

**INSPECTION UNDER SECTION 10 OF THE
SCHOOL INSPECTIONS ACT 1996**

BEAUFORT HILL PRIMARY SCHOOL

***Beaufort
Ebbw Vale***

School Number: 677-2277

Date of Inspection: 12-15 January 2004

by

***Mr M T RIDOUT
Registered Inspector***

Date: 1 March 2004

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CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year. "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13, the year group who attain the age of 18 during the academic year:

{PRIVATE }	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key Stage (KS) 1 of the National Curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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1. CONTEXT

The school and its priorities

Beaufort Hill Primary is a community school, catering for boys and girls aged from three to 11 years. The school was previously inspected in October 1998. There are 199 full time equivalent pupils on roll, including 54 children under five. Children of nursery age attend either a morning or afternoon session. There is a full-time reception class and the rest of the school is organised in six classes. There is a mixed-age class in Key Stage (KS) 1 and four single age classes and one mixed-age class, in KS2. The average class size, excluding the nursery, is 26. There are nine full-time teachers, including the headteacher. Three qualified nursery nurses support this provision.

The school serves the area of Beaufort, near Ebbw Vale. It serves a mainly residential area that includes a variety of housing. In general, the school describes the community as neither prosperous nor disadvantaged. Approximately 13 per cent of pupils are entitled to free school meals. This is below average. There are a few pupils from ethnic minorities. No pupils come from homes where Welsh is the first language. English is the preferred language used.

The school receives pupils from the full range of abilities. The results of baseline assessments are above local averages. Subsequent assessments identify almost 13 per cent of the pupils to have special educational needs (SEN). This is below average. Three pupils have a statement of SEN.

The school's aims are published in the prospectus. Appropriate targets for end of key stage attainment are set and the school development plan (SDP) identifies the following key goals for 2003/4:

- establish a nursery department;
- review the role of curriculum co-ordinators and ensure common practice in monitoring and evaluating standards;
- enhance the expertise of staff in the process of self-evaluation;
- further develop standards in reading across the curriculum;
- continue with the Healthy Schools initiative and initiate a new personal and social education co-ordinator;
- enhance the expertise of staff in geography and initiate a new geography co-ordinator;
- further develop the information and communications technology (ICT) competencies of pupils, staff and parents; seek national accreditation with the Becta NAACE award for ICT;
- review and update pupil tracking sheets and develop the school's continuous assessment programme;
- implement strategies for the induction of newly qualified teachers;
- retain the standard of Investors in People UK;
- further encourage the active involvement of parents in family learning initiatives;
- support and encourage staff prepared to undertake extended training.

The school holds the Investors in People accreditation and the Basic Skills Quality Mark.

Since the previous inspection, important organisational and staffing changes have taken place. In particular, a nursery class was opened in September 2003 and the acting headteacher was appointed headteacher with effect from 1 January 2004.

2. MAIN FINDINGS

The main findings of the report

Beaufort Primary is a very effective school. Its provision has very good features and some elements are outstanding. The school is very well led and managed and successfully provides its pupils with a wide range of good quality learning opportunities.

Educational Standards

- In the 56 lessons or parts of lessons observed, standards were judged as very good in close to 10 per cent of lessons, good in around 62 per cent and satisfactory in approximately 28 per cent.
- The educational provision for the under-fives is good and successfully promotes the Desirable Outcomes for Children's Learning. The standards achieved in the six areas of learning are:

Area of learning	Nursery	Reception
Language, literacy and communication skills	Good	Very good
Personal and social development	Good	Very good
Mathematical development	Satisfactory	Good
Knowledge and understanding of the world	Good	Good
Physical development	Good	Good
Creative development	Good	Good

- The standards achieved in the subjects of the National Curriculum (NC) in both key stages are:

Subject	KS1	KS2
English	Good	Good
Mathematics	Satisfactory	Good
Science	Good	Good
Welsh second language	Good	Good
Design and technology	Good	Good
Information technology	Good	Good
History	Good	Good
Geography	Good	Good
Art	Good	Good
Music	Good	Satisfactory
Physical education	Good	Good
Religious education	Good	Satisfactory

- Progress across both key stages is good overall. Pupils achieve really well in those classes where consistent opportunities are provided to develop research and investigative skills and to use ICT.
- The more able pupils and those with SEN maintain good progress in classes where the work is well matched to their needs. Slower learners, including those with SEN, benefit from additional support in literacy.

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- The KS1 results for 2003 were close to national figures but below the average for similar schools¹. The three-year average for pupils attaining expected levels in English, mathematics and science (the core subject indicator) is broadly in line with national figures. Results show a gradual decline after 1998 and an overall improvement in the three years to 2002.
 - In KS2, NC test results indicate significant improvement over time with a clear upward trend from 1998 to 2002. In 2003, 71 per cent of pupils attained at least the nationally expected level 4 in English, mathematics and science. These results are above national figures but below the average for similar schools². The three-year average for pupils attaining the core subject indicator is well above national figures.
 - Standards of achievement in listening are very good. This is a strong feature across the school. Standards in speaking, reading, writing, numeracy and in the use of ICT are good overall.

The ethos of the school

- The provision for pupils' moral and social development is very good. This is an outstanding feature of the school. Provision for pupils' cultural development is good overall and provision for their spiritual development is satisfactory.
- The quality of pupils' behaviour is very good throughout the school. This is a distinctive feature. The pupils have positive attitudes to school and this has a very positive impact on the standards they achieve.
- The level of attendance is satisfactory. Overall levels have remained much the same since the last inspection.

The quality of education

- The quality of teaching is good. Strengths include the consistency of teaching in the early years classes and in an upper KS2 class. During the inspection, examples of teaching with outstanding features were observed in English, mathematics, science, Welsh as a second language, history and music.
- In the 56 lessons, or parts of lessons, observed teaching was judged to be very good in approximately 12 per cent of lessons, good in around 64 per cent and satisfactory in about 24 per cent.
- In general teachers have good knowledge and understanding of the subjects they teach. The strengths in particular teachers' expertise are evident in the high quality of some lessons.
- Teachers make good efforts to provide problem-solving activities, particularly in science. However, there are inconsistencies between classes in promoting pupils' study skills and their use of ICT.
- Teachers have high expectations of pupils' discipline and attainment. Lesson planning is detailed and well focused and in the most effective lessons, teachers skilfully use a good range of approaches and organisational strategies.
- The impact of teaching is more variable in classes where less attention is paid to structuring activities so that pupils fully understand the task.

¹ Schools with between 13 and 16 per cent of pupils entitled to free school meals.

² Schools with between 13 and 16 per cent of pupils entitled to free school meals.

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- The arrangements for the assessment, recording and reporting of pupils' progress are good. The extent to which the school analyses assessment data in order to assist in improving pupils' performance is very good and is an outstanding feature of the school.
 - The school's curricular provision is effective. The provision for children under five is good and in both key stages, the curriculum is broad, giving strong emphasis to English and mathematics.
 - Although the planned allocation of time to subjects is balanced, the emphasis given to some foundation subjects and religious education varies across KS2. There are inconsistencies between classes in the extent to which pupils use key skills to develop their studies.
 - The arrangements for pupils' personal and social education are good.
 - The good range of extra-curricular activities and educational visits enriches pupils' learning and makes a substantial contribution to the standards they achieve.
 - The school is a socially inclusive community. This is reflected in the quality of relationships throughout the school, which are very good.
 - The overall quality of support and guidance and the attention paid to pupils' welfare is good. The high standard of personal guidance is a very strong feature. The standard of educational guidance is good.
 - The overall quality of the provision for pupils with SEN is good.
 - Partnership with parents and community, schools and other institutions is good. The quality of information provided for parents is very good. This is a notable feature.
 - The school's partnership with industry is good.

Management

- The overall quality of self-evaluation and planning for improvement is very good. This is a very well developed aspect of the school.
- Leadership is very successful in ensuring a clear direction for the school's work and promotes high standards effectively. The high quality of educational leadership is a strong feature of the school.
- The school has a clear mission statement and its aims are well reflected in its work. The school strives to provide equal opportunities for all its pupils.
- Governors, senior staff and teachers make a significant contribution to strategic leadership. The governing body is well informed, well organised and fulfils its statutory responsibilities effectively.
- The quality of the accommodation is very good and the overall provision of staff and learning resources is good.
- In general, learning resources are efficiently organised. However, the use of lesson time doesn't always ensure appropriate balance between subjects and although key skills are often taught well, opportunities to further these skills are not always fully developed.
- The varied expertise of teachers is well matched to the needs of the school and the three nursery nurses make a positive contribution to this provision.

School improvement

- The extent of improvement in resolving the four issues identified in the previous inspection is good. The school has successfully built on its strengths to maintain and improve standards.
- The overall quality of information provided for parents is now very good. Policies for marking and presentation are in place although shortcomings remain in presentation. The setting of targets with pupils is well established and pupils are encouraged to regularly review their progress. This aspect is developing well.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

Standards of achievement are good overall.

- In the 56 lessons or parts of lessons observed standards were judged as very good in close to 10 per cent of lessons, good in around 62 per cent and satisfactory in approximately 28 per cent.
- Children enter school with a range of attainments. The results of baseline assessments compare favourably with local averages. The children make good progress towards the Desirable Outcomes in the six areas of learning.
- The standards achieved by children of nursery age are good in language, literacy and communication skills, personal and social development, knowledge and understanding of the world and in the creative and physical aspects of development. Standards in mathematical development are satisfactory.
- The standards achieved by children of reception age are very good in language, literacy and communication skills and in personal and social development. Standards are good in mathematical development, knowledge and understanding of the world and in the creative and physical aspects of development.
- Progress across both key stages is good overall. Progress is often particularly good in English and mathematics in KS2. Pupils achieve really well in those classes where consistent opportunities are provided to develop research and investigative skills and to use ICT.
- The more able pupils and those with SEN maintain good progress in classes where the work is well matched to their needs. Slower learners, including those with SEN, benefit from additional support in literacy.
- In both key stages, standards of achievement are good overall in English, science, Welsh as a second language, design and technology, information technology, history, geography, art and physical education.
- Standards in mathematics are good in KS2 and satisfactory in KS1. In music and religious education, standards are good in KS1 and satisfactory in KS2.
- The school's results in the NC assessments in KS1 indicate overall levels of attainment have been maintained over time. The proportion of pupils attaining level 2 or above in English, mathematics and science was 80 per cent in 2003 with about one in five pupils attaining level 3.

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- The KS1 results for 2003 were close to national figures but below the average for similar schools³. The three-year average for pupils attaining expected levels in English, mathematics and science (the core subject indicator) is broadly in line with national figures. Results show a gradual decline after 1998 and a steady improvement in the three years to 2002.
 - In KS2, NC test results indicate significant improvement over time with a clear upward trend from 1998 to 2002. In particular, the proportion of pupils attaining level 5 has improved. In 2003, 71 per cent of pupils attained at least the nationally expected level 4 in English, mathematics and science.
 - The most recent results in KS2 are above national figures but below the average for similar schools⁴. The three-year average for pupils attaining expected levels in English, mathematics and science (the core subject indicator) is well above national figures. The recent dip in performance reflects the proportion of lower attainers in the 2003 cohort.
 - Analysis of the school's NC results, on the basis of gender, indicates that on the whole, girls perform significantly better than boys. The school successfully targets underachievement and often exceeds its targets for end of key stage attainment.

3.2 Standards Achieved in Key Skills across the Curriculum

Standards of achievement in listening are very good. This is a strong feature across the school. Standards in speaking, reading, writing, numeracy and in the use of ICT are good overall.

- Children in the reception class develop key skills well in a wide range of learning activities. They listen attentively, take turns to speak and make a good start in reading and writing. They practise counting and use ICT equipment well to support their learning.
- Across the school, pupils listen attentively to adults and to each other. Many pupils have a wide vocabulary. They express ideas clearly and are often encouraged to help plan the learning through discussion. Although there are good opportunities for collaborative work, there is less evidence of structured role-play and debate, for example.
- Most pupils use reading and writing skills well in the tasks they undertake. In some classes, there are good examples of a variety of extended writing in geography and of the development of study skills in history for instance. However, there are some inconsistencies across the school.
- There are good examples across the school of the use of numeracy to record results in science. Pupils record data in tables and present their results in a variety of graphs. Numeracy skills are used well in practical subjects such as design and technology.
- Although many pupils achieve a good level of competence in using ICT, the extent to which they regularly use ICT to support and develop their learning varies from class to class. There is good evidence of using word processing, data handling, and using graphics and information sources in particular classes.

³ Schools with between 13 and 16 per cent of pupils entitled to free school meals.

⁴ Schools with between 13 and 16 per cent of pupils entitled to free school meals.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

The provision for pupils' moral and social development is very good. This is an outstanding feature of the school. Provision for pupils' cultural development is good overall and provision for their spiritual development is satisfactory.

- The ethos of the school, which encourages respect for self and others, provides a very strong and effective focus for pupils' moral development.
- Positive values are fostered through the caring and supportive relationships that exist between staff and pupils.
- Pupils are encouraged to have and display a good sense of right and wrong and to be honest and truthful. This is apparent in informal contact around the school and in more formally structured lessons in personal and social education and the 'Rainbow Club'.
- Pupils' social development is effectively enhanced through the well attended extra-curricular activities and the school's links with the community. Older pupils make residential visits that help to develop greater independence and co-operation.
- The school council initiative further promotes good relationships and the strong sense of community in the school. Members of the council share ideas and exercise responsibility maturely. They display an awareness of the need for healthy eating and sensibly discuss ideas for improving the school 'tuck shop'.
- The contribution of collective worship in promoting pupils' spiritual development is satisfactory. The arrangements for a daily act of collective worship generally comply with statutory requirements. Visiting speakers are used well to enhance these occasions.
- Whole-school and key stage assemblies are used effectively to celebrate the success of individuals and the school community. These occasions strongly reinforce moral values and promote social awareness but offer few effective opportunities for quiet reflection or guided prayer.
- Although the headteacher's assembly themes are carefully planned, the long-term planning of all assemblies to ensure a range of appropriate themes lacks clarity. There is little evidence of planning to foster and promote spiritual awareness across the curriculum.
- Detailed attention is given to many aspects of the culture and heritage of Wales. Opportunities to promote the *Cwricwlwm Cymreig* are well planned across subjects. There are suitable opportunities to develop pupils' awareness of cultural diversity through the religious education, history, geography, art and music programmes but these are not always sufficiently developed.
- There is a clear equal opportunities policy that promotes racial equality through the school's commitment to promoting the self-esteem of all.
- The school successfully promotes pupils' spiritual, moral, social and cultural development and their response to this provision is good. In their response to the pre-inspection questionnaire, parents strongly agree the school's values have a positive effect on their children.

4.2 Behaviour and Attitudes

The quality of pupils' behaviour is very good throughout the school. This is a distinctive feature. The pupils have positive attitudes to school and this has a very good impact on the standards they achieve.

- The impact of pupils' behaviour on the quality of life in the school is very good. When moving in and around the school pupils behave very well. They are courteous and friendly, and treat one another and adults with respect. Pupils are sensible, show a good measure of self-discipline and act responsibly, especially during wet playtimes.
- Pupils show a strong interest in lessons and have a good capacity to sustain interest and concentration. They are well motivated to learn and often engage in collaborative tasks to good effect. Levels of involvement in learning are commensurate with the challenge and interest provided by the lesson.
- The staff sets and expects high standards of pupils' behaviour. Pupils draw up their own classroom rules, know what constitutes good conduct and have a good understanding of the rewards and sanctions used. The school's discipline policy is very effective, and helps to ensure pupils work without unnecessary distraction.
- During break times, pupils mix and play happily together on the playgrounds. Break time supervision is adequate. When asked, pupils across the school willingly take on appropriate additional duties and responsibilities. For example, the early years children deliver the attendance register to the school office.
- The school has detailed policies for managing behaviour and for dealing with and preventing bullying and racism. No instances of either were observed during the inspection. The school is proactive in dealing with misbehaviour that may lead to bullying or discrimination.
- Parents, through the pre-inspection questionnaire, indicate they agree the school achieves high standards of good behaviour.

4.3 Attendance

The overall level of attendance is satisfactory.

- Attendance figures for the year prior to inspection averaged 92.5 per cent. There is very little unauthorised absence. Parents co-operate by notifying school of the reasons for their child's absence, and parents are made aware of the effect of taking children out of school during term time.
- The school operates a first-day response system whereby parents are telephoned to provide a reason for absence if a child fails to attend without prior notification. The regular monitoring of attendance data is carried out by the headteacher in liaison with the education welfare officer, who investigates unexplained absence or persistent lateness.
- The overall level of attendance has remained much the same since the last inspection. The school recognises and rewards pupils whose attendance records are good but has yet to develop strategies to more actively promote improved overall attendance.
- During the inspection, pupils were allowed to enter the school independently. School doors are opened at 8.45am, which helps ease traffic congestion outside the school gates and a member of staff is on hand. At 9.00am, all doors are locked, after which access to the school can only be gained through the main security controlled entrance. With few exceptions, pupils arrive in school on time.

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- Registration is completed promptly at the beginning of the morning and afternoon sessions, ensuring lessons begin on time. The registers are neatly maintained and absences correctly codified. Information from the registers is up-loaded onto an electronic management system, which produces statistical data for review and analysis. The need for teachers to continue to annotate their own class registers with weekly totals and percentages is under review.
 - The arrangements for the recording of absence comply with the requirements of the Welsh Assembly Government circular 3/99.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching is good. Strengths include the consistency of teaching in the early years classes and in an upper KS2 class. During the inspection, examples of teaching with outstanding features were observed in English, mathematics, science, Welsh as a second language, history and music.

- In the 56 lessons, or parts of lessons, observed teaching was judged to be very good in approximately 12 per cent of lessons, good in around 64 per cent and satisfactory in about 24 per cent.
- The teaching of the under-fives is consistently good and the support staff contribute well to this provision.
- In general, teachers have good knowledge and understanding of the subjects they teach. The strengths in particular teachers' expertise are evident in the high quality of some lessons.
- There is strong emphasis on teaching English and mathematics and teachers make good efforts to provide problem-solving activities, particularly in science. However, there are some inconsistencies between classes in promoting pupils' study skills and their use of ICT.
- Lesson planning is detailed and well focused. It is based on well-structured schemes of work that provide for progression and continuity, but occasionally the content is not always fully developed, especially in the foundation subjects.
- Taken overall, teachers use a good range of teaching approaches and organisational strategies. In the most effective lessons, they skilfully engage and motivate the whole class, use clear explanations and questioning to develop pupils' understanding, support individual or group work well and make good use of plenary sessions to consolidate learning.
- The impact of teaching is more variable where less attention is paid to structuring activities and providing clear and appropriate guidance so that pupils fully understand the requirements of the task.
- Teachers have high expectations of pupils' discipline and attainment. They manage their classes consistently and positively encourage pupils to work hard and achieve high standards.
- Their planning includes a helpful section on assessment and evaluations of pupils' achievement are linked closely to the lesson objective. In many lessons, day-to-day

assessments are used well to inform the next stage of learning. The work in such lessons is well matched to pupils' ability and what they already know.

5.2 Assessment, Recording and Reporting

The arrangements for the assessment, recording and reporting of pupils' progress are good. The extent to which the school analyses assessment data in order to assist in improving pupils' performance is very good and is an outstanding feature of the school.

- The accuracy and consistency of assessment using a range of standardised tests are good. The school's assessment policy provides clear, concise guidelines for a variety of procedures that are closely linked to curricular planning.
- Good use is made of the information gained from baseline assessments at the age of five to plan appropriate work. These records provide a clear measure of the children's achievements and progress.
- Across both key stages, pupils are assessed thoroughly at appropriate intervals using standard assessment procedures. There is a very good system for recording pupils' progress and tracking their attainments over time.
- Teachers assess, monitor and record pupils' work formally in English, mathematics and science and set appropriate targets based on this information. Regular assessment procedures in other subjects are appropriately linked to the curriculum.
- The assessment results of individual pupils and year groups are used fully and effectively to promote higher standards. For example, slower learners in English and mathematics are set challenging targets for improvement.
- Teachers regularly mark pupils' work. At its best, the marking praises achievement, indicates clearly how the content can be improved and identifies what a pupil can or cannot do. Such information is often used well to inform subsequent learning.
- Pupils evaluate their own work at the end of each week and record their thoughts in a learning diary.
- Teachers demonstrate a good understanding of NC levels through the monitoring and moderation of pupils' work. Class portfolios and pupils' profiles are kept in each class; these are manageable and provide useful information for pupils, staff and parents.
- Subject co-ordinators have also collated collections of work and photographic evidence to exemplify standards in most subjects. These are useful for new and existing staff.
- Annual reports to parents are of good quality. They provide clear judgements on pupils' achievement and give a good indication of how pupils can improve. These targets are then transferred to the pupils' learning diaries for the next year.

5.3 Curriculum

The overall quality of the school's curricular provision is good.

- The provision for children under five is good. The learning environment is stimulating and the good range of activities provided successfully promotes the Desirable Outcomes in the six areas of learning.
- The curriculum in both key stages is broad and meets statutory requirements. Appropriate policies and schemes of work are in place. Schemes of work are regularly updated and provide a clear framework of progression in each subject.

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- There is good emphasis on the *Cwricwlwm Cymreig*.
 - The planned allocation of time to subjects is balanced but the emphasis given to some foundation subjects and religious education varies across KS2.
 - There is a strong emphasis on English and mathematics. Regular ‘guided’ reading lessons and the strong emphasis on mental work and mathematical problem solving have a positive impact on standards.
 - The quality of whole-school planning for the development of key skills is good. Teachers regularly identify opportunities to promote key skills in their planning.
 - The school’s curricular provision is effective. The regular setting of suitable tasks for homework has a positive impact on standards.
 - The arrangements for pupils’ personal and social education are good. The different elements of the programme are detailed in a formalised programme.
 - The programme of educational visits, the contribution of visitors to the curriculum and the good range of extra-curricular activities enrich pupils’ learning, make a substantial contribution to the standards they achieve and effectively enrich their creative, historical, geographical and cultural experiences.
 - Pupils benefit from provision for instrumental tuition, a variety of clubs including music and science and a good range of sporting activities.
 - The school positively promotes sustainable development through environmental projects.
 - The school is a socially inclusive community. This is reflected in the quality of relationships throughout the school. In general, pupils have equality of access and opportunity within the curriculum provided but in some instances the regular withdrawal of pupils limits access to particular lessons.
 - There are no pupils for whom the NC is modified.

5.4 Support, Guidance and Pupils’ Welfare

The overall quality of support and guidance and the attention paid to pupils’ welfare are good. The high standard of personal guidance is a very strong feature. The standard of educational guidance is good.

- The headteacher and staff attach particular importance to the pastoral care of pupils. Pupils work and play in a caring and supportive environment where they feel secure and valued. The quality of relationships is very good at all levels within the school. Pupils are well supervised.
- Pupils are confident in seeking the help and support of staff. They readily turn to adults for guidance and are listened to and treated with respect. The staff know pupils well and effectively monitor and support their social development and personal well being.
- The quality of educational guidance through target setting and the feedback given through marking is generally good, although there is some inconsistency across the school.
- The effectiveness of child protection procedures is good. An appropriate policy and clear procedures for dealing with child protection issues are in place. The school enjoys very good working relationships with social services and other external welfare agencies.
- The school’s policy for equal opportunities is implemented effectively.

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- Personal and social education is incorporated into the curriculum for all age groups and effectively helps build pupils' self-esteem and develop their interpersonal skills. A 'Rainbow Club' was established two years ago to promote this.
 - The establishment of a school council, composed of pupils and one staff representative, is a positive development. The pupils' enthusiastic response to this organised form of shared responsibility is a good indication of how pupils at the school learn to respect the views of others.
 - The issues of drugs, smoking, alcohol abuse and anti-social behaviour are all included in the 'School Liaison Core Programme'. The strategies and materials used are appropriate and have been approved by parents.
 - The procedures for promoting the well-being, health and safety of pupils are very well considered and given a high priority in the school. Staff and the governing body regularly monitor risk assessments and safety checks.
 - All teachers and the majority of support staff are trained in first aid. A written record is kept of incidents and minor accidents that occur during the school day. Parents confirm they are pleased with the quality of support and guidance provided by the school.

5.5 Provision for Pupils with SEN

The overall quality of the provision for pupils with SEN is good.

- There are 25 pupils (13 per cent of the total roll) on the school's list of pupils with SEN. Three pupils are supported at the school action stage of the SEN Code of Practice and 19 at the school action plus stage. In addition, three pupils have a statement of SEN.
- The arrangements to provide for the special needs of pupils are well managed and documented and comply with the requirements of the SEN Code of Practice. There is a designated governor who takes a keen interest in the provision for SEN.
- The arrangements for the provision of support and the annual review of statements are in line with statutory requirements.
- The special needs of pupils are identified at an early stage. A range of assessment procedures are used well to guide provision and following a period of monitoring, an appropriate individual education plan (IEP) is written.
- The school benefits from advice and support from a number of outside agencies.
- There is close liaison with parents at every stage of the process. The arrangements for the regular review of progress towards agreed targets are well organised. The school works hard to encourage the involvement of parents with individual programmes.
- Class teachers, with the advice of the SEN co-ordinator, write the IEPs. These identify areas of need, set suitable targets and provide basic details of the programme to be followed.
- Where pupils receive targeted support, such as through literacy programmes, progress is often good. However, progress varies where insufficient account is taken of individual needs when planning lessons.

5.6 Partnership with Parents and Community, Schools and Other Institutions

Partnership with parents and community, schools and other institutions is good overall, with some very good features.

- The quality of information provided for parents is very good. This is a notable feature.
- The prospectus provides much useful information for parents. It is reviewed regularly and amendments are issued as necessary. The governors' annual report reviews activities and achievement throughout the school year, and includes a financial statement. Both documents conform fully to statutory requirements.
- The school implements an appropriate home/school agreement and this receives positive support.
- Parents are informed of events in school through the monthly newsletter. Letters sent to parents keep them informed of the day-to-day happenings and helpful information is provided about curricular topics in each class.
- Formal contact with parents and teachers occurs twice yearly, and at other times by arrangement. Informal contact occurs at the beginning and end of the school day, especially in the early years. Parents are pleased with the detailed reports about their children's progress that are issued annually and indicate satisfaction with the range of information the school provides for them.
- The school has an active Parent Teacher Association (PTA) that organises, and manages a number of fundraising and social activities. Money raised by the PTA has contributed towards the cost of transport and the purchase of much needed equipment and resources.
- Close co-operation exists with the neighbouring Penycwm Special School. Senior pupils have joined Penycwm in a variety of events, such as the special schools' football tournament, the dance festival and assisted with their sports day.
- Pupils from Beaufort Hill have entertained the community by singing to patients in the local hospital. They have contributed to the enhancement of the community with the painting of a mural in the theatre. People from the community and local playgroups are invited to attend the dress rehearsals for the school concert. Children attend the memorial service on Armistice Day and lay a wreath; they support a number of charities, including the Mayor's chosen charity and Marie Curie.
- Pupils enjoy meeting a variety of people from the community including the community policeman, members of the fire service and the road safety representative. These people talk to pupils about their jobs and make them aware of their place in the community.
- The pupils visit local churches to celebrate the main festivals. Clergy occasionally visit the school and talk to children, assist with religious education and take assembly.
- The arrangements for receiving new children into the newly formed nursery and the reception class are sound, and help children settle in quickly. The transfer arrangements for Year (Y) 6 pupils to Glyncoed and Brynmawr Comprehensive Schools are well established and ensure a smooth transition.
- The school welcomes and provides training opportunities for student teachers. This is a mutually beneficial partnership. The school also offers practical training for nursery nurses and work experience for 16-year-olds.

5.7 Partnership with Industry

The school's partnership with industry is good.

- The school's strategies for promoting links with industry and raising pupils' awareness of the world of work are successful.
- With the aid of the Education and Business Partnership, staff development has benefited from placements in industrial and commercial concerns. Staff members visit a range of commercial and industrial establishments to ascertain their suitability for school visits.
- A variety of out-of-school experiences are provided for pupils to enhance their topic work. Younger pupils are taken for walks around the community and visit shops and the library.
- Older pupils have visited a supermarket and a screen-printing business where they designed and printed T-shirts. They have also been involved in producing a CD-ROM and in creating animated pictures with a range of multi-media effects.
- Successful visits to historical, industrial, commercial and conservation sites have been made in connection with pupils' work in different subjects.
- The school has also benefited materially from its partnership with industry. Businesses have provided sponsorship and equipment.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

The overall quality of self-evaluation and planning for improvement is very good. This is a very well-developed aspect of the school.

- The scope and effectiveness of the school's procedures for its evaluation of standards achieved and the quality of provision are very good.
- The school uses a well-considered range of procedures; teachers implement qualitative and quantitative assessments of standards and a variety of formal and informal monitoring strategies is used systematically to evaluate the quality of teaching and learning.
- The effectiveness of the school's strategies for improvement is evident in improved results in the end of KS2 NC test results, for example.
- Teachers are effectively empowered to contribute to self-evaluation and the setting of key goals for the school. Their involvement is also reflected in the systematic implementation of the SDP.
- The current SDP provides a clear and focused programme to guide the way forward in the next phase of the school's development.
- Over recent years the SDP has been very successful in moving the school forward. For instance, the analysis of test results; target setting and professional development have resulted in higher standards.
- Systems for monitoring and evaluation are well developed. Senior staff identify appropriate whole-school priorities and the arrangements for monitoring are appropriately linked to key goals, in order to promote greater consistency across the school.

6.2 Leadership and Efficiency

Leadership and efficiency are good, with some very good features.

- Leadership is very successful in ensuring a clear direction for the school's work and promotes high standards effectively. The high quality of educational leadership is a strong feature of the school.
- In particular, the school has been skilfully led since the retirement of the former headteacher. The then acting headteacher, working closely with the governing body, has successfully managed a number of significant organisational and personnel changes, thus enabling the school to maintain the quality of its work.
- The school has a clear mission statement and its aims are well reflected in its work. This is particularly evident in the high standards of behaviour achieved. The school strives to provide equal opportunities for all its pupils.
- Governors, senior staff and teachers make a significant contribution to strategic leadership. The partnership between teachers and governors is a positive feature and the well-defined organisation of staff's roles and responsibilities contributes to the effective day-to-day management of the school.
- The governing body is both well informed and well organised. It fulfils its statutory responsibilities.
- Subject co-ordinators have a clear view of strengths and weaknesses in their subjects and the most established co-ordinators have well developed action plans.
- In general, the resources available to the school are efficiently and effectively organised. However, monitoring of the use of lesson time is insufficiently rigorous to ensure an appropriate balance is always maintained between subjects.
- Key skills are often taught well but opportunities to further such skills in foundation subjects and through the use of the library and ICT suite are not always fully developed.
- Budget setting and the pattern of spending match the school's needs. The governing body exercises appropriate controls and the most recent auditor's report confirms high standards of financial control.
- The finance sub-committee carefully examines expenditure plans and monitors trends. Appropriate steps are taken to ensure best value for money.
- Day-to-day administration and organisation are effective in ensuring the routines of the school run smoothly and administrative demands are minimised in the classroom.

6.3 Staffing, Accommodation and Learning Resources

The quality of the accommodation is very good and the overall provision of staff and learning resources is good.

- There are sufficient appropriately qualified, experienced and well motivated staff to meet the needs of the curriculum. They are well deployed across the age range of the pupils.
- There are effective induction arrangements for teachers new to the school. The required arrangements for performance management are in place and staff benefit from professional development discussions with the headteacher and well-targeted professional development.

- Suitable job-descriptions are in place and teachers undertake subject leadership roles effectively.
- Three nursery nurses are suitably deployed and they make a positive contribution to teaching and learning. Support for pupils with SEN is well targeted. The provision of support in the mixed-age KS1 class is limited and this impacts on the rate of progress.
- The expertise of nursery nurses is enhanced through effective training, such as in literacy programmes and ancillary staff, who are caring and supportive, have undertaken appropriate training.
- The accommodation provides a good range of facilities for teaching and learning, including two halls, good sized classrooms, a library, computer suite and shared practical areas. A well-designed nursery classroom has been provided recently. The outdoor facilities are also good.
- Staff in the nursery work hard to provide an attractive and stimulating area for the children. The new classroom, the reception classroom and the outdoor play area for the children under five are used very effectively.
- The accommodation is kept clean and is very well maintained by the caretaker and cleaners. The carpeted corridors and classrooms help reduce noise levels. Colourful displays of the school's work in the hall, corridors and classrooms contribute to the stimulating environment created.
- The school has sufficient good quality resources in all NC subjects. In the main, these are efficiently managed and used well. However, the organisation of topics in subjects such as history sometimes means the availability of resources is limited. In religious education, there is a limited range of suitable resources.
- There are sufficient computers and chairs for pupils in the smaller classes but pupils in the larger classes suffer from overcrowding. This reduces the impact of this valuable resource. The school is linked to the Internet and all classes have at least one computer in their classroom.
- The well stocked and systematically organised library is a valuable resource. However, arrangements to ensure the computer suite, shared practical areas and the library are used to the best effect are insufficiently rigorous.
- The accommodation and the provision of resources positively enhance pupils' standards of achievement. Good use is made of resources beyond the school to enhance learning.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The educational provision for the under-fives is good and successfully promotes the Desirable Outcomes for Children's Learning.

- Standards achieved in the nursery and in the reception class are good overall.
- A new nursery class has been built alongside the reception class. The new classroom, the reception classroom and the outdoor play area for the children under five are used very effectively.

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- Twenty-four children of nursery age attend the nursery class part-time in the morning and four 'Rising Threes' attend part-time in the afternoon.
 - There is one reception class catering for 26 children.

Full-time nursery children

Language, literacy and communication skills

Standards of achievement in language, literacy and communication skills are good.

Good features

- Most children make good progress in early language skills. They listen attentively and enjoy a range of stimulating activities. For example, when looking at 'lift the flap' concertina books, they learn to take turns when placing the animals in the book.
- They enjoy sharing books with adults and at times with other children. They are able to 'play read' and enjoy exploring books by themselves. They are beginning to talk about a story. More able children show awareness that print has meaning. They are beginning to understand how a book works and to show an awareness of some letter sounds.
- Children join in with Welsh action songs and rhymes well; they repeat words and phrases and respond to simple questions appropriately.

Personal and social development

Standards of achievement in personal and social development are good.

Good features

- Children settle happily in school and relate well to adults. They concentrate well and help sensibly to tidy the classroom, for example. They play in parallel alongside others and during 'Hello Time' they learn to play associatively, follow directions and to share.
- Children develop care and respect when studying a variety of animals; they enthusiastically take part in role-play in the home corner and the shop, where complementary roles are encouraged. The children are beginning to show imagination.

Mathematical development

Standards of achievement in mathematical development are satisfactory.

Good features

- Most children count familiar objects to five, they begin to recognise numbers to five and to match a number to a given set up to five.
- They share and take turns using a counting game and a matching game. They are able to recall number rhymes and counting games and to complete non-interlocking number jigsaws.

Shortcomings

- Children use and understand a limited mathematical vocabulary; this generally slows progress in exploring patterns, measures and space and gaining knowledge of two and three-dimensional shapes.

Knowledge and understanding of the world

Standards of achievement in knowledge and understanding of the world are good.

Good features

- Children make good progress in knowledge and understanding of the world. They develop confidence in using the computer and the listening centre. They mix ingredients for making icing sugar, which they use, with other edible shapes to decorate 'lion' biscuits. They make pancakes and can name the ingredients.
- They know a range of animals and can name them. They sensibly talk about how birds migrate in winter.

Physical development

Standards of achievement in physical development are good.

Good features

- Children enjoy regular opportunities to play on large apparatus and use wheeled toys outside in the purpose built area. They handle tools and malleable materials safely.
- Most children show developing confidence through teacher led activities introducing space, for example moving in and out through a jungle, using binoculars to find hiding animals. They identify individual body parts and whole-body movements well. They respond appropriately to instructions and sounds and are confident in a large space.
- They confidently play in the sand developing their ability to handle small equipment appropriately. They develop their fine motor skills whilst making paper birds, for example.

Creative development

Standards of achievement in creative development are good.

- Children enjoy making choices whilst mixing water and paint and talk about shape and colours when painting large and small animals for example. They successfully create trees from coloured sticky paper and 'found' materials.
- They sing tunefully, perform action songs with confidence and explore pitch and dynamics in musical activities.

Children in the reception year

Language, literacy and communication skills

Standards of achievement in language, literacy and communication skills are very good.

Good features

- Children's writing about their own experiences reflects a strong knowledge of phonics and clear left to right directionality. They listen attentively to a story and the more able can predict what a book is about and know whether a book will tell them about things or if it tells the story.
- Children handle books well and enjoy pictures and words. They understand terms such as author and illustrator. They understand and complete a writing pattern well; they form and write some letters and familiar words legibly and most can write their name unaided. The more able children underwrite confidently.

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- Most children can sing a simple Welsh song and can answer simple questions. In groups, they successfully role-play using key language patterns and participate in language games.

Personal and social development

Standards of achievement in personal and social development are very good.

Good features

- Children confidently play in role-play situations with other children by taking turns with toys, sharing items in the home corner and by exercising self-control. They treat one another and their environment with care and concern. They are developing the ability to keep on task and to work independently.

Mathematical development

Standards of achievement in mathematical development are good.

Good features

- Children confidently say and use the number names to 12. They count to 12 and beyond and successfully order a set of numbers to five. They recognise 1p coins. They understand the language of size, for example 'more' or 'less', 'greater' or 'smaller'. They can name a range of two and three-dimensional shapes.
- They competently use a programmable toy to determine greater or less than the start number as it travels up and down the number mat.

Knowledge and understanding of the world

Standards of achievement in knowledge and understanding of the world are good.

Good features

- Children's knowledge of the world is progressing well. They observe, find out and identify features in the place they live and in the natural world. They solve problems and make decisions when investigating why things happen and how they work. They gain knowledge about their own culture and that of other people.
- Children investigate pushing and pulling a range of objects up and down a ramp and sensibly predict what will happen in varying circumstances.
- They name the seasons and give typical weather conditions for each one. They take turns to operate simulation programs about the weather and to enhance their language work.

Physical development

Standards of achievement in physical development are good.

Good features

- Children successfully use small construction toys and choose and use appropriate tools and equipment with appropriate control.
- They run, walk, skip, jump, climb and hop on command. Most children can use different ways of throwing when working with a partner and most can move further and further apart. They use the space and control body movements well.

Creative development

Standards of achievement in creative development are good.

Good features

- Children choose appropriate instruments to play parts of a song. They sing well and articulate the words clearly.
- They explore colour, texture, shape, form and space in two and three dimensions. They use their imagination in art to design and make teddy bear calendars and a variety of hats for instance. They confidently shape malleable materials.

Shortcomings

- No major shortcomings were identified.

English

Standards of achievement in English are good overall in both key stages.

Good features

- In KS1, standards of oracy are good. Pupils listen very attentively to teachers, to each other and to recorded stories. During discussions, they contribute eagerly and answer questions readily. Pupils are able to talk clearly and confidently about their work.
- Pupils make good progress in acquiring reading skills. The attention given to developing phonic skills, regular guided reading activities, and the home reading scheme all contribute to improving pupils' confidence and independence. Pupils' reading of suitable texts shows appropriate understanding and is generally accurate.
- Pupils are learning to write independently in a variety of narrative forms such as instructions, lists, dialogue, reports and story writing. They know how to use a simple dictionary, they select adjectives to describe characters, make steady progress developing spelling skills and the most able have a good knowledge of punctuation, including speech marks.
- In KS2, pupils listen very well and respond appropriately in a range of situations. They speak coherently and confidently when encouraged to do so.
- Pupils make good progress in reading at levels suitable to their age and ability. They are able to discuss aspects of their chosen texts and many pupils express preferences for particular authors and genres. They know how to use the library to access factual information.
- The regular guided reading sessions enable pupils to develop good comprehension skills and older pupils can scan and skim texts competently to locate information. Pupils recognise the key features of different types of presentations, such as explanations and instructions, for example.
- Pupils with SEN make good progress in developing relevant skills and confidence in reading.
- Pupils engage in an appropriate range of writing experiences and generally produce work of a good standard when writing, for example, reports, scripts, letters, reviews and imaginative stories. They learn to organise their writing by initially making notes and using planning frames.

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- Throughout KS2, pupils' written work reflects a growing awareness of the need to use the conventions of grammar and punctuation accurately. For example, pupils in Y5 redraft their fictional writing paying close attention to structure and language. In general, pupils develop good spelling skills and they use dictionaries and thesauruses purposefully.
 - A good number of pupils achieve a fluent, joined style of handwriting by the end of the key stage and the presentation of their work is usually neat.
 - The literacy approaches used consistently across the school promote the good progress pupils make in developing reading and writing skills.

Shortcomings

- Although pupils are taught handwriting, the quality of the presentation of pupils' writing is widely variable.

Mathematics

Standards of achievement in mathematics are satisfactory in KS1 and good in KS2.

Good features

- In KS1, younger pupils count up to 20 objects reliably, read the numbers to 20 and count in twos to 20. They know by heart the doubles of numbers to five and most can add a single digit to numbers between 10 and 20, with the help of a number line. They recognise o'clock times and use terms such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes.
- Older pupils in the key stage explain clearly their methods of calculation, such as 'starting with the bigger number and adding on'. More able pupils count on with numbers beyond 10 and can work out written sums by counting on mentally. They count in twos to 30 and back down again, starting from nought or one.
- Pupils compare two lengths or masses; they make estimates using suitable standard or uniform non-standard units and use measuring equipment carefully to measure length or mass. They use appropriate everyday language to describe features of familiar two and three-dimensional shapes.
- The more able pupils recognise odd and even numbers to at least 30. They use and begin to read the vocabulary of estimation. They use number facts and place value to add and subtract mentally. They solve simple word problems involving numbers in real-life situations and understand the operation of multiplication as repeated addition and division as repeated subtraction. They know by heart the two and 10 times-tables.
- Many pupils in Y3 know or can work out addition and subtraction facts to 14. More able pupils are confident with facts up to 19. They understand that addition is the inverse of subtraction. Most count in 20s/100s, from and back to any three-digit number; they work out different pairs of numbers with a given sum or difference and know by heart their two, four, five and 10 times-tables. They confidently double numbers to 100, halve any number to 200 and recognise halves, quarters and tenths.
- They make satisfactory estimates of different lengths in centimetres or metres, confidently use the mathematical names for common two and three-dimensional shapes and describe some of their features.
- Most pupils in Y4 add three two-digit numbers, which are multiples of 10, in their head and the more able pupils successfully add three-digit numbers. They multiply two or

three-digit numbers by 10 and divide 100s by 10. When solving problems, they explain clearly how they do a calculation.

- Pupils can calculate the perimeter and area of a rectangle, read the time to the minute and work out the time from, for example, 2.35 to 3.05. They classify polygons, using criteria such as number of right angles, and whether or not they are regular or symmetrical.
- Most Y5 pupils know by heart the multiplication tables to 10 and the associated division facts. They clearly explain their method of multiplying a two-digit number by a single digit. They understand rounding and partitioning, know what each digit represents in a number with up to two decimal places and multiply and divide any positive integer up to 10,000 by 10 or 100. Pupils use calculators effectively and order a set of positive and negative integers.
- Pupils understand the terms ‘numerator’ and ‘denominator’, change improper fractions to mixed numbers and recognise when two simple fractions are equivalent. They begin to understand percentage as the number of parts in every hundred and solve simple problems involving ratio and proportion. They make a simple database, find the mode of a set of data and begin to understand simple probability problems.
- They identify the properties of rectangles, classify triangles and name the different types of angles correctly. They understand, measure and calculate perimeters of rectangles and regular polygons, measure and draw lines to the nearest millimetre and record estimates and readings from scales with a suitable degree of accuracy. They read and plot co-ordinates in the first quadrant.
- Pupils confidently use all four operations to solve problems involving numbers and quantities, including time, and explain their methods and reasoning well. They read the time on a 24-hour digital clock and use 24-hour notation appropriately.
- By the end of Y6, pupils use a written method to add or subtract decimals up to two decimal places, explain it and check by approximating. They mentally multiply or divide whole numbers by 10 or 100, giving remainders as decimals. They use a written method to multiply a two or three-digit number, explain it and check by approximating.
- Pupils show good knowledge of the use of brackets and the majority use factors to simplify calculations well. They order negative numbers, add and subtract them in context, reduce a fraction to its simplest form and solve problems involving ratio and proportion. They understand and calculate the range and mean of a set of data, know the relationships between metric units and convert data accurately.
- They suitably explore the effects of simple transformations applied to two-dimensional shapes plotted on grids in the first quadrant.

Shortcomings

- In KS1, progress in number work slows when pupils are insufficiently aware of number patterns and relationships.
- Pupils in KS1 use and understand a limited range of mathematical terms, such as those associated with investigations of shape and measure.

Science

Standards of achievement in science are good overall in both key stages.

Good features

- In KS1, pupils have a sound knowledge of materials and their properties. They sort a range of natural and man-made materials using appropriate criteria.
- Pupils learn about forces, they readily describe push and pull forces relating to toys and predict which objects are magnetic and non-magnetic.
- They identify the uses of electricity in the home and the more able pupils know how to make a circuit. They draw the circuit they assemble using appropriate symbols, explain how the electricity flows from the battery and begin to say why a circuit is complete or incomplete.
- Pupils in Y3 have a developing knowledge of life processes. They name and understand the functions of teeth, distinguish between harmful and less harmful foods and have a sound understanding of the link between plaque and decay.
- Pupils identify a range of common materials, confidently describe their properties using an increasing variety of terms, such as translucent, and successfully further their knowledge of forces through structured investigations, such as finding out which model car travels furthest.
- In Y4, pupils identify the properties of a variety of liquids and solids and group them by chosen criteria. They know that some materials have several properties and that heating and cooling can change materials. They investigate changes relating to temperature and mixtures and know that some changes are reversible and others are irreversible.
- In Y5, pupils have a good understanding of the requirements for a fair test. For example, they investigate the effects of exercise on the body and plan and implement tests to find which material is best for waterproofing. They make reasoned predictions, carefully record results and increasingly use scientific terms such as opaque, to describe their observations.
- In the mixed Y5/Y6 class pupils have a good knowledge of the topics of sound and light. They know that vibrations travel through materials and that light travels from a source. They systematically conduct a variety of investigations, for example to explore how light is reflected and the factors that affect pitch.
- By the end of the key stage, pupils have a good knowledge of life processes and living things. They know that plants grow from seed; they name the parts of a plant and have a good knowledge of life cycles and the functions of the major organs of the human body.
- Their knowledge of materials and physical processes is developing well. They understand a good range of scientific terms and successfully further their understanding of electrical circuits, for example by investigating the types of circuit and incorporating a resistor. Pupils record circuits using the appropriate symbols.
- In most classes, the approach to investigative science enables pupils to gain a good knowledge of scientific methods. They collaborate effectively to plan investigations, take account of variables, make predictions based on prior knowledge, systematically carry out experiments and learn the need for accurate and reliable data.

Shortcomings

- No major shortcomings were identified.

Welsh second language

Standards of achievement in Welsh as a second language are good overall in both key stages.

Good features

- Pupils demonstrate positive attitudes to learning Welsh. They have good opportunities to use the language incidentally during the day in most classes. When teachers speak Welsh, they provide good role models of the language. Pupils listen well, both to their teachers and to each other.
- Pupils in KS1 know the names of the main types of weather and pronounce the names confidently. They can read the words from a card with a picture as a prompt, write the names under the appropriate picture, ask and answer simple questions and they confidently sing a wide range of songs.
- Younger pupils in KS2 confidently ask and answer questions about ‘the body’ using sentence patterns previously learnt. They can read flash cards related to the topic and complete written tasks. They enthusiastically sing related songs and they recite poems with good pronunciation.
- Pupils in Y5 express opinions about food, a variety of objects and the weather. They competently write extended sentences.
- Pupils in the mixed Y5 and Y6 class are confident with the language. They readily use a wide vocabulary associated with their topic work on Harri Morgan. They competently read a paragraph from a multi-media presentation and are able to use the vocabulary to ask pertinent questions.
- These pupils have good pronunciation and they use the affirmative and the negative and the present, past and future tenses with confidence. They successfully extend their vocabulary of place names around the world and review books which are appropriate for their age and ability.
- Pupils in Y6 answer simple questions using complete sentences. Most pupils can read aloud verses of a ‘rap’ that they had written. The majority read with good pronunciation and can write a short descriptive paragraph about themselves or a famous person using the past tense.

Shortcomings

- No major shortcomings were identified.

Design and technology

Standards of achievement in design and technology are good overall in both key stages.

Good features

- In KS1, pupils evaluate stockings, make a tally chart and bar graph of their favourite stockings and produce designs for their own product. They consider the materials needed and the tools required for cutting and the methods of joining. They successfully evaluate the whole process using a prepared work sheet.
- Older pupils produce detailed labelled drawings and use needle and thread competently.

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- Pupils in both year groups confidently evaluate simple toys and explain how they work. They investigate and explore toys, sort them into categories, draw pictures and readily explain how they move.
 - Younger pupils use commands to successfully move a programmable toy forwards and backwards and older pupils can program the toy to make left and right turns; they understand that a quarter turn is a right angle.
 - In Y3, pupils investigate pizza toppings and thoughtfully design a pizza questionnaire and complete an evaluation sheet. They design a toy incorporating a cam mechanism and produce good working drawings that show the measurements and materials to be used.
 - In Y4, pupils investigate and evaluate products with lever systems. They distinguish between pop-up and levers in books, handle toys sensibly and state their preferences. They design and make a soft toy and clearly label their sketches to show details of the design. They successfully use flat seam hand stitching and evaluate their product at the different stages of making.
 - Pupils in the Y5 and Y6 class understand that a structure can fail when loaded. They use techniques for reinforcing and strengthening and learn that adding a piece of material to make a triangle can provide a solution. They make tubes by rolling paper diagonally around a piece of dowelling and successfully devise a fair test to discover if tubes provide a stronger structure than plates.
 - When designing and making puppets, pupils consider their use and purpose. They evaluate features of design, compare methods of making paper from tissue and newspaper and successfully evaluate their own designs and products.
 - In Y6, pupils evaluate the suitability of slippers for different people and different age groups. They identify parts including the sole, upper, heel, toe and lining and assess the suitability of the materials used to decorate the slippers.
 - Pupils gather information about masks and disassemble and evaluate a variety of masks before successfully designing, making and evaluating their own masks. They describe the stages of making and evaluate the process appropriately.

Shortcomings

- No major shortcomings were identified.

Information technology

Standards of achievement in information technology are good overall in both key stages.

Good features

- Younger pupils in KS1 confidently use the mouse to select/deselect tools and icons in programs. They begin to recognise the various types of icons used for files, folders, programs and disks.
- Older pupils in the key stage are able to predict outcomes using on-screen information. They successfully use a word processing package, in English and science work for example, and are able to edit their work and print it independently. They use a graphics package with increasing confidence.
- In Y3, pupils confidently save and retrieve word processing files. They enter, edit and move text to improve presentation on screen.

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- Pupils in Y4 use a data-handling package to create and print graphs using data about the number of boys and girls in their class. They save their work to floppy disks, know how to retrieve information and that data can be presented in different ways.
 - In Y5, pupils understand the set up of a spreadsheet and begin to understand its uses and applications. They work sensibly to record the amounts of pocket money they spend and save during a week, using paper based and electronic methods, and know that poor quality information leads to unreliable results.
 - Pupils in Y6 use the Internet appropriately; they learn to create a 'favourites' folder in order to quickly access data on another occasion and successfully import and position graphics into word-processed documents.

Shortcomings

- No major shortcomings were identified.

History

Standards of achievement in history are good overall in both key stages.

Good features

- In KS1, pupils develop their knowledge of change over time by comparing aspects of a school day in Victorian times with their own school day. They identify similarities and differences and express preferences.
- In Y3, pupils compare artefacts used on washday in the home today and over a hundred years ago and carry out a similar exercise comparing schoolroom equipment. They make careful observations and gain insights into the experiences of people in the Victorian age.
- Pupils in Y4 learn about key events in the Victorian period and sequence these on a time line. They compare the lives of rich and poor children, investigate household artefacts of the period and have a sound understanding of living conditions compared with today.
- In Y5, pupils know that industries based on wool and coal changed the lives of many people living in Wales during the 19th century. They compare the working day of a farmer, miner and factory worker using a variety of historical sources. They make very effective use of primary and secondary sources to learn about aspects of school life, for example.
- In Y5/Y6, pupils write well-researched factual accounts about the life of Queen Victoria, infer information from portraits and formulate questions to ask a child from a poor background. They know that Lord Shaftsbury was a social reformer.
- In Y6, pupils have a good understanding of the life of a poor child in the 1840s and know about the work of Dr Barnardo and the foundation of Ragged Schools. Pupils learn about the impact of industrial change through research and visits, such as to Bedwellty House. They draw on evidence, such as occupations, from the 1881 census to build up a picture of the local community at that time.

Shortcomings

- No major shortcomings were identified.

Geography

Standards of achievement in geography are good overall in both key stages.

Good features

- In KS1, pupils distinguish between physical and human features in the environment. They make a survey of leisure time activities, explore different places in the locality and record the different ways people travel to school.
- They achieve well in drawing a map of their journey to school and use suitable graphical symbols to represent key features.
- In Y3, pupils plot routes on a plan of the school that they annotate clearly. They learn to interpret local maps and identify roads, rivers and towns on maps of Gwent and Wales. They use photographs and maps to identify key land uses and can name the countries of the British Isles.
- Pupils in Y4 gain knowledge of a contrasting country through comparing town and country life in Kenya and comparing the features of mountain and low land environments.
- In Y5, pupils successfully make comparisons between Crickhowell and Beaufort. They develop good fieldwork skills and compare the features of the two settlements identifying positive and negative features.
- In Y5/Y6, pupils develop good enquiry skills. They seek views on the proposed reopening of the railway to Ebbw Vale through a survey and questionnaire. They understand different points of view, present an argument coherently and support it with evidence.
- In Y6, pupils know the features of a range of environments across the world and identify the regions where these are found on a world map. They consider the impact of environmental change in the locality such as the end of steel production in Ebbw Vale and the upgrading of the A465.

Shortcomings

- No major shortcomings were identified.

Art

Standards of achievement in art are good overall in both key stages.

Good features

- Pupils in Y1 have a developing knowledge and understanding of art and use a good range of materials in their work. For example, they experiment with collage techniques after observing a stone relief from around 700 BC, they observe drawings of views from the schoolyard and discuss these with one another.
- In Y2, pupils talk sensibly about the work of Valerie Ganz and Rex Whistler. They identify a range of marks and techniques used by different artists and begin to understand how dots and lines can be used to make an area look darker or lighter. They experiment successfully with pencils, pens, crayons, pastels and chalk to create darker or lighter areas.

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- Pupils in Y3 examine the work of famous artists, for example Van Gogh and Paul Klee, and experiment with the techniques used to produce textures. They successfully experiment with line and tone in their still life compositions.
 - Pupils weave using wools, ribbons, paper and feathers to produce work, which is aesthetically pleasing and of a good standard. They also experiment with marbling techniques, make slab work tiles and take a print from the raised texture of the tile.
 - In Y4, pupils apply their knowledge and experience of different materials and techniques in a range of work. They use a sketchbook appropriately to record their observations around the school grounds.
 - In Y5, pupils experiment successfully with colour to create different moods. They work with a range of textures to decorate clay ornaments and earthenware masks and draw well from observation, for example, charcoal sketches of people's actions in the mines. They use the appropriate vocabulary to explain how they have made their artefacts.
 - Pupils in Y6 make sketches of William Morris designs, study a particular design, discuss it and successfully create their own designs based upon this research. They make comparisons between their own work and that of other artists. For example, they consider the context of wartime paintings, study the purpose, colour and texture and sensitively convey the feelings and atmosphere produced. They annotate a painting with responses to its imagery.
 - All pupils have benefited from working with local craftspeople and artists. In one instance they designed and painted boards for outside play. In another instance, they designed stained glass windows incorporating the themes of the environment, the school and everyday life.

Shortcomings

- No major shortcomings were identified.

Music

Standards of achievement in music are good in KS1 and satisfactory in KS2.

Good features

- Standards in singing are good across the school. Good attention is given to intonation and phrasing. The pupils sing with sensitivity and enjoyment.
- All pupils listen to and explore musical instruments from other traditions and cultures.
- In KS1, pupils successfully create sounds to match the words in a poem entitled 'The Storm'. They vary the dynamics and the speed of their compositions and know the names of a variety of percussion instruments. In groups, they perform their 'storm music' with one pupil taking the role of conductor. They listen carefully to their taped performances and make improvements.
- In Y4, pupils are familiar with folk songs and singing games. They listen carefully to a taped recording of a song and keep a steady beat whilst using body percussion. They successfully add untuned percussion instruments to their performance.
- Pupils in the mixed Y5/Y6 class compose simple ostinatos. They listen carefully to each group's composition and decide whether or not their ostinato will rhythmically fit with another group's composition. They then play the compositions together using a variety of tuned and untuned percussion. The whole class sensibly discuss and decide the best order

to play the different ostinatos. They work well collaboratively and are able to provide helpful feedback to one another on what is good and what needs improvement.

- In Y6, pupils rhythmically say and clap newspaper names. They add untuned percussion instruments, carefully watch a pupil conductor and play one group at a time. They evaluate their taped performances with regard to the suitability of the order of the rhythms.
- Pupils in Y6 have opportunities to work with professional composers and performers; all pupils in the key stage have opportunities to join a recorder club and an impressive number of pupils receive tuition from peripatetic teachers of woodwind, brass and strings. These pupils make good progress.

Shortcomings

- In some classes in KS2, pupils do not consistently and progressively develop the skills of composing and appraising and their knowledge of music across the programmes of study is underdeveloped.

Physical education

Standards of achievement in physical education are good overall in both key stages.

Good features

- In KS1, pupils use their bodies and the floor space well. They warm up their bodies appropriately and improve their balance and co-ordination through skipping and passing and receiving balls and beanbags. They show good control of a variety of movements at different levels.
- Pupils vary the direction and speed of their movements and the majority follow instructions appropriately.
- In Y3, pupils learn to jump and land safely from different heights. They work hard to improve the quality of a variety of jumps, paying close attention to bending knees on landing.
- In Y4, pupils use the floor space well whilst travelling in a variety of ways. Their responses during the warm-up and cool-down activities are good. They have good control of their bodies in a variety of jumps and use the apparatus well.
- Pupils in Y5 perform a sequence of movements well. They ensure a smooth flow of movements with a poised beginning and ending. Pupils observe the performance of others; make constructive evaluations and work to improve their own performance.
- In Y5/Y6, pupils energetically practice attack and defensive games skills. They achieve considerable ball control skills, such as passing and receiving.
- Pupils in Y6 confidently practice and refine group sequences of dance movements. They respond well to the stimulus of video clips and recorded music.
- In both key stages, pupils know the importance of working safely and understand the need to warm up their muscles, such as through a series of stretching exercises. They also undertake appropriate cool-down exercises. In KS2, pupils can describe the effect of exercise on the body and know that regular exercise contributes to a healthy lifestyle.
- By the end of KS2, most pupils swim at least the expected 25 metres and a good number benefit from a good range of extra-curricular sporting opportunities.

Shortcomings

- No major shortcomings were identified.

Religious education

Standards of achievement in religious education are good in KS1 and satisfactory overall in KS2.

Good features

- Pupils in Y1/Y2 have a good knowledge of religious celebrations such as baptism. They know the story of St Francis and the Christian story of the Creation. Pupils sequence the events of these stories and begin to understand that festivals such as Harvest Festival are special times in the church calendar.
- Pupils know the importance of rules for life, such as school rules, and further their understanding of belief by questioning a member of the Salvation Army, for example.
- In Y3, pupils have a good knowledge of the features of a synagogue. They know a Rabbi is a religious leader and name the features of Jewish worship. They know Moses received the Ten Commandments from God, consider the need for rules in everyday life and begin to identify some of the foods and customs associated with Christian, Jewish and Muslim festivals.
- They recall key events in the story of the birth of Jesus, know that Shabbat is the Jewish holy day and are beginning to understand how beliefs and customs affect daily life.
- Pupils in Y4 have a developing understanding of the concept of pilgrimage and find out about Christian, Muslim and Hindu festivals and celebrations.
- In Y5, pupils consider stories from the Buddhist tradition, suggest ways of making the world a better place, and discuss the importance of family and friends in relation to the birth of Jesus.
- In the mixed Y5/Y6 class, pupils create stained glass window designs to express thanks to God for the school. They compare artistic representations of Jesus and further their knowledge of Buddhist and Muslim beliefs.
- At the end of the key stage, pupils reflect on the feelings associated with religious celebrations and can explain the symbolism of the Advent Ring for instance.

Shortcomings

- In KS2, pupils' knowledge of the contribution of St David, Bishop William Morgan and Mary Jones to the development of religion in Wales is limited.
- Pupils in KS2 make too little use of artefacts and a variety of information sources to adequately develop their understanding of religious customs and celebrations from different faith communities.
- The majority of pupils in KS2 make only limited use of research and observational skills. Their knowledge of the work of religious organisations and figures is underdeveloped.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

The previous inspection identified no significant weaknesses in the school. The school has continued to build on its strengths and the extent of improvement in resolving the four issues identified is good.

The school was directed to place particular emphasis on:

- **Continue to maintain and improve standards in all subjects and address any shortcomings;**

The good standards in pupils' achievement found by this inspection, together with the trend of improving standards shown by the school's results in the KS2 national tests confirm good progress in these aspects.

- **Develop the quality of reports and the information to parents so that they can more effectively contribute to their child's learning;**

The quality of reports is now good. Parents indicate they are pleased with the information provided and that they are encouraged to contribute to their children's learning.

- **Secure the implementation of marking and presentation policies;**

Suitable policies are in place. Pupils' work is regularly marked but there is generally insufficient emphasis on the neat presentation of pupils' work.

- **Develop pupils' involvement in assessing their own work and setting personal targets;**

This aspect is developing well. The setting of targets with pupils is well established and they are encouraged to regularly review their progress.

8.2 Key Issues for Action

The few shortcomings identified in this inspection are not significant.

- The governing body, with the support of appropriate agencies, should continue to implement the SDP in order to raise standards further and continue to improve the quality of education.
- Inspectors agree the key goals for improvement identified by the school are appropriate and the school should continue emphasis on:
 - the resolution of shortcomings in subjects and areas of learning to enhance further both provision and standards;
 - the sharing of good practice to promote greater consistency in teaching and learning across the school;
 - ensuring appropriate time and emphasis is given to some foundation subjects and religious education in KS2;
 - building on the good teaching of key skills so that pupils gain greater competence in independent study skills, particularly in foundation subjects.

APPENDIX

A. Basic Information About the School

Name of School	Beaufort Hill Primary School
School type	Community
Age-range of pupils	3–11 years
Address of school	Bangor Road Beaufort Ebbw Vale Blaenau Gwent
Post-Code	NP23 5QD
Telephone Number	01495 302624

Headteacher	Mr P Brookman
Date of appointment	1 January 2004
Chair of Governors	Mr B Collins
Registered Inspector	Mr M T Ridout
Dates of inspection	12-15 January 2004

B. School Data and Indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	14	26	18	14	26	26	38	37	199

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	9	0	9

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	23 : 1
Pupil : adult (fte) ratio in nursery classes	6 : 1
Average class size, excluding nursery and special classes	26.4
Teacher (fte) : class ratio	1.125 : 1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Spring 2003	95.9	94.7	95.40	95.30
Summer 2003	90.1	89.6	88.00	89.23
Autumn 2003	92.2	92.6	94.23	93.01

Number of pupils excluded during 12 months prior to inspection	0
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C. Results of National Curriculum Assessments and Public Examinations

END OF KEY STAGE 1: 2003

National Curriculum Assessment KS1 Results: 2003			Number of pupils in Y2: 25					
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	0	20	60	20	0
		National	0	4	14	63	20	0
EN: Reading	Teacher Assessment	School	0	0	24	52	24	0
		National	0	4	14	55	27	0
EN: Writing	Teacher Assessment	School	0	0	24	56	20	0
		National	0	5	14	69	11	0
EN: Speaking and listening	Teacher Assessment	School	0	0	12	64	24	0
		National	0	3	12	63	22	0
MATHEMATICS	Teacher Assessment	School	0	0	16	60	24	0
		National	0	2	11	63	24	0
SCIENCE	Teacher Assessment	School	0	0	16	68	16	0
		National	0	2	10	66	22	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	80	In Wales	79

D Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996 or, in the case of the Task/Test were absent.

W Pupils who are "working towards" level 1, but have not yet achieved the standards needed for level 1.

END OF KEY STAGE 2: 2003

National Curriculum Assessment KS2 Results: 2003			Number of pupils in Y6: 35											
Percentage of pupils at each level														
			D	A	N	B	W	1	2	3	4	5	6	
English	Teacher assessment	School	0	0	0	0	0	0	6	34	37	23	0	
		National	1	0	0	0	1	1	7	20	45	25	0	
	Test/Task	School	0	3	0	0	0	0	6	11	60	20	0	
		National	1	2	1	2	0	0	6	14	41	33	n	
Welsh	Teacher assessment	School	0	0	0	0	0	0	6	23	40	31	0	
		National	1	0	0	0	1	1	4	22	51	19	0	
	Test/Task	School	0	0	0	0	0	0	9	14	37	40	0	
		National	1	2	0	2	0	0	3	19	51	21	n	
Mathematics	Teacher assessment	School	0	0	0	0	0	0	0	14	46	40	0	
		National	1	0	0	0	0	1	4	19	44	30	0	
	Test/Task	School	0	0	0	0	0	0	0	0	43	57	0	
		National	1	2	1	1	0	0	4	18	41	34	n	
Science	Teacher assessment	School	0	0	0	0	0	0	6	34	37	23	0	
		National	1	0	0	0	0	0	2	14	48	35	0	
	Test/Task	School	0	3	0	0	0	0	6	11	60	20	0	
		National	1	2	0	1	0	0	1	10	48	39	n	

D Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996.

A Pupils who have failed to register a level because of absence.

N Pupils who have failed to register a level for reasons other than absence.

B Pupils not entered for tests because they are working outside the levels of the tests.

W Pupils who are "working towards" level 1, but have not yet achieved the standards needed for level 1.

n Tests do not cover these levels.

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	71
In Wales	71	In Wales	70

D. The Evidence Base of the Inspection

- The inspection team consisted of three inspectors who worked for nine inspector days (over four days) gathering first-hand evidence. In total, 56 lessons or parts of lessons were observed. Inspectors observed classes and evaluated the children's work.
- Inspectors visited registration sessions and school assemblies and observed break times. All teachers were observed teaching several times. Discussions were held with members of the teaching and non-teaching staff, representatives of the governing body, parents and others both during the inspection and initial inspection visits.
- All the available work and records of a representative sample of at least three pupils from each class, plus the work of a sample of pupils with SEN were scrutinised. A representative number of pupils were heard to read both formally and informally.
- A large amount of documentation provided by the school was analysed both before and during the inspection.
- The registered inspector held a meeting attended by 10 parents before the inspection and considered 45 parents' responses to a questionnaire. The response was 99 per cent positive.
- At the end of the inspection, the main findings of the inspection were discussed with the senior staff and Chair of Governors. A short time after the inspection, meetings were held with staff and governors to report the findings of the inspection.

E. Composition and Responsibilities of the Inspection Team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Mr M T Ridout	RgI	The school and its priorities; the main findings of the report; standards of achievement; standards in key skills; teaching; curriculum; provision for pupils with SEN; quality of self-evaluation and planning for improvement; leadership and efficiency; progress since the last inspection.	English; science; history; geography; physical education; religious education.
Mr C Brentnall	Lay	Behaviour and attitudes; attendance; partnership with parents, the community, schools and other institutions; partnership with industry.	
Mrs H Smith	Team	Pupils' spiritual, moral, social and cultural development; assessment recording and reporting; support, guidance and pupils' welfare; staffing, accommodation and learning resources.	provision for the under-fives; mathematics; Welsh as a second language; design and technology; information technology; music; art.

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