

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

**Aberdare Town Church in Wales Primary School
Wind Street
Aberdare
CF44 7HF**

School Number: 6743317

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by

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- * secondary schools;
- * special schools;
- * pupil referral units;
- * independent schools;
- * further education;
- * adult community-based learning;
- * youth support services;
- * LEAs;
- * teacher education and training;
- * work-based learning;
- * careers companies; and
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Aberdare Town Church in Wales 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 Aberdare Town Church in Wales Primary School took place between 16/10/06 and 19/10/06. An independent team of inspectors, led by Stephen Dennett undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

Year	R	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

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Context

The nature of the provider

1. Aberdare Town Church in Wales Voluntary Aided Primary School is a medium-sized primary school situated in the town of Aberdare. There are currently 312 pupils on roll including 29 nursery children. Children are admitted to the school in the term they attain their third birthday. The number of pupils at the school has remained much the same since the school's last inspection in October 2000. There are 11 full-time teachers at the school.
2. Most pupils come from a wide area around Aberdare. Their social and economic circumstances are neither advantaged or disadvantaged. The majority of pupils come from homes where English is the first language. Very few pupils speak English as an additional language and those who do have a very good grasp of English. No pupils speak Welsh as their first language. Around 14% of pupils are entitled to free school meals, which is below the local authority (LA) and national average. Pupil mobility is average. Fifty-two pupils (17%) are on the school's register of special educational needs (SEN). This percentage is below the LA and national averages. No pupils have statements of SEN. No pupils are looked after by the LA. Pupils are able to start full-time education at the nursery in the term after third birthday.
3. The school has received the Basic Skills Quality Mark and is involved in a number of initiatives, including the ECO Schools programme and Healthy Schools. It is also part of an local intergenerational project involving pupils from the school and adults with learning difficulties.

The school's priorities and targets

4. The school's mission statement, 'Gair Duw, Goreu Dysg' is defined in the following terms:
 - To promote the development of each pupil to his or her full potential;
 - To simulate and support the spiritual development of the whole school community;
 - To achieve the best academic standards of which each is capable;
 - To encourage the attitude of mutual respect, responsibility and concern characteristic of the Christian faith and its true practice;
 - To forge strong links between school, the home and the local church whilst also serving the wider community; and
 - To provide religious education and worship distinctive of the Church in Wales.
5. The school's main priorities and targets are:
 - To further develop in developing the teaching and learning policy;
 - To refine systems for assessment and monitoring;
 - To implement the Foundation Phase in Early Years;
 - To develop a more 'child centred' curriculum;
 - To further develop the programme for pupils' personal and social education;
 - To improve resources for information technology and physical education; and
 - To further develop provision for Welsh bilingualism.

Summary

6. Aberdare Town Church in Wales Primary School is a good school with no important shortcomings. Outstanding features of the leadership of the school are very effective target setting and the high quality use of performance management to move the school forward. As a consequence, the school has improved significantly since its last inspection. During their time at the school pupils make good progress and generally achieve good standards in their work.

Table of grades awarded

Key question	Inspection grade
1 How well do learners achieve?	2
2 How effective are teaching, training and assessment?	2
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	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

Areas of Learning For Under-fives

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

Grades for standards in subjects inspected

Subject	Key Stage 1	Key Stage 2
English	2	2
Design Technology	2	2
History	2	2
Art	2	2
Music	2	2

7. During the time of the inspection, standards of achievement in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	79%	15%	0%	0%

8. These standards of achievement were well above the expectations expressed in 'Learning Country 1' of 65% of pupils achieving at least grade 1 or 2 in lessons seen.
9. Children's attainment on entry to the school is broadly average, but declining trend in language. The overall quality of educational provision for children under five is appropriate to their needs and they are making good progress towards the Desirable Learning Outcomes for Children's Learning. By the end of the reception year, children are well adjusted to school life, settle quickly to tasks and work hard with good levels of concentration.
10. All pupils make good progress as they move through key stage (KS) 1 and KS2, and most achieve the learning goals set for them. Pupils with additional learning needs, including those with SEN, make good progress.
11. Pupils generally achieve good standards in their key skills. However, although pupils have positive attitudes towards Welsh, their progress in acquiring bilingual skills is limited. The development of all four key Welsh communication skills is inconsistent and lacks progress and continuity. Pupils' problem solving skills are developing well. Pupils' creative skills are good at both key stages.
12. At KS1 in the 2006 teacher assessments, 94% of pupils achieved level 2 or above in English and science. In mathematics, 95% achieved at least level 2. In the national tests and teacher assessments at the end of KS2, 65% of pupils achieved level 4 or above in English. In mathematics and science, 76% achieved level 4 or better. The school's results are normally better than this, but dipped in 2006 due to the large number of pupils with SEN in the year group.
13. Results in teacher assessments have improved over the past six years considerably and the school's trend in performance is well above the national trend.
14. Pupils' personal, social and learning skills are good. They are well motivated in all classes and work productively. Pupils' good behaviour contributes effectively to their good progress and development. Pupils' spiritual, moral, social and cultural development is good.
15. The average level of attendance for the three terms prior to the inspection of 90% is below the national and LA average. This was largely due to outbreaks of e-coli and chickenpox which occurred during the year. Attendance is currently around 95%.
16. Most pupils work well when supervised, but some younger pupils sometimes find it difficult to work independently for sustained periods. Older pupils' independent learning skills are developing well. Pupils are well prepared to play an active part in the local community. They are also developing a good understanding of issues such as sustainability and recycling that affect their community.

The quality of education and training

17. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	65%	18%	0%	0%

18. Teaching was judged to be grade 1 or 2 in 83% of lessons. This compares well with the national picture reported by Her Majesty's Chief Inspector in her annual report 2004-05. Nationally, the quality of teaching is good in 79% of lessons, with 18% of lessons having outstanding features.
19. Lessons are often simulating and challenging. Teachers demonstrate good subject knowledge and a good understanding of recent educational initiatives. Teachers generally plan effectively and have high expectations for their pupils. They use a good range of strategies and resources to stimulate and challenge pupils. Most teachers meet the needs of pupils well and are flexible in their approach. They monitor pupils' progress well and make adjustments to lesson plans as necessary to ensure that all pupils learn as effectively as possible.
20. The school's assessment, recording and reporting policy is comprehensive, and guides procedures effectively. Baseline assessment in the nursery and reception classes is used particularly effectively to plan the provision of learning experiences in language and mathematical development. Pupils and teachers set learning targets together, which are recorded in homework diaries and shared with parents, and are displayed in some classrooms. Annual reports to parents conform to statutory requirements.
21. The school's response to pupils' learning needs is good. The school provides a broad, balanced and relevant curriculum, that is flexible to meet the needs of individuals and caters for all pupils, including those with SEN. Key and basic skills and the common requirements of the National Curriculum (NC) are incorporated well and identifiable within the planning documents. Over the year the school offers a good range of extra-curricular activities so extending the experiences of the school day and these make an effective contribution to the personal and social development of those pupils who attend. Insufficient use is made of work related education to enhance pupils' learning. Staff are beginning to raise the pupils' awareness and understanding of global citizenship and sustainability. The school meets all statutory requirements, including those for religious education and collective worship.
22. The school has good links with the local community. The school also has good links with local colleges and students on placement work with pupils on a regular basis.
23. The opportunities provided to learn bilingually lack progression and continuity across the school. The Welsh scheme of work plans for the development of language patterns, but bilingual skills are not an integral part of the general planning process, and the allocation of time for their development is inconsistent.
24. There is a good quality of care, support and guidance for pupils at the school. The school works well with parents and carers for support and the partnership link with parents is good. The monitoring of pupils' attendance and behaviour is good. The school makes the general safety and well being of pupils a priority.

25. Provision for pupils with additional learning needs is good. There are effective systems for diagnosing educational needs at an early stage. The support for pupils with language difficulties is outstanding. There are currently no pupils who have been identified as needing additional support for their behaviour.
26. Throughout the school, pupils develop a good awareness of equal opportunities issues through learning about the diversity of beliefs and social and cultural traditions in the wider society. They also understand and respect the personal values of others. The school actively promotes gender equality and there is no stereotyping of boys and girls in the curriculum or in the school generally. The school promotes good race relations across the curriculum and in all its activities.

Leadership and management

27. The school is well led by the headteacher, who actively promotes and sustains the process of whole school improvement and the raising of educational standards. She has high expectations of herself and of her members of staff and through clear procedures, guidelines and targets, she ensures that the aims and objectives of the school are understood throughout the school and are implemented accordingly.
28. There is a good management structure throughout the school with staff working together in teams. Subject leaders have well established procedures and they work hard supporting their colleagues and providing guidance on how best to teach their subject. The school sets realistic and challenging targets for improvement and these are regularly reviewed and group education plans are drawn up to support pupils to achieve their targets.
29. The governing body has a good understanding of its roles and responsibilities. It is kept well informed about the school's performance and progress through the good range of information the school provides. The governing body ensures statutory requirements are met through a range of suitably constituted committees and that the school is resourced and staffed sufficiently, so as to meet the demands of the school development plan (SDP).
30. The school has produced a good and comprehensive self-evaluation report, which identifies strengths and areas for development in each of the key questions and provides detailed evidence to support its judgement. Due to a rigorous system of monitoring and evaluation, subject leaders have a good understanding of standards of achievement, areas for development and the quality of teaching, within their subjects.
31. The SDP is very detailed and sets out the school's priorities for the long and the short term in all subjects. The SDP is informed by the school's self-evaluation process. Areas for development are identified from the evidence base gathered through, the monitoring, tracking, data analysis and review procedures, within the school. The school has made good progress towards achieving the key issues identified in the last inspection.
32. Staff, accommodation and resources are good overall. There is a sufficient number of teachers with suitable qualifications to teach every aspect of the curriculum. Accommodation inside and outside is adequate and careful attention paid to pupils' learning and daily needs. Learning resources are adequate, but

there are shortcomings in provision for Welsh, information and communications technology (ICT) and physical education.

33. The school budget is managed well by the headteacher, and the governing body takes its responsibility to monitor spending on a regular basis seriously. The school provides good value for money.

Recommendations

- R1 Improve provision for bilingualism and thereby increase pupils' proficiency in their everyday use of Welsh*.
- R2 Make more effective use of work related education opportunities to improve pupils' learning experiences and understanding of the world of work.
- R3 Improve resources for learning where necessary, especially for Welsh, information technology and physical education*.

** These issues have already been identified for improvement in the school's development plan.*

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

34. The findings of the inspection team match the judgement made by the school in its self evaluation report.
35. During the time of the inspection, standards of achievement in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	79%	15%	0%	0%

36. These standards of achievement were well above the expectations expressed in 'Learning Country 1' of 65% of pupils achieving at least grade 1 or 2 in lessons seen.
37. Children's attainment on entry to the school is broadly average, but declining trend in language. Baseline assessment results indicate that children's attainment on entry is between 0.6% and 0.1% higher than that of the LA across the personal and social, oracy, number and mathematics indicators, and between 1.1% and 0.2% lower than the LA across reading and writing

indicators. The overall quality of educational provision for children under five is appropriate to their needs and they are making good progress towards the Desirable Learning Outcomes for Children's Learning. By the end of the reception year, children are well adjusted to school life, settle quickly to tasks and work hard with good levels of concentration.

38. In the early years, standards in the areas of learning inspected are as follows:

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

39. In KS1 and KS2, standards in the subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
English	2	2
Design Technology	2	2
History	2	2
Art	2	2
Music	2	2

40. All pupils make good progress as they move through KS1 and KS2, and most achieve the learning goals set for them. Pupils with additional learning needs, including those with SEN, make good progress. They all work well in classes and are able to cope well with the work they are given. Many achieve standards that are close to the national average in some subjects. All pupils achieve well regardless of their social, ethnic or linguistic backgrounds.
41. Pupils generally achieve good standards in their key skills. They achieve good standards in their communication and literacy skills throughout the school, although standards in speaking are very variable and a few pupils have some difficulty in expressing themselves clearly. Listening skills are generally good, although a few younger pupils occasionally have difficulty paying attention. Pupils' numeracy and ICT skills are good in all classes. Pupils have positive attitudes towards Welsh, but their progress in acquiring bilingual skills is limited. The children under five can sing a good repertoire of Welsh action songs, and pupils at the top of KS1 can maintain a short dialogue using a number of different sentence patterns. The development of all four key Welsh communication skills in the Early Years and across the two key stages is inconsistent and lacks progress and continuity. Pupils' problem solving skills are developing well. Pupils' creative skills are good at both key stages. Children under five are developing their key skills well.
42. At KS1 in the 2006 teacher assessments, 94% of pupils achieved level 2 or above in English and science. In mathematics, 95% achieved at least level 2. The school has between 14 and 18% of its pupils eligible for free school meals, and against the benchmark for schools with a similar number of pupils eligible for free school meals, the school was in the top 25% nationally in core subjects (English, mathematics and science). The number of pupils achieving the higher

level 3 was slightly below the national average. Girls generally do better than boys.

43. In the national tests and teacher assessments at the end of key stage 2, 65% of pupils achieved level 4 or above in English. In mathematics and science, 76% achieved level 4 or better. In comparison with similar schools, the school's results were in the bottom 25% nationally. In English, 30% achieved the higher level 5 and 28% achieved level 5 in mathematics. In science, 23% achieved this higher level. The school's results are normally better than this, but dipped in 2006 due to the large number of pupils with SEN in the year group. Generally girls perform better in tests and assessments than boys.
44. Standards have improved considerably since the last inspection. At KS1, the core subject indicator (CSI) has increased from 83.3% to 91.89%, an increase of 8.59%. This is above the national trend for the same period. At KS2, the CSI has improved from 42.5% to 60%, an increase of 17.5%, which is well above the national average.
45. Pupils' personal, social and learning skills are good. They are well motivated in all classes and work productively. Pupils' good behaviour contributes effectively to their good progress and development. No incidents of bullying or racism were reported during the inspection. No pupils have been excluded in the past academic year. Pupils' spiritual, moral, social and cultural development is good. Pupils have a good understanding of their own Welsh culture and are developing a good understanding of cultural diversity.
46. The average level of attendance for the three terms prior to the inspection of 90% is below the national and LA average. This was largely due to outbreaks of e-coli and chickenpox which occurred during the year. Attendance is currently around 95%. Most pupils attend school regularly and are mostly punctual at the start of the day. However the lack of punctuality of a small number of pupils results in lateness for lessons.
47. Most pupils work well when supervised, but some younger pupils sometimes find it difficult to work independently for sustained periods. Older pupils' independent learning skills are developing well. Pupils are well prepared to play an active part in the local community. They are also developing a good understanding of issues such as sustainability and recycling that affect their community.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

48. The findings of the inspection team match the judgement made by the school in its self evaluation report.
49. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	65%	18%	0%	0%

50. Teaching was judged to be grade 1 or 2 in 82% of lessons. This compares well with the national picture reported by Her Majesty's Chief Inspector in her annual report 2004-05. Nationally, the quality of teaching is good in 79% of lessons, with 18% of lessons having outstanding features.
51. Lessons are often simulating and challenging. Teachers have established good working relationships with pupils and in most lessons there is a good working atmosphere. Teachers demonstrate good subject knowledge and a good understanding of recent educational initiatives. Learning support assistants (LSAs) are well trained and this enables them to become integrated fully into the staff team, giving good support to teachers and pupils. Teachers promote equality of opportunity effectively and actively address issues of gender, race and disability in their lessons.
52. Teachers generally plan effectively and have high expectations for their pupils. They use a good range of strategies and resources to stimulate and challenge pupils. Basic and key skills are taught well and relevant links are made in subjects right across the curriculum. Some teachers succeed in using incidental Welsh well in lessons, but methods used to develop proficiency of pupils in bilingual skills across the curriculum are inconsistent in quality and range across the school. The language model provided by teachers varies widely in effectiveness, and the opportunities for reinforcement, and for using the language in both planned lessons and in less structured situations are limited.
53. Most teachers meet the needs of pupils well and are flexible in their approach. They monitor pupils' progress well and make adjustments to lesson plans as necessary to ensure that all pupils learn as effectively as possible. In the few lessons that had some shortcomings, the main weaknesses were:
 - lessons moving at a slow pace so that pupils lost interest;
 - over-long introductions which had little interaction from pupils;
 - teachers not building sufficiently on pupils' previous learning; and
 - insufficient use of LSAs to support pupils.
54. There were also a number of lessons which had outstanding features. In the main, these features were:
 - excellent use of questioning to extend pupils' knowledge, understanding and skills;
 - high expectations of pupils' performance and behaviour;
 - very effective use of technology to engage pupils' interest; and
 - skilful matching of tasks to pupils' prior learning.
55. The school's assessment, recording and reporting policy is comprehensive, and guides procedures effectively. Pupils' work is marked regularly, though the quality and focus of the marking varies considerably across the key stages. Where comments are written on pupils' work, they indicate clearly how specific aspects may be improved.
56. Baseline assessment in the nursery and reception classes is used particularly effectively to plan the provision of learning experiences in language and mathematical development. Children are grouped according to ability across the

Early Years age range, and the curriculum is carefully planned and differentiated to provide a foundation for learning which best meets the needs of groups and individuals. A detailed profile is kept on each child's progress, which is included in the individual pupil folders.

57. In KS1 and KS2 the results of standardised tests in English and mathematics are used together with end of year teacher assessments in the core subjects, to make predictions at the beginning of the school year of individual pupils' levels of achievement by the end of that same year. These predictions are reviewed and pupils' work assessed according to NC indicators to record the actual level gained. Information from pupil records is used to plan ability groups for mathematics across years 3 to 6, and also guides class teachers in targeting groups of pupils, for whom general education plans are drawn up. Data from end of KS2 assessments in mathematics have been analysed to highlight strengths and weaknesses in the teaching of the subject, and to inform long term planning.
58. Pupils and teachers set learning targets together, which are recorded in homework diaries and shared with parents, and are displayed in some classrooms.
59. Though assessment in the foundation subjects is less rigorous, school portfolios of pupils' work in both core and foundation subjects have been collected, levelled and annotated to support teaching and assessment.
60. Annual reports to parents conform to statutory requirements. They provide detailed information on pupils' progress in all NC subjects and religious education, and indicate priorities for the way ahead. Appropriate opportunities are given to parents to discuss their children's progress and individual targets in open evenings held in the autumn term, and to discuss the report itself in the summer term.

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

61. The findings of the inspection team match the judgement made by the school in its self evaluation report.
62. The school's response to pupils' learning needs is good overall. It meets the needs of all its pupils and is equally accessible to all, and fully meets statutory requirements. The school provides a broad, balanced and relevant curriculum, that is flexible to meet the needs of individuals and caters for all pupils, including those with SEN.
63. Curriculum policies, schemes of work and planning documents, are well constructed and very detailed. They show clear progression from year to year, allowing the teachers to build on the pupils' previous knowledge and experiences and put future work in context. The content and quality of these documents ensure that teachers are aware of the key elements necessary to implement them and regular liaison between staff, ensures that there is, generally, even coverage and adherence throughout the school.

64. Key and basic skills and the common requirements of the NC are well incorporated and identifiable within the planning documents, so promoting their development in all subjects, across both key stages. The school meets all statutory requirements, including those for religious education and collective worship. Provision for the development of pupils' spiritual, moral, social and cultural development is good and assemblies make valuable contributions to this aspect of their education. There is a good programme for pupils' personal and social education and pupils are well aware of the dangers of drugs and other health risks.
65. Over the year the school offers a good range of extra-curricular activities of a sporting, cultural and academic nature, so extending the experiences of the school day and these make an effective contribution to the personal and social development of those pupils who attend. Homework is set regularly and generally enhances and complements the work undertaken in class.
66. Pupils' educational experiences are also enriched through well planned visits to places in the local environment such as the library, museum, and the church and to venues, in other localities, such as the Sherman Theatre, St Fagan's Folk Museum, and Caerleon and through residential visits in contrasting environments. Visitors to the school also provide the pupils with opportunities to make their studies interesting and more relevant.
67. Pupils are engaged in projects such as 'ECO Schools' and 'Health Promoting Schools' and these together with the recently re-elected school council, are making an effective and positive contribution towards developing pupils' personal and social development. Together with these and other activities, such as the school's link in Africa, the development of the school grounds and the school's recycling initiatives, staff are beginning to raise the pupils' awareness and understanding of global citizenship and sustainability.
68. The school has good links with the local community and these are being enhanced, further through imaginative projects such as the intergenerational project that links the pupils in Year (Y) 6 with adults with learning disabilities in the locality. Links with the local secondary school are good. Transfer arrangements are well established, with good liaison between schools. The high school co-ordinator and past pupils visit the school and Y6 and Y7 pupils take part in curriculum bridging units, to improve continuity between the two phases.
69. The school also has good links with local colleges and students on placements work with pupils on a regular basis. The school also benefits from volunteer helpers who come into school to support learners. Currently there are shortcomings in work-related education. There are no links with employers to support staff training and development through teacher placement or to develop curricular planning.
70. The opportunities provided to learn bilingually lack progression and continuity across the school. The Welsh scheme of work plans for the development of language patterns, but bilingual skills are not an integral part of the general planning process, and the allocation of time for their development is inconsistent. Evidence of Welsh language or bilingual displays in classrooms and open areas is limited, and the provision of external advice and support for staff from the 'athrawes bro' has been interrupted by long-term sickness.

Planning in history, geography, religious education and art makes good provision for the '*Cwricwlwm Cymreig*'.

71. The school promotes equal opportunities for all pupils to participate in sport clubs, after school clubs and all other aspects of school life. These clubs and activities help develop pupils' skills and relationships with one another.
72. The school is beginning to develop pupils' awareness and understanding of sustainable development and global citizenship effectively. A member of staff has taken on this aspect as part of the SDP. This important area is being further developed by the school, for example, through recycling projects.
73. The school is also developing pupils' learning experiences for problem solving and decision making for their later skills needed to support economic development. Links with the Educational Business Partnership (EBP) and the National Schools Partnership Scheme with industry are being developed well. Pupils also take part in and arrange a limited number of fund-raising activities, for example the school's Christmas Fair.
74. The school has taken steps to ensure the pupils' learning experiences build good foundations for their later work life in the community. The school has a high level of involvement with the local colleges, parishes and old people's homes. The school had good links with the Basic Skills Agency and there is a Family Learning Support Group with regular literacy and numeracy initiatives for parents.

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

Grade 2: Good features and no important shortcomings

75. The findings of the inspection team match the judgement made by the school in its self evaluation report.
76. There is a good quality of care, support and guidance for pupils at the school. The school plans and manages its care arrangements effectively and makes good use of its support services. Pupils feel that the school and staff work hard at helping them to raise their levels of achievement.
77. The school works well with parents and carers for support and the partnership link with parents is good. The school is actively working to improve its communication links with parents and carers.
78. The school has good induction programmes to help new pupils to settle into school. Pupils feel welcome and are supported by teachers and other pupils. The nursery and reception children have staff available to help and support them.
79. The monitoring of pupils' attendance and behaviour is good. The school has a comprehensive procedure for ensuring pupils' good attendance and behaviour with reward systems in place for both. Patterns of absence are systematically monitored. The school refers pupils with persistent absences to the Education Welfare Officer (EWO). The headteacher examines the attendance summaries for 85% or less attendance and monitors the pupils involved regularly. The school registration procedures are good and fully comply with National Assembly for Wales Circular 3/99.

80. The school makes the general safety and well being of pupils a priority. There is an effective policy and staff and pupils have an awareness of health and safety around the school. Medical support is documented in the register and appropriate arrangements are in place for pupils who are unwell or have had an accident. Risk assessments are completed by staff as and when necessary for pupils' health and safety. There is high quality personal support and guidance for all pupils and they have access to an appropriate personal and social education programme.
81. The school has an effective policy and sound procedures for child protection. The headteacher is the staff member responsible for child protection. All staff are given guidance and are aware of the procedures for reporting and recognising the signs and symptoms of abuse. Training is provided to school staff to keep up to date. Confidential records are kept securely.
82. Provision for pupils with additional learning needs is good. There are effective systems for diagnosing educational needs at an early stage. The school identifies those pupils who have specific learning difficulties and then provides a well designed programme based on their individual needs. Each pupil has a detailed individual education plan (IEP), which has specific short-term targets that are achievable and appropriate to their specific needs. Very effective teaching takes place in the separate language support class and pupils are supported effectively by LSAs in class teaching situations.
83. Support for pupils with language difficulties is outstanding. The methods used are highly effective in ensuring that pupils have the necessary skills to function effectively when they go back into their normal classes. The special needs co-ordinator (SENCo) is effective and SEN is well organised. All staff work together efficiently to ensure that pupils' additional needs are met effectively throughout the school.
84. There are currently no pupils who have been identified as needing additional support for their behaviour. However, the school's effective behaviour management strategies and good teaching ensure that any incidents of poor behaviour are dealt with effectively and promptly. Some pupils have behaviour targets on their IEPs and all are making good progress in meeting them.
85. Throughout the school, pupils develop a good awareness of equal opportunities issues through learning about the diversity of beliefs and social and cultural traditions in the wider society. They also understand and respect the personal values of others. The school actively promotes gender equality and there is no stereotyping of boys and girls in the curriculum or in the school generally. The school promotes good race relations across the curriculum and in all its activities. It has a good race equality policy in force.
86. The school has a good discipline policy in place and works well with outside agencies. For example, the police liaison officer has come into the school to speak with the pupils. The school has a good 'Buddy' system in place for new pupils to enable them to adjust to the life and routines of the school.
87. Arrangements are made with pupils with disabilities to ensure that they are not being treated less favourably than other pupils. There is an access and disability policy in place. Accessibility plans are formulated and monitored by the governing body.

88. The headteacher and staff undergo training courses on racism and recognising and respecting diversity in society. The school council is involved with a project supporting a hospital in Africa. Visits to other places of worship, for example, a synagogue and a mosque, provide pupils with an understanding of other faiths and an opportunity to see similarities in a diverse society.

Leadership and management

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

Grade 2: Good features and no important shortcomings

89. The findings of the inspection team match the judgement made by the school in its self evaluation report.
90. The school is well led by the headteacher, who actively promotes and sustains the process of whole school improvement and the raising of educational standards. She has high expectations of herself and of her members of staff and through clear procedures, guidelines and targets, she ensures that the aims and objectives of the school are understood by all concerned and are implemented accordingly.
91. There is a good management structure with staff working together in teams. They meet weekly to share information, to evaluate provision and to discuss issues or forthcoming events and activities and inform future planning. The proceedings of meetings are recorded and shared with the senior management. Whole key stage meetings and whole school meetings are also held to allow further continuity.
92. Subject leaders have well established procedures. They work hard supporting their colleagues and providing guidance on how best to teach their subject. They are well supported by a shadow or support leaders. Schemes of work are thorough and provide the teachers with a good framework for the teaching of all subjects.
93. The school takes good account of national priorities in its curriculum, the school has the Basic Skills Agency's award and is working to gain the ECO School 'Green Flag' Award and is a Health Promoting School.
94. An outstanding feature of the school is the realistic and challenging targets it has set for improvement. These are regularly reviewed and group education plans are drawn up to support pupils to achieve their targets. The system is very successful and the school has made above average improvement over the past few years.
95. The management and improvement of the performance of staff are another outstanding feature of the school. Effective arrangements are in place to identify staff training needs that accommodate the development of individual teachers, the subjects under review or a whole school issue. Areas are then prioritised and suitable continuing professional development is provided. As a result there have been substantial improvements in the quality of teaching in KS2 since the last inspection and standards have risen significantly.

96. The governing body has a good understanding of its roles and responsibilities. It is kept well informed about the school's performance and progress through the good range of information the school provides. These include reports from the headteacher and subject coordinators and their visits to the school.
97. The governing body ensures statutory requirements are met through a range of suitably constituted committees and that the school is resourced and staffed sufficiently, so as to meet the demands of the school development plan.

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

Grade 2: Good features and no important shortcomings

98. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
99. The school has produced a good and comprehensive self-evaluation report, which identifies strengths and areas for development in each of the key questions and provides detailed evidence to support its judgement. The inspection team agrees with the school's overall judgements in all seven key questions.
100. Due to a rigorous system of monitoring and evaluation, subject leaders have a good understanding of standards of achievement, areas for development and the quality of teaching, within their subjects. Each produces an evaluation report within which issues are identified. These are discussed with the headteacher and governing body and included in the in the SDP when appropriate.
101. The effective tracking of pupils' assessment data from their baseline profile to the end of each key stage, ensures that pupils' progress is well monitored. Realistic, but challenging targets to raise standards are set. Pupils' profiles are reviewed at the start of each year, targets set and suitable support is implemented to achieve them. Results are analysed and evaluated at the end of the year and pupils' progress is noted.
102. Performance management procedures are well established and objectives set have had and continue to have, a positive impact on school improvement and the raising of standards. Members of staff are regularly monitored and areas for development are noted for future professional development.
103. The SDP is very detailed and sets out the school's priorities for the long and the short term in the core subjects, including religious education, the foundation subjects and in ICT. It is a clear document that identifies, development action, success criteria, members of staff responsible, costs and interim dates.
104. The development plan is informed by the school's self-evaluation process. Areas for development are identified from the evidence base gathered through the monitoring, tracking, data analysis and review procedures, within the school. Progress within the SDP is kept under review and evaluated by the headteacher, the governing body and relevant staff and has had a positive impact on standards and provision. However, the school's self evaluation process does not take sufficient account of the views of outside organisations and services.

105. The school has made good progress towards achieving the key issues identified in the last inspection and there has been good achievement in standards.

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

Grade 2: Good features and no important shortcomings

106. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
107. There is a sufficient number of teachers with suitable qualifications to teach every aspect of the curriculum. A good level of support staff makes a substantial contribution to pupils' learning, especially to that of pupils with SEN and to children in the early years unit. They are generally well deployed in a range of activities and situations, and are closely involved in planning and preparing work for pupils.
108. Accommodation inside and outside is adequate and careful attention is paid to pupils' learning and daily needs. The school building is maintained adequately by the governing body through its capital building programme. However the gymnasium, which is also used as a canteen, is small and cramped and inadequate for the large number of pupils that use it. The school grounds are well maintained and are used for a variety of curricular activities. There is also an area which can be used as an outdoor classroom.
109. Learning resources are reviewed regularly by subject leaders, and added to from an annual budget allocation. Significant allocation of budget to a particular area is prioritised by the SDP. Subjects such as geography, history, design technology and art, which were reviewed in the last SDP, have been identified by the school as areas of the curriculum which need a considerable input of new resources. The current SDP identifies Welsh, physical education and information technology as subjects most in need of new resources. Core subjects are generally well resourced, though there is insufficient practical equipment for the teaching of mathematics, particularly in the early years. Resources in history, religious education and music are good, and those in art, design technology and geography are adequate. The library is adequate, but needs more fiction and non-fiction books. In Welsh and physical education the learning resources are insufficient for the teaching of the curriculum. The recent investment in interactive white boards for every classroom has enhanced both teaching and learning, but the computers for pupil use in classrooms should be updated across the school.
110. Learning resources are generally well organised, both in classrooms and in central storage. They are accessible to staff and pupils, and are used regularly and effectively. The school budget is well managed by the headteacher, and the governing body takes its responsibility to monitor spending on a regular basis seriously. The school provides good value for money.

Standards achieved in subjects and areas of learning

Under 5s

Under 5s – Grade 2 : good with no important shortcomings

111. The education provided for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. Two classes are mixed nursery and reception, and the remaining group has nursery children admitted in September 2006. One reception class has two Y1 pupils. The grades and comments in the report largely reflect progress of children in this mixed situation.

Language, literacy and communication skills

Nursery – Grade 2: good with no important shortcomings **Reception – Grade 2: good with no important shortcomings**

Good features

112. Part-time nursery children are learning to listen to adults and peers. They show an understanding of all that is said in class by adults. Some are making significant improvement in their communication skills and are happy to discuss their tasks. They use the correct words for many colours, and can name a good range of fruits from pictures and the real objects.

113. Full-time nursery and reception children make significant progress in listening and speaking skills. They have a developing knowledge of a range of sounds and the letters that represent them. They all listen well to stories such as 'Six in a Bed', 'Dogger' and 'Anna's Amazing Multi-coloured Glasses', and answer questions on the text with confidence and enthusiasm. Children understand that the title and cover are important parts of a story, and sequence events in familiar tales, such as 'Jack and the Beanstalk'. They use a number of clues to decode words, and the more able read with expression and understanding. Children in nursery and reception make good progress in writing skills and their marks on paper quickly become recognisable. They can 'over-write' and 'underwrite' well, and some write a simple sentence independently.

Shortcomings

114. Some children's speaking and listening skills on entry are limited, and in the few hours they are in class, they make only limited progress.

Personal and social development

Nursery – Grade 3: good features outweigh shortcomings **Reception – Grade 2: good with no important shortcomings**

115. Most children in both nursery and reception understand the need to listen and that they learn new things if they do this well. They realise that when they sit together as a whole class, they need to follow class rules. Children make good progress in sharing and taking turns, and they understand the need to eat healthily, and that washing hands is important for personal hygiene. They see

the importance of helping to clear up, and are developing the ability to interact with others.

116. Children who are four are developing the ability to concentrate on tasks well. They play together in pairs and in groups, and join in co-operative games. They respond well to adults in the class, and are proud to show their work and receive praise.

Shortcomings

117. Some of the newly admitted nursery children have limited communication skills, which at present inhibits their progress in moving from solitary play to comfortable interaction with others.

Mathematical development

Nursery – Grade 2: good with no important shortcomings Reception – Grade 2: good with no important shortcomings
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Good features

118. Nursery and reception children in the middle and lower ability groups are able to recite numbers to five and count on and back. Some count on to ten and back. They recognise the correspondence of low numbers to numbers of objects and of dots. Children succeed in sorting natural objects such as leaves and chestnuts into groups according to colour and shape, and they recognise the importance of money in the role-play area as they experiment with paying and giving change.
119. More able nursery and reception children have a good knowledge of how numbers work. They count on and back from one to 20, and do simple additions. Most children have a good understanding of two-dimensional shapes and their features, and match shapes using terms like longer and shorter, bigger and smaller, straight and curved. They have some knowledge of time and can identify time on the hour.

Shortcomings

120. There are no important shortcomings.

Knowledge and understanding of the world

Nursery – Grade 2: good with no important shortcomings Reception – Grade 2: good with no important shortcomings
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Good features

121. Most children under five understand that weather changes from day to day. They know that different features are connected with different seasons, such as the changing colours of leaves in autumn, and enjoy planting bulbs, which will flower in the coming spring. Children in nursery and reception talk about themselves and their families, and are increasingly aware that they live in a particular part of Wales. They appreciate that not all places are the same, and that a town is different from the country.

122. Children in nursery and reception know that there are people who work in the community such as police and firemen. They understand that Wales has its own patron saint for lovers, and make cards for 'Dydd Santes Dwynwen'. They are aware that Christians celebrate harvest thanksgiving, and that other cultures have different religious celebrations, such as Diwali. They are becoming familiar with everyday technology such as the telephone, and can use the computer well.

Shortcomings

123. There are no important shortcomings.

Physical development

Nursery – Grade 2: good with no important shortcomings Reception – Grade 2: good with no important shortcomings
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Good features

124. Most children in nursery and reception hold pencils and drawing equipment comfortably. They develop good hand and eye co-ordination when using a computer. They handle a range of small equipment including jigsaw pieces effectively. They move their bodies well to music and play successfully with a range of wheeled equipment.

125. More able children work independently at the craft table and cut out, fold, glue and stick confidently. Children who are four control a variety of pencils, pens and paint-brushes well. They use construction toys very well, and can assemble them together easily.

Shortcomings

126. There are no important shortcomings.

Creative development

Nursery – Grade 2: good with no important shortcomings Reception – Grade 2: good with no important shortcomings
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Good features

127. Most children in nursery and reception use a variety of pencils and paint-brushes to create pictures. Children who are four draw recognisable pictures of a human body, which they identify as themselves or members of their families. They develop good printing skills, using a range of shapes and natural objects, and different colours. They mix colours to create others, such as red, white and yellow to make a skin colour. They succeed in cutting out and sticking circles of coloured tissue to make sparkly magic glasses, and choose sequins and different papers to decorate them appropriately.

128. Children in nursery and reception engage in role play effectively as hairdressers and shopkeepers, and have a good repertoire of songs and nursery rhymes in English and Welsh, which they sing tunefully and with enjoyment. They perform

a simple accompaniment to familiar songs with a range of un-tuned instruments. They know what action is needed to make them sound effective, and can maintain a steady beat.

Shortcomings

129. There are no important shortcomings.

English

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

130. In KS1, pupils' standards of oracy are good. Pupils listen attentively to instructions and information. They are beginning to express themselves well and with increasing confidence and there is good progression of these skills from year to year.
131. There is generally good development of speaking and listening in KS2. The vast majority of pupils have good standards in oracy. Most of the younger pupils listen carefully. They also talk clearly and confidently, and understand the main points of their discussions. Older pupils within the key stage show increased confidence, they work well in groups, understand the main points of discussions and construct arguments, developing and expressing their opinions clearly. Many pupils listen carefully and pay attention to what others are saying. They take others' views into account, understand the need for consensus and compromise and make appropriate contributions themselves. Most pupils make good progress in lessons, they show a good use of language with an extending vocabulary and they express themselves clearly.
132. Reading skills are developing well in KS1. Younger pupils know the features of books, such as its title, author and illustrator and older ones are aware of the distinction between fact and fiction. Within the key stage pupils respond appropriately to text. They generally answer questions about the texts correctly. Poems are read out aloud, with enthusiasm and understanding. Pupils enjoy their reading books and read them with confidence.
133. In the early years of KS2, pupils begin to read a range of text fluently and accurately. They read with increasing independence, using a range of appropriate strategies of contextual, phonetic and visual cues. They generally read with interest and understanding. A good range of language development activities assist the older pupils to attain good standards in reading. They read a wide variety of text fluently, with intonation, confidence and understanding as individuals, or within a group situation.
134. In KS1, pupils respond well to a range of suitable and well differentiated activities and make good progress in their writing and spelling. They progress well throughout the key stage and show increasing levels of proficiency in their writing skills. They are beginning to use word books and simple dictionaries to assist them with their spellings and are becoming more independent and confident as writers.

135. Pupils' writing skills develop well in KS2. The younger pupils generally show an appropriate level of achievement in spelling and simple punctuation and handwriting is accurately formed, cursive and legible. There is a good development of pupils' grammar skills. Some pupils are developing the use of imaginative adjectives further and are beginning to use thesauruses to identify more descriptive ones, to include in their written work that they write with feeling and creativity. Older pupils show increased proficiency in a range of well presented different styles of writing. They write biographical and auto-biographical accounts, they understand the use of tenses and, working individually and in pairs, can edit their work to correct basic errors of spelling punctuation and grammar.

Shortcomings

136. There are no important shortcomings.

Design technology

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

137. Pupils' standards of achievement are good at both key stages and all pupils are making good progress in their acquisition of knowledge and skills as they move through the school.
138. In KS1, pupils ask relevant questions and suggest ideas for making things based on their examination of familiar products, such as fruit. They use both pictures and words to explain what they want to do and how they are going to do it. More able pupils use a variety of sources to gather information to support their ideas. Finished produces are of a good quality and show some care and attention to detail.
139. In KS2, younger pupils in Y4, draw effectively on their knowledge of structures to design and make kites. They use good quality coloured sketches to develop their ideas and produce 'exploded diagrams' to show how their kites will be constructed. Pupils' products are similar to their design intentions and they are able to explain well why they have made changes.
140. By the end of Y6, pupils have a good grasp of structures, components and mechanisms. They have begun to look at control technology. When looking for ideas, pupils gather information independently from a range of sources. They work effectively using appropriate tools and equipment and work with a good range of materials, paying good attention to the quality of finish.

Shortcomings

141. 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

142. In KS1, pupils' understanding of chronology is being successfully developed through studies of themselves from babies to their current age using pictures, photographs and writing.
143. Pupils in KS1 have a good recall of historical facts from previous work and activities. They use this information to good effect to understand new work and further develop their historical skills and concepts. They use their knowledge gained from a visit to the museum and a talk from the wife of a retired miner to devise appropriate historical questions to ask a 'Victorian miner'.
144. Literacy skills are used to reinforce the pupils' understanding, through stories and discussions and through extended writing. They describe the working day in the life of a girl mineworker, and compare her week with that of their own.
145. In KS2, pupils' chronological understanding is further developed through a range of well planned and suitably resourced study units, which are enriched by field trips, visits and links to the local environment.
146. Pupils have learnt about living conditions in Roman and in Stuart times. They use reference skills to acquire further knowledge and use that to predict why certain key events happened and how they relate to modern day issues. Through role play they empathise with people of these eras and the life decisions they would make.
147. Older pupils show good thinking skills and they work with greater independence and become involved and engaged in their studies. They are able to interpret a wide range of historical evidence, contemporary accounts and photographs from the local area and the Internet. They understand changes within and across periods and the cause and consequences of events and changes that have taken place comparing Victorian Aberdare with the town today.

Shortcomings

148. There are no important shortcomings.

Art

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

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

Good features

149. Pupils in KS1 show a good awareness of basic artistic techniques. Younger pupils explore colour by mixing paint and use various brushes to a good standard. Older pupils investigate the use of shade, line and tone well by using paint, charcoal and pastels.

150. Pupils' creative skills develop well in a range of contexts in KS2. For example, they produce good self-portraits using a range of materials. They show that they look carefully at various facial features. Pupils are skilled at using pastels, crayons, pencils and paint to make a wide variety of marks and textures.
151. In lower KS2, pupils have produced interesting multimedia pictures of the rain forest. Their work shows good control of a range of media and tools. Pupils apply their understanding of visual qualities well to their work.
152. Pupils in both key stages are able to produce effective work in the style of famous artists, including Wassily Kandinsky, Mark Rothko and Nicolas Evans (a local Welsh artist). Pupils in Y2 can identify the techniques used by Evans and make relevant comparisons with their own work.
153. Pupils make good use of their artistic skills to illustrate work in other curriculum areas, such as weaving in history and pictures of the Creation story in religious education. The high standard of pupils' artwork is demonstrated well in attractive displays around the school.

Shortcomings

154. 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
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Good features

155. Standards of singing in assemblies and lessons are good and pupils sing tunefully and in time.
156. Pupils in KS1 sing a range of hymns and songs, some traditional and some contemporary, in both English and Welsh, tunefully and with enthusiasm. They concentrate well to keep an appropriate tempo and rhythm, and begin to understand how singing softly and loudly can improve performance. They sing together well in large groups in the hall, and in small class groups, and can accompany their singing with appropriate body actions.
157. In KS1, pupils have a very good knowledge of a range of un-tuned instruments. They know their names, and recognise the sound they make. Pupils in Y1 demonstrate outstanding concentration and control in using un-tuned percussion to follow a pictorial score. They follow the baton of the teacher or fellow pupil, know when to start and stop, identify at which point the group to which they belong must perform and use their voices as well as the instruments to imitate traffic and people sounds at the correct place in the sequence. They evaluate their own performance and that of others very effectively, with understanding and appreciation.
158. Pupils in lower KS2 succeed in singing tunefully to the accompaniment of a CD. They can sing two different songs simultaneously in two separate groups, and maintain a steady tempo with tapping or clapping hands. A further group provides an accompaniment with a range of tuned and un-tuned instruments.

The performance is evaluated and more elaborate rhythms are attempted to improve the texture of the piece.

159. Pupils' knowledge of musical terminology in upper KS2 is well developed. They understand what rhythmic and cyclic patterns are, and use terms such as cue, tempo and embellish with confidence. They perform well as individuals and in groups, and can evaluate their own work and that of others in a meaningful way.

Shortcomings

160. There are no important shortcomings.

School's response to the inspection

The governors and staff welcome the findings of the report and would like to thank the inspection team for their professional approach and manner throughout the inspection.

We have considered the findings of the inspection and we are of the view that they are a fair and true reflection of the work of our school. It was pleasing to note that the inspection team identified many strengths and outstanding features of the school and that our judgements have been validated.

Governors were pleased to note that:

- The management of improvement of the performance of staff is an outstanding feature of the school which has led to a substantial improvement in the quality of teaching in the school;
- There is a good management structure with staff working together;
- An outstanding feature of the school is the realistic and challenging targets it has set for improvement with standards of achievement well above the expectations set by the Welsh Assembly Government (WAG);
- Pupils personal, social and learning skills are good. They are well motivated in all classes and work productively with good integration of children with SEN; and
- Links with parents and the local community are good.

An action plan will be put into place to address the recommendations of the report. We believe that we can successfully identify ways in which we can promote bilingual education within the school, particularly in the light of future training and development from the WAG. Staff will be actively engaged in identifying areas for personal development via industrial links as well as looking at resourcing their subject areas. Preparation for at least two of these areas has already been undertaken and priorities have been set in the current SDP. Once formulated, the response to the recommendations will be sent to all parents. The governing body's Report to Parents will comment on the progress the school is making towards reaching it's targets annually.

Appendix 1

Basic information about the school

Name of school	Aberdare Town Church in Wales Primary School
School type	Nursery and Primary
Age-range of pupils	3 to 11
Address of school	Wind Street Aberdare Rhondda Cynon Taff
Postcode	CF44 7HF
Telephone number	01685 871520

Headteacher	Mrs Gillian Cheverton
Date of appointment	July 1997
Chair of governors	Miss Susan Osborne
Registered inspector	Mr Stephen Dennett
Dates of inspection	16/10/06 to 19/10/06

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	49	32	31	37	37	46	41	39	312

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	11		11

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	28:1
Pupil: adult (fte) ratio in nursery classes	14:1
Average class size, excluding nursery and special classes	28
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Summer 2005	90.6	94.9	90.6
Autumn 2005	87.9	93.2	90.2
Spring 2006	94.7	88.5	86.5

Percentage of pupils entitled to free school meals	13.7
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2006			Number of pupils in Y2:		37		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School	0	0	5	78	16
		National	0	4	12	64	20
En: reading	Teacher Assessment	School	0	0	5	76	19
		National	0	4	14	56	26
En: writing	Teacher Assessment	School	0	0	5	84	11
		National	0	5	14	69	12
En: speaking and listening	Teacher Assessment	School	0	0	3	81	16
		National	0	2	11	64	23
Mathematics	Teacher Assessment	School	0	0	5	84	11
		National	0	2	10	63	24
Science	Teacher Assessment	School	0	0	5	78	16
		National	0	2	9	65	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	91.89	In Wales	80.9

National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2006			Number of pupils in Y6		40						
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	5	30	35	30
		National	0	0	0	0	1	4	15	47	32
Mathematics	Teacher assessment	School	0	0	0	0	0	0	25	48	28
		National	0	0	0	0	1	3	15	47	32
Science	Teacher assessment	School	0	0	0	0	0	3	23	53	23
		National	0	0	0	0	0	2	11	51	35

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	60	In the school	N/A
In Wales	74.3	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 spent a total of 12 inspector days at the school.
- Pre-inspections meetings were held with staff, parents and governors.
- Sixty-four questionnaires were returned by parents and analysed.
- The school's self-evaluation report and a comprehensive range of other documents were examined.
- The headteacher acted as nominee and provided additional information as required.
- Thirty-four lesson observations were undertaken.
- Samples of pupils' work from across the age and ability ranges were examined.
- Inspectors talked to pupils and listened to them read.
- Inspectors visited the school council, and observed lunch times and break times.
- Inspectors attended daily acts of collective worship.
- Post-inspection meetings were held with the staff and the governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Stephen Dennett Rgl	Summary, Context, Recommendations and Appendices Contributed to: Key Question 1 Key Question 2 Key Question 4 Design Technology Art
Stewart Hammond Lay Inspector	Contributed to: Key Question 1 Key Question 3 Key Question 4 Key Question 7
Stuart Wormleighton Team Inspector	Contributed to: Key Question 3 Key Question 5 Key Question 6 English History
Rhiannon Harris Team Inspector	Contributed to: Key Question 1 Key Question 2 Key Question 3 Key Question 7 Early Years Music

Acknowledgement

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