

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

**A Report on the Quality of Education in**

**Aberbargoed Primary School  
Heol Ysgol Newydd  
Aberbargoed  
CF81 9DD**

**School Number: 6762382**

**Date of Inspection: 22<sup>nd</sup> October 2007**

**by**

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

The inspection of Aberbargoed Primary School took place between 22/10/07 and 25/10/07. 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:

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

There are three types of inspection.

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

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

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

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

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

This school received a **full** inspection.

## Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

<b>Contents</b>	<b>Page</b>
<b>Context</b>	<b>5</b>
<b>Summary</b>	<b>6</b>
<b>Recommendations</b>	<b>11</b>
<b>Standards</b>	<b>12</b>
Key Question 1: How well do learners achieve?	<b>12</b>
<b>The quality of education and training</b>	<b>15</b>
Key Question 2: How effective are teaching, training and assessment?	<b>15</b>
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	<b>18</b>
Key Question 4: How well are learners cared for, guided and supported?	<b>21</b>
<b>Leadership and management</b>	<b>24</b>
Key Question 5: How effective are leadership and strategic management?	<b>24</b>
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	<b>25</b>
Key Question 7: How efficient are leaders and managers in using resources?	<b>26</b>
<b>Standards achieved in subjects and areas of learning</b>	<b>27</b>
Under 5s	<b>27</b>
English	<b>32</b>
Welsh second language	<b>33</b>
Mathematics	<b>34</b>
Science	<b>35</b>
Information technology	<b>36</b>
Design technology	<b>37</b>
History	<b>37</b>
Geography	<b>38</b>
Art	<b>39</b>
Music	<b>40</b>
Physical education	<b>41</b>
Religious education	<b>42</b>
<b>School's response to the inspection</b>	<b>44</b>
<b>Appendices</b>	
1 Basic information about the school	<b>45</b>
2 School data and indicators	<b>45</b>
3 National Curriculum assessments results	<b>46</b>
4 Evidence base of the inspection	<b>47</b>
5 Composition and responsibilities of the inspection team	<b>48</b>

## Context

### The nature of the provider

1. Aberbargoed Primary School caters for boys and girls aged from three to eleven. There are 222 pupils on roll, which includes 35 pupils attending the Nursery for the mornings only.
2. The school is situated in the village of Aberbargoed, which is approximately 17 miles north of Cardiff. The village is a former mining community in a mid valley area which is economically disadvantaged. It is a designated 'Community First Area'. Nearly all the children attending the school live in the village. There is a variety of housing, including owner occupied and rented accommodation. Many families are on low incomes. Thirty per cent of pupils take free school meals, which is above average for Wales and the Caerphilly Local Authority (LA). The school believes that the proportion of pupils eligible for a free school meal is often higher than this. There are a small number of pupils from Poland, India and China who speak English as an additional language. No pupils come from homes where Welsh is the first language.
3. The school receives pupils with a wide range of abilities. Assessments indicate attainments are well below local averages on entering the Nursery. Approximately 33% of the pupils are on the Special Educational Needs (SEN) register and nine pupils are statemented. This proportion is above national and local averages.
4. Aberbargoed Primary School was formed in September 2002 following the amalgamation of Aberbargoed Infant and Junior Schools. The infant and junior departments operate on two separate sites. This is the new school's first Estyn inspection.
5. The school has achieved the 'Basic Skills Quality Mark' for the second time in summer 2007. It is an 'Investor in People'.

### The school's priorities and targets

6. Aberbargoed Primary school aims to provide a happy, caring and stimulating environment where children will recognise and achieve their potential, inspiring good citizenship and a solid desire for further learning.
7. The school's motto is 'Everyone Matters'.

The school's main priorities include:

- raising achievement in English by use of a grant to target underachieving pupils;
- introduce practical mathematical challenges to raise achievement in mathematics;
- raise standards of teaching investigative skills in science;
- revise the curriculum in line with new national proposals.

## Summary

8. Aberbargoed Primary is a school where good features outweigh shortcomings. It is an inclusive school that cares for all its pupils well. Standards achieved have good features which outweigh shortcomings and personal development is good.

### Table of grades awarded

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

### Areas of learning for under-fives

	Nursery	Reception
Language, literacy and communication	2	2
Personal and social development	2	2
Mathematical development	2	3
Knowledge and understanding of the world	2	2
Creative development	2	2
Physical development	2	2

9. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's learning.

### Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
English	3	3
Welsh second language	3	3
Mathematics	3	3
Science	3	3
Information technology	3	3
Design technology	2	2
History	2	2
Geography	3	3
Art	3	2
Music	3	2
Physical education	3	2
Religious education	3	3

10. Pupils' standards of achievement in the lessons observed and subjects inspected were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4%	55%	39%	2%	0%

11. Standards of achievement are slightly below the Welsh Assembly Government (WAG) targets for 2007, that 98% of lessons should be grade 3 or better and 65% should be grade 2 or better.
12. On entry, assessments indicate that children's standards in communication and numeracy skills are very low. They are significantly below average and below those of similar schools overall. However, analysis of assessment results over the last three years indicates that pupils make progress towards fulfilling their potential by the end of Key Stage 2 and good features outweigh shortcomings.
13. Early Years children make good progress in the key skills of speaking, listening, reading, writing and using information technology (IT).
14. Pupils in both Key Stage 1 and Key Stage 2 achieve standards that have good features which outweigh shortcomings. Progress in the key skills of speaking, listening, reading, writing, numeracy and IT has good features which outweigh shortcomings. The planning does not ensure consistent progress.
15. Pupils' creative skills are good but their problem-solving skills are underdeveloped. The school has introduced a new scheme to improve the skills required to work systematically and independently but some worksheets limit pupils' opportunity to apply these skills. This is a shortcoming which impacts on their progress in mathematics and science.

16. Pupils' bilingual skills are good with outstanding features. This is because of the commitment of most staff to promote Welsh at every opportunity. Pupils have a good knowledge of the heritage and culture of Wales.
17. Over the last three years, end of Key Stage 1 assessment results show pupils' attainment in English, mathematics and science has been below the LA and national averages. In 2007, the percentage of pupils attaining at least the expected level in English, mathematics and science together - the Core Subject Indicator (CSI) - was 62.5% compared to 80.6% in Wales. It is in the bottom 25% when compared with similar schools, based on free school meal entitlement.
18. Over the last three years, end of Key Stage 2 assessment results show pupils' attainment in English, mathematics and science has been below the LA averages and national averages. Results are in the lower half compared to similar schools. In 2007, the school's CSI for Key Stage 2 was 64% compared to the Welsh average of 74%.
19. At both key stages, almost 40% of pupils involved in national assessments are on the school's register of special educational needs (SEN). Pupils with SEN make good progress and achieve well, relative to their abilities. Pupils with English as an additional language also make good progress in learning English so that they achieve standards that are similar to their peers.
20. There has been a generally upward trend in standards in English and mathematics but not consistently so. This is partly because the impact of staffing difficulties has restricted opportunities for improvement, especially at Key Stage 1.
21. Girls often reach higher standards than boys. This pattern reflects the higher levels of skills and experiences when girls start school.
22. Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Most pupils behave consistently well throughout the school day. Pupils treat each other and adults with the utmost respect and courtesy and are willing participants in any conversations with visitors.
23. Pupils have positive attitudes to learning. They are interested in their work and are keen to do their best. However, their independent learning skills are not consistently good enough.
24. Attendance has improved since the school opened, averaging just above 90% over the last three terms. This is below the LA and national averages for all schools and below the average for similar schools.
25. Pupils' knowledge and understanding of the workplace and the local community has good features which outweigh shortcomings, but their entrepreneurial skills are not well developed.

26. The example set by the school in promoting the equality of opportunity for all is well understood by pupils, who demonstrate the same principles in their relationships with each other. Pupils from different backgrounds within the school mix very well. They have a good understanding and appreciation of the diverse nature of beliefs and lifestyles.

## The quality of education and training

### Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4%	55%	39%	2%	0%

27. Teaching shows good features with no important shortcomings or better in 59% of lessons. This is below the national average indicated in the most recent annual report of the Chief Inspector of Schools.
28. Overall, good features outweigh shortcomings in the quality of teaching. Good teaching was seen throughout the school, but some shortcomings limit the progress pupils make.
29. The quality of teaching of children under five is good. Staff have a secure knowledge and understanding of the Desirable Outcomes for Children's Learning and plan interesting experiences within them.
30. The good working relationships between teachers, support staff and pupils is a strong feature of teaching throughout the school. Teaching and support staff work very closely together to plan and deliver the most appropriate learning activities and assess pupils' progress. The teaching of pupils with SEN and those with additional language needs is regularly good.
31. An outstanding feature of the school is the way in which all the adults actively promote bilingualism, particularly since most staff are relatively new Welsh speakers.

Features of the best lessons include:

- purposeful and clear use of open-ended questioning to develop pupils' observation and communication skills;
- tasks that are closely matched to pupils' abilities and which challenge and stimulate learning, and
- pace and rigour with set time-scales.

Some of the shortcomings in lessons include:

- too much teacher intervention or direction and not enough opportunities for independent learning and problem solving;

- over-use of inappropriate worksheets and workbooks, which lack challenge and restrict pupils' ability to develop their own ideas, especially for the more able;
  - lack of precise planning for development of key skills in the lesson.
32. The school gathers a wide range of assessments on a regular basis to measure pupils' progress. However, there are inconsistencies in the way this information is used to ensure work is always challenging enough for pupils. Work is often marked well, providing guidance and praise, although there are some inconsistencies between classes.
33. The school's curriculum has good features that outweigh shortcomings. Overall it reflects the aspirations and needs of all pupils by providing equal access to a broad and exciting curriculum. However, the progression and continuity between age groups is not sufficiently smooth. The development of some subjects has not been closely monitored and promoted because of staff absences. There are good strategies within it, which develop pupils' personal and social skills, including health and sex education and good account is taken of pupils' diverse backgrounds and needs. The school provides a good range of extra curricular activities for pupils.
34. The whole-school planning and implementation of basic and key skills, across the curriculum and within subjects has good features which outweigh shortcomings. There is not enough focus on the progression of pupils' acquisition of key skills made through each lesson.
35. The school provides good care and guidance. Support arrangements are well planned and managed. Pupils are well cared for, guided and supported. The school provides a happy, safe, secure, welcoming and caring learning environment for pupils. The school makes a good contribution to pupils' well being. The school's commitment to promoting an understanding of healthy living is effective and is well supported by the school meals service.

### **Leadership and management**

36. Good features outweigh shortcomings in the effectiveness of the leadership and management. Since the school opened, it has suffered a number of staffing issues, which have been largely beyond its control and have taken a long time to resolve. Some aspects are still unresolved. This has led to difficulties in recruiting staff on a long-term basis and has had an impact on subject coordination and the school's ability to drive forward some improvements in teaching and learning. Despite this, the headteacher and all staff have shown very high levels of commitment to the school.
37. There is a very clear statement of intent and strong steps taken to ensure a positive ethos in which all pupils are valued. The school makes use of a wide range of information to analyse and monitor progress. It draws on the views of pupils and parents. However, it is not always rigorous enough in its

evaluations and the monitoring of teaching is limited. The judgements arrived at in the self-evaluation are not always objective enough to contribute fully to school improvement.

38. The governors provide generally good support for the school and have been highly engaged in trying to resolve the staffing issues. The accommodation is well maintained and used well. Financial management is strong and the school provides satisfactory value for money.

## **Recommendations**

In order to improve further, the school now needs to:

- R1 Raise standards of achievement, particularly in English, mathematics and science;
- R2 Make full use of the outcomes of assessment to match work accurately to pupils' needs;
- R3 Ensure pupils make more consistent progress in their development of key skills;
- R4 Build on good practice in teaching to remove inconsistencies and create more opportunities for challenging and independent learning;
- R5 In conjunction with the local authority, address the outstanding staffing issues;
- R6 Develop the role of the subject co-ordinators in monitoring teaching and learning across the school.

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

## Standards

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

#### Grade 3: Good features outweigh shortcomings

39. The inspection team agrees with the judgement made in the school's self-evaluation.
40. Pupils' standards of achievement in the lessons observed and subjects inspected were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4%	55%	39%	2%	0%

41. These figures are slightly below the Welsh Assembly Government (WAG) targets for 2007, that 98% of lessons should be grade 3 or better and 65% should be grade 2 or better.

#### Grades for standards in subjects inspected

##### Areas of learning for under-fives

	Nursery	Reception
Language, literacy and communication	2	2
Personal and social development	2	2
Mathematical development	2	3
Knowledge and understanding of the world	2	2
Creative development	2	2
Physical development	2	2

#### Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
English	3	3
Welsh second language	3	3
Mathematics	3	3
Science	3	3
Information technology	3	3
Design technology	2	2
History	2	2
Geography	3	3
Art	3	2
Music	3	2
Physical education	3	2
Religious education	3	3

42. The school makes use of a detailed assessment of children's skills and experiences on entry to Nursery. This is moderated by the LA and is measured against information from other schools. This shows that a very high proportion of children start with skills which are well below those normally expected for their age and below those for similar schools in the LA. This is especially so for communication skills, mathematical understanding and knowledge of the world.
43. Children make good progress in the areas of learning through Nursery and Reception. However, some weaknesses in planning and sharing the outcomes of assessments limits progress from Nursery into Reception in children's mathematical development. When they leave the Early Years, a significant proportion of children are still working below the levels expected in language, mathematics and knowledge of the world because of their very low starting points.
44. Over the last three years, end of Key Stage 1 assessment results show pupils' attainment in English, mathematics and science has been below the LA and national averages. However, English and mathematics shows an improvement of about ten percentage points from the previous year. In 2007, the percentage of pupils attaining at least the expected level in English, mathematics and science (CSI) was 62.5% compared to 80.6% in Wales. This is in the bottom 25% when compared with similar schools (based on free school meals entitlement).
45. Over the last three years, end of Key Stage 2 assessment results show pupils' attainment in English, mathematics and science have been below both the LA and national averages. These subject results are in the lower half compared to similar schools. However, the 2007 results show a good improvement in standards achieved in English and mathematics from the previous year. In 2007, the school's CSI for Key Stage 2 was 64 % compared to the all-Wales average of 74%.
46. At both key stages, almost 40% of pupils involved in national assessments are on the school's SEN register. Pupils with SEN make good progress and achieve well, relative to their abilities. Pupils with English as an additional language also make good progress in learning English so that they achieve standards that are similar to their peers.
47. There has been a generally upward trend in standards in English and mathematics but not consistently so. This is partly because the impact of staffing difficulties has restricted opportunities for improvement, especially at Key Stage 1.
48. The school makes good use of previous assessment information to set targets for pupils to achieve by time they leave school. They use well-established and nationally accepted guidance and procedures to set these so that they provide sufficient challenge. Pupils meet and often exceed these targets by the end of Key Stage 2. The school has success in ensuring that pupils who achieve high levels at Key Stage 1 also achieve high levels at Key Stage 2. However, a lack of challenge in a few lessons prevents a larger group of potentially high attaining pupils from performing as well as they can.

49. There is little difference in the overall progress of boys compared with girls. However, girls often reach higher standards because they start school at higher levels. The school has had some success in bringing boys' standards closer to those of the girls by making the curriculum more interesting for boys.
50. The development of key skills is inconsistent. Too many worksheets restrict pupils' development of writing and independent learning skills. Pupils use their mathematical skills, especially the use of data, appropriately in science and design and technology. There is some good use of IT for communication through word processing and art, but very limited use of spreadsheets and multi media presentations. The school is promoting thinking and problem-solving skills, especially through mathematics schemes, but the consistent promotion of the use of these skills is limited. Pupils' creative skills are well developed, however, through good use of drama, art and music central to many topics and themes. Overall, the planning is not sufficiently well developed to ensure pupils' consistent progress in key skills.
51. Bilingualism is a strength. There are outstanding features in the pupils' incidental speaking and listening in Welsh. Sometimes, whole lessons in several subjects are conducted in Welsh and pupils follow directions with little translation.
52. Pupils with SEN progress well towards their targets as work is consistently well-planned for them. The very able teaching assistants ensure that earlier learning is built on systematically by skilful questioning and good use of Individual Education Plans (IEPs) to ensure targets are met.
53. Good features outweigh short comings in pupils' attitudes. In many respects, they achieve well towards targets set for them but they reach standards which are too often too low to ensure their future good progress. The pupils often make good progress in acquiring knowledge such as mathematical facts or knowledge of places in geography. However, they do not always develop the skills they need to make use of this knowledge because lessons are too often over-directed.
54. Pupils are becoming increasingly aware of their targets for improving their learning and these are often shared with parents as well. However, this is not consistent and pupils are not always given sufficient guidance to work towards them independently.
55. Nearly all pupils are well behaved, considerate and courteous and this contributes positively and constructively to the quality of life in the school. They demonstrate respect for each other, all members of staff and the school environment. Pupils enter and move around the school in a quiet, orderly and purposeful manner settling into their classrooms quickly. Their developing self-confidence helps them take a degree of responsibility for their own attitudes and behaviour.
56. Pupils understand what standard of behaviour is expected of them and agree that good behaviour is promoted, recognised and regularly rewarded. Almost all respond positively to these expectations. There are extremely few reports of recent incidents of bullying or inappropriate behaviour.

57. With the exception of a very small number of pupils, punctuality is good at the start of and throughout the school day, allowing lessons to start promptly without delay or disruption. The level of attendance has improved since the previous school inspection and is averaging just above 90% over the last three terms. However, this is below the LA and national averages for all schools and below the average for similar schools (based on free school meals entitlement). The school takes appropriate account of National Assembly of Wales (NAW) Circular 3/99.
58. A number of parents take their children on holiday during term time, causing pupils to miss valuable learning time. Although the school does not condone this practice, these and sickness are the main causes of pupil absence. The level of attendance of Years 3 and 4 pupils is consistently better than other years. There are no unexplained variations in attendance levels throughout the year.
59. Pupils make good progress in developing their personal, moral and social and skills. The good positive relationships between pupils and adults helps pupils become secure and confident in their learning. Through the active school council, pupils develop a good understanding of the democratic process and how to improve the school community. They respect the views of others and accept that people from all groups have equal rights. Pupils enthusiastically support a number of charities. They are sensitive to the needs of others and the need to care for those that are less fortunate. Taken together, these involvements promote pupils' positive attitudes to local and world citizenship and develop their understanding of right and wrong.
60. Nearly all pupils show a good awareness of the diversity of beliefs, religions and cultures present in today's society. In discussions, they adopt mature attitudes and recognise the need to treat everyone fairly and without discrimination. Pupils show fair play and consideration for others, and have good moral values.
61. The initial development of pupils' knowledge and understanding of the workplace and the local community is helped by occasional visits to the school by, for example, police community liaison officers, the 'Crucial Crew' and a member of the Salvation Army. However, these experiences are not consistently built on through the school.
62. Pupils' visits to local places of interest enhance their learning and increase their understanding of their community. A very small number of parents/adults come into school regularly to help with school activities such as reading, sport and classroom support activities.

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

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

**Grade 3: Good features outweigh shortcomings**

63. The findings of the inspection team do not match the Grade 2 judgement made by the school in its self-evaluation report. There are strengths in teaching across the school but there are also some shortcomings. These shortcomings prevent some groups of pupils from making better progress.

64. The quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
4%	55%	39%	2%	0%

65. Teaching shows good features with no important shortcomings or better in 59% of lessons. This is below the national average as indicated in the Chief Inspector of School's most recent annual report.

66. The good working relationships between teachers, support staff and pupils are a strong feature of the school. Teaching and support staff work very closely together to plan and teach the most appropriate learning activities and assess pupils' progress. Most teachers employ a varied range of teaching methods and techniques that meet pupils' needs and stimulate their interest. As a result, most pupils are well-motivated and keen to please their teachers. They quickly develop a positive attitude to learning and concentrate fully to complete their tasks within the expected timeframe. Most staff manage pupils effectively and successfully promote their good behaviour.

67. The quality of teaching of children under five is good. Staff have a secure knowledge and understanding of the Desirable Outcomes for Children's Learning and plan interesting experiences within them. Adult discussions with children are effective in developing language skills and promoting confidence allowing them to take part in a range of learning activities.

68. The quality of teaching for pupils with SEN is good. Staff have a sound knowledge of the pupils' learning and social needs and plan an appropriate range of activities matched to their needs. Highly trained support staff work with pupils of below average ability and those with SEN or a disability very effectively to enable them to achieve well.

69. Staff successfully promote equality of opportunity for all and ensure that pupils themselves fully understand the importance of this.

70. Teachers and support staff meet the language needs of learners well overall. Where there is good teaching, staff from Nursery and Reception onwards use higher order language to stimulate and challenge pupils' to help them extend their vocabulary. Support staff make a very strong contribution to pupils' successful linguistic development, particularly those new to speaking English or those pupils with SEN.

71. An outstanding feature of the school is the way in which all the adults actively promote bilingualism, particularly since most staff are relatively new Welsh speakers themselves. In many lessons, instructions are given in Welsh, with minimal translation, and this helps pupils to listen carefully and improves their retention of the language.

72. The school benefits greatly from some specialist teaching in Key Stage 2. Specialist teaching is provided during teachers' planning, preparation and assessment (PPA) time for some aspects of art, music and physical education. This helps pupils to achieve well in these subjects.
73. Where teaching is consistently good, teachers carefully plan for and effectively teach the key skills of literacy, numeracy and IT in all lessons. Effective cross-curricular links are made and pupils reinforce their understanding of history in their literacy work, for example.
74. In the best lessons, teachers plan carefully and share lesson objectives with pupils so that they are clear about what is expected of them. Planning takes account of what pupils can already do and new work builds systematically on their existing knowledge and understanding.
75. The most successful lessons are conducted at a good pace with the correct level of challenge for pupils of all abilities. There is a good balance between direct teaching and opportunities for pupils to use and apply what they have been taught practically. For example, in a Year 6 music lesson activities were exciting and challenging and absorbed all pupils fully. They worked with total concentration and pupils of all abilities made rapid progress in their understanding and use of scales and chords. Similarly, in the best teaching and learning sessions in the Nursery, children explored and experimented independently when creating a bubble painting.
76. Teachers confidently use a varied range of stimulating resources, for example, multi-media presentations on the interactive whiteboard that help to engage pupils in effective learning.
77. In good lessons teachers make effective use of paired, individual work and group activities to provide pupils with a variety of learning experiences that develop their skills and allow them to share and extend their knowledge.
78. Where teaching is less effective, short-term planning does not relate closely enough to the schemes of work to ensure that all pupils make sufficient progress in moving on to the next stage of their learning. At times, the purpose of these lessons is also unclear to pupils.
79. Where planning for the teaching of key skills is less effective, teachers do not clearly identify precisely what is to be covered in the lesson and how this is to be achieved. Because of this pupils are not clear about the lesson's learning objectives.
80. In several lessons, pupils made slower progress than might be reasonably expected because the direct teaching section was too long. Pupils spent insufficient time in developing and refining the skills they had been taught or applying the knowledge they had gained. Sometimes there is also a mismatch of activity to the ability of more able pupils.
81. In a few lessons, in both key stages, teachers did not expect all pupils to be fully on task. They allowed them to spend too much time in conversation or just not working hard, which hindered their progress. On occasions, there are

- too few opportunities for pupils to think for themselves or carry out their own research.
82. There is an over-reliance on the use of worksheets in most classes, particularly in the foundation subjects. This prevents pupils from sufficiently developing their independence and creativity. It also does not afford pupils sufficient opportunity to practise their writing skills for a broad range of purposes.
  83. In the Early Years, children are effectively assessed against baseline criteria as soon as possible to identify strengths and any areas of concern in their knowledge. Teachers and support staff within each age group share detailed information about children's attainment and progress to ensure that they are clear about what children need to learn next. Sharing of assessment information between age groups is less effective.
  84. Throughout the school, pupils are frequently and accurately assessed and a wealth of useful data on their levels of attainment is gathered and carefully analysed. However, this information is not shared sufficiently well with teachers, particularly at the start of the new school year, or used effectively enough to inform classroom practice. For example, there are instances in some year groups where work set for pupils of higher ability does not offer them sufficient challenge.
  85. Work is generally marked regularly and most teachers use positive comments to encourage pupils' performance. The best examples of positive marking clearly identify what pupils must do to further improve or enhance an individual piece of work. There is however, inconsistency between classes and key stages, particularly where there have been frequent staff changes.
  86. Good features outweigh shortcomings in pupils' involvement in setting their own individual targets and assessing their own work against agreed criteria. It is at an early stage of development in many classes. The school meets statutory requirements for recording and accrediting the achievements of pupils.
  87. The school provides satisfactory written reports for parents. These communicate useful information about what children are able to do, what they know and how much they understand. However, some parents feel the reports are not personal enough to their child. The inspection team agrees that this is sometimes the case. They set future targets and invite parents to comment. Parents are invited to discuss their child's progress at formal parents meetings. They may also contact teachers at any time should they have any concerns.

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

**Grade 3: Good features outweigh shortcomings**

88. The findings of the inspection team do not match the Grade 2 judgement made by the school in its own self-evaluation. The school overestimated how well it monitors, meets and evaluates the learning experiences for all learners.
89. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's learning. There are good quality learning experiences, both indoors and outdoors, in each area of learning that allows children to make progress and achieve good standards. The school's curriculum fully complies with legal requirements of the NC and the locally agreed syllabus for religious education (RE).
90. The school's response to pupils' learning needs has good features that outweigh shortcomings. Overall, it reflects the aspirations and needs of all pupils by providing equal access to a broad and exciting curriculum. There are good strategies that develop pupils' personal and social skills, including health and sex education, and it takes good account of pupils' diverse backgrounds and needs. However, the link between the Nursery and Reception, especially for mathematical development, lacks specific planning enabling pupils' smooth progression.
91. The support for learning throughout the school is good. The SEN policy reflects the requirements of the Code of Practice and the additional support provided for these pupils enables them to feel special and included. The support for pupils with sensory, physical, emotional or challenging behaviour, such as those on the autistic spectrum, has significant strengths. These pupils are positively managed, effectively raising their level of achievement. Support for those who have additional literacy or language needs have access to the curriculum and make good progress in their learning. Gifted and talented pupils are identified and given some opportunities to extend their learning but often these tasks do not consistently challenge their thinking capabilities.
92. The whole school planning and implementation of basic and key skills, across the curriculum and within subjects, has good features which outweigh shortcomings. Although key skills are identified in teachers' planning across the curriculum, they are not systematically developed or monitored to ensure progress is consistent.
93. The school's promotion of equality of access and opportunity for all learners has positive features. All pupils have the choice to participate in a good range of curricular and extra-curricular activities, with every pupil having the opportunity to achieve high standards in all areas of school life. A variety of visitors and visits enhance pupils' experiences and enrich their understanding of the world around them.
94. Overall arrangements to promote pupils' spiritual, moral, social and cultural development have good features and no important shortcomings. Pupils are encouraged to reflect and recognise the existence of forces greater than their own. There is a strong emphasis on personal responsibility and 'doing the right thing'. The school assemblies, supported by visits from local clergy, are

- happy occasions of a strong Christian nature that offer a time to reflect, give moral guidance and promote a strong sense of belonging to a community.
95. Provision for pupils' moral development is good. Pupils know right from wrong and these values are positively reinforced through strategies promoting personal and social education within the curriculum. In discussion, pupils say that they are very proud of belonging to their school.
  96. Provision for pupils' social development is good and the aims of the school promote positive values and attitudes. Pupils are sociable, polite and welcoming to visitors. Pupils take responsibility willingly in and around the school. The efficient school council volunteers for, and accepts responsibility, continually offering mutual help to others.
  97. Provision for pupils' cultural development is good. Through a staff member there is very close contact with schools in Africa and this enhances pupils' understanding of each other's cultures. Planning for *Y Cwricwlwm Cymreig* is well developed and supports pupils' knowledge of their cultural heritage. Teachers' planning includes visits to places of historical interest in Wales. This successfully encourages a greater understanding of pupils' own country. There is a clear policy for the integration of *Y Cwricwlwm Cymreig* and the promotion of bilingual skills. Pupils' use of bilingual skills throughout the school is outstanding. Pupils' ability to understand, translate and initiate conversation through the medium of Welsh is very good.
  98. The school's partnerships with parents, the local community, other schools (including those offering specialist provision), and higher education institutions have good features that enrich the life and work of the school and enhance pupils' learning experiences. Transition arrangements with the secondary school to which most pupils move are good, especially for pupils with SEN. The school has good links with other primary schools in the cluster group and with the secondary school. The school provides work experience placements for a number of high school pupils and college students. Links with a teacher training provider are not currently active and no trainee teacher has been placed at the school for some time. The links with the local colleges of further education are well established.
  99. Parents are supportive of concerts and celebrations at the school but their involvement in other areas is limited. Few parents help out at the school on a regular basis and very few attend the Family Learning courses held at the school.
  100. There are few partnerships or formal links with employers or local industry and, overall, the current provision of effective work related education experiences is limited. No teacher has recently been involved in a visit to a place of industry or commerce.
  101. Overall, provision of education for sustainability is good. The allotment area is well established and effectively used to enhance pupils' learning in this area. Energy conservation, paper recycling and composting are well promoted by

the school and practised by pupils and adults. In addition, sustainability is effectively promoted through the formal curriculum, notably in religious education and geography.

102. A number of Year 6 pupils help sell fruit in the junior department. Overall, pupils do not have enough opportunities to develop their entrepreneurial skills.
103. Pupils are actively involved with the 'healthy schools' initiative and there is a recently established ECO committee promoting environmental awareness. Pupils are aware of the benefits of healthy eating and take good advantage of the school meals service. They also have a strong commitment to physical activity through regular physical education lessons and through sports clubs. Global citizenship is positively promoted, mainly through geography.

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

##### **Grade 2: Good features with no important shortcomings**

104. The inspectors agree with the judgement made in the school's self-evaluation.
105. Support arrangements are well planned and managed. Pupils are well cared for, guided and supported. The school provides a happy, safe, secure, welcoming and caring learning environment for pupils. Parents consider pupils are happy in school, and that the help and guidance provided for their children is strong.
106. Teachers identify and react constructively to individual pupil's needs and the deployment of the available support staff is organised to meet these needs and requirements. A wide range of available external support services and agencies is used appropriately and effectively.
107. Relationships between pupils, staff, parents and members of the local community are positive and constructive. The school has an 'open door' policy and parents are invited to attend two formal parents' meetings per year to discuss their child's progress or any other matter related to their education. The school has a good home-school agreement for its pupils. Parents are well informed by frequent letters about events in the school.
108. Pupils have an active voice in the school through its school council and ECO (environmental) Committee. They develop an insight into democratic systems through its election processes and manage their own budget. They have canvassed pupils' views on many issues leading to changes, such as healthy snacks, support in the playground and improving the school's energy use.
109. The positive ethos and the established induction arrangements for pupils help them settle into school life and routines quickly and happily. The 'buddy bench' system helps the shy and more reserved pupils to settle into school.

110. The good links with the high school and the transfer arrangements for pupils moving from Year 6 to the high school are effective and pupils undertake assignments as part of the process.
111. Support staff work effectively to identify and satisfy the individual needs of pupils. The school places strong emphasis on healthy living, and related topics are contained within the school's personal and social education (PSE) programme, which is based on the recommended guidelines.
112. The school makes extensive use of all available specialist services, when necessary. For example, the Educational Welfare Officer (EWO), the Educational Psychologist, the Health Visitor, the School Nurse and the Speech/Language Therapist are involved in supporting pupils, as needed.
113. The school expects pupils to attend regularly and punctually and the system for recording attendance is effective.
114. Registers are marked promptly at the start of the morning and afternoon sessions, with many children responding in Welsh. Pupils' attendance, punctuality and behaviour are routinely monitored. Pupils arriving late are challenged regarding their lateness when they arrive at school. Unexplained absences are appropriately followed up daily. Parents are discouraged from taking their children on holiday during school term time.
115. The school has high expectations of good standards of behaviour and has effective measures for dealing with bullying or inappropriate behaviour. Bullying is not seen as a problem by either parents or pupils, who are confident that any instances will be dealt with fairly and swiftly. Nearly all pupils adhere to the school rules. The few pupils who display challenging behaviour are supported appropriately. The behaviour and related policies are consistently applied throughout the school.
116. Good attendance, punctuality and behaviour is recognised and celebrated during the achievement assemblies every week. Pupils look forward to these assemblies and display their rewards with great pride.
117. The school has clear and well documented arrangements which appropriately contribute to pupils' well being when in its care. Risk assessments are undertaken regularly and are appropriately documented.
118. All members of the school staff are trained in emergency first aid. The school's PSE programme contains appropriate health and safety related topics. Good procedures are in place to meet fully the needs of pupils who are unwell or who have suffered an injury whilst in school.
119. Child protection arrangements meet recommended good practice with designated named persons and a nominated governor. All staff are aware of the signs of possible child abuse and the specific procedures they must follow. Complaint and appeal procedures are in place.

120. The quality of provision and support for pupils with additional learning needs has good features with no important shortcomings. Early identification of pupils with SEN is good ensuring purposeful support. The school's policy is comprehensive and complies with the Code of Practice and the framework for inclusive education.
121. The integration and support of pupils with physical, sensory and communication disorder, such as those on the autistic spectrum, into mainstream education is good with outstanding features. Currently, there are six pupils with statements of special educational need. The annual reports and reviews for pupils on the Code of Practice meet statutory requirements. Through the expertise and consistency of caring staff, pupils make good and often very good progress. The special educational needs team is extremely efficient, liaising with all staff including the governor with responsibility for SEN. Individual language support is provided for groups of underachieving pupils and for those with specific language difficulties. These pupils make good and sometimes very good progress. There is very good provision to enable those with disabilities to play a full part in the life of the school.
122. Targets in pupils' individual educational plans are stated in observable, measurable terms and can be clearly monitored and reviewed. The planning and work within the classrooms is well modified to meet their needs and abilities. Parents are fully consulted regarding their child's SEN status through good communication arrangements and they are invited to be totally involved in their child's educational plan, but the majority do not take up this invitation. There are opportunities for extension activities for the more able but this lacks consistency in approach across the school.
123. The school's behaviour management programme is positive and effective. It is based on the positive recognition of pupils' achievements and success. Good provision is in place for pupils who are at risk of exclusion and the school liaises with the relevant outside agencies for further support. The school has good procedures in place to reintegrate pupils who have been excluded.
124. The very small numbers of pupils from minor ethnic groups attending school are fully integrated. The school has an effective race equality policy and pupils' multi-cultural education is developing well. The school has high expectations for pupil relationships and ensures that all pupils regardless of their social, linguistic or ethnic backgrounds have the same rights and opportunities.
125. Equality of opportunity is often featured as an assembly topic and is incorporated into the school's personal and social education programme. The school successfully ensures that pupils from all backgrounds and genders have equal opportunities and actively encourages pupils to participate in all activities. The range of activities available during and after school broadens the access for all pupils. The school provides a range of positive multi-cultural experiences through PSE and RE.

126. Teachers effectively encourage pupils to report any oppressive incident or inappropriate behaviour straight away. Both parents and pupils are confident that should any matter of bullying be made known to the school then the matter will be dealt with quickly and fairly. Any disabled pupil who attends school is integrated effectively. Discrimination, in any form, is not tolerated or accepted.
127. An accessibility plan has been prepared and the school conforms to the requirements of the Disability Discrimination Act (DDA). Apart from the lack of a designated parking space, the present accommodation arrangements allow ready access for wheelchairs to all parts of the school. Every effort is made to ensure that any disabled pupil or visitor is treated considerately and appropriately.

## Leadership and management

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

#### Grade 3: Good features outweigh shortcomings

128. The judgements of the inspection team match those made by the school in its self-evaluation.
129. The school has clear and well expressed aims and values about learning, behaviour and relationships that are clearly supported by staff and governors. A strong commitment to the care of pupils and to equality of opportunity is reflected in the school's work. Since the school was formed from separate junior and infant schools in 2002, the headteacher has successfully led the establishment of common values as a key priority. The success of this is clearly seen in pupils' personal development and positive attitudes to learning. Efforts to raise standards have not been as successful although there have been some recent improvements in results.
130. The school is very inclusive. The significant percentage of pupils with SEN are fully integrated into the life of the school. Pupils with English as an additional language have the support they need to gain access to the full curriculum.
131. The school successfully participates in a range of national and local partnerships, which have a positive impact on learning. The school was awarded the Basic Skills Quality Mark for a second time in 2007. The new Foundation Phase is well reflected in the planning in the Early Years and the school has the Investors in People Award. The school is helping to tackle local health issues through its Eco Committee and commitment to health education.
132. The school sets targets at all levels to raise performance. However, there has not been a strong enough focus on monitoring and evaluating all aspects of provision for this to be effective enough. Whilst this is partly because staffing issues have caused disruption and created great sensitivity in some aspects

of these processes, there have also been opportunities missed to make fuller use of available data or discussions with pupils and analyses of their work. This has limited the impact of staff appraisal and performance management procedures in improving the quality of teaching.

133. The governing body provides good support for the school. They have robustly taken steps to alleviate the impact of the long-term absences of teaching staff, by investing heavily in high quality support staff and in maintaining a stimulating learning environment. There is a strong committee structure, which contributes well to school improvement planning. Individual governors bring considerable skills to the school, such as to aid the development and support for SEN and the use of the school library. They fulfil their statutory and legal requirements.

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

#### **Grade 3: Good features outweigh shortcomings**

134. The findings of the inspection team match the judgements made in the school's self-evaluation.
135. Subject coordinators produce an action plan, which identifies central areas for action and sets out appropriate plans to achieve them. However, there has been a shortage of permanent members of staff to fulfil the roles in some key areas, including numeracy, over the last three years. This has impacted negatively on their effectiveness. However, this situation has been mitigated by the willingness of temporary staff to taken on responsibilities and for gaps to be filled by the headteacher and other senior staff. Overall, good features have outweighed shortcomings.
136. A range of first-hand monitoring of pupils' achievement, views of parents and pupils and the subject coordinators' action plans informs the self-evaluation process. However, there has not been sufficient evaluation of the quality of teaching to ensure good levels of consistency, especially in building on key skills such as independent learning. For this reason, good features outweigh shortcomings in the current self-evaluation. The inspection findings agree with the school in five out of seven aspects but feel views on Key Question 2 and 3 are too positive, reflecting the limited first hand monitoring.
137. The views of parents and pupils, especially through the school council and eco-committee are strengths of the self-evaluation. The LA has also provided good quality information about pupils' achievement to support target setting.
138. The priorities set for improvement are appropriate and resourced well. The school development has been a useful tool for improvement and has led to some improvements in standards. However, priorities have not always been focused sharply enough to clearly identify improvement and contribute fully to managing the performance of staff.

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

### **Grade 3: Good features outweigh shortcomings**

139. The findings of the inspection team do not agree with the judgements made by the school in its self-evaluation report. There are good features in the work of the school, particularly the way in which it has handled a long period of instability with regard to teaching staff but there are also some shortcomings.
140. The school works hard to employ consistently sufficient teachers with the appropriate and necessary qualifications and commitment to meet the needs of the pupils and teach the curriculum effectively. Despite the best efforts of the school, some pupils have experienced frequent changes of teacher over a relatively short period, which has affected their progress.
141. A good feature is the way in which some supply teachers, employed only on a day to day basis, have committed a considerable amount of their own unpaid time to private study and to curriculum development in their area of agreed temporary responsibility. This has helped the school to maintain standards. Teachers and support staff benefit from a comprehensive programme of continuing professional development (CPD) and all members of staff have job descriptions that are reviewed annually. The school has appropriate policies for performance management.
142. The school makes good use of the time given for teachers' preparation and planning (PPA) by using staff with particular strengths to cover for this time. This has a particular impact on physical education, art and music. Teachers released from class contact make good use of the time to plan and mark pupils' work.
143. Support staff are highly trained and work effectively with teachers. There is a good level of classroom support for different groups of pupils and this enables them to have full access to all activities. Support and administrative staff are effectively deployed to meet the requirements of 'workforce remodelling', to ensure that teachers' time is used for improving pupils' achievement.
144. However, the uncertainties in staffing have restricted the school's ability to improve standards of achievement quickly and to ensure school priorities are consistently carried forward.
145. Administrative, caretaking, cleaning and catering staff are valued members of the school team. They make an effective contribution to the smooth running of the school and ensure that it provides a pleasant working and learning environment. The whole school is clean and attractively decorated with displays of pupils' work. Pupils can clearly see that their work is valued and given high prominence.
146. A good feature of the school is the spacious accommodation it provides, despite the difficulties of moving around a split site. Pupils benefit from the use of both hard playing surfaces and attractive grassed areas. Halls are spacious enough for movement and drama and for the whole school to meet

together. There is considerable storage space and a good number of rooms for specialist teaching and individual or group support for pupils. There is also room for adults to meet or carry out private study.

147. Pupils benefit from a wealth of teaching and learning resources that make their learning interesting and fun. Teachers use interactive whiteboards effectively to stimulate pupils' imaginations and a vast array of historical artefacts bring the past to life for them.
148. Pupils are proud of the well-stocked library in Key Stage 2 they use on a daily basis. Pupils read for information and for pleasure in the quiet, attractive surroundings. An outstanding feature is the lending service run by a member of the governing body. His commitment and dedication in conducting reading surveys and an analysis of interests has positively influenced pupils' attitudes to reading. Boys as well as girls are eager to borrow books because there are materials, especially chosen, to stimulate and engage them. Pupils are encouraged to write book reviews, enter reading competitions and events in their own time, and they do so with great enthusiasm.
149. The governing body's finance committee meets and monitors the school's finances well with the support of the LA's finance officers. The school is particularly successful in obtaining grants for major expenses, such as employing teaching assistants. It has quickly managed to claw back from a deficit that arose from staff absences. Within its current staffing constraints, the school makes efficient and effective use of available resources. The school ensures that resources are matched appropriately to its priorities for development. It provides value for money.

## Standards achieved in subjects and areas of learning

### Under 5s

#### Language, literacy and communication skills

Nursery:	Grade 2	Good features and no important shortcomings
Reception:	Grade 2	Good features and no important shortcomings

#### Good features

150. Standards achieved are below the Desirable Outcomes for many children despite their good progress. Most Nursery and Reception children begin to develop good early writing skills. They understand that writing conveys meaning and they use writing materials with growing confidence and control. Some children are enthusiastic emergent writers and experiment freely in making notes and lists.
151. Children progress at a steady pace developing more formal writing skills. A number quickly learn to write their own names correctly and a few begin to underwrite confidently when adults scribe in response to their ideas. By the end of their time in Reception, a good number use recognisable letters in their writing and a few correctly write some simple words by themselves.

152. Nursery and Reception children make good progress in learning to speak clearly, using appropriate language. Children begin to contribute their own ideas when working with adults.
153. Children in both age groups listen to adults and to each other with growing skill and attention. Nursery children listen exceptionally well in directed drama and movement activities.
154. Nursery and Reception children understand that print carries meaning. They handle books confidently when they read alone, holding them correctly and turning the pages with care. Boys as well as girls choose to read during their free play sessions.
155. When they read with adults, Nursery children follow the events of a story with growing concentration and interest and make sensible predictions of what might happen next. Nursery children accurately sequence the events of a story with adult support. The children quickly learn to recognise their own names and correctly select their own name cards to place in the basket at registration time. By the end of their time in Nursery, most children correctly recognise a number of letters.
156. When sharing a 'Big Book' text with adults, Reception children begin to predict what they think will happen next. They discuss the feelings of the characters with growing imagination. Some children of higher ability use and recognise the term 'illustrator' when designing a book jacket. By the end of their time in Reception, some children recognise many letter sounds and a good number of words.
157. Although they are new to Welsh when they start Nursery, children in both age groups quickly learn a number of Welsh songs and rhymes and follow instructions given in Welsh. They soon gain confidence in using the language themselves.

### **Shortcomings**

158. There are no important shortcomings.

### **Personal and social development**

Nursery:	Grade 2	Good features and no important shortcomings
Reception:	Grade 2	Good features and no important shortcomings

### **Good features**

159. Nursery and Reception children's personal and social development is good. They settle quickly into the Nursery and engage in purposeful activities that help them to develop good attitudes to learning throughout their time in the Early Years. Children co-operate well when engaged in group activities and talk sociably to one another whilst working.

160. In a very short time, Nursery children become confident when speaking to adults and sociable with other children. They quickly learn respect for the rights of others and how to share toys and equipment. This is skilfully extended through Reception as children explore their feelings on a wide range of personal issues.
161. In their directed movement sessions, Reception children begin to critically, but sensitively, evaluate their own work and that of others.
162. Children in both Nursery and Reception make good progress in understanding health issues. They use the toilet independently and wash their hands afterwards. Some of them explain effectively how germs are transferred to their bodies from the sand or outdoor area.

### **Shortcomings**

163. There are no important shortcomings.

### **Mathematical development**

Nursery:	Grade 2	Good features and no important shortcomings
Reception:	Grade 3	Good features outweigh shortcomings

### **Good features**

164. Children in both age groups begin to understand that mathematics is part of everyday life because they engage in a stimulating range of activities that help them to successfully match, sort, order and count. They also explore capacity, weight, length and time through their play opportunities. Standards achieved are below the Desirable Outcomes for many children.
165. Most Nursery children make good progress in their mathematical development, often from a very low starting point. As a result of regular practice, children quickly learn to recognise and correctly name colours and 2D shapes. With adult support, many begin to count groups of objects accurately and match them to the correct number symbol.
166. Most Reception children correctly identify colours and shapes in their study of autumn leaves. They successfully sort the leaves by size and colour and confidently use correct mathematical language.
167. In their outdoor play, Reception children search for numbers and match them to sets of objects. Some children do this with numbers beyond five and a few children quickly notice deliberate mistakes, correctly advising the teacher to take one away. Many children successfully order numbers to ten.

### **Shortcomings**

168. Some Reception children of above average ability do not progress sufficiently in their mathematical development. They do not consistently use and apply the skills they have learned independently.

## **Knowledge and understanding of the world**

Nursery:	Grade 2	Good features and no important shortcomings
Reception:	Grade 2	Good features and no important shortcomings

### **Good features**

169. Standards achieved are below the Desirable Outcomes for many children, despite their good progress.
170. Nursery and Reception children engage in many activities that enable them to make sense of the world around them. They welcome visitors from the world of work and the local community and this helps to broaden their knowledge and understanding.
171. They use the outdoor area effectively to explore the natural environment. Children successfully develop a sense of the passing of time when they observe the plants and trees and discuss the seasons and the weather.
172. Children in both Nursery and Reception enjoy cooking and preparing food. They are aware of the need for a healthy diet and they understand that some foods are more nutritious than others are. They begin to differentiate between fruit and vegetables and they know the names of a good number of them.
173. Reception children know that some vegetables grow above the ground and some grow in the soil. When making soup or *Cawl*, they begin to examine carrots, parsnips and onions closely. They correctly observe the way in which vegetables soften after cooking.
174. Reception and Nursery children use computers frequently to draw and to simulate real situations and, as a result, their mouse control is good. Nursery children use the computer competently to model the correct dressing of a teddy.

### **Shortcomings**

175. There are no important shortcomings.

### **Creative development**

Nursery:	Grade 2	Good features and no important shortcomings
Reception:	Grade 2	Good features and no important shortcomings

### **Good features**

176. Standards achieved are in line with the Desirable Outcomes and children make good progress.

177. Nursery and Reception children enjoy painting and drawing and express themselves creatively through a wide variety of art and craft materials. They select and use these with growing confidence and work imaginatively on both large and small-scale pieces in two and three-dimensions.
178. Nursery children skilfully create a large sculpture of a space rocket and competently produce a realistic looking peacock using feathers and other collage materials.
179. They skilfully blow bubbles and add paint in bold colours to the container. They then accurately place a sheet of paper over the mixture to create an effective painting.
180. Nursery children capably explore the properties of balloons and demonstrate good imagination and creativity when they try to replicate their floating and sinking movements. They enjoy moving creatively and express delight in what they are doing.
181. Reception children use paint imaginatively to create realistic animal paintings. They skilfully draw recognisable pictures of houses using the computer with good control. Children effectively explore the use of natural materials in their artwork when then make attractive apple prints and skilfully create apple people from paper and card.
182. Nursery and Reception children competently sing and clap a range of number rhymes and other songs in both Welsh and English.
183. Children in both Nursery and Reception use role-play effectively to help them make sense of the world.

### **Shortcomings**

184. There are no significant shortcomings.

### **Physical development**

Nursery:	Grade 2	Good features and no important shortcomings
Reception:	Grade 2	Good features and no important shortcomings

### **Good features**

185. Standards achieved are in line with the Desirable Outcomes.
186. Children dress and undress for the outdoors with increasing skill and independence.
187. Children in both Nursery and Reception engage in a variety of play activities that help them successfully develop their fine and gross motor skills. They handle spreaders skilfully to distribute glue evenly and apply tissue and glitter to their collage with dexterity. They manipulate small construction toys competently and with increasing control.

188. In their directed movement sessions, Reception children develop good control of their bodies. They start and stop promptly in response to a given signal. They fully explore the space around them, choosing alternative pathways. Children move purposefully with heavy or light steps and many jump and spring lightly.
189. Children choose and play confidently with a wide range of wheeled vehicles developing good levels of control and independence.

### **Shortcomings**

190. There are no important shortcomings.

<b>English</b>
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Key stage 1: Grade 3	Good features outweigh shortcomings
Key stage 2: Grade 3	Good features outweigh shortcomings

### **Good features**

191. Throughout the school, most pupils listen purposefully to their teachers when they are engaged in active learning and they usually listen politely when other pupils are speaking.
192. Pupils in Key Stage 1 are keen to answer their teachers' questions and add their own comments and observations. They speak with growing confidence.
193. Pupils in Key Stage 1 have positive attitudes to reading and the majority make steady and sometimes good progress. They develop increasingly fluency and accuracy.
194. Pupils in Year 1 easily recognise descriptive language. A number of pupils of higher ability remember and use the word 'adjective'. With adult encouragement and support, most pupils give good examples of adjectives when they describe the rooms of a house.
195. Most Year 1 pupils of average ability competently use a word bank to recognise and accurately read the names of the main rooms in a house. They take care to write these correctly. They successfully develop an understanding of writing for different purposes when creating a house sale advertisement.
196. Most pupils in Year 2 fully understand that writing may be used for a range of purposes. They successfully recognise the main features of a poem. Pupils correctly begin each idea on a new line, using capital letters and full stops accurately. They make effective use of their understanding in history when they write imaginatively about the day they found a fossil and begin to use words for their dramatic effect when creating interesting openings to their stories.

197. Pupils in Key Stage 2 love their library and have an enthusiasm for reading. Most pupils read fluently and with growing confidence. They make good progress in understanding inference and when deducing meaning. More able pupils in Year 6 read with increasing accuracy, confidently expressing their preferences for different authors and genres. They enthusiastically describe the characters and events from the stories they read.
198. In their drama lessons, most pupils in Year 4 listen to their teacher attentively and join in discussion with interest. They suggest an interesting range of adjectives and some pupils competently give extended answers to questions.
199. When dramatising a story in their literacy lessons, pupils in Year 4 read accurately and with good expression. They fully understand the way in which language can be used to create atmosphere. Pupils use drama effectively to create ideas for characters in preparation for their creative writing session. They explain their ideas, using descriptive words and phrases successfully to set the scene.
200. Pupils in Year 5 clearly explain the importance of stimulating the imagination of the reader when writing a story. In their shared writing activity, they use language creatively to produce an interesting opening to a story.
201. In Year 6, pupils confidently compare the effectiveness of a modern version of the 'Three Little Pigs' with the traditional tale, and do so with interest and enthusiasm. They communicate well in pairs when discussing their ideas and listen effectively to other ideas. When presenting their work to the class, most pupils speak clearly and appropriately.

### **Shortcomings**

202. When speaking, a few pupils throughout the school do not use a wide enough range of vocabulary or speak at sufficient length.
203. Pupils do not always listen carefully enough to instructions the first time that they are given.
204. In reading, a small number pupils of all ages have an insecure knowledge of the sounds of letters (phonics). As a result, pupils do not sufficiently develop the skills needed to tackle unfamiliar words independently, or to ensure that they pronounce them correctly.
205. Pupils of all ages do not write frequently enough in all subjects to practise and refine the skills they have learnt in their literacy lessons. Their extended writing capabilities are underdeveloped.

<b>Welsh second language</b>
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Key stage 1: Grade 3	Good features outweigh shortcomings
Key stage 2: Grade 3	Good features outweigh shortcomings

## Good features

206. In both key stages, pupils' use of Welsh, for example, to answer the attendance and dinner registers is good. Pupils speak with intelligible pronunciation, listen attentively and respond appropriately to instructions. By Year 6, pupils use and understand a range of words and simple phrases consistently and with increased fluency.
207. Pupils in Key Stage 1 understand simple words and phrases and use them appropriately. They sing and enjoy a variety of rhymes and songs, which increases their understanding and use of key vocabulary. Key Stage 2 pupils describe the weather, respond to questions about the clothes they wear, subjects they enjoy and explain their feelings appropriately and accurately.
208. Key Stage 1 pupils listen and understand stories read by the teacher well. Most read and understand words in everyday use displayed in the classroom and around the school. Key Stage 2 pupils read and understand phrases in course books and worksheets accurately, whilst a few pupils that are more able read simple texts to an acceptable level with intelligible pronunciation.
209. Written work in both key stages has good features that outweigh shortcomings and pupils make appropriate progress through the key stage. Key Stage 1 pupils copy and write sentences about various animals and their habitats. Key Stage 2 pupils, using a script, write simple dialogue in the context of a recently taught pattern involving their likes and dislikes of school subjects, the weather and clothes they wear.

## Shortcomings

210. Pupils' reading often lacks confidence and fluency.
211. Pupils do not often write with independence or self-expression.

<b>Mathematics</b>
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- |                      |                                     |
|----------------------|-------------------------------------|
| Key stage 1: Grade 3 | Good features outweigh shortcomings |
| Key stage 2: Grade 3 | Good features outweigh shortcomings |

## Good Features

212. Pupils in Year 2 count to 100 and beyond in ones, twos, fives and tens successfully. They recognise, name and order numbers correctly, with older pupils managing up to a hundred, and they are developing a good understanding of the value of numbers according to their positions.
213. In Year 2, pupils recognise the value of coins and calculate simple change when making purchases. Most pupils' use of standard and non-standard units of length and mass is accurate. They estimate length and weight accurately using appropriate measures.

214. In Key Stage 2, pupils develop a good understanding of place value to 1,000 and beyond. They have a good recall of mathematical tables and are confident in written calculations using the four rules of number.
215. Older pupils understand the relationship between fractions and decimals and can correctly state the equivalent values. They find and fix a position using co-ordinates, measure accurately using standard units and find the area or perimeter of rectangles. They recognise acute and obtuse angles and can measure these correctly with a protractor.
216. Pupils are developing a good vocabulary of mathematical terms by the end of Key Stage 2.

### **Shortcomings**

217. In Key Stage 1, pupils' ability to use and apply their mathematical knowledge is limited.
218. Pupils' use a limited range of strategies for mental calculations and pupils do not always solve problems in a logical and sequential way.

<b>Science</b>
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- |                      |                                     |
|----------------------|-------------------------------------|
| Key stage 1: Grade 3 | Good features outweigh shortcomings |
| Key stage 2: Grade 3 | Good features outweigh shortcomings |

### **Good features**

219. All pupils demonstrate a sound knowledge of the natural world. Key Stage 1 pupils understand that they have grown from babies and require healthy food. They identify fruits and vegetables and name a wide selection of healthy foods.
220. Key Stage 2 pupils evaluate and communicate the need for regular exercise and a healthy diet to maintain a healthy life-style. Younger pupils name insects and creatures found within different habitats accurately, older pupils know that plants and animals play important parts as consumers and producers in food chains and that a frog is well suited to its habitat.
221. In their work on materials and their properties, Key Stage 1 pupils know the properties of metal, wood and plastic and sort and name materials that are attracted by a magnet. Pupils explain accurately how to separate flour and gravel from a liquid using filter paper, funnel and a sieve.
222. Pupils' scientific enquiry skills progress appropriately through the school. Key Stage 1 pupils investigate ways of constructing and strengthening the timber frame in their work on house building. Key Stage 2 pupils accurately experiment and investigate whether all liquids such as baby oil, vinegar and syrup will freeze, recording and evaluating their findings well.

223. Most pupils in both key stages identify what has to be kept constant during an experiment and have a basic knowledge of why experiments have to be fair.

224. Pupils are very aware of the practical contribution that science makes to society and its impact on their daily lives.

### **Shortcomings**

225. In both key stages, pupils do not make sufficient use of information technology in communicating, presenting and analysing information and findings.

226. Throughout the school, pupils' do not know or use a wide enough range of scientific vocabulary when discussing and recording scientific experiments.

<b>Information technology</b>
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Key stage 1: Grade 3      Good features outweigh shortcomings

Key stage 2: Grade 3      Good features outweigh shortcomings

### **Good features**

227. At Key Stage 1, pupils make appropriate progress in developing their information technology skills. They recognise and name the main parts of the computer system correctly. Pupils' keyboard skills are developing well and they control a mouse effectively to move the cursor on the screen. They change the size, colour and style of font to create different effects. They produce interesting patterns and sophisticated designs using various graphics programs to support their work in art.

228. Pupils in Year 1 show that they know how to give instructions to a floor robot.

229. At Key Stage 2, pupils continue to develop their knowledge of programmes and effectively use a wider range of skills. Younger pupils use their word processing skills well to write letters and poems. They know how to change font sizes, enter punctuation and correct spelling using the built-in spelling checker.

230. Pupils make effective use of CD-ROMs and the Internet as research tools for class and project work and print relevant information.

231. Pupils use spreadsheets in Year 6 in their local geography studies, producing a range of graphs and charts showing the number of people living in houses and pie charts showing where pupils were born.

232. They use modelling programmes to plan a route for a screen turtle and to build patterns and shapes.

### **Shortcomings**

233. Pupils' progress in the development of modelling skills and the use of data handling, such as spreadsheets, is not consistent across the school.

234. Pupils' independent use of IT is largely limited to Internet research and some word processing. They do not turn to IT as a natural tool for learning and investigation.
235. Pupils make limited use of other technology, such as digital photography and recording or thermal probes.

## Design technology

Key stage 1: Grade 2	Good features and no important shortcomings
Key stage 2: Grade 2	Good features and no important shortcomings

### Good features

236. The quality of pupils' making skills is often good throughout the school. They learn to make sensible decisions about how to join different materials effectively from Year 1.
237. Throughout both key stages, pupils build well on their construction techniques and apply them effectively. For example, by Year 3 pupils choose from a range of folding and lever techniques to make their own cards.
238. Pupils often finish their models and other work to a high quality.
239. Pupils' design skills are well developed through both key stages. They make increasingly thoughtful and accurate plans, whether designing Celtic armour and jewellery in Year 3, or making puppets to specific criteria in Year 6.
240. Pupils evaluate their work meaningfully and make constructive suggestions for further improvement. They give reasons for their decisions. For example, in Year 3 a child wrote, 'It was easy to use because I had attached a strong handle'.
241. By Year 6, pupils make a detailed evaluation of the construction of cushions and the quality and appropriateness of the fabrics used. The observations made are very well thought out and lead to new areas for investigation.

### Shortcomings

242. Pupils make limited use of IT or more advanced technical skills in their designs.

## History

Key stage 1: Grade 2	Good features and no important shortcomings
Key stage 2: Grade 2	Good features and no important shortcomings

## Good features

243. Pupils of all ages have a good understanding of different historical periods because they make many visits to local historical sites. In discussions, pupils demonstrate good knowledge of the Victorian period when contrasting school life at that time with their own experiences.
244. Year 2 pupils know that evidence of previous life on earth can be found from the study of fossils. They correctly explain that the only parts of creatures likely to be found after time has elapsed are the bones and teeth. In their creative writing, pupils give good examples of where to locate fossils.
245. Pupils in Year 5 successfully develop an empathy with the life of a Victorian chimney sweep when they effectively link their learning in history with a historical text they study in literacy. In discussion, they imaginatively describe working conditions for poor children. Pupils know that poor children were obliged to carry out dangerous, unpleasant work and correctly suggest reasons for this.
246. Pupils in Year 6 thoughtfully assess the value of evidence. They competently research the local area using the Internet as a source of information. They successfully locate useful history sites and correctly predict what information a census might yield.
247. They use their investigative skills well when carefully scrutinising old and new photographs of the local area to assess and give carefully considered reasons for changes over time.

## Shortcomings

248. In some year groups pupils do not write creatively to express empathy, argue historical interpretation or organise their own ideas because of an over reliance on worksheets.
249. Pupils do not ask searching questions or carry out sufficient independent research.

<b>Geography</b>
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Key stage 1: Grade 3	Good features outweigh shortcomings
Key stage 2: Grade 3	Good features outweigh shortcomings

## Good features

250. In Year 1, pupils begin to develop a satisfactory understanding of maps and plans when they design a journey for the 'Little Red Hen'. They develop this skill further in Year 2 through drawing their routes to school.

- 251. Pupils in Year 2 develop an understanding of locality. They understand that they live in a village, which is smaller than a town and has fewer shops.
- 252. In both key stages, pupils experience an increasingly good range of practical first-hand experiences from visits.
- 253. In Year 3, pupils understand that the environment has an impact on the use of the locality. They sensibly discuss how this affects the occupations in an area.
- 254. By Year 6, pupils plan aspects of their own investigation into how Aberbargoed differs from Cardiff Bay. They undertake a range of practical first hand experiences. They use an appropriate range of geographical skills they have learned from their studies on St Lucia and The Gambia in previous years. They make good use of the Internet to add to their knowledge.
- 255. By Year 6, pupils are confident in the use of grids and coordinates and make use of these skills in reading Ordnance Survey maps.

### **Shortcomings**

- 256. Pupils' progress in mapping skills is not consistent and they have limited experiences of working to different scales.
- 257. Pupils' geographical vocabulary is limited.
- 258. They do not use their skills and knowledge independently enough because too many worksheets are used.

<b>Art</b>
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Key stage 1: Grade 3	Good features outweigh shortcomings
Key stage 2: Grade 2	Good features and no important shortcomings

### **Good features**

- 259. Pupils in Years 1 and 2 handle painting and drawing materials with dexterity and skill. They express their ideas imaginatively when using clay and fabric. Pupils discuss their creative ideas with growing confidence and begin to evaluate their own work and that of others critically.
- 260. Pupils in Year 2 experiment with shape, using overlapping and interlocking geometric patterns effectively to create colourful paintings. They build effectively on their knowledge and understanding of 'pen' and 'fill' tools, developed in their IT work with graphic packages.
- 261. Pupils in Key Stage 2 build progressively on their knowledge and skills. They develop a good understanding of the visual language of line, tone, colour, pattern, texture, shape, form and space.

262. Pupils experiment widely in both two and three-dimensions with an interesting range of materials. They work creatively with fabric to make attractive wall hangings.
263. Pupils skilfully create clay tiles that also effectively celebrate the unique culture of Wales. They use sketchbooks effectively to explore the world around them and use this as a sound basis for their future work.
264. Pupils understand the work of artists and types of art, including artists living and working in Wales and art from other cultures and times, for example Aboriginal art.
265. Pupils in Year 3 demonstrate their understanding of art from other periods when they skilfully recreate Celtic jewellery using clay. They prepare for this work carefully by investigating different Celtic patterns.
266. Pupils in Year 5 competently use their detailed observational drawings of the landscape of Wales as inspiration for their high quality work in pastel.
267. Year 6 pupils use sketchbooks to good effect to develop and refine their ideas when creating a poster of buildings in Aberbargoed. They competently use and apply their acquired knowledge of printing techniques to their new work. Pupils work independently and purposefully to create printing blocks and skilfully produce their own print artwork to a high standard. Finished pictures are imaginative and dramatic.
268. Pupils critically evaluate their own work and that of others with growing skill.

### **Shortcomings**

269. Pupils in Key Stage 1 do not systematically develop their knowledge, understanding and skills incrementally over time.
270. Pupils in Key Stage 1 have insufficient knowledge of art from different cultures and periods.

<b>Music</b>
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Key stage 1: Grade 3	Good features outweigh shortcomings
Key stage 2: Grade 2	Good features with no important shortcomings

### **Good features**

271. Pupils throughout the school sing enthusiastically and with clear diction, paying appropriate attention to breathing and quality of sound. Key Stage 1 pupils confidently sing a wide variety of action songs and rhymes in English and Welsh. Key Stage 2 pupils chant and sing a variety of African songs in rounds with confidence and sheer enjoyment.

272. Pupils' instrumental performance develops well. Groups of Key Stage 1 pupils play a range of percussion instruments in time with music, keeping a steady beat and follow simple pictorial notation. Key Stage 2 pupils perform well and focus their listening skills on elements such as pitch, rhythm, beat and dynamics whilst exploring the use of tuned and un-tuned instruments in their composition and performance.
273. Groups of Key Stage 1 pupils recognise rhythm and use their composing skills well. They compose body sounds and actions to accompany their 'Building a House' poem. Key Stage 2 pupils perform well and explore pulse, beat and tempo when passing a beanbag in a singing game. Working together, Key Stage 2 pupils, compose good percussion accompaniment to an African song. Pupils experiment and succeed in using the human drum kit as an effective instrument, achieving good imaginative echoing rhythmic patterns. They explain terms such as 'ostinato', 'chord' and 'scale' accurately.
274. Throughout the school, pupils' appraisal skills are developing well. Key Stage 1 pupils sing action songs using body parts and talk about how they could improve their performances.
275. Key Stage 2 pupils appraise music from a broad range of styles and cultures and listen attentively to the compositions and performances of others, making appropriate suggestions for improvement.

### **Shortcomings**

276. Key Stage 1 pupils' musical vocabulary is limited and under developed.

<b>Physical education</b>
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Key stage 1: Grade 3	Good features outweigh shortcomings
Key stage 2: Grade 2	Good features and no important shortcomings

### **Good features**

277. Pupils in both key stages listen, follow instructions and sustain energetic activities over a long period. Their knowledge of the effect of exercise on their bodies is good and they are well aware of the benefits of regular exercise.
278. In Key Stage 1, pupils demonstrate good body control and balance when moving around the hall making high, medium and low level shapes. Pupils in Year 2 work cooperatively in their dances based on a dinosaur story. They make contrasting large and small movements and vary the speed.
279. In Key Stage 2, pupils develop good control of their body movements. They are very enthusiastic and work hard to improve their performance in all aspects of physical education. They make very good use of space available.

280. Pupils demonstrate good co-ordination, control and balance when moving and their hand and eye co-ordination is developing well through a variety of dribbling, receiving and striking activities. They make sensible and pertinent comments when appraising their own or other pupils' performances.
281. Pupils' games and athletic skills are also developing well. They recognise the need to move into space and to change speed and direction to pass an opponent and they also appreciate the need for co-operation in team games.
282. Pupils' gymnastic skills are of good quality. They select, practice and refine their movements to create their own sequences and collaborate well in pairs to share ideas.
283. Records show that the majority of pupils make good and sometimes very good progress in swimming skills, exceeding national expectations.
284. A range of extra-curricular activities and regular support from specialist agencies has a significant impact on raising pupils' skills and self-esteem.

### **Shortcomings**

285. Pupils in Key Stage 1 do not make good enough use of space.
286. Pupils' skills in evaluating their own and other pupils' movements are not well developed in Key Stage 1.

<b>Religious education</b>
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Key stage 1: Grade 3	Good features outweigh shortcomings
Key stage 2: Grade 3	Good features outweigh shortcomings

### **Good features**

287. Pupils in both key stages demonstrate a good understanding of sharing ideal relationships with others.
288. In their study of human relationships, pupils in Year 1 demonstrate sensitivity for the needs of others. They understand that it is important to say 'Thank you' to them when they show acts of kindness or generosity.
289. Some groups of pupils in Year 2 accurately recount a few well-known Bible stories and explain their meaning in simple terms. Pupils know that Christians use prayer as a method of communicating with God. They suggest appropriate topics for prayer.
290. Pupils in Year 2 explain that not everyone is a Christian and that some people worship in a different way.

291. Pupils in Year 4 have a good understanding of the main facts surrounding the beliefs of Muslims. They accurately recall when and where Muslims pray and knowledgeably describe their Holy places. Pupils clearly explain that Muslims demonstrate their faith and friendship to Allah through charitable giving and begin to see parallels with their own beliefs.
292. Pupils in Year 5 correctly answer questions about the Hindu story of Rama and Sita. They know that the story is connected to Divali, the Festival of Light for Hindus.

### **Shortcomings**

293. Overall, pupils in Key Stage 1 have an insecure understanding of the beliefs and practices of Christianity and the other major faiths represented in Great Britain.
294. Pupils in Key Stage 2 have an insecure knowledge of the beliefs and practices of Christianity.
295. Pupils in Key Stage 2 do not acquire a full range of skills that enable them to explore religious and human experiences for themselves.
296. They do not express their own responses to important questions and issues.

## School's response to the inspection

The Governing Body, Headteacher and staff of Aberbargoed Primary School wish to express their thanks to the inspection team for the friendly, courteous, understanding and professional way in which they conducted the inspection. We are in total agreement with the judgements made which are considered to be fair and accurate based on a wide range of evidence and will help the school to move forward.

We are pleased the inspectors found the school provides a happy, safe, secure, welcoming and caring learning environment where pupils treat each other and adults with utmost respect and courtesy, and that relationships between pupils, staff, parents and members of the local community are positive and constructive. It was pleasing to note that good working relationships, which exist between teachers, support staff and pupils is recognised as being a strong feature, particularly in light of staffing difficulties the school has experienced in recent times. The report clearly demonstrates that the school is “very inclusive” and makes reference to the fact that the pupils are fully aware and understand the principle of equal opportunities. We are proud that the inspectors reported that a particularly outstanding feature was the way in which bilingualism is promoted throughout the school.

We are delighted that the report also acknowledges the good support provided by the Governing Body.

It is noted that throughout the report good features outweigh the shortcomings. An action plan will immediately be put in place to address the recommendations in the report.

Raising pupils’ standards of achievement in English, Maths and Science will be a major priority. Full use will be made of the outcomes of assessment to match work accurately to pupils’ needs. In conjunction with the local authority, the outstanding staffing issues are currently being addressed. This will enable the school to develop the role of subject co-ordinators in monitoring teaching and learning throughout the school and ensure pupils make more consistent progress in their development of key skills. Eventually, with permanent staff in place we can build on good practice in teaching to remove inconsistencies and create more opportunities for challenging and independent learning.

The report’s recommendations will be addressed in the Post Inspection Action Plan and the subsequent School Development Plans. A copy of the Action Plan will be distributed to all parents and the Governors’ Annual Report to Parents will provide details on the progress that we are making towards achieving these recommendations.

## Appendix 1

### Basic information about the school

Name of school	Aberbargoed Primary School
School type	Nursery and Primary
Age-range of pupils	3 – 11 years
Address of school	Heol Ysgol Newydd Aberbargoed
Postcode	CF81 9DD
Telephone number	01443 875511

Headteacher	Mrs Gill Williams
Date of appointment	September 2002
Chair of governors/ Appropriate authority	Mrs Linda Reed
Registered inspector	Mr Andrew Clark
Dates of inspection	22 <sup>nd</sup> October 2007

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	17	17	34	26	28	30	31	39	222

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	9	0.8	9.8

Staffing information	
Pupil: teacher (fte) ratio (excluding Nursery and special classes)	26:1
Pupil: adult (fte) ratio in Nursery classes	12:1
Average class size, excluding Nursery and special classes	29
Teacher (fte): class ratio	1.1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2006	86.9	88.6	90.5
Spring 2007	87.1	92.2	91.1
Summer 2007	83.9	89.5	88.3

Percentage of pupils entitled to free school meals	30
Number of pupils excluded during 12 months prior to inspection	1

## Appendix 3

### National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:		26		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	29	71	0
		National	0	4	12	64	20
En: reading	Teacher assessment	School	0	0	29	71	0
		National	0	4	14	55	27
En: writing	Teacher assessment	School	0	0	38	63	0
		National	0	5	14	69	12
En: speaking and listening	Teacher assessment	School	0	0	0	100	0
		National	0	2	11	64	23
Mathematics	Teacher assessment	School	0	0	21	79	0
		National	0	2	10	63	24
Science	Teacher assessment	School	0	0	17	75	8
		National	0	2	9	65	24

Percentage of pupils attaining at least level 2 in mathematics, science and English according to teacher assessment			
In the school	63	In Wales	81

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

National Curriculum Assessment KS2 Results 2007			Number of pupils in Y6		39						
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	5	0	23	46	26
		National	0	0	1	0	1	4	15	47	32
Mathematics	Teacher assessment	School	0	0	0	0	0	8	23	44	26
		National	0	0	0	0	1	3	15	47	32
Science	Teacher assessment	School	0	0	0	0	0	3	21	54	23
		National	0	0	1	0	0	2	11	51	35

Percentage of pupils attaining at least level 4 in mathematics, science, and English by teacher assessment			
		by test	
In the school	64	In the school	N/A
In Wales	74	In Wales	N/A

- 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 four inspectors and a peer assessor inspected the school over twelve inspector days.

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

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

Sixty-two questionnaires were completed and returned by parents, and were 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.

Fifty-two 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 acts of daily 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

<b>Team member</b>	<b>Responsibilities</b>
Mr Andrew Clark Registered Inspector	Key Questions 1, 5 and 6 Mathematics, information technology, design technology, geography and physical education
Mr Kerry Jones Lay Inspector	Supported on Key Questions 1, 3, 4 and 7
Mrs Jan Marsden Team Inspector	Key Question 2 and 7 Early Years, English, art, history and religious education
Mrs Julie Jones	Key Question 3 Welsh as a second language, science and music
Mrs Gill Williams Nominee	Provided evidence and support
Ms Jan Evans Peer Assessor	Contributed to subjects and key questions

### ***Acknowledgement***

The inspectors wish to thank the management group, the headteacher and all the staff for the co-operation and courtesy they received during the inspection.

### **Contractor**

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