

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

**CAEDRAW PRIMARY SCHOOL
CAEDRAW ROAD
MERTHYR TYDFIL
CF47 8HA**

SCHOOL NUMBER: 675/2006

DATE OF INSPECTION: 23RD – 26TH FEBRUARY 2004

BY

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REGISTERED INSPECTOR: W/180/78730**

DATE: 30 MARCH 2004

UNDER ESTYN CONTRACT NUMBER: C/T/151/03P

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CURRICULUM NOMENCLATURE AND KEY STAGES

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

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

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

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

GRADE DESCRIPTIONS

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

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

LIST OF ACRONYMS USED IN THE REPORT IN ALPHABETICAL ORDER :

| | | |
|-------|---|---|
| CoP | - | Code of Practice |
| EBP | - | Education Business Partnership |
| EWO | - | Education Welfare Officer |
| GB- | | Governing Body |
| ICT | - | Information and Communications Technology |
| IEP | - | Individual Education Plan |
| KS | - | Key Stage |
| LEA | - | Local Education Authority |
| NC | - | National Curriculum |
| PSE | - | Personal and Social Education |
| PAL | - | Parents As Learners |
| PTFA | - | Parent Teacher and Friends Association |
| SDP | - | School Development Plan |
| SEN | - | Special Educational Needs |
| SENCO | - | Special Educational Needs Co-ordinator |
| WAG | - | Welsh Assembly Government |
| Y | - | Year |

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PART 2: THE INSPECTION SCHEDULE

1. CONTEXT

The school and its priorities

Caedraw Primary is a community school, catering for boys and girls aged from three to eleven years. There are 203 full-time equivalent pupils on roll, including 57 children under five. The school is organised in nine classes. This provision includes two specialist classes, one in each key stage, catering for pupils with disabilities. This physical disabilities unit (PDU) caters for up to 18 pupils who come from a wide area. The LEA provides these classes. In mainstream classes, nursery age children attend either a morning or afternoon session and are taught in a mixed age class with some children in reception. Older children in reception are taught with pupils in Y1 and another class caters for pupils in Y1 and Y2. There are four single age classes in KS2. The average class size, excluding the nursery and PDU classes, is 26. There are 10.4 full-time equivalent teachers, including the head teacher and one part-time teacher. Six assistants support this provision.

The school is situated close to the centre of Merthyr Tydfil. It shares a site with St Mary's Roman Catholic School and serves the town centre, parts of Thomastown and Twynyrodyn, areas to the south of the town and a housing estate to the west of the river Taff at Ynysfach. These are mainly residential areas with a significant proportion of rented accommodation. About half the pupils come from areas the school describes as neither affluent nor disadvantaged, and the remainder are from economically disadvantaged homes. Approximately 27% of pupils are entitled to free school meals; this is above average. There are a few pupils from ethnic minorities. No pupils come from homes where Welsh is the first language.

The school receives pupils from the full range of abilities. Assessments identify 34% have special educational needs (SEN); this is well above average. Eleven have a statement of SEN.

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

- to raise standards in the reading and writing of English;
- to improve pupils' problem solving skills in mathematics;
- to improve standards in science throughout the school;
- to raise standards in the use of ICT to support all areas of learning;
- to improve systems for assessment, recording and reporting, and tracking pupils' progress;
- to continue to develop early years provision;
- to raise standards in the teaching and learning of music;
- to continue to develop provision for children with SEN;
- to raise standards in the teaching and learning of geography;
- to further develop the welfare of all pupils through PSE;
- to continue to raise standards of teaching and learning in design and technology;
- to improve standards in the key skills of communication, numeracy and ICT across

- the curriculum;
- to develop and enhance management skills, practices and generate school improvement;
- to continue improvements to both the internal and external environments of the school;
- to improve the attendance of pupils.

The school was previously inspected in July 1998.

2. MAIN FINDINGS

The main findings of the report

This school has a very supportive ethos, where pupils are highly regarded and encouraged to achieve well. It is well led and managed and its provision has several very strong features.

Educational standards achieved by pupils

- In the lessons observed standards were judged to be good in around 64% and satisfactory in approximately 36%.
- The overall quality of the educational provision for the under-fives is appropriate to their needs and children make at least satisfactory progress towards the Desirable Outcomes for Children's Learning.
- Standards achieved in the six areas of learning are as follows:

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

- Standards achieved in the subjects of the National Curriculum (NC) and religious education in KS1 and KS2 are as follows:

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

- Progress across both key stages is generally good and is often particularly good towards the end of KS2. The more able pupils and those with SEN maintain good progress in classes where the work is well matched to their needs; this is particularly evident in the two PDU classes.
- Less able pupils, including those with SEN, benefit from additional support in literacy. Regular integration between PDU and mainstream classes enables pupils to achieve well in a range of work. Pupils learning English as an additional language make good progress.
- The KS1 NC results for 2003 show the proportion of pupils attaining expected levels (known as the core subject indicator) was 73%. This is below the national average and that for similar schools having between 25% and 28% of pupils entitled to free school meals. The three-year average is 73%.
- In KS2 NC test results for 2003 show the proportion of pupils attaining expected levels was 67%. This is below national figures and matches the average for similar schools. The three-year average is 71%.
- These figures include the results for pupils attending the PDU. By adjusting the figures for 2003 to include only mainstream pupils, performance is close to the national average.
- Standards of achievement in listening are very good. This is a notable feature across the school. Standards in speaking, reading, writing, numeracy and in the use of ICT are good overall.

The ethos of the school

- The provision for pupils' moral and social development is very good and is an

outstanding feature of the school. Provision for their spiritual and cultural development is good.

- The school has a supportive ethos, where pupils are highly regarded and made to feel part of a caring community.
- Pupils' behaviour is very good throughout the school; they have very positive attitudes to learning. These are particular features of the school.
- Levels of attendance are satisfactory and pupils' punctuality is good. However, attendance in the early years and KS1 often falls below 90%.

The quality of education

- Teaching is good overall. Strengths include the consistency of teaching in upper KS2 and in both PDU classes.
- Teaching was judged to be very good in approximately 16% of lessons, good in around 46% and satisfactory in about 38%.
- Teachers have good levels of expertise and high expectations of pupils' discipline and attainment.
- Although lesson planning is detailed, there is some variation in the organisation of learning and teaching and the extent to which work is matched to pupils' needs and abilities.
- The recently implemented procedures for the assessment, recording and reporting of pupils' progress and achievement are good. This is an improving feature of the school.
- Annual reports to parents about their children's progress are of very good quality.
- The overall quality of the planned curriculum is good. It is broad and relevant and includes all subjects of the NC and religious education; it meets statutory requirements.
- In general, the curriculum is well balanced. However, there is some variation in the extent to which study and investigative skills are developed and in the emphasis given to Welsh as a second language and religious education.
- The arrangements for PSE are good.
- There is a good range of extra-curricular clubs and activities, such as science, performing arts, and sports, including team games.
- The curriculum successfully promotes inclusion and equality of access and opportunity for all pupils. This is particularly evident in the two-way integration between mainstream and SEN classes that takes place on a regular basis.

- Overall, provision for the support, guidance and welfare of pupils is good.
- Provision for pupils with SEN is very good and is an outstanding feature. The school provides very well for pupils with a wide range of SEN in mainstream classes, the two specialist PDU classes and the language support groups.
- The school's partnership with parents, the community, schools and other institutions is good. Although the quality of information provided for parents is good, the school does not publish all the required information in the prospectus.
- The school's partnership with industry is satisfactory.

Management

- The quality of self-evaluation and planning for improvement is good; the head skilfully leads this aspect.
- The SDP provides a very clear programme to guide the way forward in the next phase of the school's development. Systems for monitoring and evaluation are developing well, but they are not yet sufficiently comprehensive to assure further improvement is consistent.
- Leadership is successful in ensuring a clear direction for the school's work and promotes high standards effectively. The strengths in educational leadership and strategic management provided by senior staff, with the support of governors, are strong features of the school.
- Subject co-ordinators have a developing view of the strengths and weaknesses in their subjects. However, monitoring the use of lesson time is insufficiently rigorous, in some instances, to ensure that the pace and balance of learning is maintained.
- The provision of staff and learning resources is good. The quality of the accommodation is satisfactory; the early years space is particularly cramped.

School improvement

- Improvement since the last inspection is good. The school has successfully raised standards in design and technology and pupils attending PDU1 now receive a broad and balanced curriculum. Planning for the under-fives is now securely linked to the Desirable Outcomes and the outdoor provision has been improved.
- All required policies and schemes of work are in place and the SDP includes appropriate quantifiable targets for raising standards. There are well considered arrangements to track pupils' achievement and there is good evidence of monitoring, with a focus on the quality of learning.
- Issues of health and safety identified by the last inspection have been satisfactorily resolved.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

Standards of achievement are good overall.

- In lessons observed standards were judged to be good in around 64% and satisfactory in approximately 36%.
- Children under five enter school with a range of attainments. The results of baseline assessments are slightly below local averages. The children make at least satisfactory progress.
- Standards achieved by children of nursery age are good in language, literacy and communication skills, personal and social development, mathematical development, knowledge and understanding of the world, and in creative and physical development.
- The standards achieved by children of reception age are satisfactory in language, literacy and communication skills, personal and social development, mathematical development, knowledge and understanding of the world, and in creative and physical development.
- Progress across both key stages is generally good. Progress is often particularly good towards the end of KS2. Pupils achieve really well in those classes where regular opportunities are provided to develop research and investigative skills and to use ICT.
- More able pupils and those with SEN maintain good progress in classes where the work is well matched to their needs. This is particularly evident in the two PDU classes. Pupils learning English as an additional language make good progress.
- Less able pupils, including those with SEN, benefit from additional support in literacy. The regular integration between PDU and mainstream classes enables pupils to achieve well in a range of work.
- In both key stages standards of achievement are good in English, mathematics, science, design and technology, information technology, history, geography, art, music, and physical education. In Welsh as a second language and in religious education standards are satisfactory.
- The school's results in the NC assessments in KS1 in recent years are not as high as in 1997 when the school was last inspected. However, the proportion attaining level three has increased.
- Results in KS1 for 2003 show the proportion of pupils attaining expected levels (known as the core subject indicator) was 73%. This is below the national average and that for similar schools having between 25% and 28% of pupils entitled to free school meals. The three-year average is 73%.
- In KS2 NC test results indicate gradual improvement over time, although results fluctuate from year to year. Results in 2003 show the proportion of pupils attaining

expected levels was 67%. This is below national figures and matches the average for similar schools. The three-year average is 71%.

- These figures include the results for pupils attending the PDU. By adjusting the figures for 2003 to include only mainstream pupils, performance is close to the national average.
- Analysis of the school's NC results, on the basis of gender, shows there is no overall pattern of underachievement by boys or girls. The school carefully targets underachievement and sometimes exceeds its targets for end of key stage attainment.

3.2 Standards Achieved in Key Skills across the Curriculum

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

- The under-fives develop key skills well in a wide range of learning activities. They listen attentively, take turns in speaking and make a good start in reading and writing. They practise counting and use ICT well to support their learning; for instance, they operate simulations, select and create repeating patterns and manipulate a graphics program well.
- In most classes in KS1 and KS2 pupils listen very attentively to adults and to each other. Most use a developing vocabulary to express ideas clearly and older pupils are often encouraged to reinforce learning through discussion. Opportunities for collaborative work are good, but there is less evidence of structured role play or debate with older pupils.
- In general, pupils use reading and writing skills well in their tasks. In some classes there are good examples of a variety of extended writing in geography and of the development of study skills in history. However, there are some inconsistencies across the school.
- There are good examples of the use of numeracy to record results in science and in geography. Pupils record data in tables and present their results in a variety of graphs. Numeracy skills are also used well in practical subjects such as design and technology.
- Although many pupils achieve a good level of competence in using ICT, the extent to which they regularly use it to support and develop their learning varies from class to class. Pupils use word-processing, data handling, graphics and information sources, including web sites and CD-ROMs well in most classes. In Y6 pupils demonstrate particularly good skills when designing a multimedia presentation in history.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

Pupils' moral and social development is very good and this is an outstanding feature of the school. Their spiritual and cultural development is good.

- Spiritual development and self-knowledge are promoted well through the curriculum, where suitable opportunities are provided to encourage pupils to think carefully about a range of issues. There are appropriate arrangements for collective worship and these meet statutory requirements. Pupils are suitably guided to reflect on well-chosen stories and to develop their thoughts through prayer and song. They thoughtfully recite the school prayer in Welsh, for example.
- Although artefacts relating to worship are displayed, pupils' awareness of their significance is underdeveloped.
- Pupils clearly know the difference between right and wrong and show positive respect for their peers, teachers and members of the community. The principles and values of the school are clearly evident in all aspects of school life. The staff are very positive role models in promoting high moral standards and encouraging good, respectable behaviour.
- Respect for peers is seen in group work where pupils sometimes show sensitivity to those around them. They are strongly encouraged to work together and to share thoughts and ideas, and this approach enhances their social development effectively.
- The school has a supportive ethos; pupils are highly regarded and made to feel part of a caring community.
- Pupils take on appropriate responsibilities, such as class managers, well. This quality is also seen in the way older ones work particularly well with those who are younger. Weekly merit assemblies are held where pupils are nominated for and awarded the title of 'Pupil of the Week.' This enhances their self-esteem effectively.
- The school receives grants from various charities and actively promotes pupils' awareness of those less fortunate than themselves. Pupils run many fundraising events and generously support charities such as 'Children in Need'.
- The recently established School Council meets weekly. It promotes citizenship by enabling pupils to take greater responsibility and to contribute to the school community. For instance, the council recently bought football posts for playtime use.
- Pupils develop a good knowledge and understanding of their local area. There is also a good emphasis on developing awareness of Welsh culture and heritage and this is evident in work in subjects such as history, geography and art.
- Although pupils have a growing understanding of some other cultures and study different religions, their awareness of cultural diversity is underdeveloped.

- The contribution of collective worship to pupils' personal development is good and their response to the school's provision for their spiritual, moral, social and cultural development is very good. This makes a significant contribution to the quality of life in the school.

4.2 Behaviour and Attitudes

Behaviour is very good throughout the school and pupils have very positive attitudes to learning. These are particular features of the school.

- The very good and often exemplary behaviour of pupils is a strength of the school. This makes a significant contribution to standards of achievement and the very good quality of life in the school.
- Pupils are polite, pleasant and friendly; they are helpful and show respect to adults, their peers and the school environment.
- In class most pupils have very positive attitudes to work. They are diligent, follow instructions and, overall, sustain concentration and interest well. They work well independently, in pairs and in collaborative groups. However, in a few instances effort and concentration waiver when the lesson lacks sufficient interest and challenge.
- The school's positive behaviour policy is very good. It is systematically followed by all staff and contributes significantly to the management of pupils' behaviour, including a minority who sometimes present very challenging behaviour. Pupils know the consequences if their actions are unacceptable and look forward eagerly to rewards if their behaviour is good or shows improvement.
- The school successfully promotes responsibility and initiative through its innovative classroom managers system. Pupils undertake routine but important roles and responsibilities on a day-to-day basis. They carry out these tasks with pride. In addition, pupils in Y6 support staff well by helping the younger pupils in the dining room, for example.
- An appropriate anti-bullying policy is in place. This sets out clearly how any incidents will be tackled. Pupils have confidence in an even-handed and fair approach and understand that any form of bullying will not be tolerated. They express confidence when talking to a teacher about any concerns or referring issues to a member of the school council.
- Suitable policies are in place to promote racial harmony and combat any form of harassment or discrimination. Pupils are taught respect and tolerance of each other and of different ethnic groups and a range of religions and cultures.
- The pre-inspection parents' meeting and questionnaires show that the majority of parents are very pleased with the standards of behaviour and discipline set by the school.

4.3 Attendance

Levels of attendance are satisfactory and pupils' punctuality is good.

- The overall level of attendance over the three terms before the inspection was 91.4%.
- Attendance in reception and KS1 was 89.9% and in KS2 it was 92.9% over the same three terms. Figures in the summer term drop considerably, due mainly to holidays taken in term time. However, the majority of parents seek the school's permission and do not take more than the statutory 10-day allowance. Parents, on the whole, telephone and/or send a note to school should their child be absent.
- Although children attending the nursery are not of statutory school age it is a concern that attendance levels are generally well below 90%.
- The school has set realistic targets to improve attendance over the next three years. Progress this year has been hampered by a severe outbreak of chickenpox, which has affected attendance in KS1.
- Attendance is well documented in the school prospectus and parents' roles and responsibilities are clearly detailed. In addition, the head reminds parents regularly about the importance of full attendance and punctuality.
- The percentage of unauthorised absence is very low. However, immediate follow-up of absenteeism is not at present part of the school's daily procedures to improve attendance levels.
- Pupils are generally punctual to school and the day begins promptly.
- Registration is carried out first thing in the morning and immediately after lunch. The school meets WAG guidelines for recording and reporting absence.
- The school works closely with the EWO. Cases where attendance is poor are identified, home visits are made and appropriate enforcement action is taken.

5. QUALITY OF EDUCATION

5.1 Teaching

Teaching is good overall. Strengths include the consistency of teaching in upper KS2 and in both PDU classes. The teaching of the under-fives ranges between very good and satisfactory.

- Teaching was judged to be very good in approximately 16% of lessons, good in around 46% and satisfactory in about 38%.
- The learning support staff contribute significantly to teaching and learning in both mainstream and PDU classes.

- In mainstream classes teaching was judged to be very good in approximately 14% of lessons, good in around 42% and satisfactory in about 44%.
- Teachers have good knowledge and understanding of the subjects and areas of learning they teach. The strengths in certain teachers' expertise are evident in the high quality of particular lessons.
- There is strong emphasis on the teaching of English and mathematics. Most teachers make good efforts to provide problem solving activities, particularly in mathematics. However, across the school there are inconsistencies in promoting pupils' study skills and in the use of ICT.
- Lesson planning is detailed and clear. It is based on well structured schemes of work that provide for progression and continuity, but occasionally the content is not fully developed.
- Taken overall, teachers use a good range of teaching approaches and organisational strategies. In the most effective lessons they skilfully engage and motivate the whole class, use clear explanations and set challenging questions to develop pupils' understanding. They support individual or group work well and often make particularly good use of plenary sessions to consolidate learning.
- The impact of teaching is more variable where less attention is paid to explanations, structuring the learning activities and providing clear and appropriate guidance so that pupils fully understand the requirements of the task.
- Teachers have high expectations of pupils' discipline and attainment. They manage their classes consistently and positively encourage pupils to work hard and achieve high standards. This is particularly evident in upper KS2.
- In good lessons day-to-day assessments are used well to inform the next stage of learning and the work is well matched to pupils' ability and what they already know. However, evaluations are not always linked closely enough to key learning objectives and, as a result, the work is not always closely enough matched to pupils' needs and abilities.

5.2 Assessment, Recording and Reporting

The recently implemented procedures for the assessment, recording and reporting of pupils' progress and achievement are good. This is an improving feature of the school.

- Baseline assessments are systematically implemented with the under-fives. Appropriate use is made of the results to identify at an early stage the children who have specific needs.
- Good use is made of standardised tests across the school. These results, together with teacher assessment and the results of the NC assessments, are used well to promote higher standards and set annual improvement targets for the school.
- In English and mathematics there is a good range of tests and assessments, which provide

a clear overview of pupils' progress over time. A well considered whole school system is now in place to collate and track pupils' attainment in English, mathematics and ICT.

- There is as yet no coherent whole school system to assess pupils' progress and achievement in other subjects.
- The use of assessment data to set meaningful targets, either for individuals or groups of pupils, is at an early stage of development. The recently introduced tracking sheets provide an effective way of presenting assessment information for teachers and governors to see how well groups of pupils are achieving and where realistic targets should be set.
- Very thorough arrangements are made for assessing the progress of pupils with SEN. IEPs for these pupils have manageable specific targets, so that progress can easily be measured.
- Pupils' work is regularly marked. However, marking is not always sufficiently detailed to show what pupils can and cannot do and to identify how they need to improve. Marking ranges from the exemplary to the cursory. The school has yet to involve the pupils sufficiently in setting individual targets and evaluating improvements.
- Annual reports to parents about their children's progress are of very good quality and meet statutory requirements. They give clear information about strengths, weaknesses, and progress across subjects; there are good opportunities for parents to comment in response to the report.

5.3 Curriculum

The quality of the planned curriculum is good overall. It is broad, relevant, includes all subjects of the NC and religious education and meets statutory requirements.

- The curriculum for the under-fives appropriately promotes the Desirable Outcomes for Children's Learning. Nursery children experience a rich variety of stimulating activities and there is a good balance between teacher led tasks and activities chosen by the children. In reception children experience a broad variety of activities that prepare them appropriately for the subjects of the NC.
- The curriculum in KS1 is broad and satisfactorily caters for pupils' needs and abilities. In KS2, and both PDU classes for pupils with SEN the provision is good. Policies and schemes of work are in place in all subjects across the school and well defined long term curricular planning assures appropriate progression and continuity in learning.
- In general, the curriculum is well balanced. There is good emphasis on the core subjects of English, mathematics and science. However, there is some variation in the extent to which study and investigative skills are developed and, although foundation subjects and religious education are covered, the programmes of study in Welsh as a second language and religious education are not always fully developed.
- Good emphasis is placed on the Cwricwlwm Cymreig. This is clearly reflected in a number of subjects such as history, geography and music.

- The quality of whole school planning for the development of key skills is satisfactory; the school is implementing its strategy appropriately and is currently reviewing its schemes of work to include key skills.
- The overall effectiveness of curricular provision is good. Pupils' studies are effectively enriched by the contribution of visitors and visits to places of educational interest. A number of pupils benefit from instrumental tuition. The provision of homework is appropriate and contributes well to the standards achieved.
- Curricular provision suitably promotes pupils' awareness of the environment and issues of sustainable development and appropriately explores the concept of responsible citizenship.
- There is a good range of extra-curricular clubs and activities including science, performing arts and sports. Provision for competitive games is appropriate and the older pupils benefit from an annual residential opportunity.
- Arrangements for PSE are good. Planning takes account of national guidelines and provides pupils with a well structured programme, including such activities as 'circle time'.
- The curriculum successfully promotes equality of access and opportunity for all pupils in the full range of school activities. This is particularly evident in the two-way integration between mainstream and SEN classes which takes place on a regular basis.
- The school promotes social inclusion well; irrespective of gender, race or ability the school is an inclusive community at work and play.
- There are no pupils for whom the NC is modified.

5.4 Support, Guidance and Pupils' Welfare

Provision for the support, guidance and welfare of pupils is good.

- The school holds the welfare and well-being of its pupils as one of its central aims. Staff know pupils' needs well and most parents feel that their children are well supported by the school.
- Staff effectively and conscientiously monitor pupils' personal development, behaviour and attendance.
- Procedures for monitoring and supporting pupils' academic performance and progress are satisfactory. Teachers have a sound knowledge of their academic potential.
- Staff make very good provision for pupils with SEN who are integrated very well into the life of the school, all have equality of access and opportunity.
- The school's procedures for child protection are good. Staff are experienced, well prepared and vigilant. The headteacher is the nominated person for child protection; she

has received full and appropriate training and plans to update staff on the procedures.

- The planned programme of PSE actively promotes the development of pupils' self-esteem, responsibility and sense of community.
- Pupils are taught the principles of healthy living/eating, the dangers of drug abuse and the need for road safety. There is an agreed policy for sex education and during Y6 sex education lessons are part of the curriculum.
- Appropriate arrangements to ensure health and safety are in place. Procedures for first-aid, fire prevention and monitoring access to the school are sound. However, minor accidents are not routinely recorded and a small number of health and safety issues were discussed with the head and governors.

5.5 Provision for Pupils with SEN

Provision for pupils with SEN is very good and this is an outstanding feature. The school provides very well for pupils with a wide range of SEN, in mainstream classes, the two specialist PDU classes, and language support groups.

Provision in mainstream classes

- The school's policy for identification, assessment and provision for pupils with SEN is comprehensive and reflects the recommendations of the SEN CoP (Wales) 2002. Procedures are well understood by staff and effectively implemented.
- The SENCO and deputy SENCO manage provision very well. The governor with responsibility for SEN is well informed about SEN matters and visits the school on a regular basis, which benefits from her 'hands on' approach and support.
- The school keeps an appropriate SEN register. There are 22 pupils at the 'Early Years/School Action stage', 47 at 'School Action Plus' and 11 have statements. All have appropriate IEPs.
- Following training from the SENCO, class teachers are responsible for the IEPs of pupils in their classes. Plans are of good quality overall, but there are inconsistencies with monitoring and the differentiation of work. Where work is matched less well to pupils' needs, it becomes less relevant and progress towards the lesson objective is slow.
- Pupils with SEN are well cared for and there are good procedures for early identification of any pupils who may need additional support. Class teachers, learning support assistants, and parents are involved at an early stage.
- The language support teacher provides very effective small group withdrawal sessions for 38 pupils from Y2 to Y6. These sessions are well structured, the work is very well monitored and pupils' progress is suitably recorded.
- Parents of pupils with SEN are fully involved in reviews and give good support to their children's education. They are promptly informed if their child is identified as having

SEN. Parents praise the SEN provision at the school.

- The contribution made to the development of pupils on the SEN register by supporting agencies, including the educational psychologist, is very good.

Provision in the specialist PDU SEN classes

- The SENCO and deputy SENCO lead the provision for the pupils in the PDU classes very well. The nursery/infant class is a purpose built unit for pupils with physical disabilities. The SENCO has responsibility for this base and for any pupils in KS1 who have a statement. The deputy SENCO has responsibility for pupils who have a statement in KS2 and leads the KS2 PDU class.
- A very strong feature of the PDU classes is the integration of pupils into as many mainstream lessons and activities as possible. This is a two-way process with some pupils from the mainstream joining the PDU class for particular lessons. The nursery nurses and care assistants attached to the PDU continue to support their pupils within the mainstream classes.
- Very good records are kept of the teaching, support and progress for pupils in the PDU classes, and staff meet fortnightly to discuss all aspects of their work.
- The teaching of pupils in the PDU classes is always good and sometimes very good. Teachers and assistants work well together to provide purposeful and dedicated support for pupils. Lessons are well planned to meet the needs of pupils and good account is taken of specific targets set for each pupil.
- Pupils receive very good care and support. Their special needs are very carefully assessed and addressed. A key feature of this very good care is the way in which all adults in the PDU classes help pupils to integrate socially and to behave appropriately.
- Liaison with a range of outside agencies is very good and provides specific support when needed. During the inspection the valuable support given by the visiting physiotherapist was noted.
- Records are detailed and parents receive written confirmation of reviews. Communication with parents about their children is conducted on a personal basis as much as possible. Parents appreciate this.
- All pupils have appropriate access to a broad and balanced curriculum and achieve very well. This includes those with physical impairment who skilfully use their motorised wheelchairs around their classrooms and the school. The PDU teachers and support staff provide a secure, caring and stimulating environment, in which pupils make very good progress academically, socially and emotionally.

5.6 Partnership with Parents and Community, Schools and Other Institutions

Partnership with parents and community, schools and other institutions is good.

- The quality of information provided about the school for parents is good.
- The prospectus is very clear and gives good information, but does not fully meet statutory requirements, as there is no information about arrangements for making complaints about the curriculum. The governors' annual report to parents meets statutory requirements.
- Regular newsletters are sent out and parents have good opportunities to talk to teachers, both formally and informally. The majority of parents have signed the school's home/school agreement, which appropriately identifies the main points and meets statutory requirements.
- Parents of younger children are provided with a helpful brochure entitled "Starting Nursery and Reception." This gives good guidance for parents as to how to prepare their child for school, but provides little information about the curriculum for the under-fives.
- The school is strongly committed to involving parents/carers in the education of their children and successfully implements initiatives to promote their involvement. These include the PAL literacy and numeracy projects, which were well attended, and the early years speaking and listening initiative.
- Parents are very supportive of the school and the PTFA raises considerable money for school resources, particularly through the Christmas and summer fayres. Parents are also suitably involved with the Welsh folk dance group, supervision of class trips, and repairs to apparatus. Some also help in class.
- The school is at the heart of the local community. There are good links, for example, with a local rugby club, Merthyr Road Safety and the emergency services. The curriculum is also greatly enhanced through, for instance, the visits of a potter-in-residence and representatives from a bird sanctuary.
- The developing links with the local high school are good. In particular, there are strong links with subject departments with the aim of building a continuum of learning from Y5 to Y8. This initiative is having a very positive impact.
- In addition, teachers from the high school visit Caedraw to teach some lessons in French, mathematics, English and physical education. Sixth form students also help primary pupils with reading, undertake work experience and occasionally take assemblies.
- Much careful planning ensures pupils' transfer to the high school is as free from worry and stress as possible. Pupils in Y6, and their parents, have good opportunities to visit the high school, meet staff and learn about school life.
- Good links are in place with the other local primary schools in the same cluster. The heads meet regularly and pupils play team games against each other. A further very good initiative is the school's link with a 'Scope' school; the staff have benefited greatly in

understanding the needs of pupils with cerebral palsy.

- There is no formal agreement with an initial teacher training university. However, the school receives students to observe teaching and learning and others from a local college undertake work placements in the school in connection with their child care studies. All are well integrated and guided appropriately.

5.7 Partnership with Industry

The school's partnership with industry is satisfactory.

- There is no formalized whole school approach to forming links with commerce and industry. However, the recently appointed co-ordinator is developing opportunities to extend pupils' knowledge of business and industry, for example by inviting speakers and planning visits to support learning.
- Staff have not recently undertaken any placements in industry or business to enhance their knowledge and skills.
- The school has a good relationship with the local EBP that has sponsored successful initiatives, including inter active mathematics and science workshops, which have greatly benefited learning.
- Pupils have good opportunities to learn about the world of work and the jobs people do, for example, through visits to a local dental practice and a supermarket. They also visit a mobile telephone company to learn about modern methods of communication.
- Environmental studies are suitably enhanced by appropriate links with industry, giving pupils good opportunities to extend their knowledge of wild life at a local reservoir and to learn, for example, how water is processed to ensure it is safe.
- Local companies help the school considerably. Particularly noteworthy is the 'healthy schools initiative' and the free fruit supplied by a local greengrocer.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

The overall quality of self-evaluation and planning for improvement is good. The head skilfully leads this aspect.

- The scope and effectiveness of the school's procedures for its evaluation of standards and the quality of provision are good. These include well-considered systems to assess and track pupils' achievements and arrangements for monitoring some aspects of provision. The head takes the lead in monitoring.

- Teachers systematically implement both qualitative and quantitative assessments of standards and the use of a variety of formal and informal monitoring strategies is being developed.
- The effectiveness of the school's strategies for improvement is evident in the extent of improvement since the last inspection.
- Teachers and governors contribute to self-evaluation and the setting of key goals for the school. Their involvement is reflected in the systematic implementation of the SDP.
- The current SDP provides a very clear and focused programme to guide the way forward in the next phase of the school's development. Although it identifies a very wide range of goals, the school concentrates on six key areas and the programme extends over three years.
- The analysis of test results, target setting and teachers' professional development are key facets of the school's strategy in raising standards. This work provides a secure foundation for development planning.
- Systems for monitoring and evaluation are well developed. Senior staff identify appropriate whole school priorities and the contribution of other staff is being developed. The current arrangements for monitoring teaching and learning are appropriately linked to key goals.

6.2 Leadership and Efficiency

Leadership and efficiency are good.

- Leadership is successful in ensuring a clear direction for the school's work and promotes high standards effectively. The strengths in educational leadership and strategic management, provided by senior staff, are features of the school.
- In particular, following the retirement of the former head, the governors and the present head skilfully led the school. This period included the successful management of a number of significant personnel changes, thus enabling the school to maintain the quality of its work.
- The school has a very clear mission statement and its aims are well reflected in its work. This is particularly evident in the very good standards of behaviour achieved. The school works effectively to provide equal opportunities for all its pupils.
- Governors, senior staff and teachers make an important contribution to strategic leadership. The partnership between teachers and governors is a positive feature and the reorganisation of staff's roles and responsibilities is beginning to have a positive impact on the day-to-day work of the school.
- The GB is very well informed and well organised and it fulfils almost all its statutory responsibilities, the one omission being the publication of information regarding a curriculum complaints procedure.

- Subject co-ordinators have a developing view of strengths and weaknesses in their subjects and the most established co-ordinators have a clear view of strengths and weaknesses in provision.
- In general, the resources available to the school are efficiently and effectively organised. For example, teacher expertise, and equipment, such as interactive whiteboards, are used to very good effect in some cases. However, the monitoring of the use of lesson time is insufficiently rigorous, in some instances, to ensure the pace of learning is maintained.
- Budget setting and the pattern of spending match the school's needs well. The GB exercises appropriate oversight and control, and the most recent auditor's report confirms sound standards of financial control.
- The finance sub-committee carefully examines expenditure plans, monitors trends in spending and ensures appropriate steps are taken to ensure best value for money.
- Day-to-day administration and organisation are effective. The routines of the school run smoothly and administrative demands are minimised in the classroom.

6.3 Staffing, Accommodation and Learning Resources

The provision of staffing and learning resources is good and the accommodation is satisfactory.

- There are sufficient qualified and experienced teaching and support staff to meet the needs of the NC. In the main staff are well deployed and make a valuable contribution to the life of the school.
- The staff have relevant job descriptions and the arrangements for continuing professional development are relevant to whole school and staff needs. This programme effectively links training opportunities to the SDP and several teachers have received General Teaching Council grants that have benefited the school.
- The induction system for newly qualified teachers is effective. All staff receive helpful guidance through a school handbook and arrangements for performance management are in line with current requirements.
- The school clerk and ancillary staff, including the cleaners, caretaker and supervisors, all make key contributions to the smooth running of the school.
- The school is kept clean and tidy and is enhanced by displays of pupils' work. There are sufficient classrooms, but they are not all of adequate size. The early years accommodation is particularly cramped and, although there is a good sized hall, the space for ICT, a library and for practical activities is very limited; at times this has an adverse effect on the progress pupils make.
- The outdoor environment is used well. There is appropriate provision for the under-fives and all classrooms and play areas are wheelchair accessible. The site includes sufficient

hard and soft surfaced areas, some of which are marked for games, a grassed area and an enclosed garden. The provision for car parking is inadequate.

- The range of learning resources available provides well for all subjects and areas of learning and is well organised. Particular teachers make very effective use of interactive whiteboards and most use range of ICT equipment well. Useful 'Story Sacks' for the early years classes have been produced recently with the assistance of parents.
- The use made of resources outside the school in the locality and further afield to enhance pupils' learning is good; for example, regular use is made of the town library and nearby sports facilities.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The overall quality of the educational provision for the under-fives is appropriate to their needs and children make at least satisfactory progress towards the Desirable Outcomes for Children's Learning.

- There are 57 children under five. Those of nursery age attend either a morning or afternoon session and are taught in a mixed age class with some children in reception. The older children in reception are taught in a mixed age class with pupils in Y1.
- Baseline assessments indicate that children's attainment, on entry to reception, is slightly below local averages.

Language, literacy and communication skills

Standards of achievement are good in nursery and satisfactory in reception.

Good features

- Children talk enthusiastically to each other. They are confident to ask for help and are able to express their feelings appropriately. In role play younger children retell stories such as 'Goldilocks and the Three Bears' with gusto and enthusiasm.
- Most children listen very well to instructions and enjoy retelling stories and picking out the main events. Most are able to sequence stories logically and to offer a prediction as to what might happen next.
- Children answer the register in Welsh and are able to follow simple instructions. They confidently ask and answer questions in English. They enjoy making marks on paper; several can draw and recognise letters and most recognise their names.

- In reception children's knowledge of phonics is good and they are able to 'read' familiar texts. Many recognise basic punctuation when using big books such as 'Pass the Jam Jim', and develop a good understanding of language.

Shortcomings

- Some children in reception do not sufficiently develop their early writing skills.

Personal and Social Development

Standards of achievement are good in nursery and satisfactory in reception.

Good features

- Children quickly settle into the secure and happy class environment. They move around, confidently selecting from a variety of activities. They quickly learn to work independently or as part of a group. Many have the confidence to ask adults if they need help or further information. They are eager to try out new activities.
- The majority of children are co-operative, polite and courteous and show they are learning the difference between right and wrong. They become increasingly independent and diligently take responsibility for tidying up after activities.
- Most children work conscientiously and generally stay on task until they complete their activities. They take turns and are happy to work as part of a small group or independently.
- Children handle equipment with care, show increasing sensitivity to the needs and feelings of others and respond well to praise. They listen attentively to each other's questions and ideas and show respect when other children are given opportunities to demonstrate something. They show the ability to sustain concentration for appropriate periods.

Shortcomings

- Older children in reception lack application and are noisy. They quickly lose concentration and sometimes their behaviour is disruptive.

Mathematical Development

Standards of achievement are good in nursery and satisfactory in reception.

Good features

- Children are able to continue and repeat patterns and are adept at sorting and matching. They count aloud to 10 and beyond and several are able to do this in Welsh. They know many number rhymes and count along to them in time.
- Children in nursery identify simple two and three dimensional shapes and are able to measure accurately the ingredients needed for making porridge. They enthusiastically

explore mathematical vocabulary through themes such as 'Goldilocks and the Three Bears'.

- Children in reception are aware of the part numbers play in everyday life, such as door numbers. They can count forwards and backwards to 10, recognise several coins and their values and count reliably in other contexts, such as clapping and tapping to music.

Shortcomings

- Older children in reception do not persevere enough with their practical tasks and do not record their work appropriately.

Knowledge and Understanding of the World

Standards of achievement are good in nursery and satisfactory in reception.

Good features

- Children make good use of toys and construction sets to build models and develop vocabulary. They select and use a variety of resources, including the computer, and concentrate well.
- Children talk confidently about their family, friends and the world around them. They recall previously learnt ideas in science, related to seeds and plants, and use appropriate vocabulary. They are inquisitive and ask questions.
- Children follow the journeys of 'Barnaby Bear' and from this gain a good insight into various parts of the world. They develop an understanding of the passage of time by talking about birthdays and their families. They also use the correct vocabulary, such as 'today', 'yesterday' and 'tomorrow'.
- Children use the mouse with confidence and are able to progress through appropriate computer programs. They click on icons with ease, and use the printer and space bar; they can correct their mistakes using the delete key.

Shortcomings

- Older children in reception do not use a sufficient variety of information sources.

Physical Development

- Standards of achievement are good in nursery and satisfactory in reception.

Good features

- Children know the difference between running, jumping and skipping. They handle appropriate tools competently and carefully. For instance, they use scissors with increasing skill and cut around shapes with reasonable accuracy. They demonstrate increasing confidence in manipulative skills when using the computer, construction

kits, paintbrushes, pens and pencils.

- Children listen well to instructions and respond quickly. They show confidence, and, when moving over apparatus, they crawl, climb, balance, jump and land safely. Their gross motor skills are good and their control is well developed.

Shortcomings

- In reception older children do not always move confidently and imaginatively when undertaking a range of structured indoor and outdoor movement activities.

Creative Development

Standards of achievement are good in nursery and satisfactory in reception.

Good features

- Children sing confidently and know the words to several songs.
- Children use their imagination well and play creatively with sand, water and earth. Their models and drawings, such as the Chinese dragon and pottery figures, show well developed observational skills.
- Children confidently use a variety of media to explore patterns. They are able to cut, paste, paint, draw, use scissors and create images using their imagination and from observation. They mix and select colour well.

Shortcomings

- Older children in reception rarely choose their own materials when undertaking imaginative activities.

English

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

Good Features

- In both key stages pupils' speaking skills are well developed through a variety of contexts such as discussions with visitors. Pupils enjoy speaking and do so confidently and clearly. They respond to questions and express themselves suitably when discussing their work.
- Pupils' listening skills are particularly good. They listen very attentively to instructions; nearly all sustain their concentration throughout lessons and answer appropriately when questioned.
- Standards of reading are good throughout the school. Most pupils read with

appropriate fluency, accuracy, expression and understanding, according to their age and ability; many achieve or exceed the expected level.

- The majority of pupils enjoy reading. Visits to the local library give them additional opportunities to develop a love of books. By the upper end of KS2, they are able to answer analytical and literal questions about an extract from a story very successfully. They express preferences for different authors and readily discuss a range of genres.
- In Y5 pupils enthusiastically enhance their reading skills through a lunchtime club.
- Pupils' skills in writing are sound. They are able to describe accurately from pictures or stories that are read to them. In KS1 they are introduced to play scripts from traditional stories and make good attempts at reproducing this simple format. They are encouraged to predict the end of a story and to write their own ending.
- Pupils at the lower end of KS2 write structured sentences using a variety of adjectives and adverbs. Older ones in KS2 write well independently. They describe characters and settings imaginatively and use alliteration and similes to good effect.
- In Y6 pupils use good imagination and a wide range of vocabulary to write interesting stories and accounts. They confidently draft and re-draft their work and can use a dictionary and thesaurus to help edit their work.
- Across the school pupils develop their skills through writing for a variety of purposes, including poetry, factual accounts, recounts, letters and dialogue; by Y6 most demonstrate good skills and quality in their writing.
- Pupils are encouraged to present their work neatly. They are taught a clear longhand script from an early age and most use this by the end of KS1.
- Pupils apply their knowledge of phonics to improve spelling and their study of a range of texts suitably promotes reading, spelling and punctuation skills.
- Pupils learning English as an additional language make good progress, especially in speaking and listening. They are supported appropriately in reading and writing.

Shortcomings

There are no major shortcomings at the lower end of KS1 pupils seldom fully develop their writing skills

Mathematics

Standards of achievement in mathematics are good in both key stages.

Good features

- In Y1 pupils have a sound knowledge of number bonds to 10. They confidently add and subtract within 20 and count coins to 99p with increasing accuracy.

- Pupils in Y1 confidently sort objects into sets using simple criteria such as colour.
- In Y2 pupils know the number bonds to 10; they confidently count in twos and tens to 100 and recognise odd and even numbers. They accurately work out written sums by counting on or back mentally within 100. They have a secure knowledge of place value to tens and units and the more able calculate in hundreds.
- Pupils recognise the hour and the half-hour on the clock and satisfactorily count minutes on the clock face.
- By the end of KS1 pupils estimate and measure lengths accurately in centimetres. They know the mathematical names for common two and three dimensional shapes, sort shapes using simple criteria, describe some of their features and identify lines of symmetry. They competently draw and interpret a block graph.
- In Y3 pupils are competent when adding and subtracting to 100. They enthusiastically calculate in multiples of two and ten, for example. They can double and treble numbers to 100 and make good use of number aids to support their learning.
- The more able pupils understand place value, including hundreds, tens and units; they round numbers to the nearest 10 and use their knowledge of multiplication tables to aid their calculations.
- Pupils in Y4 have a good knowledge of the two, three, five and ten times tables and they enthusiastically halve and double numbers to 100 mentally; some have an appropriate understanding of place value to 1000.
- Pupils have a developing understanding of fractions and mixed numbers. The majority record mixed numbers from diagrams accurately.
- In Y5 pupils develop a sound knowledge of number, fractions and decimals. The more able use mathematical thinking skills well to develop methods of calculation which they explain well.
- In Y6 pupils estimate and measure accurately in centimetres and metres and use co-ordinates successfully to plot shapes on a grid when investigating shapes. The majority use appropriate mathematical terms correctly and have a good knowledge of the properties of two and three dimensional shapes, including reflective symmetry.
- Pupils in KS2 have a good understanding of areas and perimeters and the different types of triangles. They successfully use a protractor to measure acute and obtuse angles to the nearest degree and calculate area and volume using appropriate formulae.
- By the end of KS2 pupils have a good knowledge of number, such as multiplication patterns; they answer questions about graphs and charts well and have a good knowledge of the relationships between fractions, decimals and percentages. A strong feature is pupils' ability to explain and use a range of mathematical strategies.

Shortcomings

- There are no major shortcomings, but pupils in some classes respond slowly when asked to think mathematically.

Science

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

Good features

- In KS1 pupils study life cycles, sorting, forces, circuits, materials and speed and direction. Their work is well presented.
- At the upper end of KS1 pupils are able to make detailed observations, use the principle of fair testing and describe in detail what they are doing. They record their work in standard scientific format and generally make good use of appropriate scientific vocabulary.
- Pupils in KS1 undertake challenging investigations on healthy eating and exercise, and in activities such as baking. They know that processes, such as mixing and heating, change some materials and they know how to record their findings accurately and effectively.
- In KS2 pupils use scientific language well and in the correct context. In practical work they are aware of the need to apply the principles of fair testing and know how to include a control within their experimental work. Their scientific skills of research, questioning, predicting, studying and observing develop well.
- Pupils in KS2 use measuring equipment competently and confidently, for example when measuring volume and temperature.
- In their study of the solar system pupils in KS2 know that the moon reflects light; they develop their knowledge of gravitational pull and make good attempts to explain how planets are held in orbit.
- Pupils at the upper end of KS2 talk readily about the forces creating friction and uplift. They show a good understanding of gravity and air resistance and can record their findings using a variety of forms, including the 'virtual' experiments on the interactive whiteboard, free text, tables and graphs.
- By the end of KS2 most pupils can make predictions and reach conclusions in their work on light and shadows, and they understand the harmful effects of drugs on organs of the body. They know about parts of the eye and the effects of healthy diet and exercise on the body.
- A science club attended by younger pupils in KS2 enhances achievement in science.

Shortcomings

There are no major shortcomings, but in KS1 pupils' scientific thinking and use of scientific terms is sometimes limited by the use of worksheets.

Welsh second language

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

Good Features

- Pupils in KS1 understand basic commands and respond well to teachers' instructions. They are able to count to 20, identify the names of colours and parts of the body and answer questions about themselves or about the school.
- Pupils across the school confidently use incidental Welsh during registration, daily prayers and in assembly.
- Pupils at the upper end of KS2 are keen to respond orally and express their feelings with increasing confidence.
- By the end of KS2 pupils use familiar sentence patterns and basic vocabulary correctly when they write about situations within their experiences.
- Pupils show an increasing understanding of Welsh history and culture through listening to tapes and stories and singing Welsh songs. The language is used and promoted well through displays and this helps create a Welsh ethos. The cwricwlwm Cymreig is reflected in many areas of the school's work and an eisteddfod is held annually on St David's Day. This provision has a positive impact on standards.

Shortcomings

- In general pupils use too little incidental Welsh to raise their awareness of the language. They practise Welsh in a narrow range of contexts and this inhibits their oral fluency.
- Across both key stages pupils' skills in written work are underdeveloped.

Design and technology

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

Few lessons in design and technology were observed. Evidence is drawn from pupils' previous work and teachers' records.

Good features

- In KS1 pupils design fruit kebabs paying good attention to the presentation of their food products.
- In Y2 pupils study toys in their investigation of vehicles and produce imaginative designs for a vehicle incorporating a chassis, wheels and axles. They record their designs clearly, finish their products well and learn how to attach wheels to axles and axles to the chassis. They produce suitable evaluations.

- At the lower end of KS2 pupils further their designing and making skills well through making a desk tidy and a money holder, for example. They find out about mechanisms and control by investigating pop-up artefacts and a circuit for a burglar alarm.
- In Y5 pupils successfully research food products. They design and test fruit yoghurt giving careful attention to ingredients and packaging; the project is carefully recorded and includes perceptive evaluations. They successfully work with textiles and investigate toys incorporating cams and gears; a good feature of the work with textiles is the use of computer-aided design. They also focus well on the packaging and marketing of 'tasty biscuits' for Christmas.
- Pupils in Y6 develop a clear design brief, test mock-ups and make improvements to their designs. Their evaluations are clearly recorded and they gain a sound knowledge of the designing and making process as well as the needs of the consumer.

Shortcomings

There are no major shortcomings.

Information technology

Standards of achievement in IT are good in both key stages. One specific lesson was observed during the inspection, but a number of pupils were observed using computers in other lessons. Evidence is also drawn from discussions and teachers' records.

Good features

- In KS1 pupils use the mouse confidently to control events on screen. They follow instructions and work through programs well such as 'The Adventures of Norman'.
- Pupils use the menu and tools of a graphics package skilfully and know how to change their work. They enter and amend text using a word processing program and many know how to save, retrieve and print their work.
- In lower KS2 pupils further their skills in word processing, such as changing the font and adding borders. They enter data into a prepared database and have a developing knowledge of programming a sequence of instructions to produce pathways and shapes.
- In Y5 and Y6 pupils have well developed word processing skills and they competently use a wide range of software. They know how to conduct an internet search and how to cut and paste information. They have a good knowledge of databases and in Y6 they develop good skills when producing a multi-media presentation.

Shortcomings

There are no major shortcomings.

History

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

Good features

- Pupils in KS1 develop a sense of chronology as they explore the past through a range of suitable themes. They make some use of timelines to develop their awareness of key events during the period of study.
- In KS1 pupils study everyday life in the past through observing old photographs of the locality. They make valid comparisons about life styles now and in the past; they discuss their observations and write about them appropriately.
- Younger pupils in KS2 show good levels of understanding and make good comparisons between Tudor times and the present day; for example they ably contrast crimes and punishments in the past with those of today. They discuss and confidently support their conclusions as to whether the punishment fits the crime.
- Older pupils in KS2 ask pertinent questions and make useful observations. They show a good level of understanding and have a good ability to collate and evaluate evidence, mainly through the use of pictures and photographs. They use the internet to explore secondary evidence and make, for example, comparisons between foods past and present.
- In Y6 pupils undertake challenging historical investigations. They rigorously analyse and examine census data to provide information about the time of 'The Merthyr Boat Boy' and make good use of a range of local historical sources.

Shortcomings

- There are no major shortcomings, but in KS1 pupils seldom use a sufficient range of historical sources and artefacts.

Geography

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

Good features

- Pupils in KS1 describe changes and identify features in the school environment well. They confidently explain different types of weather based on their observations.
- Pupils at the upper end of KS1 can chart a route and add key symbols to a map confidently. They show a good understanding of appropriate geographical vocabulary and quickly grasp new terminology and use it correctly.
- Pupils at the lower end of KS2 ask pertinent geographical questions and a significant number draw diagrams accurately. They understand how the locality is linked to other places and what services they provide.
- Pupils at the upper end of KS2 make detailed geographical enquiries about rivers and

mountains and use appropriate terms well to describe a rivers' course. They plot and read co-ordinates accurately when using Ordnance Survey maps and have a sound knowledge of Wales and other countries.

- Pupils in both key stages have a good awareness of environmental issues and make good reference to the immediate locality.

Shortcomings

- There are no major shortcomings.

Art

Standards of achievement in art are good in both key stages. Few lessons in art were observed during the inspection; evidence is drawn from samples of work, displays, portfolios of evidence of a wide range of artwork, pupils' sketchbooks and teachers' records.

Good features

- Across the school pupils experiment in a wide variety of media and materials; these include printing, collage, pottery, graphic design, textiles, weaving and fabric weaving.
- Pupils in KS1 successfully emulate the styles of famous artists such as Renoir to develop very good line, tone, colour and pattern. They apply their understanding of visual qualities very well and are able to review and modify their work according to their age and maturity.
- Pupils in KS2 keep sketchbooks to record detailed observational drawings and they experiment effectively with light and shade. They use pictures of famous people, such as Joseph Parry, very well to develop their expertise in portrait style.
- Pupils at the upper end of KS2 make very good comparisons between their work and those of different cultures. A project is currently being developed with the high school on Aborigine art.
- Across the school pupils plan and make objects and models in two and three dimensions using a wide variety of materials and textures. Twice a year a visiting potter makes a very good contribution to pupils' skills when they all have the opportunity to produce artefacts.
- Knowledge of Welsh artists is successfully promoted through displays of the work of artists, such as Ogwyn Davies, Siani Rhys Jones, Kevin Sinnott, Cedric Morris and Sir Kyffin Williams.

Shortcomings

There are no major shortcomings.

Music

Standards of achievement in music are good in both key stages.

Good features

- Pupils in KS1 enthusiastically sing a variety of songs and have a good repertoire. Many use untuned percussion instruments to accompany their music well. They explore a range of sounds, including their voices and bodies, and listen to their own music and that of others.
- Pupils investigate timbre using their voices and singsongs, such as 'Mi Welais Jac y Do', well unaccompanied. They perform and practise collaboratively and produce appropriate musical compositions.
- In KS2 pupils use tuned and untuned percussion instruments appropriately to enhance a performance of 'Banua'. They select appropriate instruments, work effectively in small groups and perform confidently to the whole class. They record their performance, appraise the effectiveness of their music and modify their compositions accordingly.
- The school choir is well known and performs at local and national venues; they achieve a very high quality of two-part harmony and pupils maintain their parts very well.
- The skills of a good number of pupils benefit from brass and violin tuition; this contributes to the overall standards achieved. These pupils have learned to read music well and they perform for the rest of the school at concerts and assemblies.

Shortcomings

There are no major shortcomings, but few pupils use a sufficient range of music terminology in their evaluations.

Physical education

Standards of achievement in physical education are good in both key stages. During the inspection lessons were observed in games and gymnastics. Evidence from interviews, photographs and other documentation informs judgements about other aspects of the subject.

Good features

- Pupils in both key stages know the value of exercise and the importance of warming up, cooling down and stretching out. Older pupils understand the effect of exercise on their pulse rate.
- Pupils are enthusiastic; they are energetic and fully involved. Their observations about their own and others' performances are expressed confidently and confirm a deepening understanding of how to succeed in different activities.
- By the end of KS1 most pupils control and co-ordinate their movements well and have a good awareness of space. They show increasing skill when working with a partner and are able to plan, perform and refine a sequence of movements in gymnastics well. They

know how to land safely and control their movements appropriately.

- Pupils at the lower end of KS2 show increasing awareness of the use of space. In gymnastics they link skills with ideas; they perform fluently on the apparatus and have good control of their bodies. They readily evaluate their performance and techniques, as well as those of their peers.
- Pupils at the upper end of KS2 show good individual skills of sending, receiving and travelling with a rugby ball. In small competitive games they show good sportsmanship and enthusiasm. They use a digital camera to record their activities and are able to evaluate their performances through watching video clips.
- Through the many activities and lessons provided, pupils make good progress in the acquisition of knowledge and skills. Those with SEN achieve well and have received lessons from the Sports Council of Wales Disability Team.
- All pupils have received coaching from professional coaches in rugby, soccer and netball and are involved in 'Dragon Sports' activities. At the upper end of KS2 they take part in outdoor residential courses at Dolygaer Outdoor Pursuit Centre and these activities have a positive impact on the standards achieved.
- At the upper end of KS2 most pupils are able to swim the expected 25 metres and many exceed it and achieve high awards. Furthermore many achieve high standards in team games against other district schools as well as in swimming galas and athletic competitions.

Shortcomings

There are no major shortcomings.

Religious education

Standards of achievement in religious education are satisfactory in both key stages. Few lessons in religious education were observed during the inspection. Evidence is drawn from the scrutiny of pupils' work and teachers' planning and discussions with pupils and staff.

Good features

- In KS1 pupils recount key events and characters in the Christmas story and begin to compare Jewish and Christian festivals. Older ones learn about creation stories and know that the one in the book of Genesis describes the days of God's work in creation.
- At the lower end of KS2 pupils compare places of worship and identify some of the features of worship. They consider family customs and learn about biblical figures, such as Abraham and Moses, and festivals such as Passover.
- At the upper end of KS2 pupils compare Christian and Muslim religious festivals. They consider the place of rules, such as the Ten Commandments; they have a developing understanding of religious beliefs and a basic knowledge of the features of a Mosque and a Church.

Shortcomings

- Pupils have a limited knowledge of Christianity, Judaism and Islam. In particular their knowledge of festivals, customs and religious leaders is undeveloped.
- Pupils make too little use of artefacts and a range of information sources to develop their understanding of religious customs and celebrations from different faith communities adequately.
- Pupils' knowledge of religious organisations and figures is undeveloped.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

The extent of improvement since the last inspection is good. The school was required to resolve seven key issues that are shown below in bold type:

- **raise standards in design and technology and address the other shortcomings identified in the report**

The school has successfully raised standards in design and technology, and good progress is evident in resolving the shortcomings identified across the school's work.

- **ensure that all pupils within PDU1 receive their statutory entitlement to the national curriculum**

Pupils attending PDU1 now receive a broad and balanced curriculum that is well matched to their needs and abilities.

- **develop further the planning for pupils under-five years of age to reflect the desirable outcomes for children's learning and improve the provision for physical development for all pupils in nursery and reception classes.**

Planning for the under-fives is appropriately linked to the Desirable Outcomes and the outdoor provision to promote children's physical development has been improved.

- **develop a policy for assessment, recording and reporting and a scheme of work for design and technology, and complete the revision of existing schemes of work giving priority to English and mathematics**

All required policies and schemes of work are now in place.

- **set quantifiable targets for raising pupils' standards and include these within the SDP**

The SDP includes appropriate quantifiable targets for raising standards.

- **develop and implement strategies for monitoring pupils' standards of achievement and the quality of learning within classrooms**

The school has recently put in place well considered arrangements to track pupils' achievement and there is good evidence of monitoring with a focus on the quality of learning.

- **address the health and safety issues identified during the inspection**

The issues of health and safety identified by the last inspection have been satisfactorily resolved.

8.2 Key Issues for Action

In order to raise standards and further improve the quality of education, the school and the GB, with the support of appropriate agencies, should continue to implement the SDP, placing emphasis on:

- raising standards further in Welsh as a second language and religious education, in both key stages and in the six areas of learning for older children in reception;
- improving the consistency of learning and teaching, by sharing good practice and strengthening the management and planning of lessons to ensure work is appropriately challenging;
- securing the consistent implementation of schemes of work and the use of recently introduced assessment procedures;
- further developing a range of monitoring systems to help assure progress towards the school's goals;
- promoting improved levels of attendance, particularly in the early years and KS1;
- ensuring statutory requirements are met for the publication of information to parents in the prospectus.

The inspectors wish to thank the governing body, staff, parents and pupils of the school for their co-operation, assistance and courtesy before and during the inspection.

APPENDIX

A. Basic Information About the School

| | |
|----------------------|--------------------------------|
| Name of School | Caedraw Primary School |
| School type | Community |
| Age -range of pupils | 3 – 11 years |
| Address of school | Caedraw Road Merthyr Tydfil |
| Post-Code | CF47 8HA |
| Telephone Number | 01685 722620 |

| | |
|--|---------------------|
| Head teacher | Mrs J Watkins |
| Date of appointment | 19.09.02 |
| Chair of Governors/ Appropriate Authority | Councillor L Gracia |
| Registered Inspector | Mr M T Ridout |
| Dates of inspection | 23/02/04 – 26/02/04 |

| <i>Number of pupils in each year group</i> | | | | | | | | | |
|--|---------|----|----|----|----|----|----|----|-------|
| Year group | N (fte) | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total |
| Number of pupils | 11 | 36 | 15 | 29 | 27 | 30 | 23 | 32 | 203 |

| <i>Total number of teachers</i> | | | |
|---------------------------------|-----------|-----------|----------------------------|
| | Full-time | Part-time | Full-time equivalent (fte) |
| Number of teachers | 10 | 1 | 10.4 |

| <i>Staffing information</i> | |
|---|----------|
| Pupil : teacher (fte) ratio (excluding nursery and special classes) | 21.5 : 1 |
| Pupil : adult (fte) ratio in nursery classes | 11 : 1 |
| Pupil : adult (fte) ratio in special classes | 0.6 : 1 |
| Average class size, excluding nursery and special classes | 25.9 |
| Teacher (fte) : class ratio | 1.15 : 1 |

| <i>Percentage attendance for three complete terms prior to the inspection</i> | | | | |
|---|---------|----------------------|-----|--|
| | Nursery | Reception and KS1 | KS2 | Whole school (except nursery) |
| | | | | |

| | | | | |
|-------------|------|------|------|------|
| Spring 2003 | 84.4 | 91.2 | 93.0 | 92.1 |
| Summer 2003 | 87.1 | 88.6 | 91.7 | 90.1 |
| Autumn 2003 | 82.4 | 90.0 | 94.0 | 92.0 |

| | |
|---|---|
| Number of pupils excluded during 12 months prior to inspection. | 0 |
|---|---|

B. School Data and Indicators

C. Results of National Curriculum Assessments and Public Examinations

NATIONAL CURRICULUM ASSESSMENT RESULTS END OF KS1: 2003

| National Curriculum Assessment KS1 Results: | | Number of pupils in Y2: 26 | | | | | | | |
|---|--------------------|----------------------------|---|---|---|----|----|----|---|
| Percentage of pupils at each level | | | | | | | | | |
| | | | D | A | W | 1 | 2 | 3 | 4 |
| ENGLISH: | Teacher assessment | School | 0 | 0 | 0 | 19 | 65 | 15 | 0 |
| | | National | 0 | 0 | 4 | 14 | 63 | 20 | 0 |
| EN: Reading | Teacher Assessment | School | 0 | 0 | 0 | 8 | 69 | 23 | 0 |
| | | National | 0 | 0 | 4 | 14 | 55 | 27 | 0 |
| EN: Writing | Teacher Assessment | School | 0 | 0 | 0 | 27 | 65 | 8 | 0 |
| | | National | 0 | 0 | 5 | 14 | 69 | 11 | 0 |
| EN: Oracy | Teacher Assessment | School | 0 | 0 | 0 | 23 | 62 | 15 | 0 |
| | | National | 0 | 0 | 3 | 12 | 63 | 22 | 0 |
| MATHEMATICS | Teacher Assessment | School | 0 | 0 | 0 | 19 | 62 | 19 | 0 |
| | | National | 0 | 0 | 2 | 11 | 63 | 24 | 0 |
| SCIENCE | Teacher Assessment | School | 0 | 0 | 0 | 23 | 58 | 19 | 0 |
| | | National | 0 | 0 | 2 | 10 | 66 | 22 | 0 |

| Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment | | | |
|---|-----|-----------|-----|
| In the school: | 73% | In Wales: | 79% |

- D Pupils who have been disapplied from the statutory arrangements
A Pupils who have failed to register a level because of absence
W Pupils who are working towards level 1

**NATIONAL CURRICULUM ASSESSMENT RESULTS
END OF KS2: 2003**

| National Curriculum Assessment KS2 Results: | | | | | | | Number of pupils in Y6:39 | | | | | |
|---|--------------------|----------|---|---|---|---|---------------------------|---|---|----|----|----|
| Percentage of pupils at each level | | | | | | | | | | | | |
| | | | D | A | N | B | W | 1 | 2 | 3 | 4 | 5 |
| English | Teacher assessment | School | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 21 | 41 | 31 |
| | | National | 0 | 0 | 0 | 0 | 0 | 1 | 6 | 16 | 45 | 31 |
| | Test/Task | School | 0 | 0 | 0 | 0 | 0 | 2 | 8 | 18 | 34 | 36 |
| | | National | 0 | 2 | 1 | 1 | 0 | 0 | 5 | 12 | 38 | 40 |
| Mathematics | Teacher assessment | School | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 15 | 49 | 31 |
| | | National | 0 | 0 | 0 | 0 | 0 | 1 | 4 | 19 | 46 | 30 |
| | Test/Task | School | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 10 | 47 | 31 |
| | | National | 0 | 2 | 1 | 0 | 0 | 0 | 4 | 18 | 42 | 33 |
| Science | Teacher assessment | School | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 15 | 47 | 33 |
| | | National | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 13 | 49 | 35 |
| | Test/Task | School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 52 | 31 |
| | | National | 0 | 2 | 0 | 0 | 0 | 0 | 1 | 9 | 48 | 39 |

| Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) | | | |
|---|-----|----------------|-----|
| by Teacher Assessment | | by Test | |
| In the school: | 69% | In the school: | 67% |
| In Wales: | 70% | In Wales: | 71% |

- D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum
A Pupils who have failed to register a level because of absence
F Pupils who have failed to register a level for reasons other than absence
B Pupils not entered for the tests because they are working outside the set levels of the tests.
W Pupils who are working towards level 1

D. The Evidence Base of the Inspection

- The inspection team consisted of four inspectors who worked for 13 inspector days (over four days) gathering first-hand evidence. In total 56 lessons or parts of lessons were observed. Inspectors observed classes and evaluated pupil's work.
- Inspectors visited registration sessions and school assemblies and observed break times. All teachers were observed teaching several times. Discussions were held with members of the teaching and non-teaching staff, representatives of the GB, parents and others both

during the inspection and its initial inspection visits.

- All available work and records of a representative sample of at least three pupils from each class, plus the work of a sample of pupils with SEN, were scrutinised. A representative number of pupils were heard reading both formally and informally.
- A large amount of documentation provided by the school was analysed both before and during the inspection.
- The registered inspector held a meeting attended by 16 parents before the inspection and considered 84 parents' responses to a questionnaire. Almost 94% of responses were positive.
- A small number of lessons were observed during the inspection in information technology, design and technology, geography and religious education.
- At the end of the inspection the main findings of the inspection were discussed with the senior staff. A short time after the inspection meetings were held with staff and governors to report the findings of the inspection.

E. Composition and Responsibilities of the Inspection Team

| Inspector | Type | Aspect Responsibilities | Subject Responsibilities |
|----------------|------|--|---|
| Mr M T Ridout | Rgl | 1. The school and its priorities 2. Main findings 3.1 Standards in subjects and areas of learning 3.2 Standards in key skills teaching 6.1 Quality of self-evaluation and planning for improvement 6.2 Leadership and efficiency 8.1 Progress since the last inspection 8.2 Key issues for action | Mathematics Design and technology Information technology Religious education |
| Mrs R Boardman | Lay | 4.2 Behaviour and attitudes 4.3 Attendance 5.6 Partnership with parents, the community, schools and other institutions 5.7 Partnership with industry | |
| Mrs H Turner | Team | 4.1 Pupils' spiritual, moral, social and cultural development 5.3 Curriculum 6.3 Staffing, accommodation and learning resources. | Provision for the under-fives English History Geography Art Music |
| Mr D B Morgan | Team | 5.5 Provision for pupils with SEN 5.2 Assessment recording and reporting 5.4 Support, guidance and pupils' welfare | Welsh as a second language Science Physical education |

