the surrounding ones.
72. The school has very strong and valuable links with its feeder secondary schools, ones which provide Y6 pupils with a range of experiences prior to the transition from Primary to Secondary. The school also provides opportunities for pupils from the secondary schools to visit the school as part of their work experience. Very good links also exist between cluster primary schools which help to provide a focus on sharing expertise, professional development and transition work.
73. The promotion of bilingualism in the school is an outstanding feature. Opportunities for the further promotion of Welsh are rarely missed. Members of the staff regularly use the Welsh language naturally and often during the school day. Visually, also, Welsh permeates the whole school and pupils in several situations are encouraged to respond in Welsh. Through a range of subjects and experiences the pupils are aware of their national heritage and take pride in their Welshness.
74. The school has a positive approach to linkages with business and the wider community. Pupils' work-related experiences are good. Parents visit the school to talk about their work and the school is involved with a power station at Aberthaw, Techniquet and Barry College. All this and more impacts on pupils' awareness of industry and provides real life contexts for pupils' learning.
75. The school provides outstandingly for pupils' development in sustainable development and global citizenship. The elected school council and the Eco-committee involve pupils directly in decision-making on a wide range of environmental and community issues. In addition to a range of day-to-day work which includes promoting composting, recycling of paper, plastic, glass, cardboard, ink cartridges and mobile phones, the school has also been awarded a substantial grant to further develop biodiversity in its school grounds. The school has good links with the council's waste management services and has made a significant difference and improvement to the outdoor environment.
76. A small mid-morning business run by the school council and a range of activities where pupils raise money for various charities and manage their own accounts also develops the entrepreneurial skills of the pupils.
77. There are good systems in place to prepare pupils for a lifetime of learning. Pupils use self-assessment techniques, are continuously encouraged by the staff to use their thinking skills and to set their own targets. Reception and Y1 pupils already demonstrate the ability to work independently and to evaluate their own work. There is an emphasis on promoting a skills focused curriculum. Personal and social education and education for economic and global awareness provide additional opportunities to develop a sense of responsibility as local and world citizens. Electing members annually to the various councils also raises the pupils' awareness of the democratic process.

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

Grade 1: Good with outstanding features

78. The inspection team agrees with the school's self-evaluation of this key question.
79. The care, support and guidance provided by the school are one of its outstanding features. Pupils are secure in school and good relationships exist between themselves and all staff both teaching and non teaching. In discussions with pupils and members of the school council, they said that they were confident that any concerns would be dealt with quickly and effectively. Those pupils with additional learning needs are well provided for with appropriate educational, medical or pastoral support.
80. The partnerships with parents/carers and the wider community are outstanding. Every effort is made to involve and encourage parental participation in school life. Questionnaires are sent out every year seeking their views. The responses of the great majority of the parents to the pre-inspection questionnaire and of parents attending the pre-inspection meeting were very positive. The Home-School agreement underpins the relationship with parents. A very active parent teachers' association provides significant support through fund raising and other activities. This has contributed to many aspects of the school's resources especially the quality of accommodation and outdoor facilities.
81. Induction arrangements to help new pupils settle in quickly are outstanding. Parents have many opportunities to visit the school before children start Reception and there is good contact with the main pre-school providers. A wide range of good quality information is provided for parents so they can support children's learning when they start school. Year 6 buddies ensure new children feel safe and welcome. Transition to the secondary school is well planned and pupils undertake a series of bridging units to help the process. Parents report that pupils settle in very quickly and easily.
82. The school provides outstanding personal support and guidance for pupils. Teachers know their pupils well which enables them to monitor each child's needs and progress. Personal and social education is firmly embedded into the curriculum. The detailed and thorough tracking processes ensure that any personal or academic concerns are quickly addressed. Effective use is made of specialist services such as the police and school nurse. They lead programmes such as 'Stranger Danger', 'crucial crew' and 'smokebugs' which help prepare pupils for later life. Parents are also highly satisfied with the care and guidance the school offers their children.
83. The school has good procedures in place for monitoring pupils' punctuality, attendance and behaviour. The importance of regular attendance is stressed in newsletters and the school prospectus. The school's administrative staff are very alert to any unexplained absences and parents are contacted immediately. The school prospectus sets out the expectations for good attendance very clearly and parents are happy to comply. Good attendance, punctuality and behaviour are praised and rewarded.

84. Behaviour is closely and systematically monitored. The strong ethos and high expectations of staff are complimented by classroom agreements and codes designed with the pupils. Pupils who need additional support to manage their emotions and behaviour are given very good guidance. The school council ensures that every classroom has a 'worry-box' and the councillors make a good contribution to helping pupils resolve issues and handle concerns.
85. The school's provision for healthy development, safety and well being of all pupils is good. Annual targets are set as part of the Healthy schools initiative and the school provides healthy school meals, where a good choice is available. Pupils understand the value of exercise in order to stay healthy because of very active physical education lessons, after school clubs and team games.
86. Suitable practices are in place to support pupils with specific medical needs. Appropriate security arrangements are in place and there is a nominated person and governor with responsibility for health and safety.
87. Child protection procedures are good. The headteacher is the named person with responsibility for child protection and is trained to the appropriate level. All other members of staff and some governors have attended training and can recognise the signs and symptoms of abuse. All staff and volunteers who have contact with pupils are Criminal Record Bureau checked. There is a child protection policy in place which is in line with local procedures. The records are maintained in an exemplary manner.
88. Provision for pupils with additional learning needs is outstanding. Policy and practice fully meet statutory requirements and Welsh assembly guidance. There are thorough procedures to identify pupils with additional learning needs at a very early stage because of the outstanding assessment procedures and links with parents. Outstanding links with support agencies including educational psychological services and speech therapy mean pupils get high quality support as required. The quality of analysis of pupils' progress is outstanding and records are very well maintained. As a result of this the local authority is well placed to identify the level of support pupils need and work with the school to meet the requirements of any pupils with a statement for their SEN. This leads to good and sometimes outstanding progress made by these pupils.
89. The school has an active school council and Eco-committee which not only give the pupils a good voice in the life of the school but also contributes significantly to pupils' mature development and sense of responsibility. Pupils relish the opportunity to take leadership and management roles and have overseen the use of significant funds for the benefit of the school and its grounds and the ecology of the local environment.
90. All pupils irrespective of their social, educational, ethnic and linguistic background are well supported and treated equally. They have equal access to all lessons and activities. Good use is made of PSE to challenge such issues as stereotyping. Appropriate statutory policies are in place. Good race relations are promoted successfully and the school and pupils recognise and respect diversity. Pupils benefit from male and female role models in all activities and at all levels. Multi-cultural resources and books are used throughout the school and Fairtrade issues are dealt with within the collective worship policy. Artefacts and displays around the school reflects the

importance placed on equal opportunities. The school welcomes students from Atlantic College of many nationalities to work in the school alongside pupils.

91. The effective measures in place to eliminate oppressive behaviour including racial discrimination, bullying and all forms of harassment are evident in the pupils' outstanding behaviour. Pupils are confident that any bullying would be sorted out immediately. Staff follow the behaviour policy and positive behaviour is rewarded with stickers and praise.
92. The school takes all reasonable steps to ensure the equal treatment of disabled pupils. The school has undergone a relatively recent refurbishment and there are suitable facilities and access to most areas of the school. The outside area is easily accessible. There is an appropriate disability access plan and Disability Equality Scheme and action plan.

Leadership and management

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

Grade 1: Good with outstanding features

93. The inspection team agrees with the school's self-evaluation of this key question.
94. The clear educational direction is an outstanding feature of the school. The aims and values of the school are very evident in all its work. The school's published vision, 'The best we can be' is known and understood by staff, pupils and parents alike. There is a strong positive ethos which promotes high achievement in academic and personal development in a very caring way. The headteacher sets an outstanding example for her staff through her calm, focused and persistent pursuit of higher standards. The contribution of all staff, governors and parental representation to establishing and reviewing aims and values on an annual basis is outstanding.
95. The staff work outstandingly as a as a team in responding to national and local priorities and this results in some outstanding practice. The introduction of Foundation Phase in the Early Years curriculum is well established. The Key Skills and Assessment for Learning programmes are well embedded in the school's work and have a significant impact on learning and achievement. Commitment to global education, healthy schools and community and work-related education is all very high and lead to some outstanding outcomes.
96. There are effective arrangements in place to manage and improve teaching and support the staff's performance. These are very well managed by the headteacher and her deputy. They are based upon very good quality monitoring of teaching and very good use of assessment data to set challenging targets for staff to work towards. This process has contributed to improvement in many areas, such as the achievement of more able pupils in many subjects and significantly to the strong team ethos. The subject coordinators provide effective leadership in their subjects because they make thorough evaluations of progress and link this closely to school improvement planning aimed at raising standards. The emphasis the school gives to

involving and developing its staff at all levels is recognised in the Investors in People Award in 2007.

97. The school works well with its immediate cluster of schools and there are outstanding relationships with the local secondary school, which contributes to the sharing of good practice in teaching and learning.
98. The governing body provides outstanding support to the school. It is well informed about the standards and achievement of the pupils and fulfils statutory requirements well. The governors review their Code of Conduct on an annual basis and this informs their work for the forthcoming year. Governors monitor policies closely and ensure that they are relevant, current and effective. This has a strong impact on all aspects of health and safety and the quality of pastoral care. They have close links to curriculum areas and meet regularly with co-ordinators, providing support and challenge. The governors place a high priority on staff's professional development and good quality staff recruitment. An obvious impact of this has been on the proportion of teachers who speak Welsh to a high level as there were none, except the headteacher, at the last inspection.

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

Grade 1: Good with outstanding features
--

99. The judgement of the inspection team exceeds that made by the school in its self-evaluation. This is because, although the school identifies many of its strengths, it is cautious in judging them as outstanding.
100. Self-evaluation procedures are good with outstanding features. A key strength is the outstanding analysis and evaluation of data on standards and the monitoring of teaching and learning. The school evaluates pupils' progress at every stage and makes extensive use of national, local and other comparative information to set targets for further improvement. The very high quality of record-keeping by all key staff contributes to the usefulness of information available. This has led to progress since the last inspection being good with outstanding features.
101. The quality of teaching and learning is now good with outstanding features; standards in Welsh as a second language and geography are now much higher and there are no unsatisfactory features; the curriculum planning and the procedures for assessment are both now good with outstanding features.
102. The self-evaluation report is good with outstanding features. The inspection team agrees with the school in their judgements in five of the seven key questions. This is because the school's judgements are more cautious than the evidence presented. The school's self-evaluation report gives clear and honest judgements on its progress and is well informed from many sources, including parents, pupils and governors.
103. The annual school improvement plan (SIP) conference is a very effective initiative to ensure that the views of all stakeholders are considered and contribute to driving the school forward in its next stage of development. All staff give evidence on progress in their subjects at the conference; the school

council makes a presentation and governors and staff review and analyse past progress.

104. There are very comprehensive procedures in place for subject co-ordinators to monitor and evaluate the quality of achievement and provision including teaching. This is in a regular planned cycle. The cycle relates closely to priorities identified in the school improvement plan and often has a clear focus such as developing Assessment for Learning and Key Skills.
105. The SIP is at the heart of the school and provides a useful basis for development. It is well structured and draws on significant first-hand evaluation, especially the in depth analysis of standards. The priorities are well matched to its needs.
106. The curriculum co-ordinators make regular presentations to the governors to keep them informed about achievement and provision in their subjects. The governors approve the SIP and regularly monitor its progress. They have a very good overview of strengths and weaknesses.
107. The monitoring of teaching and learning is very focused and incisive. Teachers receive feedback which they value and which allows them to build on their strengths. Performance management procedures are well established and contribute well to development.

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

Grade 1: Good with outstanding features
--

108. The inspection team agrees with the school's self-evaluation of this key question.
109. The overall quality of the school's provision for staffing, accommodation and resources is outstanding. There is a good balance of experience within the staff to meet the needs of the school and its pupils. Good use is made of teacher expertise to support various areas of the curriculum. The arrangements for a job share in the Early Years is well planned and organised, ensuring that the learning opportunities for pupils are fully realised.
110. Enthusiastic and pro-active support staff work closely with the teachers, are effective and make an outstanding contribution to the work and standards produced by the pupils. The school is also committed to providing ongoing training for these valuable members of the school team in order to meet the changing needs of the school and its curriculum.
111. Effective and competent administrative support is provided which ensures that the day-to-day life of the school runs smoothly. Regular update training for the administrator also ensures that all aspects including financial ones are well ordered and efficient. A good example of this is the outstanding purchasing relationship that has been developed with a number of companies in order to secure best value. The caretaker, cleaners and catering staff are all valued members of the school and make an important contribution to the values, ethos and success of this school.
112. All staff members have appropriate job descriptions, which clearly define their roles and responsibilities. There is a strong commitment to undertake

continuing professional development and to regularly update their curricular and management responsibilities and this has impacted considerably on the shared leadership which is characteristic of this school. Planning, Preparation and Assessment (PPA) time provides additional opportunities for teachers to plan lessons in the context of the classroom and be more focused on the needs of every pupil. The teacher who covers the classes during teacher's PPA time bring specialist skills to teaching of several areas of the curriculum.

113. The range of resources and their skilful use are an outstanding feature in the school. All pupils have access to a very good range of materials and are encouraged to choose and use resources independently wherever possible. All classrooms have interactive whiteboards with Internet access used by staff and pupils and a laptop bus with 15 laptops. Books and other subject resources are in good condition and are reviewed annually, take account of school priorities and are monitored by the administrator in liaison with teachers and the finance committee.
114. The school has worked hard and has invested a great deal of its monies during the last few years to improve its accommodation. This is sufficient for the number of pupils on role. This includes its earmarked budget, donations, gift aid fundraising grants and PTA funds. This is an outstanding feature. Colourful displays enliven all areas and a great deal has been done to improve the exterior learning environment. An outstanding feature here is the use that is being made of its natural resource in the forest school.
115. Although the school makes very good use of its demountable classrooms, their condition is visibly deteriorating. The school and its governing body are aware of this but have been advised by the Local Authority not to spend money on their maintenance as the long term plan is to replace them with a permanent structure.
116. The effective budget management ensures very good value for money. Resources are used economically and efficiently. The school's spending decisions are well linked to plans for development and resources are provided in accordance with the school's clear priorities and targets. The school actively and successfully seeks grants. The governors review expenditure regularly.

Standards achieved in subjects and areas of learning

Welsh second language

Key stage 1: Grade 2 - Good features with no important shortcomings

Key stage 2: Grade 2 - Good features with no important shortcomings

Good features

117. Pupils in key stage 1 sing a range of songs such as "Mae tedi'n gwisgo" to aid their recall of some Welsh vocabulary. The younger pupils in this key stage build up a good range of vocabulary when they discuss various items of clothing to dress their teddy. Older pupils in this key stage build well on this good beginning. They realise the importance of good pronunciation and some begin to use the conjunction "achos" to extend their responses.

118. The reading of these pupils is developing appropriately. They read well as a class from a Big Book and a few read confidently on their own. Generally they have a good understanding of the text and a few are able to discuss and express their opinions on the content.
119. Pupils in key stage 1 record simple phrases and sentences as an extension to their oral and reading work. Younger pupils in this key stage are beginning to write simple sentences about what they are wearing by using the pattern "Dwi'n gwisgo." A few of the older pupils in this key stage write well independently. They use word prompts appropriately and display a good understanding of the basic punctuation of capital letters and full stops.
120. In key stage 2 pupils progress well orally and build on the sound beginning made at key stage 1. In their regular short and sharp sessions in "Y Gadair Boeth" (The Hot Seat) many of these pupils become quite animated and use a good range of patterns when they ask questions. For example they ask "Ble rwyd ti'n byw?" or "Pa archfarchnad wyt ti'n hoffi?" The older pupils in this key stage demand extended answers when they ask the simple question "Pam?" Some of the pupils respond well and display an increasing confidence in speaking Welsh. These older pupils also sing the song "Sospan Fach" with enthusiasm and discuss well the meaning of the lines.
121. The reading of many of the pupils in this key stage is developing well. The younger pupils read from a prepared text about their friend Lisa. A few make a good effort at including some intonation in their reading. The older pupils read individually and in small groups from the book "Pa Glwb?" A few do this with increasing confidence, clarity and good expression. Generally they show an appropriate understanding of the vocabulary and of the text.
122. Pupils' writing in this key stage develops well and is a natural progression of their oral work consolidating and extending their learning. The younger pupils write sentences in the first and third person about what they like, don't like and what they can or can't do. Some write interesting little descriptions about their friends.
123. Older pupils in this key stage write their own version of the song "Sospan Fach" Others write a dialogue about visiting a rugby game. In these exercises many of these pupils make very good and sensible use of their Welsh dictionaries. Their writing shows an increasing range of language patterns and extended vocabulary. In this respect these pupils are developing dual literacy skills and some translate words from Welsh to English effectively.

Shortcomings

124. There are no significant shortcomings.

Mathematics

Key stage 1: Grade 1 – Good with outstanding features

Key stage 2: Grade 1 – Good with outstanding features

Outstanding features

125. Included amongst the outstanding features found in all classes were:

- the mental agility of pupils in both key stages and their confidence when handling numbers;
- the manner in which all pupils approach problem solving, using their thinking and investigative skills; and
- the development of pupils' mathematical language and some of their mathematical reasoning.

Good features

126. Visiting their Forest School key stage 1 pupils study a number of trees closely. They do this in order to select their favourite tree. From previous work they know how to measure the circumference of the bark of a tree. Back in the classroom they discuss sensibly how this data can be recorded. In building a class block graph to show which is the class favourite tree, they show a good understanding of how data can be recorded and that it can be recorded in a variety of ways.

127. In another lesson these pupils develop their understanding of collecting and representing data. In preparation for opening their own "Fruity Friday" shop they look carefully at the numbers of fruits they need to pre-order based on previous data of favourite snacks. They realise that a picture of information sometimes makes things easier to see and understand. The younger pupils in this group build a block graph carefully using multi-link cubes and then transfer their findings onto a blank graph. They do this well. Older pupils study some pie charts and create their own charts for class snacks. In doing all this, their use and understanding of mathematical language such as "circumference" and "axis" and their thinking and investigative skills are amongst some of the outstanding features.

128. The younger pupils in key stage 2 develop their understanding of the number four. They count forwards and backwards easily in fours and realise that division of numbers is an inverse process of multiplication. The more able pupils address a number of word problems using the multiplication and division by four eagerly and demonstrate a very good understanding of the processes required to solve these problems. These pupils are also beginning to have a sound understanding of the relationship between division of number and various fractional parts.

129. Older pupils in this key stage are developing a very good understanding of a range of shapes. They have a good understanding of parallel and perpendicular lines and know that within a shape the diagonal has to move from one corner to another. They study a range of regular and irregular shapes, name them confidently and can describe their properties. Many, for example, name the differences between the isosceles, equilateral and scalene triangles

confidently and recognise and name other shapes easily like the heptagon and octagon.

130. The oldest pupils in this key stage have a very good understanding of time and most move easily from an analogue clock to a 24 hour one. When playing the game "Stop the Clock" on the Interactive Whiteboard, several display quick and sharp mental agility beyond their age. This is one of the outstanding features. When looking at timetables with their "talking partners," many are very proficient at calculating the differences in time. Most approach the problem of organising a day trip from Barry to Cardiff with relish and enthusiasm. They apply their problem-solving skills skilfully when they look at various bus and train timetables and events they can visit and enjoy in the city. This again is one of the outstanding features.

Shortcomings

131. There are no significant shortcomings.

Science

Key stage 1: Grade 1 - Good with outstanding features

Key stage 2: Grade 1 - Good with outstanding features

Outstanding features

132. At both key stages the pupils' knowledge of scientific facts is well above average. At key stage 1, for example, Y2 pupils have a very good understanding of the contribution trees make to the conversion of carbon dioxide to oxygen and that they contain celluloid.
133. The progress pupils make in understanding how to conduct an investigation and what makes a fair test. For example, in Y4, groups of pupils devise imaginative tests to test their theories on the attraction and repulsion of magnets. They develop very strict rules to ensure the tests are fair and that some things remain constant.
134. Pupils use a very good scientific vocabulary in oral and written work with confidence and accuracy. They record information in well-constructed reports. By Y6 pupils create their own graphs to plot the frequency and speed of spinners choosing scale and type of graph.
135. Pupils have a very good knowledge and understanding of life and living processes. They use outstanding research skills. For example, in key stage 1, Year 1/2 pupils have a good understanding of the skeletal structure and label parts of the body accurately. They undertake detailed analysis of the health contents of breakfast cereals and independent writing and labelling reveals the depth of their understanding. In key stage 2, Year 3/4 pupils extend this work into detailed studies of the nutritional benefits and food sources of vitamins, minerals, carbohydrates, fats and fibre. Again work is very individual and makes use of an extensive scientific vocabulary. In Y6 pupils have a very good knowledge of the impact of drugs and alcohol on the body and how to stay in good health.

136. Pupils use a range of scientific measures with precision, including temperature probes and other instruments controlled by information and communication technologies.

Good features

137. By Y2 pupils have a good understanding of materials. They know, for example, that plastics are made from oil and glass is made from sand. They classify and sort materials well by qualities such as texture, strength and pliability. Pupils understand the difference between opaque, translucent and transparent materials. The depth of knowledge is significantly deeper than average.

138. At both key stages pupils have a good understanding of physical sciences. By Y6, pupils understand the differences between parallel and series circuits in work on electricity. Year 5 pupils have an outstanding knowledge of the properties of magnets and of their many uses.

Shortcomings

139. There are no significant shortcomings.

Geography

Key stage 1: Grade 1 – Good with outstanding features

Key stage 2: Grade 1 – Good with outstanding features

Outstanding features

140. Pupils develop very good map skills. In key stage 1, they identify countries across Europe on a globe and map. They identify different continents and name them accurately. They find Llancarfan on a map of Wales and know that it is part of Britain. In key stage 2, pupils read a wide range of maps of different scales accurately. They use them to plan routes of great precision for countries they are studying such as India. They create accurate three-dimensional relief maps from two-dimensional sources.

141. Pupils' knowledge of local geography is very well developed at both key stages. In key stage 1, pupils develop a practical understanding of their local environment in their studies from the forest school and of the local village. By Year 6, pupils write very well informed articles on the impact of a local power station on the environment. They have an extensive knowledge of the locality relating Ordnance Survey maps to aerial photographs.

142. Pupils are very skilled in making comparisons between similar and contrasting places. This is strongly based on practical work. For example, Year 3/4 pupils make a detailed scrutiny of how their school day differs from that of a pupils in Kesharpur in India. They understand that the patterns are governed by community, environmental and climactic conditions as well as the need for a useful education. The level of debate about the merits of the different lifestyles is high and well informed.

143. At both key stages pupils are well aware of environmental and global concerns and their impact on the environment. By Y6, pupils' knowledge of the process of

'deforestation' and its impact on human environments is very good and the quality of discussion within the groups is very high.

144. The geographical vocabulary pupils use at both key stages is unusually good and well established. For example, in Year 1/2 activity based on holiday destinations around the world pupils use terms such as 'climate conditions' and 'equatorial' very appropriately and easily.

Good features

145. Work is presented well. Pupils use graphs, charts, digital photography and other ICT sources to explain and enlarge on their ideas.

Shortcomings

146. There are no significant shortcomings

Art

Key stage 1: Grade 2 – Good features with no important shortcomings

Key stage 2: Grade 2 – Good features with no important shortcomings

Good features

147. Pupils use a wide range of different art media with confidence and good levels of skill. In Y2, for example, pupils use water-colour paints, pastels, drawing pencils, and clay in work based on fruit and linked to their science studies. Several pupils reveal a good understanding of how to use the water-colour paints with a light touch and blend colours. In key stage 2, pupils show a good capacity to use different media to represent the work of local and national artists.
148. Pupils apply their knowledge well. For example, Year 5/6 pupils make good use of previously-learned collage techniques to create vast pictures representing the before and after scenes from the deforestation of Keshapur. They select materials well and are very confident to work on a large scale.
149. Pupils use a very good range of different techniques in their art work. These include unusual and very exciting ideas. For example, in both key stages pupils make particularly good use of the natural environment. In Year 1/2, for example, pupils use the natural objects of the forest to make exciting pictures in the style of Andy Goldsworthy. In key stage 2, pupils make unusual sculptures using sand on the beach as part of an local art project.
150. Extensive use is made of digital photography and the drawing and painting facilities of computers. Pupils use multi-media capabilities in presentations to their class, the school and occasionally to the governing body.
151. The progress in pupils' skills and techniques is good. For example, in Years 4/5 pupils explore a range of printing techniques. They made very good use of this knowledge to move quickly from clear and well-planned designs to produce attractive prints on tee-shirts. The pupils' pace of working and quality of final product are very good.

Shortcomings

152. There are no important shortcomings. However, pupils are not always confident in the vocabulary used to describe the techniques and strategies.

Religious education

Key stage 1: Grade 2 – Good features with no important shortcomings

Key stage 2: Grade 2 – Good features with no important shortcomings

Good features

153. Pupils in both key stages have a sound appreciation of the Bible as the Christian's holy book and know about several of the events and stories from both testaments.
154. The younger pupils in key stage 1 know that the Jewish faith has a special set of scriptures called the Torah and that it is written in Hebrew and not English. They make simple Yads for themselves and understand that they are used in the synagogue as a pointer when the holy book is read.
155. The older pupils in this key stage, when discussing the events leading up to Easter, know the names of many of the disciples of Jesus. On a world map many confidently locate the Middle East as the area in the world where Jesus lived. They know that Jesus was moving to Jerusalem to celebrate the Jewish Passover and know about Moses and the events in the Old Testament that led to this festival. They make their own Palm leaves and create a drama on the story of Jesus entering Jerusalem. In all these activities they are developing a good and early understanding of the events leading up to Good Friday and of the range of feelings and emotions that were present there then. In so doing they begin to learn the importance of empathising with others.
156. The younger pupils in key stage 2 have a good understanding of the significance and meaning of Lent. They read together from their class Bibles the story about Jesus in the wilderness for 40 days and how he was tempted. They realise that this was a time when he had to prepare for the next years in his life eventually leading to his death on the cross and how he must have felt then. They apply this story to some current scenarios when they could be tempted and how they would respond. Several, thoughtfully, give some interesting answers and apply these rules to some of the Ten Commandments that God gave us.
157. Older pupils in this key stage show real enthusiasm and increasing good knowledge about some of the Muslim customs associated with the ending of Ramadan and the festival of Id-ul-Fitr. This knowledge and understanding is deepened when they explore and make mendhi patterns, greeting cards and coconut barfi. In all this they empathise well with this Muslim celebration and its colourful customs.
158. The oldest pupils in this key stage continue to learn about the Muslim religion. They have a good understanding of the origins of the Qu'ran and reflect on the importance of books. They consider some of the teachings found in the Qu'ran and also the relevance of certain festivals to this religion. With the help of a

young Muslim student they also explore in detail the designing of the Mendhi patterns and the sending of greeting cards. All this gives the pupils a real insight into and a very good knowledge about the festival of Id-ul-Fitr and some of their creations are striking and colourful.

Shortcomings

159. There are no important shortcomings.

School's response to the inspection

The headteacher, staff and governors of Llancarfan C.P. School welcome the Estyn report following the inspection undertaken in March 2008.

The inspection report acknowledges the many strengths and outstanding features of our school. We are delighted that it also recognises the vast progress which has been made since the last inspection report in 2002.

The award of the grade 1 in all seven key questions confirms the professional and committed manner with which the teaching staff, support staff and governors undertake their responsibilities.

We are particularly pleased that the report celebrates the fact that the curriculum provision is good with outstanding features and meets the needs of all its pupils very well, including our most able and those with additional learning needs. It also recognises that the standards of achievement at each Key Stage are consistently well above both the LEA and Wales averages.

We are delighted that the percentage of lessons judged as being of the highest standard is very high and that the skills, professionalism and dedication of our teaching and support staff have been recognised.

The report also highlights that the school makes an outstanding contribution to the care of its pupils and to their personal and social development. We are particularly pleased that this has been noted as we feel that it is a significant strength of our school and one of our key aims.

It is gratifying that the inspection team fully recognizes the clarity of vision and sense of purpose of the school's leadership. This encourages effective teamwork and the involvement of everyone in a positive, purposeful and happy atmosphere.

Most importantly, the inspection report confirms that we are achieving our vision and aims.

The recommendation to maintain high standards of pupil achievement and educational provision will form part of the 2008 – 2009 School Improvement Plan.

Appendix 1

Basic information about the school

Name of school	Llancarfan C.P. School
School type	Nursery and Primary
Age-range of pupils	5 - 11
Address of school	Llancarfan Nr Barry Vale of Glamorgan
Postcode	CF62 3AD
Telephone number	01446 781375

Headteacher	Mrs Sarah Morgan
Date of appointment	September 2001
Chair of governors/ Appropriate authority	Mrs Jill Davies
Registered inspector	Mr Andrew Clark
Dates of inspection	10 -12 March 2008

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	N/A	15	16	10	21	17	17	21	117

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	2	6.8

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	17:1
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	23
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2007	N/A	95.8	95.2
Summer 2007	N/A	91.2	94.9
Autumn 2007	N/A	95.2	94.4

Percentage of pupils entitled to free school meals	13
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results

End of key stage 1:

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:		22		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	0	76	24
		National	0	3	13	63	20
En: reading	Teacher assessment	School	0	0	0	67	33
		National	0	4	14	55	27
En: writing	Teacher assessment	School	0	0	10	76	14
		National	0	5	14	68	12
En: speaking and listening	Teacher assessment	School	0	0	0	67	33
		National	0	2.0	10	63	24
Mathematics	Teacher assessment	School	0	0	0	76	24
		National	0	2	10	64	23
Science	Teacher assessment	School	0	0	0	67	33
		National	0	2	9	66	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	100%	In Wales	81%

National Curriculum Assessment Results

End of key stage 2:

National Curriculum Assessment KS2 Results 2008			Number of pupils in Y6		18						
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	17	50	33
		National	0	0	0	1	1	4	16	48	30
Welsh	Teacher assessment	School	0	0	0	0	0	0	0	0	0
		National	0	0	0	0	0	0	0	0	0
Mathematics	Teacher assessment	School	0	0	0	0	0	0	17	50	33
		National	0	0	0	1	1	3	14	48	33
Science	Teacher assessment	School	0	0	0	0	0	0	17	50	33
		National	0	0	0	1	1	2	12	52	34

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by teacher assessment			
In the school	83%	In Wales	74%

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

Appendix 4

Evidence base of the inspection

A team of three inspectors inspected the school over six inspector days.

The headteacher was the nominee and played a supportive and active role during the inspection.

Pre-inspection meetings were held with staff, the governing body and parents to discuss the life and work of the school.

Thirty - one questionnaires were completed and returned by parents, and carefully analysed by the inspection team.

During the inspection, discussions were held with the headteacher, teachers, support staff and pupils about their work and the life of the school.

Twenty - six lessons were observed.

Samples of pupils' work, practical and written, from across the ability range in each year group, were examined.

Pupils' behaviour was observed at various times during the school day.
Inspectors attended daily acts of worship.

Any documentation presented by the school prior to, and during the inspection, was analysed.

Post-inspection meetings were held with the staff and the governing body to discuss the outcomes of the inspection.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Andrew Clark Registered Inspector	Key Questions 1,2, 4, and 5 science, art, geography
Mr Gwynoro Jones Lay Inspector	Key Question 6 and contribution to other Key Questions
Mr Arwel Williams Team Inspector	Key Questions 3 and 7 mathematics, Welsh as a second language, religious education
Mrs Sarah Morgan Nominee	Contributions to all Key Questions

Acknowledgement

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

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