

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

**ABERCRAF PRIMARY SCHOOL
School Road
Abercraf
Swansea
SA9 1XD**

School Number: 6662106

Date of Inspection: 20th-22nd November 2006

by

**Mr Peter Mathias
78829**

Date: 25/1/07

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Abercraf Community Primary School was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school.

The inspection of Abercraf Community Primary School took place between 20-22nd November 2006. An independent team of inspectors, led by Mr Peter Mathias 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

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

"There are three types of inspection.

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

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

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

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

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

This school received a standard inspection.

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
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

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 this 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.

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Context

The nature of the provider

1. Abercraf Community Primary School with 28 full time equivalent pupils on roll aged 4-7 years is situated at the top of the Swansea valley and is on the edge of the Brecon Beacons National Park. Powys is the Unitary Authority (UA). At the time of the inspection five children attended the reception class on a full time basis. The school serves the local community, which was formerly a mining village. Pupils come from a wide range of backgrounds. The school considers that in general, pupils are from homes, which are socially and economically disadvantaged. Many pupils come from an area, which is part of an economic regeneration initiative (Communities First).
2. On entry, most children have below average levels of basic skills. The school reports that 30% of pupils are considered to be eligible for free school meals, which is well above the all-Wales average and the UA average for primary schools.
3. About 30% of pupils are considered to have some degree of special educational needs (SEN). Two pupils have statements of SEN for a range of reasons. These are very high figures. No pupil was excluded in the last school year. No pupil has the National Curriculum (NC) disapplied.
4. English is the predominant language of all pupils. No pupil has English as an additional language. About 10% of pupils have a Caribbean background. All other pupils are of other than Welsh or English extraction. No pupil has Welsh as a first language. The school holds the Basic Skills Quality Mark 3 Award.
5. The school was last inspected in the Autumn Term 2000 when the previous headteacher was in post. Since then the senior teacher of that inspection has become the acting headteacher and a new teacher has been appointed.

The school's priorities and targets

6. The school has a wide and appropriate set of aims which stress a commitment to provide a high quality education in order to develop all pupils' potential to the full in a secure and caring environment.
7. The school's major priorities for 2005/2007 are to: -
 - improve standards in the early years and in all other subjects of the National Curriculum;
 - to use assessment data to target individual pupils;
 - implement a wide range of different initiatives relating to SEN pupils' personal and social education; and
 - strengthen links with industry.

Summary

8. Abercraf Community Primary School is a successful school where pupils achieve well. It is well led and has made steady progress since the last inspection in raising standards and in addressing the key issues of that inspection.
9. The inspection team agrees with nearly all of the judgements made by the school about the standards pupils achieve and about other areas of its work. Where the inspection team disagrees, the school overestimated how well it provides learning experiences, which meet the needs and interests of learners and the wider community.

Table of grades awarded

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

Standards

10. The overall quality of education provided for children under five is appropriate to their needs and children make good progress towards the Desirable Learning Outcomes for Children's Learning.
11. Overall, pupils' standards of achievement in subjects and areas of learning inspected are as follows: -

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	13%	74%	13%	0%	0%

12. Pupils' standards of achievement are at least Grade 3 in 100% of lessons seen and Grade 1 or Grade 2 in 87% of lessons seen. These figures are above the targets set by the Welsh Assembly Government (WAG) in its 'Learning Country' Document.

13. Many children begin school with below the UA average level of skills for children of this age. Children make good progress in all areas of learning and are well prepared for the next stage of their education. In all areas of learning children with SEN achieve well, as do pupils with SEN in both key stages.

Subjects and Areas of Learning Early Years

Language, literacy and communication	2
Personal and social development	1
Mathematical development	2
Knowledge and understanding of the world	2
Physical development	2
Creative development	2

Subject	Key Stage 1	Key Stage 2
Mathematics	3	2
Welsh second language	2	1
History	2	2
Geography	2	2
Music	2	2

14. Pupils' standards and progress in the key skills are Grade 2. In communication in English in both Key Stage 1 and Key Stage 2, pupils' standards are Grade 2. Pupils speak confidently and clearly. In both key stages they listen carefully and concentrate well. Pupils read well for pleasure and for information.
15. Pupils' use of mathematical skills in other subjects is Grade 2. Pupils use their mathematical skills well, for example to measure the speed of the nearby river. Pupils develop their information and communication technology (ICT) skills well in both key stages. In KS1, they use a range of programs to develop their skills in mathematics and art. In KS2, pupils use ICT well to illustrate their work and to find out information. They compose, edit and print their own work.
16. Pupils' bilingual skills are very well developed particularly in KS2. Pupils naturally and consistently use both languages confidently.
17. In both key stages, pupils have a secure understanding of the music, dancing, art and literature of Wales. By the end of KS2 pupils are well aware of the history and traditions of their locality and of wider Wales.
18. Pupils' personal and social skills are Grade 2. They have a positive and caring attitude to each other. In both KS1 and KS2 pupils respond well to the many opportunities given to think things out for themselves and to show independence. Their problem-solving skills are also Grade 2.
19. In both key stages, pupils' creative skills are Grade 2 as are their skills in working with others. Pupils, particularly in KS2 are very aware of what they need to do to improve and of the specific targets set for them to achieve.

20. Starting from a below average base, in the end of KS1 national assessments for seven year olds in 2006 all pupils achieved well and reached or exceeded the expected level (Level 2) in English, mathematics and science. These results were well above the UA and national averages. In these assessments, girls performed slightly better than boys. When these results are compared to schools in the UA considered to have a broadly similar proportion of pupils entitled to free school meals, these results are very high. Since 2002, the targets agreed with the UA have been met and often exceeded.
21. In the KS2 national assessments for eleven year olds in 2006, results were close to the UA and above the national averages in English and mathematics and very high in science, where all pupils achieved at least the expected standard (Level 4). However, few pupils achieved the higher level (Level 5) in all three subjects. In these assessments, girls achieved better in English and mathematics and about the same as boys in science. When these results are combined, they are also above the national average and just above the UA average. When compared to schools considered to have a broadly similar proportion of pupils entitled to free school meals, these results were well above those similar schools.
22. Since 2002, results have been consistently above the UA and all-Wales averages. In this period, the targets agreed with the UA have been met and often exceeded. Care should be taken when considering these results because of the very small number of pupils who sat these assessments. Many pupils reach at least the standard it would be reasonable to expect of them when they began school in the reception class.
23. Pupils settle down quickly in lessons and show interest and application in their work. They maintain concentration well and work happily together. Pupils are aware of the school rules and what is expected of them. They understand and respect diversity and the importance of equal opportunities.
24. Pupils' attendance is good and unauthorised absences are rare. Pupils arrive punctually. The school complies with the requirements of National Assembly of Wales (Naw) Circular 3/99.

The quality of teaching and learning

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
21%	68%	11%	0%	0%

25. In the lessons seen the percentage of Grade 1 and Grade 2 lessons compares well with the national picture reported by Her Majesty's Chief Inspector in her Annual Report 2004/2005. Nationally the quality of teaching is at least good in 79% of lessons with 18% having outstanding features.
26. In the reception class, teaching shows a well-developed understanding of the needs of these children. Teachers provide well for children in this area. Children are well supported by all adults who help them.

27. Across the school within KS1 and KS2 in the best lessons, strengths include: -
- very careful planning so that objectives are made very clear and are thoroughly followed up;
 - very good opportunities for pupils to reflect on what they know before making the next logical steps;
 - very high expectations of what pupils can achieve;
 - a brisk pace to the lessons and challenging questioning throughout;
 - very supportive and encouraging attitudes to all pupils;
 - very good subject knowledge and infectious enthusiasm;
 - well matched work to the different ages and abilities in the classes;
 - careful organisation of resources which support learning very effectively; and
 - able use of ICT to make the lessons interesting and informative.
28. Arrangements for assessment, recording and reporting are good with no important shortcomings. Assessments are rigorous, accurate and consistent. They meet statutory requirements in full including those for pupils with SEN. There are well-organised and suitable systems to ensure pupils' progress in English, mathematics and science. Good use is made of the results from national assessments in order to analyse standards and to set targets. Collections of each child's work are well used to plan future work, which is well matched to the individual needs of pupils including those with SEN, and those considered to be gifted and talented. There are good arrangements to involve pupils in the process of deciding what they need to do to improve. Annual reports to parents conform to statutory requirements and present a clear, reliable and honest picture of pupils' abilities and achievements.
29. The curriculum is suitably broad, well balanced and meets statutory requirements. Provision for pupils with SEN is good and teachers prepare an appropriate range of tasks to meet the wide range of ages and abilities of their pupils. There are policies for each of the subjects of the National Curriculum, religious education and the early years. However, these documents lack a consistency of approach to ensure that each individual policy systematically addresses such areas as the key skills and bilingualism. Taken overall, the quality of *Y Cwricwlwm Cymreig* is good. Teachers plan well to promote pupils' interests in a good range of after school clubs and through regular visits to local places of interest and further afield and through invited visitors.
30. Pupils' personal development including their spiritual, moral, social and cultural development has good features outweighing shortcomings. Across the school and particularly in acts of collective worship, there is often a lack of sufficient focus on spiritual matters and the development of pupils' awareness of the spiritual dimension to life. Pupils often lack opportunities for reflection. There are a wide range of opportunities for pupils to make excellent progress in their appreciation of global and local citizenship and the importance of looking after the world's resources.
31. There are very effective partnerships with parents and the local community. Parents have very positive views of the school. The school successfully

promotes an awareness of other cultures and racial differences. It celebrates diversity enthusiastically.

32. The partnership with industry has some strengths and also some shortcomings. There are some good links with local business. However, entrepreneurial skills are underdeveloped.
33. Pupils, including those with SEN, receive good quality care, guidance and support. Arrangements for the construction and review of individual education plans (IEPs) for those pupils with statements of SEN are detailed, and kept up to date. The school has carried out a detailed study to assess the needs of those with physical disabilities and has taken appropriate action, to ensure that there is easy access for the disabled.
34. Children benefit from thorough arrangements when they begin school and as a result they settle into their new routines happily and successfully. There are good arrangements in place which are well used to monitor punctuality and attendance. There are also good arrangements to ensure the health and well being of children and their safety.

Leadership and management

35. The leadership of the school has some good features. The acting headteacher, who carries a number of responsibilities, leads the school well. There is a clear sense of direction and purpose to the day-to-day life of the school. All staff work together constructively to provide a good education for all pupils. All pupils receive very positive individual support in a very friendly atmosphere. This enables many pupils, including those with SEN to achieve well.
36. The school is aware of and gives close attention to national and local priorities. There is a well-supported breakfast club and after school club. The school promotes healthy lifestyles and makes pupils very aware of ecological and environmental issues. The school promotes bilingualism very successfully. Arrangements to introduce the foundation phase are progressing appropriately. There are good opportunities for pupils to learn about the democratic process and to act responsibly through the creation of an effective school council.
37. All teachers work very conscientiously to manage their several areas of responsibility well. Teachers work enthusiastically together to assess pupils' progress to the targets set for them to achieve. The governing body is well led by an active chair who is well supported by other governors. Governors are very committed to the school. They work closely with the headteacher to plan the way forward. Some governors are particularly well informed and make very helpful contributions to decision making. However, while governors are interested in the day-to-day life of the school, there are for example, no formal arrangements for governors to liaise with individual co-ordinators in order to follow up on agreed initiatives or to measure the success of spending decisions. Its function to challenge positively the school's self-evaluation as well as support the acting headteacher is underdeveloped. The governing body meets all of its statutory responsibilities in full. The self-evaluation

document is thorough and well established. The process is firmly based on first hand evidence and the views of governors and staff. However, it does not include the views of other stakeholders. It takes full account of the performance of individual pupils in order to make judgements about longer-term achievement. The document is well constructed and is sufficiently detailed. The document contributes effectively to the school's procedures to determine the way forward. The school self-evaluation document is closely linked to the school development plan (SDP) which contains sufficient detail and is accurately focused on the needs of the school. It effectively addresses the requirements to provide time for teachers to plan, prepare and assess during the school week.

38. Since the last inspection in December 2000, the school has made good progress. The key issues of that inspection have been well addressed.
39. The school makes effective use of its resources. It is well staffed by suitably qualified teaching and non-teaching staff. There are sufficient resources available for learning which are of a good quality. The purchase of resources is well matched to the priorities identified in the SDP and from the school self-evaluation system. The buildings are well maintained and provide a suitable setting for learning. Day-to-day administration is efficient and effective. Caretaking, administrative and other support staff play a full part in the life of the school.
40. Taking into account the standards pupils achieve and the good quality of education provided, the school gives good value for money.

Recommendations

In order to improve the school in the areas inspected, the staff and governing body need to: -

- R1 raise standards in mathematics in KS1;
- R2 review the school's long and medium term planning in order to achieve greater consistency in its content and format, particularly when addressing key skills and bilingualism;
- R3 take steps to provide greater opportunities for pupils –
 - a. to experience the spiritual dimension of life in acts of collective worship and around the school and
 - b. to have more experience of the world of trade and commerce;
- R4 strengthen further the role of the governing body as a critical friend of the school and its procedures to judge the success of its spending decisions.

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.

A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

Standards

Key question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

41. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	13%	74%	13%	0%	0%

42. Pupils' standards of achievement in lessons are above the WAG and all-Wales target of 95% to be at least Grade 3 and 50% to be Grade 2 or better as set out in the Learning Country Document.
43. Baseline assessments indicate that achievement is generally below average when children begin school.
44. The overall quality of education provided for children under five is appropriate to their needs and children make good progress towards the Desirable Learning Outcomes for Children's Learning.
45. In the 2006 national assessments for seven year olds, all pupils achieved or exceeded the expected standard (Level 2) in English, mathematics and science. These results for each subject are well above the UA and national averages, as are the combined results. In these assessments girls achieved slightly higher results than boys. When these results are compared to schools in the UA considered to have a broadly similar proportion of pupils entitled to free school meals, they are very high. Since 2002, the targets agreed with the UA have been met and often exceeded.
46. In the KS2 national assessments for eleven year olds in 2006, results were close to the UA average and above the national average in English and mathematics and very high in science, where all pupils achieved at least the expected standard (Level 4). Most pupils achieved Level 4 and a relatively low proportion of pupils achieved the higher level (Level 5) in all three subjects. In these assessments, girls achieved better in English and mathematics and about the same as boys in science. When these results are combined they are above the national average and just below the UA average. When compared to schools considered to have a broadly similar percentage of pupils entitled to free school meals, these results are well above those similar schools.
47. Since 2002, results have been consistently above the UA and all-Wales averages. In 2003, all pupils achieved the expected standard in English, mathematics and science. Over this period the targets agreed with the UA have been met and often exceeded. From the information available about the progress of those pupils who began in the reception and remained in the

school, it is clear that all reached at least the expected standards and many exceeded them.

48. However, care should be taken in interpreting this data because of the very small size of the groups of pupils in the school who are assessed year on year.
49. Overall, pupils' achievement in the key skills is Grade 2. In communication in English in both key stages pupils' standards are Grade 2. In KS1, many pupils speak confidently and clearly. Within KS2 many pupils speak at length and have well developed vocabularies. Across both key stages, pupils' listening skills are good. They listen carefully to their teachers and to each other. They concentrate very well for longer periods. At both key stages, pupils' skills in reading in English are Grade 2. Many pupils enjoy reading for pleasure and use books and the Internet confidently to find out information for themselves.
50. Pupils' writing skills in English in both key stages are Grade 2. Pupils write for a wide range of reasons, for example in KS1 when writing invitations to a party or in KS2 when writing a detailed report on a visit to Caerleon.
51. Pupils' use of their mathematical skills in other subjects is Grade 2. Pupils use their mathematical skills well, for example in geography to measure the speed of the river when studying erosion and deposition and in science when recording changes in temperature.
52. Pupils use ICT skills well. In KS1, pupils use simple programs to develop their skills in mathematics and art. They compose, edit and print their own work. They know how to instruct a programmable toy to carry out a pre-determined series of movements. Within KS2, pupils use ICT to illustrate their work in history. They plot a journey from Chester to Poole in geography and record their visit to the National Assembly using a digital camera.
53. Pupils' bilingual skills are very well developed, particularly in KS2. Pupils naturally and consistently use both languages confidently. In both key stages, pupils have a secure understanding of Welsh music, dance, art, and literature. By the end of KS2, pupils are well aware of the history of their locality and of wider Wales. They benefit significantly from a wide range of opportunities in their local area and further afield to learn about the achievements of Welsh culture and its traditions.
54. Pupils' personal skills are Grade 1 and have several outstanding features. Pupils show very high levels of respect and good manners to each other and to adults. They work together willingly and constructively and show a very high level of concern for each other. They take on responsibilities readily.
55. Pupils' problem-solving skills are Grade 2. In both KS1 and KS2, pupils respond well to many opportunities to think things out for themselves and to show independence. In history, pupils regularly investigate evidence carefully to come to conclusions. They form sensible hypotheses based on original information they interpret.

56. In both key stages, pupils' creative skills are Grade 1. In KS1 and KS2, pupils apply their creative abilities to a wide range of activities in music making, painting and dance.
57. Pupils work very willingly and happily together. They co-operate effectively in small and larger groups. They share their resources willingly. Across the school pupils always have a clear picture of what is expected of them and what they need to do to improve. They are very aware of the specific targets set for them to achieve in the shorter and longer terms. Pupils settle down quickly in lessons and show interest and application in their work. They have confidence to ask and answer questions. They maintain concentration well and work happily with each other.
58. In all areas of school life pupils behave well and are courteous to each other and adults. Throughout school there are happy friendly relationships. At breaktime pupils behave responsibly and play safely. There is complete integration in the school with no tension or discrimination on ethnic or other grounds. The school's behavioural policy is suitable and comprehensive, and this policy is carried out successfully. Pupils are aware of school rules and of what is expected of them. They respond accordingly. The school has arrangements for dealing with pupils whose behaviour is a cause for concern. These arrangements are practical and well thought out.
59. Pupils' levels of attendance are good and unauthorised absences are rare. School registers are complete and correct. Punctuality in the mornings is also good and registration is carried out quickly and accurately. The school complies with the requirements of NAW Circular 3/99.
60. Learners are encouraged to develop the capacity to work independently and gain the skills needed for lifelong learning. Pupils work well with others and there is a spirit of mutual respect in the school. Pupils, as they mature, take on responsibility within the school and take pride in their responsibility. The 'buddy scheme' is popular with pupils who see it as a means of helping someone who is sad. Pupils understand and respect diversity and the school emphasises the importance of equal opportunity within life and their responsibility in ensuring this through lessons and assemblies.
61. The school makes some efforts to ensure that pupils learn about the world of work although no formal policy has been adopted and no member of staff has had instruction in this aspect. Pupils play a prominent part in community life with good links with the local places of worship. For example, pupils take part in seasonal services in the local chapel and church, and the vicar visits school to take assemblies. Pupils join in concerts with a local band and take part in local celebrations. The school has strong links with the Brecon Beacons National Park and Craig y Nos.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

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

63. In the lessons observed the quality of teaching was judged as follows: -

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
21%	68%	11%	0%	0%

64. The quality of teaching is good or better in 89% of lessons. The quality of teaching is outstanding i.e. Grade 1 in 21% of lessons. These figures compare well with the national picture reported by Her Majesty's Chief Inspector in her Annual Report (2004/2005). Nationally the quality of teaching is good in 79% of lessons with 18% having outstanding features.

65. In the reception, teachers show a clear understanding of how to plan and organise for these children so that they take part and enjoy a wide range of appropriate learning experiences. As a result, often from below average starting points, children settle into school well and achieve success.

66. Across the school in KS1 and KS2 in the best lessons, teachers plan very carefully so that the objectives of the lessons are very clear, as are the steps which should be taken by the teachers and pupils to achieve them. The teachers provide very good opportunities for pupils to reflect on what they already know in order to make the next logical step and to justify why they have made those choices. Teachers show very high expectations of their pupils. The brisk pace and challenge of the teachers' questions are maintained throughout the lessons. Lessons move forward in a calm and purposeful atmosphere where pupils feel that their contributions are valued. As a result, they work confidently and happily because they wish to please their teachers. The teachers' obvious enthusiasm and interest in the subject being taught is infectious and is taken up eagerly by the pupils, for example in a Welsh lesson in KS2 where a wide range of different approaches were used to make teaching and learning fun.

67. Teachers take great care to ensure that the tasks set are well matched to the wide range of different ages and abilities within the classes. They question very intelligently so that pupils are appropriately challenged.

68. Resources are carefully organised so that they support the objectives of the lessons very effectively. For example in a history lesson in KS2, a very wide range of materials, including the school's log books and punishment books of the Victorian period were readily to hand to encourage the development of the historical skills of enquiry and interpretation.

69. Across the school, teachers use ICT well to make their lessons interesting and informative. Teachers take great care to ensure that all pupils are treated fairly and enjoy school. In the very small number of lessons where the teaching had some shortcomings, too much time was spent listening to the teacher and opportunities were missed to promote the active involvement of pupils in finding things out for themselves.
70. The quality of assessment is good. Assessments are appropriately rigorous. They are accurate, consistent and meet statutory requirements, including those for SEN. Teachers know their pupils well.
71. There are well organised and suitably purposeful systems to ensure pupils' progress in English, mathematics and science. Good use is made of the end of key stage assessments to analyse standards and set targets. Detailed records are kept on every pupil and good use is made of these assessments to lead priorities in planning and in setting targets. Collections of individual pupils' work are updated each term. Collections of work in each subject to indicate standards to be achieved year on year are being developed. Assessments are appropriately time-scaled. Assessment in other subjects is well managed using optional assessment materials.
72. Teachers mark pupils' work regularly and in the best practice marking makes specific reference to individual targets, and makes constructive suggestions for improvement. There is not complete consistency of approach however, and the marking policy is not always followed in detail.
73. Annual reports to parents conform well with statutory requirements. They present a clear, realistic and honest picture of pupils' ability and achievement in every subject. They offer comments on personal and social development. Comments set clear guidelines for further improvement.

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

Grade 2: Good features and no important shortcomings

74. The findings of the inspection team do not match the judgements made by the school in its self-evaluation. This is because the school overestimated how well it provides learning experiences, which meet the needs and interests of learners and the wider community.
75. The curriculum is suitably broad, well balanced and meets statutory requirements. Provision appropriately emphasises social inclusion and equal opportunities. It is well structured. Programmes of study are available to all pupils irrespective of ability, gender, or racial background. Provision for pupils with SEN is good and teachers prepare an appropriate range of tasks to meet the wide range of age and abilities of their pupils.
76. There are policies for the teaching of all subjects in the National Curriculum, religious education and the early years. These are concise documents, which consider the unique nature and requirements of every subject carefully. They lack consistency of approach in order to ensure that each individual policy reflects the potential impact upon features such as key skills and bilingualism. Sufficient time is allocated to teach all subjects.
77. Daily planning is detailed and well informed, with appropriate aims and objectives set for each individual lesson. The quality of medium and long term planning is more variable however, again reflecting the need for greater consistency in terms of format and content. Some attention is given to developing pupils' increasing independence within learning.
78. Taken overall, the quality of *Y Curriculum Cymreig* is good. Welsh features are studied in outstanding detail in geography and history, and well in music and art. Pupils have pride in their Welshness. By the end of KS2, pupils discuss well some features and characters which identify modern Wales.
79. Teachers plan well for pupils' interests in the opportunities prepared for them at lunchtimes and in after-school clubs. Pupils benefit well from equal opportunities in all these extra curricular activities and gain valuable new skills as a result. Pupils' learning is made more interesting through regular visits which they make to places of interest and through the work of visitors who help bring their studies alive.
80. Learning experiences promote pupils' social development well whilst the consistent emphasis on different world cultures lends appropriate breadth and depth of experience in this respect. Within designated lessons in personal and social education, pupils make outstanding progress in moral issues, discussing a range of topics such as equality and tolerance with mature understanding. There remain some shortcomings in provision for spiritual development however, particularly in periods of collective worship, which often lack sufficient focus, a sense of atmosphere or opportunities for reflection.

81. The school makes outstanding provision for pupils' personal and social education through a combination of timetabled sessions and special initiatives such as the school council and eco-council. There are frequent opportunities for pupils to take responsibility for others and for themselves. The school and Eco-Council members show commendable maturity in the manner in which they discuss complex issues. Older pupils appreciate opportunities to show initiative and to influence matters which affect their daily lives. These opportunities, as well as a broad range of activities to help those less fortunate enable pupils to make progress in their appreciation of global and local citizenship.
82. There are very effective partnerships with parents. Parents expressed very positive views of the school in the pre-inspection questionnaires and the parents meeting. There are thorough arrangements in place to set appropriate homework regularly. Parents at the pre-inspection meeting were pleased with the type and amount of homework set. A home-school agreement is in place which all parents support. Newsletters and other information for parents are clear and concise.
83. The school promotes appreciation of other cultures well, particularly through geography and music. By the upper end of KS2, elements such as traditions and stylistic concepts are studied in increasing depth. Racial differences and diversity are enthusiastically celebrated. There is a detailed policy for this.
84. The partnership with the community is good and enriches the quality of the curriculum in several respects as well as providing rich activities for all pupils. The contribution of the community is appreciated by staff and pupils, whilst the community in its turn reflects great pride in the success and contributions of the school.
85. Provision for sustainable development is very good with pupils playing a proactive role in organising arrangements. They recycle a variety of materials regularly and also use waste food and fruits to create compost for their gardening and environmental work. They show a detailed knowledge of local initiatives for recycling a greater range of materials, including tin cans and bottles. They monitor waste, paper and power usage on a regular basis in order to target savings and were instrumental in helping to organise a *Walk to School Week* in order to help promote a practical understanding of lessening dependency on cars.
86. The partnership with industry is underdeveloped. Across the school pupils are introduced to a variety of aspects of the world of work in a positive fashion, and visits to local businesses are frequent. Entrepreneurial skills however remain underdeveloped, and greater emphasis is needed on developing pupils' understanding of the workings of trade and commerce.

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

Grade 2: Good features and no important shortcomings

87. The inspection team agreed with the judgements made by the school in its self-evaluation.
88. The school maintains good links with support agencies. It has in place policies and structural arrangements which are comprehensive and suitable. These policies help ensure a good standard of care and support for all pupils.
89. The school has a strong partnership with parents and carers and provides them with detailed information on their child's development. Parents appreciate the level of care and support their children receive at the school. They are pleased with their easy access to teachers and the response they receive from them to their suggestions and complaints.
90. The school's induction procedures are well thought out and ensure that children settle down quickly and happily when they begin school. Transition arrangements for pupils when they begin their secondary education are effective. New parents are given good quality information and support. The home/school agreement helps promote an appreciation of the rights and responsibilities concerning their children's education.
91. The school provides very good quality support and guidance. Teachers know their pupils well and identify their needs accurately. Pupils have confidence in their teacher and the friendly relationships which exist throughout the school are positive factors in the building of this confidence. The school's support and guidance arrangements include both basic and more advanced health education. Arrangements for pupils personal and social education enables teachers to identify problems and to help contribute to both the moral and social development of pupils. The school makes full use of specialist services and receives regular visits from the school nurse, education welfare officer (EWO), local police officers and the fire brigade.
92. The quality of the school's procedures for monitoring pupils' attendance, punctuality, behaviour and performance is good. The small number of pupils attending the school ensures that absence or lateness are very apparent and are followed up promptly. Where absences or lateness are a problem, parents are informed and further problems are quickly referred to the EWO. The school's policy on behaviour is comprehensive and effective with the full support programme in place should the need arise.
93. The school takes full account of the social, ethnic and linguistic backgrounds of pupils in securing equal opportunities for them. Boys and girls receive equal access to all aspects of the curriculum and play together happily. The school council is composed of an equal number of boys and girls and all work and converse together willingly.

94. The school has an effective anti-bullying policy. During the inspection there was no inappropriate behaviour or reports of behaviour of this nature. The school has carried out a detailed survey of its access for the disabled. Access for the physically disabled is good. The school provides parents of these children with detailed information on the support available to them.
95. Diversity is celebrated within personal and social education and through assemblies and information exhibited throughout the school. Pupils are reminded of the values of the diverse contribution of others. The ethos of the school celebrates tolerance and friendship.
96. Provision for pupils with SEN including those with a statement is good and conforms fully to the requirements of the code of practice. Effective use is made of standardised tests for the early recognition of needs, in conjunction with recognised county guidelines and criteria. IEPs and statements are appropriately structured to encourage progress in measured steps, with regular reviews consistently time-scaled. Appropriate pupils receive sound support from teachers and support assistants. Good use is made of a range of external agencies and, in the majority of cases the close partnership between parents and school promotes progress. Pupils with SEN make good progress for their abilities.
97. A number of pupils receive targeted teaching in small withdrawal sessions on a weekly basis to promote progress in numeracy and reading skills. These sessions are well managed and produce good levels of additional support to enable pupils to make further progress and to reach higher standards.

Leadership and management

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

Grade 2: Good features and no important shortcomings

98. The findings of the inspection team match the judgments made by the school in its self-evaluation.
99. The school is well led by the acting headteacher who carries a considerable number of responsibilities in this small school. There is a clear sense of direction and purpose to the day-to-day life of the school. A particularly strong feature is the commitment of all teachers and non-teaching staff to work together closely and constructively to provide well for each pupil. All pupils receive very positive individual support in a very friendly atmosphere. Emanating from the acting headteacher, all staff have high expectations of what pupils can and should achieve. As a result of the very well focused support pupils receive, many achieve or exceed what it would be reasonable to expect of them. This commitment from all staff is backed up by a very detailed system to review pupils' progress and to set realistic short-term targets for pupils to achieve.
100. The school gives close attention to national priorities and to local partnerships and agreements. For example, there are well-supported breakfast and after school clubs. The school promotes healthy lifestyles and makes pupils very aware of ecological and environmental issues. The school council is very active and plays a full part in determining issues relating to the day-to-day life of the school. This enables pupils to develop successfully a strong sense of responsibility and citizenship.
101. The school very successfully promotes bilingualism in teaching and learning and this is a strength of the school. There are also close links with the Brecon Beacons National Park to promote pupils' understanding of their own environment. Appropriate preparation for the introduction of the foundation phase is taking place. The arrangements to provide teachers with time during the school week to plan, prepare and assess are well managed. There are close links with other providers of education and training, including the local secondary school to which most pupils transfer.
102. Performance management is well established and all staff are fully aware of their targets for improvement. These targets are appropriately matched to the SDP.
103. In this small school, all teaching staff work very conscientiously to manage their several areas of responsibility well. Each teacher's expertise is well used to lead and support the teaching of all of the subjects of the National Curriculum. Teachers work very closely together, showing a strong sense of teamwork. Each subject is regularly reviewed and pupils' work closely monitored. Where teachers feel that it would be beneficial 'precision teaching' techniques are utilised to help pupils overcome specific difficulties more easily. The teaching

and non-teaching staff are closely involved with the acting headteacher in assessing the progress which the school is making to achieve the objectives set out in the SDP as well as setting new priorities for the future.

104. The governing body is very committed to the school. It works closely with the acting headteacher to set the way forward in the longer term. Some governors are particularly well informed and make very helpful contributions to decision making, for example when setting and balancing the budget.
105. The governing body is well led by an active chair who is well supported by all governors. Governors are kept well informed by the acting headteacher and by the UA of the progress pupils are making. They are properly involved in agreeing the school's priorities for the SDP and in monitoring its progress.
106. However, while governors are very interested in the day-to-day life of the school and are readily welcomed at any time, there are no formal arrangements, for example for governors to liaise with individual co-ordinators to order to follow up on initiatives the school is pursuing or to help support effective teaching and learning in individual subjects. While governors hold the leadership of the school to account, the governing body rigorous procedures to measure the success of its spending decisions and to act fully as a critical friend by positively challenging as well as supporting the acting headteacher. The governing body meets all statutory requirements in full.

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

Grade 2: Good features and no important shortcomings

107. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
108. The process of gathering together information about the performance of the school and in identifying the school's strengths and areas for development is thorough and well established. The process takes full account of the views of governors and staff but does not include the views of other stakeholders. It includes however a careful and detailed analysis of the performance of individual pupils in order to make judgements about long-term achievements. These procedures are used regularly.
109. The school self-evaluation document is well constructed. It is sufficiently detailed to identify clearly the school's strengths and areas for development and to substantiate these judgements with first-hand evidence. The document contributes effectively to the school's procedures to determine the way forward and to raise standards further. There are close links with the SDP, which is a detailed and useful working document. The SDP is accurately focused on the needs of the school and contains sufficient detail to indicate costings and ways of judging success. However, in practice the latter procedure is not followed through by governors with sufficient rigour. The SDP contains effective arrangements to address the requirements to provide time for teachers to plan, prepare and assess during the school week.
110. Overall the inspection team agrees with the school's identification of its strengths and areas for improvement. The inspection team also agrees with nearly all of the judgments made by the school in its self-evaluation. Where the inspection team disagrees, this is because the school overestimated how well it provides learning experiences, which meet the needs and interests of learners and the wider community. For example, there are some shortcomings in its provision for pupils' spiritual development and in the ways it provides for work related education and the development of the skills needed in commerce and business.
111. Since the last inspection, the school has made good progress in addressing the key issues of that inspection.

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

Grade 2: Good features and no important shortcomings

112. The judgements of the inspection team match the judgements made by the school in its self-evaluation.
113. The number, qualifications and experience of the teaching staff and non-teaching staff at the school is adequate and suitable for the needs of the curriculum and the pupils. There are good arrangements for the induction of new staff. The teachers and the classroom support assistants work well together.
114. The resources available at the school are sufficient in quantity and of a quality and suitability to enhance the standards achieved in work in different subjects and areas of learning. The resources are carefully organised, distributed and used as is appropriate to the age and needs of the pupils. The buildings are well maintained and provide a suitable setting for learning.
115. Deployment of staff is consistently good. Responsibilities are equitably shared between the small number of teachers. Very good use is made of teachers' specialisms, such as in music, which is positively influencing standards.
116. The purchase of resources is well matched to the priorities identified in the SDP, and flow naturally from the self-evaluation system which identifies areas for development.
117. Day-to-day administration is efficient and effective. Caretaking, administrative and other support staff play a full part in the life of the school.
118. Bearing in mind the standards pupils achieve and the good quality of education provided, the school gives good value for money.

Standards achieved in subjects and areas of learning

Under 5's

Language, literacy and communication skills

Grade 2: Good features and no important shortcomings

Good features

119. The overall quality of the education provided for the under fives is appropriate to their needs and pupils make good progress towards the Desirable Learning Outcomes for Children's Learning.
120. Children are developing very good listening skills. They maintain concentration very well. They listen attentively to each other and to their teachers, for example when discussing a pet monster. They follow instructions accurately and carry them out very carefully.
121. Often starting from a low base, children speak very confidently. They are eager to talk about their experiences. They are increasing their vocabularies very successfully and are beginning to understand new specialist terms appropriately. For example, they do this when performing music and speak of tempo and rhythm. They take part readily in discussions and speak to adults confidently often in extended sentences. They are making very good progress in understanding and using Welsh words and phrases naturally around the school and in their lessons.
122. Children's reading skills are good. They are interested in the stories they read with their teachers. They enjoy sharing their books and handle them carefully. They make up their own stories sequencing events correctly and sensibly answering questions about them. They are beginning to recognise the sounds letters make and that text conveys meaning.
123. Children's writing skills are developing well. When they play in their café they write menus and take written orders. They create a pictorial story in sequence. Older children record speech in a 'speech bubble' and write legibly about, 'the bear who wouldn't share'. They make good use of the interactive whiteboard and a variety of writing materials to practise their writing skills

Shortcomings

124. There are no important shortcomings.

Personal and social development

Grade 1: Good with outstanding features

Good and outstanding features

125. Children achieve very good standards and make outstanding progress in developing their personal and social skills. They are friendly and welcoming to visitors and to each other. They work and play very happily together. They respond very positively to their teachers' expectations for their behaviour. They show a well-developed sense of responsibility and confidence in carrying out tasks independently. They co-operate and share resources willingly during activities such as role-play.
126. Children are very eager to explore new experiences and respond very well to the range of experiences provided for them. They have a good awareness of Welsh culture through visits locally and further afield. All children show a mature awareness of the need for cleanliness and dress and undress quickly and efficiently for example, before and after physical activities.

Shortcomings

127. There are no important shortcomings.

Mathematical development

Grade 2: Good features and no important shortcomings

Good features

128. Children understand some of the processes of counting and count forwards and backwards within 20. They match accurately a number of objects to the correct numeral. For example, they count the number of spots on a ladybird accurately and recognise the same number of objects in a different set. They count confidently in groups of two and can add together small groups of numbers. They repeat a simple series when threading different coloured beads. They recognise quickly if there is a mistake in the sequence. Children identify accurately a missing number in a series of numbers.
129. Older children in the reception are beginning to recognise that coins have different values and are used in different combinations to purchase goods or to pay for services, for example when working in or visiting 'Bwyty Tylwyth Teg'. They are beginning to measure accurately and use the language of position and size correctly. For example they order teddies by size and place them above, below and in front of. They know that one object is 'heavier than' and another is 'lighter than'. They are beginning to understand the concepts of volume and measure sand and water in different sized containers. They measure accurately ingredients when making a meal in their café.

Shortcomings

130. There are no important shortcomings.

Knowledge and understanding of the world

Grade 2: Good features and no important shortcomings

Good features

131. Children have a secure understanding of their routes to school and of the main physical features of their locality. They distinguish accurately between different types of houses using the correct vocabulary to describe the difference between a bungalow and a house. They recognise and place in order photographs of the places they pass on their way to school. On a walk around the area they identify key features such as the 'Sleeping Giant' resting in a ridge above the village. They know where the rugby club is and how to find the park. They draw a simple map of Abercraf.
132. They know about the jobs people do in the area, meeting the postman, policeman, fireman and the taxi driver. They role-play in their shop and visit local shops to see how they work.
133. Throughout the year, children build up a good understanding of life around them. They use their own outdoor area well to recognise the changes which take place to many plants in the autumn. They investigate fungi and classify objects by their smells. They carefully collect samples of leaves to discuss and to compare them. They draw accurate conclusions about how moles work and hunt for worms by the incidence and freshness of their 'tumps'. From visits further afield, they identify animals and birds found in the woods around Craig-Y-Nos and model them when they return to school.
134. Children in reception have a good understanding of how toys have changed from long ago. They play thoughtfully with replicas they have of 'cup and ball' and 'marrididdles', whipping tops and hoops. They compare these with their own toys.
135. Older children in reception group materials by specific characteristics for example when distinguishing between living and non-living objects. They carry out a simple survey of the different tastes of children when eating biscuits, in order to find the favourite. They know what to eat and not to eat in order to be healthy.

Shortcomings

136. There are no important shortcomings.

Physical development

Grade 2: Good features and no important shortcomings

Good features

137. Children have a secure understanding of the importance of 'warming up' and 'cooling down' before and after exercise. They recognise the changes that occur to their bodies when they have been exercising hard. They quickly and competently dress and undress for physical activities in the hall. They take great care to avoid collisions and accidents when working together to make a series of movements, for example to reflect the story of the Ugly Duckling. They show good levels of control and co-ordination when being 'jelly beans' and when moving rhythmically to music such as Peer Gynt showing a well-developed sense of time. They interpret the music sensibly and take on a role very expressively.
138. Children show confidence when using a range of climbing and balancing materials and large apparatus both inside and outside in their own play areas. They climb over and under well showing good co-ordination. They walk, run and skip when moving to music. They use large wheeled toys well, steering around obstacles and negotiating traffic approaching.
139. They used tools accurately when constructing three-dimensional models and when using large boxes and containers. They cut and stick carefully using scissors and glue accurately.

Shortcomings

140. There are no important shortcomings.

Creative development

Grade 2: Good features and no important shortcomings

Good features

141. Children make good progress and achieve well in making music. They know the names of many untuned percussion instruments and how to play them sensitively. They know what 'tempo' means and follow a fast and a slow beat. They copy a simple sequence of sounds accurately. When composing music to accompany the story of 'Billy Goat Gruff', they use body percussion to make the appropriate sounds to match the different parts of the story. They sing enthusiastically in English and Welsh and have an increasing repertoire of action songs and rhymes which they enjoy.
142. In painting children use a variety of brushes and paints well, exploring colour mixing and blending. They have a growing understanding of texture, making collages and large three-dimensional work from a wide range of different materials. They work accurately when making clay models of animals and birds

of the area or food for their café. They create repeating patterns and large scale paintings of themselves and of flowers and trees in summer and in autumn.

143. They carefully build up stone pictures on their visit to Craig-Y-Nos showing an increasing awareness of shape, colour and texture in three-dimensional. They look imaginatively for shapes and outlines they come across in the wood.
144. Pupils respond very sensitively to music, interpreting its mood and message well. They role-play well, willingly taking on different characters, for example when pretending to be in a castle. They show competence and imagination as they act out their various parts, using a variety of resources and dressing up clothes.

Shortcomings

145. There are no important shortcomings.

Mathematics

Key Stage 1 – Grade 3: Good features outweigh shortcomings

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

Good features

146. Pupils in Y1 count successfully up to 20 whilst in Y2, most able pupils count within numbers up to 100. They develop some understanding of number bonds, and by Y2 have a clear understanding of place value in terms of tens and units. The simplest multiplication tables are also soundly memorised by the end of the key stage. Pupils in KS1 make good progress in their understanding of number in the context of money. In Y1 they order coins in relation to shape, size and colour accurately, and develop a sound knowledge of values by Y2.
147. KS1 pupils undertake a range of measurement tasks using non-standard units, working accurately and recording their results neatly and correctly. They recognise a narrow range of two and three dimensional shapes. Pupils in KS1 undertake an appropriate range of data collection activities and record their findings accurately in graph format. They interpret this information correctly.
148. KS2 pupils make good and consistent progress in their number work. By the end of the key stage, they have memorised their multiplication tables securely, and deal confidently with a broad range of concepts including negative and square numbers. They understand the relationship between fractions, decimals and percentages well.
149. Pupils in KS2 develop a good range of appropriate strategies for solving mental arithmetic tasks, and explain these well in lucid language.

150. Pupils in KS2 readily recognise a broad range of two and three-dimensional shapes, and discuss their properties with understanding. They identify regular and irregular quadrilaterals with ease, and know the difference between quadrilaterals and polygons. They accurately calculate areas and perimeters. Work in measurement is correct and neat.
151. In KS2, pupils undertake an appropriate range of data work and are adept at choosing the most appropriate means of recording their results in graph format. They interpret and explain their findings using good mathematical language.

Shortcomings

152. Pupils in KS1 are generally slow in mental arithmetic tasks. Insufficient facts have been memorised and the concept of zero confuses pupils. Pupils cannot distinguish between odd and even numbers.
153. In measurement in KS1, estimation skills are underdeveloped, and some pupils make unreasonable guesses in this respect.
154. Although pupils recognise two-dimensional and three-dimensional shapes, their knowledge of their properties is limited.

Welsh Second language

Key Stage 1 – Grade 2: Good features and no important shortcomings

Key Stage 2 – Grade 1: Good with outstanding features

Good and outstanding features

155. Pupils in KS1 speak with increasing confidence and good pronunciation. They have sound recall of useful phrases and linguistic patterns and develop a suitably broad vocabulary, including numbers, colours and parts of the body. A few individual pupils recall more advanced words and apply their knowledge well in role-play situations.
156. KS1 pupils read well from simple texts including labels, work sheets and class readers. They make appropriate use of phonics to deconstruct new words and show good prediction and anticipation skills.
157. Pupils in KS1 make good progress in writing, Y1 pupils label items successfully, insert missing words of their own choice to complete sentences, and copy prepared sentences accurately and with good levels of understanding. Pupils in Y2 show developing independence and write sequenced sentences according to well-practiced patterns.

158. Pupils in KS2 show sound progress in their oral skills, demonstrating more mature vocabulary and more extended responses to increasingly complex instructions. The most able pupils confidently inject dialogue and discussions into their own questions and suggestions. They develop very good levels of idiomatic Welsh which is appropriate to their locality and community.
159. KS2 pupils read well and with increasing emphasis and enunciation. They confidently use techniques such as rapping to help develop a rhythmic and sustained delivery, taking appropriate note of punctuation in this respect.
160. Standards of writing are outstanding at the upper end of KS2. Pupils write extended descriptive pieces and dialogues, recall Welsh myths and apply their knowledge and understanding to create simple computerised databases in Welsh. They confidently use conjunctions to produce more complex sentence patterns, with consistent attention to punctuation, and, in the best examples, exemplary standards of presentation.

Shortcomings

161. There are no important shortcomings

Geography

Key Stage 1 – Grade 2: Good features and no important shortcomings

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

Good features

162. Pupils in KS1 have a good understanding of the main physical and man-made features of their area. They draw accurate maps of their different routes to school and place in correct order the pictures of the places they pass on their way. They follow the route taken by Barnaby Bear on his travels to Australia. They are aware of the place of Wales in the British Isles and know where some of the main towns and cities in Wales are positioned.
163. In KS2, pupils draw a detailed map of local features using aerial photographs as a guide. They accurately place their school in relation to the River Tawe, the main road and the fire station. They use appropriate symbols well to identify buildings and use a key to explain the names of streets in the area. They align their map with features on the ground and place accurately on the map an indicator of where north is. Older pupils in KS2 understand and interpret contour lines as on an ordnance survey map and correctly recognise where hills rise sharply.
164. In Y3 pupils know where their village is in relation to other places in the Swansea valley. They describe the most outstanding natural features of the area well when assembling a tourist guide. They study in some detail the course of their river from its source in Llyn-Y-Van Fawr. They know that the

Llynfell is a tributary of the main river. They observe examples of erosion and deposition on a visit to Craig-Y-Nos Country Park.

165. Older pupils in KS2 use simple co-ordinates accurately to find and identify places on a map. They carefully and accurately compare places with pictures of them. A particularly strong feature is the use made by pupils of visits, for example to the National Botanical Gardens and the village of Llanarthne in the Towy valley. As a result, older pupils in KS2 have a very secure understanding of how that area has changed as a result of human activity. They contrast what they see in Llanarthne with their own more rugged landscape. Older pupils also compare and contrast their lives with children in a village in Botswana. They compare their buildings and ways of life in some detail and make careful observations of the farming practices in Botswana, its climate and patterns of rainfall compared to their own.
166. Through their work in the local area, older pupils have a growing awareness of how to carry out measurements to identify and quantify changes in the environment. They accurately measure air and water temperatures and water flows. They record changes in air pressure which indicate the movement of weather systems. Pupils in KS2 use ICT to study different locations in increasing detail, using 'Multimap'. Older pupils are particularly aware of the way climates are changing and the need to look after natural resources. They have a good understanding of environment and ecological issues.

Shortcomings

167. There are no important shortcomings.

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

168. Pupils in KS1 have a growing awareness of the passage of time from the past through the present and into the future. They recognise things that they can do now compared to when they were young. They look forward to what they will be able to do in the future. Pupils in Y2 compare their toys with those of some time ago. They handle toys their parents used and the toys used in the Victorian era. They inspect them carefully to look for clues to indicate their ages.
169. Older pupils in KS2 have a detailed understanding of life in a Victorian school following their visit to one. They know the most significant events which occurred during Victoria's reign. They study the similarities and differences in the way they are taught and treated. They utilise evidence from their own school's' logbooks very well to build up a picture of life in Abercraf and in the

countryside in the later part of the 19th Century. For example on 2nd June 1882 during a visit by HM Inspector pupils sang "The Warriors Grave" tunefully. They know how the conditions of women during the 19th Century were improved through legislation. They know how the Ten Hour Act limited working hours. Pupils compare accurately how the social and working environment of people improved between 1851 and 1870 both nationally and in their own locality.

170. Within Y3 and Y4 pupils have a good understanding of why and how the Roman invasion took place. Through a visit to Caerleon they form realistic impressions of what it was like to be a legionary. They practice drills and battle techniques dressed appropriately in replica uniforms. They compare in some detail, life in a Celtic settlement with the relative sophistication of a Roman town.
171. Older pupils in KS2 know how the Civil War affected Wales and divided people's loyalties. They know where the main Civil War battles in Wales were fought. Through a visit to Llancaiach Fawr they learn at first hand about life in Stuart Wales. They empathise successfully with those who worked in the kitchens to feed the whole household.
172. A particular strength across the school is the way in which pupils develop the skills of enquiring and interpreting. Within KS1 pupils investigate through handling and observing realistic replica materials. They look carefully at pictures and illustrations on the interactive whiteboard. Within KS2, pupils use a very wide range of materials to begin to draw conclusions including first and second hand sources. They draw up a series of hypotheses based on cause and effect, for example when studying Victorian working and living conditions. They carefully explore census materials to form an accurate impression of life in a mining community.

Shortcomings

173. There are no important shortcomings.

Music

Key Stage 1 – Grade 2: Good features and no important shortcomings

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

Good features

174. The quality of singing is good. Pupils achieve clear diction and clarity of interpretation in their work, whilst the confident level of volume achieved is particularly good for such a small number of pupils overall. They maintain pitch successfully and breathe correctly to make added sense of the lyrics. Call and

response singing is invariably rhythmic and a purposeful start has been made on two-part singing in the form of rounds.

175. KS1 pupils explore a suitable range of sound sources including instrumental and body sounds. They make good progress in recall and imitation of pitched and rhythmic patterns and keep a steady beat well.
176. Pupils in KS1 follow simple graphic scores accurately and by Y2, the most able pupils both compose and perform their own scores accurately.
177. Appraisal and listening skills are well developed in KS1. Pupils are well versed in many of the musical elements such as pitch, pace and dynamic and make suitably broad distinctions as they appraise their use within a suitably varied musical diet, including their own compositions.
178. Pupils in KS2 use an extended range of percussion instruments with confidence, controlling sound effectively. Pupils who receive instrumental tuition from peripatetic teachers apply these additional skills well within classroom performance to enhance the range of sounds and timbres explored. Individual lines within more complex compositions are securely maintained.
179. Standards of composing are good in KS2. Pupils are adept at choosing sounds to match a mood or character and justify their choices well. They combine a variety of vocal and instrumental sounds to create increasingly complex and interesting textures.
180. KS2 pupils are very familiar with the musical elements and use these confidently in their appraisal work. They recognise a broad range of instrumental and orchestral timbres, and listen critically to a suitable variety of styles and idioms.

Shortcomings

181. There are no important shortcomings.

School's response to the inspection

183. The Governors and staff at Abercraf School are extremely proud of the inspection report and are happy that inspection findings conclude that Abercraf is a successful school where pupils achieve well. The school agrees with the grades awarded and are particularly pleased that standards and teaching are above Welsh Assembly Government targets and that assessment results are above those of similar schools.
184. We are pleased to agree that children progress well, that the inspection report noted that those with SEN achieved well and that targets have been met and often exceeded.
185. We are particularly pleased that the inspection report finds the school has effective partnerships with parents and the local community, that parents have positive views of the school and that the school successfully promotes and celebrates diversity enthusiastically.
186. The inspection report acknowledges that good progress has been made since the last inspection. It also provides us with future goals and recommendations which will allow us to take the school forward and further develop the high standards set. An Action Plan will be put in place to address recommendations within the report.
187. We found the inspection process to be a very positive experience. The inspection team were thorough in their methods, yet fair and eager to listen to evidence given from all people within the school community. We were impressed with the considerate and supportive manner in which the inspection team worked.

Appendix A

Basic information about the school

Name of school	Abercraf CP School
School type	Community
Age-range of pupils	4-11
Address of school	School Road Abercraf Swansea
Post-code	SA9 1XD
Telephone number	01639 730605

Acting Headteacher	Mr Gwyn Williams
Date of appointment	1 st September 2005
Chair of governors/ Appropriate authority	Mr Paul Rogers
Registered inspector	Mr Peter Mathias
Dates of inspection	20 th – 22 nd November 2006

Appendix B

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	N/A	5	4	6	2	1	6	4	28

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	1	2.4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	11.6
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	14
Teacher (fte): class ratio	1:0.83

Percentage attendance for three complete terms prior to inspection		
Term	R	Whole School
Summer 2005	94	93.8
Autumn 2006	95.7	95.9
Spring 2006	97	93.3

Percentage of pupils entitled to free school meals	30
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results

End of Key Stage 1:

It is not appropriate to include this information because of the very small number of pupils who were assessed.

National Curriculum Assessment Results

End of Key Stage 2:

It is not appropriate to include this information because of the very small number of pupils who were assessed.

Appendix D

Evidence base of the inspection

- A team of three inspectors who were present at the school for six inspector days carried out the inspection with a nominee from the school.
- Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school.
- Eight questionnaires were completed by parents and carefully analysed.
- Discussions were held with the headteacher and staff with responsibilities and support staff.
- School documentation and samples of pupils' work were examined.
- Nineteen lessons or sessions were observed.
- A sample of pupils' work from across the ability range in each year group was examined.
- Inspectors listened to a sample of pupils from each year group reading.
- Discussions were held with pupils about their work and about the life of the school.
- Pupils' behaviour was observed during break periods, at lunchtime and at the beginning and end of the school sessions.
- Inspectors attended assemblies and observed extra-curricular activities.
- Post-inspection meetings were held with the staff and the governing body.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Peter Mathias Registered Inspector	Context Summary and recommendations Contributions to Key Questions 1 and 2 Key Questions 5 and 6 Early Years Geography History
Mr Gwilym Morris Lay Inspector	Contributions to Key Questions 1, 3, 4 and 7
Mr Meurig Thomas Team Inspector	Contributions to Key Questions 2, 3, 4 and 7 Welsh as a second language Mathematics Music
Mr Gwyn Williams Acting Headteacher/Nominee	Contributions to all Key Questions

Acknowledgement

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

Contractor

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