

**Inspection under Section 10 of the
Schools Inspections Act 1996**

**Bodringallt Primary School
Bodringallt Terrace
Ystrad
Rhondda
Cynon Taff
CF41 7QE**

School Number: 674/2069

Date of Inspection: 31 October – 2 November 2005

by

**Mrs S. M. Barnes
W182/78732**

Date: 02 January 2006

Under Estyn contract number: T/63/05/P

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Bodringallt Primary School was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Bodringallt Primary School took place between the 31 October and 2 of November 2005. An independent team of inspectors, led by Mrs S. M. Barnes undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

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

There are three types of inspection.

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

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

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

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

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

This received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The national curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Bodringallt Primary is a smaller than average community school in the village of Ystrad in the Rhondda Fawr valley. The 111 boys and girls who attend are between the ages of three and 11 and are organised in four classes. None of the children speak Welsh as a first language and virtually all speak English at home. The intake covers the full range of ability, but attainment on entry is well below average. The boys and girls come from a range of homes around the school. The area is currently one of high unemployment. About 37 per cent of the pupils are known to be eligible for free school meals, which is well above the all-Wales average of 19 per cent. About 27 per cent of the pupils have special educational needs (SEN), which is above average. Many families are supported by social services and 26 pupils are currently receiving language support. The school is housed in two large ex-secondary school buildings.

The school's priorities and targets

2. The school has a vision statement and set of aims:-

Vision Statement

To fulfil the potential of all children in our school and to encourage and support parents in assisting their children's needs in an ever-changing technological society.

AIMS

Each child is an individual developing in its own way, therefore we must help each one to realise his full potential. As the child's first introduction to learning will help form attitudes to further learning, we must make sure that the first experiences will be pleasant and reassuring. They need to grow-up to be responsible, self-disciplined and co-operative adults who care about others and their environment. In order to achieve these qualities we must follow our aims and objectives, which are:

- To create a happy, colourful environment in which the child will feel secure.
- To create a friendly atmosphere in which parents with their children will feel welcome so that the transition from home to school will be as smooth as possible.
- We must aim to ensure that the experiences we give are varied and purposeful, so that the child will develop socially, emotionally, intellectually and physically and are prepared for the role they will play in life.
- Children need to feel successful so we must provide the opportunity for children to be satisfied with their work and to progress to further challenges to expect high standards and always strive to do their best.

- To develop links with parents through home-school tasks, in helping with visits and in open evenings and social occasions.
 - To provide opportunities to bring the outside world into the classroom and to provide the children with first hand experiences through planned visits to areas of interest connected to their termly themes.
 - To ensure that the children are given the opportunity to develop mathematical thinking through number, shape and space and handling data and to be able to use this knowledge in practical tasks in real life problems.
 - We must ensure that the children are able to read fluently and accurately and enjoy reading for pleasure.
 - To ensure that the children are given the tools to enable them to write for varied purposes, understanding that writing is essential to thinking and learning and enjoyable in itself.
 - To develop their confidence in speech on a range of topics and to a variety of audiences.
 - To master basic scientific ideas through hands on experiences wherever possible.
 - To be aware of their local environment, geographically, historically and the social aspects of their area.
 - To be made aware of their national heritage through songs, hymns, stories, legends and language.
 - To develop agility and physical co-ordination and confidence in and through physical activity and the ability to express feeling through movement and music.
 - To develop their skill in information technology and to use this information in all areas of the curriculum.
 - Finally, we hope that combining our aims will enable the children to use all the knowledge that they have gleaned at this school in a confident and useful way. That they are able to use their aesthetic and creative skills to display and discuss their work to a variety of audiences. We aim to enhance their thirst for knowledge.
3. The school has identified developing assessment, recording and reporting, developing further the links with the community, reviewing the provision for under fives, and restructuring staffing as major foci for the forthcoming year.

Summary

4. This is a warm and friendly school that provides an overall good quality of education for all of its pupils. The head teacher leads the school well. There was a close match between the judgements made in the school's self-evaluation report and those made by the inspection team.

Table of grades awarded

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

Standards

5. The educational provision for the under-fives has some weaknesses but there is evidence that these weaknesses can soon be put right.

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

Subject	Key Stage 1	Key Stage 2
Subject 1 Under Fives	N/A	N/A
Subject 2 English	2	2
Subject 3 Welsh second language	3	3
Subject 4 information technology	2	3
Subject 5 art	3	3
Subject 6 physical education	2	2

6. Pupils' standards of achievement during lessons seen during the inspection in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0	43%	57%	0	0

7. Pupils' achievements are good overall and they make good progress towards their potential in virtually all subjects.
8. The core indicator of the proportions of pupils in year 2, who were assessed and attained at least level 2 in English, mathematics and science was 80 per cent. The core indicator of pupils in year 6 who were assessed as attaining at least level 4 in English, mathematics and science was 75 per cent.
9. The tracking by the school and the local education authority demonstrates the good progress and achievement of pupils, which is higher than local and national results. The trend of performance of the school is of steady improvement in most areas. Lessons are planned well and incrementally to steadily develop pupils' skills, knowledge and understanding.
10. Boys and girls from all groups and levels of prior attainment including those with special needs make good progress and achieve well overall. The school sets challenging, but appropriate targets that are met.
11. Pupils' skills in speaking and listening, reading and writing and numeracy are good throughout the school. Their skills in information technology are good at key stage 1, but with some shortcomings at key stage 2. Pupils demonstrate satisfactory problem solving skills throughout the school. Good features outweigh shortcomings in pupils' bi-lingual skills.
12. Pupils demonstrate good problem solving skills with some shortcomings throughout the school from the Under Fives upwards. In the main, the shortcomings are due to lack of regular opportunities for pupils to research for themselves. Pupils behave and take responsibility willingly, but some opportunities for them to develop independent research skills are missed. Personal and social development is good and pupils have a well-developed moral and social responsibility. They are fully aware of issues of equality and are respectful of the views of others. Pupils have good attitudes to school. They work hard and try to do their best. Behaviour is good and they treat others and their surroundings with respect. Older pupils are keen to take care of the younger pupils in the playground and as they move about the school. They are well prepared for eventual effective participation in community life and in the workplace.
13. Rates of attendance are often below 90 per cent and last year averaged 87.5 per cent for the whole school with 2.5 per cent recorded as unauthorised absences. Attendance remains a key issue in the school but punctuality is much improved since the previous inspection and now only a very small minority of pupils arrives late. Registration complies very strictly with statutory regulations and families are not given the benefit of the doubt if unacceptable reasons for absence are given or pupils are not very prompt – this helps to explain the higher than expected unauthorised rate. Staff monitor attendance and reasons for absence very rigorously and the education welfare service supports several families with attendance issues. Figures for this term and last year are also significantly affected by absences due to pupils taking holidays, which account for approximately 2 per cent of absences. The school

and Governors know staff all work hard to encourage good attendance for all, but they also know attendance remains an issue of concern. The school takes account of the requirements of National Assembly of Wales (NAW) Circular 3/99.

The quality of education and training

14. Grades in lessons seen are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0	43%	57%	0	0

15. The quality of teaching is good with some shortcomings. Teachers and support staff are hard working. All adults in the school have consistent high expectations of the behaviour and application of all boys and girls, including pupils with SEN. All pupils are expected to do their best and pay attention to the school rules and what their teachers tell them. As a result, pupils know very well what is expected of them and relationships are good.
16. Teachers provide good role models for pupils in modelling language and providing enrichment of vocabulary. Teachers have generally good levels of expertise and are deployed well.
17. Lessons are planned with clear and relevant objectives. They build upon previous learning effectively and often review important points from previous lessons before moving on.
18. In lessons where there are shortcomings pupils are over-directed by teachers, giving too little time for them to develop investigative and research skills for themselves. In a significant proportion of lessons observed, where there were some shortcomings, the adherence to the good and structured schemes was kept too rigidly and pupils were all given the same tasks. In many lessons for the youngest children there are too few first hand experiences that involve them in their own learning.
19. Assessment, recording and reporting meet statutory requirements. Baseline assessment is administered in the Nursery and Reception classes and the analysis is used to inform areas for development. Reception Baseline analysis indicates good progress made during children's first year at school.
20. Interim testing is used effectively to put pupils in ability groups for the core subjects of English and mathematics. Standardised assessments are administered in English and mathematics at the end of each year from year 1 upwards. The results are discussed by the staff and the information gained is used to set targets for every child. These are entered in the whole school tracking record. General class targets are displayed in the classroom and individual targets are written in the English and mathematics books of year 5 and 6 pupils. However, pupils are not involved in planning their own progress.

21. A portfolio of assessed work is in place for English writing for both key stages, which supports teachers' judgements when assessing pupils' work in this subject. There are, however, no such portfolios in place for other subjects. This contributes to a lack of clarity and consistency when teachers assess pupils' work. Assessment in the foundation subjects is, as yet, underdeveloped.
22. Reports to parents give detailed information about pupils' progress in the core subjects but lack sufficient reference to pupils' progress against National Curriculum criteria in the foundation subjects. They do not contain sufficient detail in terms of what pupils know, understand and can do. The targets set for pupils are too general.
23. The school is successful in meeting pupils' needs and provides a broad and balanced curriculum for all pupils, which meets legal and course requirements. A good range of extra-curricular activities is provided including residential courses, a brass instrument club and a sports club, which effectively enhance the knowledge, interests and skills of pupils.
24. The provision for the development of key skills is good, particularly for language, literacy and numeracy skills. However, there are some shortcomings in the provision for the development of information technology skills at key stage 2 and the development of pupils' investigative and research and creative skills generally.
25. The school addresses social disadvantage well. Pupils from all groups are given good opportunities to become involved in all activities, including clubs and trips. The school pays due attention to priorities for lifelong learning. It is developing ways to promote pupils' understanding of sustainable development.
26. The provision for pupils' spiritual, moral and cultural development is good. Collective worship meets statutory requirements. Acts of worship are broadly Christian in nature, but pupils also learn to respect the other main religious traditions.
27. *Y Cwricwlwm Cymreig* is appropriately developed and the children have a growing awareness of the culture of Wales, which is adequately promoted in a number of areas of the curriculum and in the life of the school. Bilingualism is adequately promoted by the school, but pupils' use of incidental Welsh is inconsistent.
28. The school has many good links within the community and these have developed particularly well with parents who appreciate the welcome they receive and the door being always open for them. The head teacher and staff are always available and accessible for parents and sought their views through questionnaires last year.
29. Community links are effective and all pupils make many and varied visits into the local area. School links are well-established and very close with two

secondary schools. Pupils visit elderly residents to sing and entertain them; they also visit local churches as well as shops and businesses. A young Downs Syndrome friend from the vicinity is warmly welcomed into the school every week as a volunteer and is a wonderful role model for the children. Her good humour and commitment is much appreciated.

30. The school is a very caring and close community where all pupils are treated as individuals. The head teacher oversees the many social and personal needs of a significant number of pupils who, because of their sometimes complicated home backgrounds, are more vulnerable and in need of extra support from many outside agencies. Procedures to ensure proper protection of children are fully implemented and understood. Pupils are rarely, if ever, excluded and progress in learning is made. The "Catch Up" project has been very successful in raising standards. Routines are well understood and policies, which guide many aspects of care and support, are regularly updated and followed.
31. Induction arrangements are flexible because pupils can start as soon as they are 3 years old and many do begin the day after their birthday. Attendance is very thoroughly monitored by the clerical assistant who is diligent in compiling records for any individual pupil who does not attend often enough. Supervision during playtime and during dinner is effective and good discipline is well maintained. The personal and social education programme is good. The school was not able to participate in the Healthy Schools initiative last year but is on track now to promote more consistently this aspect of personal development.
32. Good race relations are promoted well and no incidents of a racial nature have been recorded. Through linking with the cluster "Social Inclusion Co-ordinator", who was until recently based in the school buildings, extra support is received for a small minority of pupils of multi ethnic origin to enable them to achieve and settle as well as their friends.

Leadership and management

33. The Head teacher leads the school effectively. She has a good understanding of the strengths of the school and the areas for improvement. Self-evaluation is accurate, honest and used effectively to raise standards.
34. Targets set for school improvement are realistic but also suitably challenging. The views of pupils are sought and taken into due consideration through the school council. Parents' views are also considered through informal discussion and a questionnaire.
35. Performance management is firmly established and is effectively linked to school development. Training is linked well to whole school as well as individual priorities. Co-ordinators' roles are being developed, but the small size of the school and recent staff movement has required some changes in areas of responsibility. Monitoring of standards of teaching, learning and

achievement across the school by middle managers is at an early stage of development.

36. The governing body is supportive of the school and meets its statutory duties effectively. The governing body is aware that it will need to further develop skills and confidence to challenge school and take a more active role in setting the school's strategic direction in the future.
37. The school has sufficient qualified and experienced teachers for the numbers on roll.
38. Learning resources are appropriate, and for some aspects, such as the school library, they are good. However, in some subjects, such as art, limited use is made of the resources the school has.
39. Despite some improvements over recent years the aged school buildings require further maintenance attention. However, they are kept very clean and displays are bright and attractive, providing a good setting for learning. The space that the buildings provide is deployed well. There are a number of minor health and safety issues, which were brought to the attention of the governing body.
40. There has been a good level of improvement since the previous inspection. The school manages its budget well and provides good value for money.

Recommendations

41. In order to improve standards further, it is recommended that the school should:
- R1 Raise standards in Welsh second language and in art.
 - R2 Raise standards in the use of information technology in other lessons at key stage 2.
 - R3 Improve the provision for under-fives outdoor physical and creative development. *
 - R4 Use assessment information more when planning lessons, particularly to challenge higher attaining pupils. *
 - R5 Develop monitoring by middle management to provide a clear picture of standards of teaching, learning and individual pupils' achievements across the school. *
 - R6 Continue to work to improve attendance. *

* These have all been identified by the school in its planning for improvement.

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

Standards

Key question 1: How well do learners achieve?

Grade 2: Good features with no important shortcomings.

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

Subjects and Areas of Learning for Early Years

43. The educational provision for the under-fives has some weaknesses but there is evidence that these weaknesses can soon be put right.

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

Subject	Key Stage 1	Key Stage 2
Subject 1	N/A	N/A
Subject 2 English	2	2
Subject 3 Welsh second language	3	3
Subject 4 information technology	2	3
Subject 5 art	3	3
Subject 6 physical education	2	2

44. Pupils' standards of achievement in lessons observed in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0	43%	57%	0	0

45. Pupils' achievements are good and they make good progress towards their potential in virtually all subjects. Irrespective of their academic, social, ethnic or linguistic background, pupils receive good support in the school and make good progress. Pupils with special educational needs make good progress and achieve the targets set for them, as do pupils whose first language is neither Welsh nor English.
46. The core indicator of the proportions of pupils in year 2, who were assessed and attained at least level 2 in English, mathematics and science was 80 per cent. Eighty per cent of pupils attained at least level 2 in English, including 27 per cent who reached level 3. In mathematics, ninety-three per cent attained

at least level 2, with seven per cent reaching level 3. In science all pupils attained the expected level 2, but no pupil attained the higher level 3.

47. The tracking by the school and the local education authority demonstrates the good progress and achievement of pupils, which is higher than local and national results. The trend of performance of the school is of steady improvement. Lessons are planned well to develop pupils' skills, knowledge and understanding steadily and incrementally.
48. The results of the end of key stage 2 National Curriculum assessments in 2005 indicate that the local and national averages have been exceeded. Girls attained higher scores than boys, but scrutiny of work indicates that their achievements were similar when prior attainment was taken into consideration. In all three core subjects, a higher proportion of pupils attained at least the expected level than nationally. Considering the higher than average proportions of pupils in the school eligible for free school meals compared to nationally, this is a noteworthy achievement. However, the proportion of pupils attaining the higher level 5 is lower than the national results in all three subjects.
49. The school sets appropriate targets, which are met. Children under five make good progress in using their early language and mathematical skills across the curriculum. Information technology skills are less well developed. In key stage 1 and key stage 2, pupils listen well and speak confidently. Reading skills are developed well. The range of writing for different purposes across the curriculum is, however, restricted. Pupils apply their numeracy skills well in a number of appropriate contexts. They use their developing information technology skills well, to support their learning in a number of subjects in information technology lessons. Too little use is made of these skills in lessons in other subjects. In bi-lingual skills, good features outweigh shortcomings.
50. Pupils demonstrate good problem solving skills with some shortcomings throughout the school from the Under Fives upwards. In the main, the shortcomings are due to lack of regular opportunities for pupils to research for themselves. Pupils behave and take responsibility willingly, but some opportunities for them to develop independent research skills are missed. Personal and social development is good and pupils have a well-developed of moral and social responsibility. They are fully aware of issues of equality and are respectful of the views of others. Pupils have good attitudes to school. They work hard and try to do their best. Behaviour is good and they treat others and their surroundings with respect. Older pupils are keen to take care of the younger pupils in the playground and as they move about the school. They are well prepared for eventual effective participation in community life and in the workplace.
51. Pupils have generally poorly developed levels of awareness of how well they are progressing. They are not included in negotiating their own targets. Criteria for achieving the next level in their work of work are not made explicit to them.

52. Rates of attendance are often below 90 per cent and last year averaged 87.5 per cent for the whole school with 2.5 per cent recorded as unauthorised absences. Attendance remains a key issue in the school but punctuality is much improved and now only a very small minority of pupils arrives late. Registration complies very strictly with statutory regulations and families are not given the benefit of the doubt if unacceptable reasons for absence are given or pupils are not very prompt – this helps to explain the higher than expected unauthorised rate. Staff monitor attendance and reasons for absence very rigorously and the education welfare service supports several families with attendance issues. This term some families choosing to keep their children off school because of fears over E-coli have adversely affected the overall figures. Figures for this term and last year are also significantly affected by absences due to holidays, which account for approximately 2 per cent of absences. The school and Governors know staff all work hard to encourage good attendance for all, but they also know attendance remains an issue of concern.

53. The school takes account of the requirements of National Assembly of Wales (NAW) Circular 3/99.

The quality of education and training

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

Grade 3: Good features outweigh shortcomings.

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0	43%	57%	0	0

55. Teaching has good features, which outweigh shortcomings. Teachers and support staff are hard working. All adults in the school have consistent expectations of the behaviour all boys and girls, including pupils with SEN. All pupils know they are expected to do their best and listen to their teachers. As a result, relationships are good and the school functions in a calm and orderly manner. Teachers are good role models for pupils in modelling language and providing enrichment of vocabulary. Teachers have generally good levels of expertise and are deployed well.
56. Lessons are planned with clear and relevant objectives. They build upon previous learning effectively and often review important points from previous lessons before moving on. The learning objectives for the lessons are made explicit at the start of most sessions, so that pupils know what it is that they are going to learn.
57. Teachers are effective in promoting equality of opportunity for all pupils. Issues of gender, race and disability equality are addressed well.
58. In lessons where there are shortcomings these are often because lessons are over-directed by teachers, giving too little time for pupils to develop investigative and research skills for themselves. For example, in a number of these lessons, teachers gave too little time to pupils to come to their own answers to questions and pupils sat at tasks longer than they needed to. In many lessons where there were shortcomings, the adherence to the good and structured schemes was kept too rigidly and pupils were all given the same tasks. While this was highly appropriate in many instances, for example when a new concept or skill was being introduced, occasionally time was not used as efficiently as possible. The thoroughness of the teaching in reinforcing skills prevented higher attaining pupils, who had quickly grasped a concept, from moving on to the next stage, as they practiced the skill to the same degree as those who found the learning harder. In many lessons for the youngest children where good features outweighed shortcomings, there are too few first hand experiences that involve them in their own learning.
59. The school meets all statutory requirements for assessment, recording and reporting. When completed, however, these assessments are not sufficiently

precise in identifying issues to be addressed, neither are they used well enough to regularly inform subsequent planning and teaching.

60. Pupils have a growing awareness of bilingualism. However, opportunities are missed for them to apply their skills in Welsh across the curriculum.
61. Baseline assessment is administered in the nursery and reception classes and the analysis is used appropriately to inform areas for development. Reception Baseline analysis indicates good progress is made during children's first years at school.
62. Interim testing is used effectively to group pupils for the core subjects of English and mathematics. Standardised assessments are administered in English and mathematics at the end of each year from year 1 upwards. The results are discussed by the staff and the information gained is used to set targets for every child. These are entered in the whole school tracking record. General class targets are displayed in the classroom and individual targets are written in the English and mathematics books of year 5 and 6 pupils. Pupils are not involved in planning their own progress.
63. A portfolio of assessed work is in place for English writing for both key stages, which supports teachers' judgements when assessing pupils' work in this subject. There are, however, no such portfolios in place for other subjects. This contributes to a lack of clarity and consistency when teachers assess pupils' work. Assessment in the foundation subjects is underdeveloped.
64. The assessment process as a whole and especially the assessment of foundation subjects lacks sufficient rigour. The system does not focus on formative assessment and is not sufficiently manageable in order to ensure that best use is made of information gathered to inform planning and enhance provision for pupils.
65. Planning does not identify assessment opportunities in either the long or short term. Marking is inconsistent and while some is good, it is not sufficiently precise in identifying issues to be addressed. Assessment is not used sufficiently to inform subsequent planning in the short term.
66. Reports to parents give detailed information about pupils' progress in the core subjects but lack sufficient reference to pupils' progress against National Curriculum criteria in the foundation subjects. They do not contain sufficient detail in terms of what pupils know, understand and can do. The targets set for pupils are too general.

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

Grade 2: Good features with no important shortcomings.

67. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
68. The school generally succeeds in meeting pupils' needs and provides a broad and balanced curriculum for all pupils which meets legal and course requirements.
69. The educational provision for the under-fives has some weaknesses but there is evidence that these weaknesses can soon be put right. These weaknesses mainly involve children being given too little opportunity to take initiative in their learning.
70. The needs of pupils with SEN, particularly where those needs are behavioural, are well catered for.
71. The school plans for the development of key skills in language and mathematics, which is reflected in pupils' effective use of these across the curriculum. Planning for the development of ICT skills is underdeveloped at key stage 2. Pupils' creative and problem solving skills are restricted in some classes as a result of over-directed teaching.
72. Physical education and music sessions are held weekly after school and are accessible to all key stage 2 pupils. These are very popular and well attended and contribute well to pupils' personal, social and physical development. Pupils in key stage 1 have good opportunities to visit places of interest in the locality as part of their learning in geography, for example.
73. The school effectively promotes pupils' personal development. Pupils are interested in their work and have positive attitudes towards learning. They are generally well motivated, persevere with their tasks and try to give of their best. Frequent visits to local homes for the elderly give pupils an insight into the needs of others. This is reflected in the care and concern they demonstrate towards one another and towards the many adult volunteer helpers who contribute well to the life and work in the school.
74. Provision for pupils' social development is good and they demonstrate respect and friendship for pupils of different cultures and for the Downs Syndrome friend who provides valuable help in the school library. The school successfully promotes pupils' moral development well and they are encouraged to contribute to discussions about moral issues raised in acts of Christian worship. Although opportunities for quiet reflection are not always provided, the presence of all staff at assembly and their participation in prayers and songs supports its significance in the life of the school. This sets a good example to pupils and effectively promotes their spiritual development.

75. *Y Cwricwlwm Cymreig* is appropriately developed and the children have a growing awareness of the culture of Wales, which is adequately promoted in a number of areas of the curriculum and in the life of the school. Pupils benefit from their study of the local community and visits to areas further a-field in Wales, which extend their knowledge of their country and its culture. Their awareness of other cultures is less well developed.
76. The school promotes bilingualism appropriately, but pupils' use of incidental Welsh is inconsistent throughout the school.
77. The school pays due attention to priorities for lifelong learning. It effectively promotes pupils' understanding of sustainable development. Visits to a local environmental centre and a geography project on the river Rhondda have given pupils a good awareness of their environment. The school has won an award for re-cycling, and involvement in a re-cycling project has given pupils a good awareness of environmental issues.
78. The school is an inclusive community and effectively ensures equality of opportunity for all pupils. It actively addresses social disadvantage for example, by ensuring that all pupils benefit from education visits regardless of circumstances.
79. The school has many good links within the community and these have developed particularly well with parents who appreciate the welcome they receive and the door being always open for them. Parents show support for the school when for example they help voluntarily on a very regular basis with practical activities and sport. Although there is no formal parent association, parents enjoy supporting fund raising events such as the "summer fayre" and volunteer to be governors. They have benefited in the recent past from family learning projects. The head teacher and staff are always available and accessible for parents and have sought their views through questionnaires last year.
80. Community links are effective and all pupils make many and varied visits into the local area. Pupils visit elderly residents to sing and entertain them; they also visit local churches as well as shops and businesses. A young Downs Syndrome friend from the vicinity is warmly welcomed into the school every week as a volunteer and is a wonderful role model for the children. Her good humour and commitment is much appreciated.
81. School links are well-established and very close with two secondary schools. In addition there is a formal partnership agreement with an initial teacher training college. Two students have just completed work placements in the nursery and reception department. Overall links with many interested parties, which include those that promote work related education, have good features and no important shortcomings.
82. The school is beginning to plan more formally to promote pupils' skills of problem solving and decision-making and pupils enjoy getting involved in the school council. They have presented a lively project to Governors as part of

their role in looking at environmental issues, that affect their school. Pupils have visited the National Assembly in Cardiff. They help run the tuck shop. Overall, the learning opportunities offered to pupils make a positive contribution to the development of their entrepreneurial skills but there is scope for these important skills to be more consistently promoted within lessons across the school.

83. The school has close links with others in the same cluster, which enables staff to share expertise. These contribute to both curriculum development and teachers' professional development. There are good, well-established links with local colleges of further and higher education and the school regularly accepts students on work placements, which enrich pupils' learning.
84. The school promotes pupils' citizenship and life long learning skills appropriately. Work related education is effectively provided. Pupils in key stage 2 are involved in making decisions about school life through membership of the school council. Pupils in year 6 run the fruit tuck shop under the supervision of a teacher and the funds raised are used to purchase items such as library seating. Older pupils run stalls in the summer fete at a local home for the elderly. Pupils in year 5 and year 6 are learning to take responsibility for improving their own learning through the targets that are set for them by their teachers in English and mathematics.

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

Grade 2: Good features with no important shortcomings.

85. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
86. The school is a very caring and close community where all pupils are treated as individuals. Pupils are very happy and settled in school and trust and turn to their teachers and support assistants who work together well. Parents appreciate the good levels of support especially for a small minority of boys who sometimes misbehave. Staff know the pupils very well and are very kind and considerate towards them.
87. The head teacher oversees the many social and personal needs of a significant number of pupils who, because of their sometimes complicated home backgrounds, are more vulnerable and in need of extra support from many outside agencies. Three members of staff have been fully trained in child protection but all staff have had basic training also. Procedures to ensure proper protection of children are fully implemented and understood. The head teacher spends many hours every month ensuring that the many needs of this group of pupils are uppermost in plans, which are made with outside agencies.
88. Provision for pupils with special educational needs is good. The school works closely with parents including sharing behaviour and education plans, which,

over time, are successful for many. Pupils are rarely, if ever, excluded and progress in learning is made. The "Catch Up" project has been very successful in raising standards. Routines are well understood and policies, which guide many aspects of care and support, are updated and followed.

89. Induction arrangements are flexible because pupils can start as soon as they are three years old and many do begin the day after their birthday. An experienced nursery nurse plays an important part in settling the very youngest children and helping them learn what is expected. Parents are kept well informed and told inspectors they like the good quality of care and guidance their children receive when they start school. Systems to support pupils who start school at other than the start of reception are also good.
90. Attendance is monitored very thoroughly by the clerical assistant staff who is diligent in compiling records for any individual pupil who does not attend often enough. Outside agencies support the school and families are encouraged to send their children even if it means they are a few minutes late. Holidays are discouraged during term but nevertheless many families still choose to take holidays during school time when prices are lower.
91. Monitoring of pupils' academic performance is good with some shortcomings. Statutory requirements are met. However, monitoring of foundation subjects is not as well developed as the core subjects of English and mathematics.
92. Supervision during playtime and during dinner is effective and good discipline well maintained. Pupils look out for each other and care and support each other well. The new system of buddying is working well. Good attitudes and positive behaviour are successfully encouraged when for example those at risk of disaffection are more formally supported by a community based youth project.
93. The personal and social education programme teaches pupils how to keep safe when for example they participate in a drugs awareness project, when they visit exhibitions to learn about road safety and when they keep their environment litter free. Assemblies promote well-being and safety as well as considering justice and respect for others, The school was unable to participate in the Healthy Schools initiative last year but is starting to promote this aspect of personal development more consistently.
94. The school is effective in promoting equality of opportunity for all groups. Stereotypes are challenged appropriately. Pupils are taught to recognise and respect diversity. Good race relations are promoted well and no incidents of a racial nature have been recorded. Through linking with the cluster "Social Inclusion Co-ordinator", who was until recently based in the school buildings, extra support is received for a small minority of pupils of multi ethnic origin which enables them to settle and achieve as well as their friends.

Leadership and management

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

Grade 2: Good features with no important shortcomings.

95. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
96. The head teacher leads the school effectively and is the major reason that standards have improved so well since the previous inspection. She has a clear and accurate view of the school's strengths and areas for improvement and ensures that realistic, but challenging, targets are set for improvement. These targets are then supported through careful funding and deployment of resources and monitored carefully and regularly. Staff are given regular opportunities to discuss and help to formulate the next step towards raising standards.
97. The school aims are clear and understood by all. They underpin all of the work of the school and are reviewed regularly. The school's planning takes good account of national and local priorities and agreements and there has been an introduction of the new national work/life-balance initiatives.
98. Performance management is underway and is suitably linked to whole school development. Training is effectively matched to individual as well as to whole school needs. Systems for the induction of new staff are effective.
99. The head teacher currently undertakes the monitoring of teaching and learning throughout the school and so has a very good knowledge of the strengths of her staff and the areas for development. The role of middle management in monitoring standards is being developed and is highlighted in the school development plan as an area for improvement. As yet, co-ordinators have not had training for, or undertaken, monitoring of colleagues teaching.
100. The governing body is supportive of the school and meets its statutory duties effectively. There are good relationships between the hard-working governing body and all parties in the school. Governors use a variety of effective methods to monitor provision, including visiting the school and classes, meeting parents, taking advice from local education authority personnel and receiving reports from the head teacher. The Governing Body is aware that it will need to develop skills and confidence further to meet its changing role towards challenging the school in order to act more as a critical friend. It is aware that training is needed to enable it to take a more active role in setting the school's strategic direction.

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

Grade 2: Good features with no important shortcomings.

101. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
102. The head teacher has a very good knowledge of all aspects of the school and uses information effectively to plan for improvement. She undertook action, for example, following the previous inspection to put whole-school, structured schemes in place for the teaching of a range of subjects. These actions resulted in significant, clear and measurable improvement in standards in English, design and technology, physical education, art and information technology.
103. Self-evaluation is good and the process is embedded effectively. Consultation is undertaken with all interested parties and the views of parents and pupils are given due regard when decisions are made.
104. Co-ordinators' roles have been developed since the previous inspection and co-ordinators are now responsible for undertaking reviews of their subjects, monitoring resources and formulating plans for development across the whole school. They have not monitored teaching and learning in other classes, due to the budget implications in this small school. They have, however, undertaken monitoring of work in books. They have monitored pupils' progress through staff discussion and use of assessment information. Not all middle managers have yet got an accurate awareness of standards in their subject across the whole school however. The head teacher is aware that further staff training and refinement of the management structure is needed to ensure that subjects are monitored effectively without placing further burdens on a small staff.
105. The views of pupils are sought and taken into due consideration through the school council when evaluating and reviewing standards. Parents' views are also considered through questionnaire and informal discussion, as well as the annual meeting.

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

Grade 2: Good features with no important shortcomings.

106. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
107. The school has an adequate number of staff to support the number of pupils on roll. Teachers are suitably qualified and have detailed job descriptions that note their curricular responsibilities.

108. Teachers demonstrate a sound commitment to the school. Classroom assistants work alongside the teachers giving good support to the pupils; they make an effective contribution to the work of the school. The Nursery Nurse makes a particularly valuable contribution in terms of supporting pupils' learning in IT, as well as supporting pupils in class.
109. There are appropriate arrangements for performance management. Subject co-ordinators have had few recent opportunities to attend courses; this restricts their continuous professional development. In-service training has focused on 'Critical Skills', which have been identified as a priority by the SDP. This is an initiative, which involves other schools in the area. It has yet to impact significantly on standards.
110. The secretary, midday supervisors, caretaker and cleaners fulfil their duties effectively. The school is kept in an immaculate condition and provides a colourful, stimulating learning environment.
111. Effective use is made overall of resources in order to support teaching. Co-ordinators review resources annually and receive a very small sum each year for the purchase of further resources that their audit has identified. The central library is a particularly good resource. It is well stocked, attractively furnished and is used effectively to support pupils' reading and information retrieval skills. Optimum use is not made of resources in art. The range of media and equipment used is limited. This has a negative impact upon provision and standards in this subject. The designated outdoor area for the nursery and reception children is limited and its under-use restricts the overall development of children under five.
112. Priorities are carefully planned and resources allocated carefully to ensure best value for money and linked to the school development plan. The school makes good use of grants and other funds to supplement its budget efficiently. Financial management is good.
113. There have been many improvements to the accommodation, which, despite its vast size, is kept very warm, clean and colourful inside. Toilets have been greatly improved, which at the time of the previous inspection, were a cause for concern. It is not an easy task to look after such spacious buildings and site and constant maintenance on the fabric of the building, especially the roof, has to be undertaken. During the week of inspection building services inspected a large crack in one building, which the head teacher was told could be due to subsidence.
114. Governors are fully aware of a number of health and safety issues. They have had an access audit for the disabled undertaken which has indicated obvious areas of difficulty. The local authority is also aware of many issues in particular the poor state of the facilities for outside play for the very youngest pupils.
115. The head teacher and the governors manage the budget effectively and ensure good value for money.

Standards achieved in subjects and areas of learning

Subject 1: Early Years

116. The overall quality of the educational provision for under-fives has some weaknesses but there is evidence that these weaknesses can soon be put right.
117. The school offers full-time places for reception and nursery age children. Many children enter the school with a limited range of skills and experiences. They make good progress from a low baseline.

Nursery (ages 3-4)

118. Nursery children's **personal and social development** is good.

Good Features

119. Children make good progress in settling into school and developing their social skills. They respond very well to daily routines, making good progress in becoming independent members of the class. They establish good relationships with other children and adults. When playing, they share equipment and take turns appropriately. They take responsibility for their personal hygiene well and use their personal towels to dry their hands.
120. Nursery children's language, **literacy and communication skills** have good features, which outweigh shortcomings.

Good Features

121. Children enjoy playing in the cafe and speak to one another about what they would like to eat. They listen quite well to adults and begin to listen to each other. They handle books appropriately and ask and answer questions about what they are doing. They are beginning to explore mark making in the context of their role-play as waiters and waitresses. Children are beginning to listen for extended periods, for example, they enjoy listening to and joining in with stories.

Shortcomings

122. Children's knowledge of story, poetry and rhyme is underdeveloped, as is re-telling of stories and ability to speak about their experiences. Free mark making with a range of implements is underdeveloped.
123. Nursery children's **mathematical development** has good features, which outweigh shortcomings.

Good Features

124. Children are beginning to learn their colours and sort vehicles according to colour. They can count and are beginning to learn 1-1 correspondence. They are developing an understanding of mathematical language when they talk about their activities such as in the water trough.

Shortcomings

125. Children's recognition of simple patterns is underdeveloped.
126. Nursery children's **knowledge and understanding of the world** has good features, which outweigh shortcomings.

Good Features

127. The children are beginning to understand the concept of time through their daily routines. They talk with interest about their homes and families. They understand that certain everyday equipment requires electricity to make it work, for example the 'kettle' in the role-play area. Children are beginning to understand where food comes from and that they must eat good food in order to grow.

Shortcomings

128. Children's understanding of the features of the area they live in is underdeveloped. Their ability to start to make choices and to select materials from a range and to explore their potential is restricted.
129. The achievement of nursery children's **physical development** has good features, which outweigh shortcomings.

Good Features

130. Children move confidently with a growing awareness of space. They generally demonstrate good large motor skills and co-ordination when using the indoor soft play equipment. Their fine manipulative skills are beginning to develop when handling pencils and crayons.

Shortcomings

131. Children's ability to handle small tools and objects with increasing control is limited. Their general physical development is limited because of the underdevelopment of the outdoor area.
132. Nursery children's **creative development** has good features, which outweigh shortcomings.

Good Features

133. Children enthusiastically sing a wide range of songs and rhymes in English and Welsh. They adopt a role easily when working in the cafe and show a good understanding of money when 'paying' for their food. They imitate movements well and are beginning to differentiate between sounds.

Shortcomings

134. Children's ability to start to make choices about colour and medium are underdeveloped. Their ability to move their bodies creatively in dance is underdeveloped.

Reception (ages 4-5)

135. Reception children's **personal and social development** is good with no significant shortcomings.

Good Features

136. Children continue to build good relationships with adults and other children. They undertake responsibilities willingly and demonstrate a high level of independence when given the opportunity. Children make good progress in their ability to work together. They sustain concentration when working on tasks or undertaking practical activities which interest them. They pay good attention to personal hygiene, using their own towels and replacing them on the correct hook. They undress and dress themselves competently and with minimal assistance.

137. Reception children's **language, literacy and communication** skills have good features, which outweigh shortcomings.

Good Features

138. Children generally listen well and make good progress in developing their speaking skills. They demonstrate interest in books and handle them appropriately. They are beginning to read familiar words. They sing a number of English and Welsh rhymes confidently and answer accurately the question 'Pwy wyt ti?' They are beginning to learn some writing patterns and know many letter sounds and are beginning to form letters.

Shortcomings

139. Basic mark-making before children engage in formal writing activities is underdeveloped. Insufficient use is made of role-play in order to further develop children's language.
140. Reception children's **mathematical development** has good features, which outweigh shortcomings.

Good Features

141. Children develop an adequate understanding of number and other mathematical concepts through play, games and rhymes. They count on and back to 10 in English and in Welsh and the more able children work effectively with numbers beyond 20. They are beginning to record simple calculations on worksheets. Children are beginning to develop an appropriate mathematical vocabulary such as heavy and light, up and down and big and small. Children can use non-standard measurements in appropriate problem solving contexts in order, for example, to calculate how far a vehicle has travelled.

Shortcomings

142. Children's understanding of mathematical concepts is restricted by the overuse of worksheets. Their understanding of two and three dimensional shapes is underdeveloped.
143. Reception children's development of **knowledge and understanding of the world** has good features, which outweigh shortcomings.

Good Features

144. They can talk about the weather and the older children know the order and main characteristics of the seasons. They are learning about living things by observing their goldfish. All children join in readily with simple Welsh phrases and respond well to a range of commands in Welsh in class. They have investigated objects that sink and float and are beginning to discover the reasons for this. The older children demonstrate good problem solving skills when they reason that a vehicle will travel more slowly on a carpet because it is 'bumpy'.

Shortcomings

145. Children's understanding about different places is underdeveloped. Their understanding of the use of a variety of information sources is limited. Their experiences of the environment are restricted thus limiting their understanding of its importance. Children have limited experience of making choices about materials and of cutting, folding, sticking and comparing.
146. Reception children's standards of achievement in their **physical development** has good features which outweigh shortcomings

Good Features

147. Children's large motor skills are developing adequately as they regularly use the indoor soft play equipment with increasing confidence. They understand and enjoy the differences between jumping, dancing, hopping and skipping and engage in these with good control and co-ordination.

Shortcomings

148. Children's development of physical skills is restricted because outdoor play is undeveloped.
149. Reception children's achievement in their **creative development** has good features, which outweigh shortcomings.

Good Features

150. Children sing songs, hymns and rhymes in English and Welsh enthusiastically. Some can keep a steady beat when using percussion instruments to accompany their songs. They respond appropriately to suggestions for imitative movements. Children enjoy painting and printing when given the opportunity to engage in these activities.

Shortcomings

151. Children's imaginative play and creative development, particularly in painting, are underdeveloped. Skills in listening and making music or interpreting their feelings through free dance are underdeveloped. Role-play is underdeveloped and shows little progress from nursery.

Subject 2: English

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

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

Good features

152. Standards in listening are good throughout both key stages. In key stage 1 classes, most pupils are able to take turns and listen carefully to their teachers' instructions and the ideas of others. In key stage 2, pupils listen attentively to their teachers and show an appreciation of the contributions of their peers.
153. Standards in speaking are good in both key stages. Pupils in key stage 1 demonstrate a growing understanding of the importance of expressing their ideas fully by beginning to apply aspects of standard spoken English correctly. They use increasingly complex language to express themselves confidently.
154. In key stage 2, pupils discuss their activities in groups. Some pupils articulate their ideas with confidence and clarity.
155. Standards in reading are good. Most pupils in both key stages make good progress with reading in relation to their abilities. The more able key stage 1 pupils recognise the humour in some simple texts and can name favourite stories and texts. Pupils read with expression when using picture books they have chosen themselves.

156. Older and more able readers read from a broader range of texts with increasing fluency and accuracy. They read for pleasure and information and know where to find reference books in the school library. Pupils are developing a preference for particular genres, naming their favourite books and authors; some express a liking for poetry. The more able read expressively and the less able read more fluently from “real” books, which they have selected themselves.
157. In writing, in both key stages, good features outweigh shortcomings. Pupils in both key stages write with increasing accuracy according to their abilities. In key stage 1, pupils develop a basic understanding of grammar; for example, they know how to write simple sentences using capital letters and full stops. Older pupils in key stage 1 keep a diary in which they write their news independently. Pupils complete numerous comprehension exercises competently. They spell familiar words well and write for an adequate range of audiences, including letters, speech bubbles and produce good rules collaboratively, for example, for safety on Guy Fawkes’ Night. They competently rewrite stories they have been told.
158. Pupils in key stage 2 complete numerous grammar exercises fairly accurately. Towards the end of the key stage, they produce an adequate range of writing in different forms that are suitable for the task, namely letters, instructions and dialogue. Pupils at the end of the key stage punctuate accurately and use inverted commas correctly. The more able write stories that make effective use of descriptive vocabulary. They produce interesting information sheets on favourite authors. Some older pupils demonstrate an awareness of paragraphs and use them frequently and effectively. The writing of older pupils is generally accurate and their work is well presented.

Shortcomings

159. Pupils in both key stages do not use a wide range of strategies to help them in their reading. As a result, their over dependence on phonics occasionally impairs their fluency and understanding of what they read.
160. Pupils’ writing across the curriculum in both key stages is narrow. Their ability to write extended pieces of work is underdeveloped as a result of over-use of worksheets.

Subject 3: Welsh second language

Key Stage 1 – Grade 3: Good features outweigh shortcomings

Key Stage 2 – Grade 3: Good features outweigh shortcomings

Good features

161. In key stage 1, pupils have a good knowledge of vocabulary related to the weather and pets and they know their colours and numbers. Pupils’ pronunciation is generally good and they are not afraid to attempt new words.

162. Pupils know an adequate range of Welsh songs and rhymes, which they use at certain times during the day. Older pupils can read signs and labels, which the teacher has placed in classroom. They are beginning to label pictures accurately.
163. Pupils' knowledge of a limited range of language patterns is secure and they answer certain questions confidently.
164. Pupils are able to read simple Welsh texts and older pupils are able to answer questions accurately about what they have read.
165. In key stage 2, younger pupils correctly insert missing words on worksheets and write simple sentences with some degree of accuracy.
166. The more able pupils complete comprehension exercises correctly and pupils have interpret a birthday graph in sentence form appropriately. The booklets prepared by the visiting Welsh teacher show evidence of progression in writing.
167. A few pupils know the time, numbers and can talk about the weather in Welsh. Pupils can answer simple questions within a limited context.
168. Pupils increase their vocabulary and are not afraid to pronounce new and difficult words, which they do well.
169. The majority of pupils are able to read simple sentences and the more able pupils at the end of key stage 2 have an adequate number of well-established language patterns. The more able pupils can change the structure of a sentence correctly from the first to the third person.
170. At the end of the key stage, pupils can read texts of an appropriate level and the more able with fluency and expression. Most pupils in years 5 and 6 can answer questions about what they have read correctly.

Shortcomings

171. The range of sentence patterns which pupils know well and use confidently is narrow in both key stages.
172. There is insufficient progression throughout both key stages in pupils' ability to converse. Many are unable to sustain a simple conversation.

Subject 4: Information Technology

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

Key Stage 2 - Grade 3: Good features outweigh shortcomings

Good features

173. Pupils in key stage 1 handle the mouse with suitable levels of confidence and control.
174. They use art programs to draw pictures, linked to work in other subjects. They colour these in using the filling in tool well on the drawing program.
175. They work together to move icons and pictures around the screen and to control what happens.
176. Pupils in key stage 2 use computers to draw attractive pictures in the style of a range of artists. They work competently using a range of drawing tools and changing background colour.
177. Word processing skills are developed effectively and pupils know a range of ways to make a title stand out, for example, or to emphasise certain parts of the text. Designing how their page of instructions will look, for example, by incorporating pictures and choosing font size and style of writing for particular effects.
178. Pupils in key stage 2 write rules with suitable typing skills decorating their work with borders, printing these out and saving their work.
179. They can explain how a simple spreadsheet works and fill one in with support. Most can interpret information from the spreadsheet with appropriate skill.
180. Pupils use mathematics programs with confidence and enjoyment to practice tables and mental mathematics skills. Higher attaining pupils confidently search for information using search engines.
181. A few recall how to make an interactive presentation.

Shortcomings

182. Pupils in key stage 2 do not have sufficient confidence to apply what they have been taught in information technology lessons to other subjects.
183. Pupils do not have well-developed skills in using research tools to support their learning in all subjects at key stage 2.
184. Pupils in key stage 2 have difficulty in applying the data handling skills they have been taught to real situations.

Subject 5: Art

Key Stage 1 – Grade 3: Good features outweigh shortcomings

Key Stage 2 – Grade 3: Good features outweigh shortcomings

Good features

185. In key stage 1, pupils produce free drawings of a high standard, which demonstrate bold use of colour and originality to accompany their written work.
186. Pupils explore line and tone in their observational pencil drawings of plants and produce good observational sketches of teddies.
187. Pupils use a range of materials adequately to make a collage of a caterpillar. They use natural and man-made objects for printing and have produced some effective examples. Pupils have also explored techniques in printing on material to produce attractive results.
188. Pupils in year 2 experiment effectively with hot and cold colours, mixing secondary and tertiary colours to produce different shades.
189. In key stage 2, pupils look at the work of Augustus John then explore the use of line and tone to create effective pencil portraits from photographs of family members.
190. Pupils also explore colour mixing of ready mixed paint to produce portraits of Sir Walter Raleigh that are of an appropriate standard.
191. Older pupils explore different techniques to produce light and shade when making observational portraits of plants and some produce effective examples. They evaluate their own and other pupils' work sensitively.
192. Pupils at the end of key stage 2 have participated in a 'Rhondda Songs' project led by a member of staff at the University of Glamorgan, which is focused on the work of the local Welsh artist Ernest Zobole. They have visited the art gallery at the university where they made notes and sketches of his work. Pupils use photographs, which they have taken and their own sketches of places painted by the artist to produce of a good standard of their impressions of life in the Rhondda valley.
193. Older pupils work with an artist at the National History Museum of Wales to produce pastel, pencil and crayon drawings of stuffed animals, which are of an appropriate standard.
194. Older pupils use a computer programme in order to re-size graphics competently.

195. Pupils work with an adult and a group of parents to produce collaboratively three-dimensional models of a good standard of parts of the human body, human figures and members of the dinosaur family.

Shortcomings

196. In key stage 1, pupils' understanding and investigation of art is underdeveloped and development of pupils' skills is slowed by the overuse of templates and emphasis on two-dimensional work.
197. Pupils' knowledge of the work of Welsh artists is underdeveloped in key stage 1. Pupils' knowledge of the art of other cultures is underdeveloped in both key stages.
198. In both key stages, pupils' ability to mix colours and to use them expressively is underdeveloped.

Subject 6: Physical Education

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

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

Good features

199. There are good standards in health and safety related activities, when pupils warm up with exercise appropriately and cool down at the end of the exercise, or when they move mats safely and carefully.
200. Pupils in key stage 1 take part in activities with concentration, focussing well on each part of their body. They are aware of the effects of energetic exercise on their bodies.
201. Pupils all make good progress in learning because of constant reinforcement of skills and they move with confidence, co-ordination and control.
202. Pupils dress suitably for physical education lessons, which ensures that their movements are unrestricted and they are appropriately clothed for running and dodging safely, for example. They follow their teacher's instructions carefully, developing a good understanding of working as a team or in pairs.
203. They move around the hall finding spaces and moving with suitable control and co-ordination. They balance on different parts of their body and evolve quite complex ways to move, refining their skills of travelling in different ways.
204. In key stage 2, pupils develop good skills of evaluating the quality of their work and that of others.

205. They show good progress in developing control of their bodies and of developing a sequence of actions. They demonstrate good awareness of others in their use of space.
206. In swimming the great majority of pupils attain the award for swimming 25 metres. Many also learn to swim in excess of 100 metres. Each year the school takes part in the local police, swimming gala.
207. Extra curricular opportunities include an after school sports club, which is well attended and an annual residential trip, which provides opportunity for pupils to develop outdoor and adventurous skills well. Many of the oldest pupils take part in regular extra-curricular sports such as rugby, football, tennis and basketball. These opportunities have a positive effect on standards attained by the pupils who attend. The school regularly takes part in a range of sporting events. This also has a positive effect on the pupils' social development.

Shortcomings

208. There are no significant shortcomings.

School's response to the inspection

The Governors and staff of the school are very pleased that the inspection findings recognise that there has been a good level of improvement since the previous inspection.

The inspection team agreed that self evaluation is good and the process is embedded effectively into school life resulting in the inspection teams judgements matching exactly the self evaluation report from the school. This gives the school greater confidence to further develop its current practise.

We are pleased that Inspectors acknowledged that the school is a warm and friendly school that provides an overall good quality of education for all of its pupils. The school provides a close community where all pupils are treated as individuals. Pupils are very happy and settled in school and are able to turn to their teachers and support assistants for guidance. The school is lead effectively and all teachers and support staff are very hard working.

The children make good progress and the achievement of pupils, in particular at key stage 2, is higher than the local and national results. Inspectors commented that this was a notable achievement considering the higher than average proportion of pupils in the school on free school meals.

It is pleasing that Inspectors recognised the standards in listening, speaking and reading are good in both key stages. Teachers in our school work very hard with pupils to achieve these standards and acknowledge these skills as being the foundation stones for all further development.

An action plan will be put in place to address the recommendations in the report. We are confident that we can address the recommendations regarding monitoring and assessment since these aspects have already been identified in the SIP, as has the continuing monitoring of attendance. Outdoor physical and creative development for the under-fives provides a challenge for the school. Raising standards in Welsh and art will also feature in the SIP.

As a school we will use this report to celebrate our school's success and move the school forward by taking on board recommendations made.

Appendix A

Basic information about the school

Name of School	Bodringallt Primary School
School type	Community
Age-range of pupils	3-11
Address of School	Bodringallt Terrace, Ystrad, Rhondda, Cynon, Taff
Post-code	CF41 7QE
Telephone number	01443 434292
Head teacher	Mrs B. Evans
Date of appointment	September 1998
Chair of governors/ Appropriate authority	Mrs T. King
Registered inspector	Mrs S. M. Barnes
Dates of inspection	31 st October to 2 nd November 2005

Appendix B

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	12	10	15	11	16	19	17	11	111

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	1	5.5

Staffing information	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	21:1
Pupil : adult (fte) ratio in nursery classes	11:1
Pupil : adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	28
Teacher (fte) : class ratio	1:1

Term	R	Whole School
Autumn	90	90
Spring	89	90
Summer	87	87

Percentage of pupils entitled to free school meals	37%
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results

National Curriculum Assessment KS1 Results 2004					Number of pupils in Y2		16	
Percentage of pupils at each level								
			D	W	1	2	3	4
English:	Teacher Assessment	School			20	53	27	
		National		4	12	64	20	
En: reading	Teacher Assessment	School			20	53	27	
		National		4	14	56	27	
En: writing	Teacher Assessment	School			20	53	27	
		National		5	14	69	12	
En: speaking and listening	Teacher Assessment	School			7	87	7	
		National		2	11	64	23	
Mathematics	Teacher Assessment	School			7	87	7	
		National		2	10	64	24	
Science	Teacher Assessment	School				100		
		National		2	9	66	24	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	80	In Wales	81

- D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

National Curriculum Assessment Results
End of Key Stage 2:

National Curriculum Assessment KS2 Results 2004							Number of pupils in Y6					16
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher Assessment	School							19	69	13	
		National					1	4	15	46	31	
	Test/Task	School							19	69	13	
		National		2	1	1	0	5	12	38	40	
Welsh	Teacher Assessment	School										
		National										
	Test/Task	School										
		National										
Mathematics	Teacher Assessment	School							13	69	19	
		National					1	3	15	47	32	
	Test/Task	School							13	69	19	
		National		2	1	0	0	4	18	42	33	
Science	Teacher Assessment	School							6	81	13	
		National						2	11	51	34	
	Test/Task	School							6	81	13	
		National	0	2	0	0	0	1	9	48	39	

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language)			
By Teacher Assessment		By Test	
In the school	75	In the school	75
In Wales	72	In Wales	70

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

Appendix D

Evidence base of the inspection

- Three inspectors were present at the school for six inspector days.
- The head teacher was the nominee and attended all meetings.
- Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school.
- Twenty-nine questionnaires were completed by parents and analysed.
- Discussions were held with the head and staff.
- School documentation and samples of pupils' work were examined.
- Twenty-one lessons or sessions were observed.
- A sample of pupils' work from across the ability range in each year group was examined.
- Inspectors listened to a sample of pupils reading.
- Discussions were held with pupils about their work.
- Pupils' behaviour was observed during break periods, at lunchtimes and at the beginning and end of the school sessions.
- Inspectors attended assemblies and observed extra-curricular activities.
- Meetings were held with the staff and the governing body.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mrs S. M. Barnes Registered Inspector	Special educational needs, information technology, physical education, how well learners achieve, the effectiveness of teaching and assessment, the effectiveness of leadership and management, how well leaders and managers evaluate and improve quality and standards.
Mrs B. Llewelyn-Jones Team Inspector	Early years, English, Welsh second language, art, how well learning experiences meet the needs and interests of learners and the wider community, how efficiently leaders and managers use resources.
Mrs C. Roberson Lay Inspector	How well learners are cared for guided and supported.

The contractor was:

Evenlode Education Ltd
8 Fisher Close
Duxford
Cambridgeshire
CB2 4XU

Acknowledgement

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

**Inspection under Section 10 of the
Schools Inspections Act 1996**

**Bodringallt Primary School
Bodringallt Terrace
Ystrad
Rhondda
Cynon Taff
CF41 7QE**

Summary for Parents

School Number: 674/2069

Date of Inspection: 31 October – 2 November 2005

by

**Mrs S. M. Barnes
W182/78732**

Date: 02 January 2006

Under Estyn contract number: T/63/05/P

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Basic information about the school

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Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	1	5.5

A SUMMARY REPORT FOR PARENTS

Bodringallt Primary School was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. **The full report can be obtained from the school.**

The inspection of Bodringallt Primary School took place between 31 October and 2 of November 2005. An independent team of inspectors, led by Mrs S. M. Barnes undertook the

inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

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

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

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

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

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

This received a **standard** inspection.

Summary

This is a warm and friendly school that provides an overall good quality of education for all of its pupils. The head teacher leads the school well. There was a close match between the judgements made in the school's self-evaluation report and those made by the inspection team.

Table of grades awarded

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

Standards

The educational provision for the under-fives has some weaknesses but there is evidence that these weaknesses can soon be put right.

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

Subject	Key Stage 1	Key Stage 2
Subject 1 Under Fives	N/A	N/A
Subject 2 English	2	2
Subject 3 Welsh second language	3	3
Subject 4 information technology	2	3
Subject 5 art	3	3
Subject 6 physical education	2	2

Pupils' standards of achievement during lessons seen during the inspection in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0	43%	57%	0	0

Pupils' achievements are good overall and they make good progress towards their potential in virtually all subjects.

The core indicator of the proportions of pupils in year 2, who were assessed and attained at least level 2 in English, mathematics and science was 80 per cent. The core indicator of pupils in year 6 who were assessed as attaining at least level 4 in English, mathematics and science was 75 per cent.

The tracking by the school and the local education authority demonstrates the good progress and achievement of pupils, which is higher than local and national results. The trend of performance of the school is of steady improvement in most areas. Lessons are planned well and incrementally to steadily develop pupils' skills, knowledge and understanding.

Boys and girls from all groups and levels of prior attainment including those with special needs make good progress and achieve well overall. The school sets challenging, but appropriate targets that are met.

Pupils' skills in speaking and listening, reading and writing and numeracy are good throughout the school. Their skills in information technology are good at key stage 1, but with some shortcomings at key stage 2. Pupils demonstrate satisfactory problem solving skills throughout the school. Good features outweigh shortcomings in pupils' bi-lingual skills.

Pupils demonstrate good problem solving skills with some shortcomings throughout the school from the Under Fives upwards. In the main, the shortcomings are due to lack of regular

opportunities for pupils to research for themselves. Pupils behave and take responsibility willingly, but some opportunities for them to develop independent research skills are missed. Personal and social development is good and pupils have a well-developed moral and social responsibility. They are fully aware of issues of equality and are respectful of the views of others. Pupils have good attitudes to school. They work hard and try to do their best. Behaviour is good and they treat others and their surroundings with respect. Older pupils are keen to take care of the younger pupils in the playground and as they move about the school. They are well prepared for eventual effective participation in community life and in the workplace.

Rates of attendance are often below 90 per cent and last year averaged 87.5 per cent for the whole school with 2.5 per cent recorded as unauthorised absences. Attendance remains a key issue in the school but punctuality is much improved since the previous inspection and now only a very small minority of pupils arrives late. Registration complies very strictly with statutory regulations and families are not given the benefit of the doubt if unacceptable reasons for absence are given or pupils are not very prompt – this helps to explain the higher than expected unauthorised rate. Staff monitor attendance and reasons for absence very rigorously and the education welfare service supports several families with attendance issues. Figures for this term and last year are also significantly affected by absences due to pupils taking holidays, which account for approximately 2 per cent of absences. The school and Governors know staff all work hard to encourage good attendance for all, but they also know attendance remains an issue of concern. The school takes account of the requirements of National Assembly of Wales (NAW) Circular 3/99.

The quality of education and training

Grades in lessons seen are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0	43%	57%	0	0

The quality of teaching is good with some shortcomings. Teachers and support staff are hard working. All adults in the school have consistent high expectations of the behaviour and application of all boys and girls, including pupils with SEN. All pupils are expected to do their best and pay attention to the school rules and what their teachers tell them. As a result, pupils know very well what is expected of them and relationships are good.

Teachers provide good role models for pupils in modelling language and providing enrichment of vocabulary. Teachers have generally good levels of expertise and are deployed well.

Lessons are planned with clear and relevant objectives. They build upon previous learning effectively and often review important points from previous lessons before moving on.

In lessons where there are shortcomings pupils are over-directed by teachers, giving too little time for them to develop investigative and research skills for themselves. In a significant proportion of lessons observed, where there were some shortcomings, the adherence to the good and structured schemes was kept too rigidly and pupils were all given the same tasks. In many lessons for the youngest children there are too few first hand experiences that involve them in their own learning.

Assessment, recording and reporting meet statutory requirements. Baseline assessment is administered in the Nursery and Reception classes and the analysis is used to inform areas for

development. Reception Baseline analysis indicates good progress made during children's first year at school.

Interim testing is used effectively to put pupils in ability groups for the core subjects of English and mathematics. Standardised assessments are administered in English and mathematics at the end of each year from year 1 upwards. The results are discussed by the staff and the information gained is used to set targets for every child. These are entered in the whole school tracking record. General class targets are displayed in the classroom and individual targets are written in the English and mathematics books of year 5 and 6 pupils. However, pupils are not involved in planning their own progress.

A portfolio of assessed work is in place for English writing for both key stages, which supports teachers' judgements when assessing pupils' work in this subject. There are, however, no such portfolios in place for other subjects. This contributes to a lack of clarity and consistency when teachers assess pupils' work. Assessment in the foundation subjects is, as yet, underdeveloped.

Reports to parents give detailed information about pupils' progress in the core subjects but lack sufficient reference to pupils' progress against National Curriculum criteria in the foundation subjects. They do not contain sufficient detail in terms of what pupils know, understand and can do. The targets set for pupils are too general.

The school is successful in meeting pupils' needs and provides a broad and balanced curriculum for all pupils, which meets legal and course requirements. A good range of extra-curricular activities is provided including residential courses, a brass instrument club and a sports club, which effectively enhance the knowledge, interests and skills of pupils.

The provision for the development of key skills is good, particularly for language, literacy and numeracy skills. However, there are some shortcomings in the provision for the development of information technology skills at key stage 2 and the development of pupils' investigative and research and creative skills generally.

The school addresses social disadvantage well. Pupils from all groups are given good opportunities to become involved in all activities, including clubs and trips. The school pays due attention to priorities for lifelong learning. It is developing ways to promote pupils' understanding of sustainable development.

The provision for pupils' spiritual, moral and cultural development is good. Collective worship meets statutory requirements. Acts of worship are broadly Christian in nature, but pupils also learn to respect the other main religious traditions.

Y Cwricwlwm Cymreig is appropriately developed and the children have a growing awareness of the culture of Wales, which is adequately promoted in a number of areas of the curriculum and in the life of the school. Bilingualism is adequately promoted by the school, but pupils' use of incidental Welsh is inconsistent.

The school has many good links within the community and these have developed particularly well with parents who appreciate the welcome they receive and the door being always open for them. The head teacher and staff are always available and accessible for parents and sought their views through questionnaires last year.

Community links are effective and all pupils make many and varied visits into the local area. School links are well-established and very close with two secondary schools. Pupils visit elderly residents to sing and entertain them; they also visit local churches as well as shops and businesses. A young Downs Syndrome friend from the vicinity is warmly welcomed into the school every week as a volunteer and is a wonderful role model for the children. Her good humour and commitment is much appreciated.

The school is a very caring and close community where all pupils are treated as individuals. The head teacher oversees the many social and personal needs of a significant number of pupils who, because of their sometimes complicated home backgrounds, are more vulnerable and in need of extra support from many outside agencies. Procedures to ensure proper protection of children are fully implemented and understood. Pupils are rarely, if ever, excluded and progress in learning is made. The "Catch Up" project has been very successful in raising standards. Routines are well understood and policies, which guide many aspects of care and support, are regularly updated and followed.

Induction arrangements are flexible because pupils can start as soon as they are 3 years old and many do begin the day after their birthday. Attendance is very thoroughly monitored by the clerical assistant who is diligent in compiling records for any individual pupil who does not attend often enough. Supervision during playtime and during dinner is effective and good discipline is well maintained. The personal and social education programme is good. The school was not able to participate in the Healthy Schools initiative last year but is on track now to promote more consistently this aspect of personal development.

Good race relations are promoted well and no incidents of a racial nature have been recorded. Through linking with the cluster "Social Inclusion Co-ordinator", who was until recently based in the school buildings, extra support is received for a small minority of pupils of multi ethnic origin to enable them to achieve and settle as well as their friends.

Leadership and management

The Head teacher leads the school effectively. She has a good understanding of the strengths of the school and the areas for improvement. Self-evaluation is accurate, honest and used effectively to raise standards.

Targets set for school improvement are realistic but also suitably challenging. The views of pupils are sought and taken into due consideration through the school council. Parents' views are also considered through informal discussion and a questionnaire.

Performance management is firmly established and is effectively linked to school development. Training is linked well to whole school as well as individual priorities. Co-ordinators' roles are being developed, but the small size of the school and recent staff movement has required some changes in areas of responsibility. Monitoring of standards of teaching, learning and achievement across the school by middle managers is at an early stage of development.

The governing body is supportive of the school and meets its statutory duties effectively. The governing body is aware that it will need to further develop skills and confidence to challenge school and take a more active role in setting the school's strategic direction in the future.

The school has sufficient qualified and experienced teachers for the numbers on roll.

Learning resources are appropriate, and for some aspects, such as the school library, they are good. However, in some subjects, such as art, limited use is made of the resources the school has.

Despite some improvements over recent years the aged school buildings require further maintenance attention. However, they are kept very clean and displays are bright and attractive, providing a good setting for learning. The space that the buildings provide is deployed well. There are a number of minor health and safety issues, which were brought to the attention of the governing body.

There has been a good level of improvement since the previous inspection. The school manages its budget well and provides good value for money.

Recommendations

In order to improve standards further, it is recommended that the school should:

- R1 Raise standards in Welsh second language and in art.
- R2 Raise standards in the use of information technology in other lessons at key stage 2.
- R3 Improve the provision for under-fives outdoor physical and creative development. *
- R4 Use assessment information more when planning lessons, particularly to challenge higher attaining pupils. *
- R5 Develop monitoring by middle management to provide a clear picture of standards of teaching, learning and individual pupils' achievements across the school. *
- R6 Continue to work to improve attendance. *

* These have all been identified by the school in its planning for improvement.

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

Acknowledgement

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