

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

***CAEGARW PRIMARY SCHOOL
TROED-Y-RHIW ROAD
MOUNTAIN ASH***

School Number: 674-2077

Date of Inspection: 17-19 May 2004

By

***MR M T RIDOUT
Registered Inspector***

Date: 6 July 2004

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CURRICULUM NOMENCLATURE AND KEY STAGES

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

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

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

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

GRADE DESCRIPTIONS

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

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

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1. CONTEXT

The school and its priorities

Caegarw Primary is a community school, catering for boys and girls aged from three to 11 years. There are 160 pupils on roll, including 38 children under five. There is a full-time mixed Nursery and Reception class. Most children in Reception are taught in a mixed-age class including pupils in Year (Y) 1. The rest of the school is organised in four mixed-age classes, one in Key Stage (KS) 1 and three in KS2. The average class size, excluding the Nursery, is 28.4. There are seven full-time teachers, including the headteacher. There are also two part-time support teachers provided by the Local Education Authority (LEA). Four learning support assistants enhance this provision.

The school is situated in the town of Mountain Ash. It is close to the town centre and serves a mainly residential area, mostly comprising of traditional terraced housing. The school states about a quarter of households are economically disadvantaged and the remainder is neither prosperous nor economically disadvantaged. Just over a quarter of the pupils (26 per cent) are entitled to free school meals. This is above the national average and close to local figures. 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. The results of baseline assessments are generally above local averages, although a number of pupils have limited language and communication skills. Subsequent assessments identify 16.25 per cent of pupils to have special educational needs (SEN). This is a smaller proportion than found in many similar schools. One pupil has a statement of SEN.

The school holds Investors in People accreditation and has attained the Basic Skills Quality Mark. Its aims are published in the prospectus and appropriate targets are set for end of key stage attainment. The school development plan (SDP) for 2003/4 identifies the following key aspects for review and improvement:

In curricular areas:

- review provision in English, religious education, personal and social education, information technology and physical education;
- review assessment and develop individual targets.

Management:

- all staff have identified areas for professional development.

Buildings:

- an on-going programme of maintenance and renewal is identified.

Links and projects:

- to continue to develop links with parents, governors, the community and industry.

The school was previously inspected in July 1998.

2. MAIN FINDINGS

The main findings of the report

Children in the Nursery class benefit from very good provision and pupils in the Y5/Y6 class make good progress and often achieve well. The quality of pastoral care is good across the school but pupils' academic achievements are sometimes limited by shortcomings in teaching.

Educational standards achieved by pupils

- In the 38 lessons or parts of lessons observed, standards were judged to be very good in around three per cent, good in 42 per cent, satisfactory in 42 per cent and unsatisfactory in 13 per cent.
- The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.
- The standards achieved in the six areas of learning are:

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

- The standards achieved in the subjects of the National Curriculum (NC) in KS1 and KS2 are:

Subject	KS1	KS2
English	Satisfactory	Satisfactory
Mathematics	Good	Satisfactory
Science	Satisfactory	Satisfactory
Welsh second language	Good	Good
Design and technology	Satisfactory	Satisfactory
Information technology	Satisfactory	Satisfactory
History	Satisfactory	Satisfactory
Geography	Satisfactory	Satisfactory
Art	Good	Satisfactory
Music	Good	Insufficient evidence
Physical education	Insufficient evidence to judge overall standards	
Religious education	Satisfactory	Satisfactory

- Progress is variable across both stages. It is generally satisfactory and improves markedly at the end of KS2. In most classes, progress is often too slow for pupils across the ability range, including those with SEN, when the work is not well enough matched to their needs.
- The three-year average, in KS1, for pupils attaining expected NC levels in English, mathematics and science is 80 per cent. This is close to the national average and above

the average for similar schools with between 25 and 28 per cent of pupils entitled to free school meals.

- In KS2, the three-year average for pupils attaining expected NC levels in English, mathematics and science is 74 per cent. Results are above national figures and the average for similar schools.
- The standards achieved in key skills are satisfactory in speaking, listening, reading, numeracy and information and communications technology (ICT). Standards in writing are unsatisfactory. Too few opportunities for extended writing are provided in most classes.

Ethos of the school

- The provision for pupils' moral and social development is good. This provision is a strong feature of the school. The provision for spiritual and cultural development is satisfactory.
- The pupils' response to the school's provision for their spiritual, moral, social and cultural development is good.
- The standard of behaviour is good. This is a positive feature that contributes well to the quality of life in the school. This is reflected in the generally good relationships among pupils.
- The school has high expectations of pupils' behaviour and consistently implements well-considered procedures to improve standards.
- The level of pupils' attendance is good, having risen to 95 per cent in the spring term, but punctuality is only satisfactory.

Quality of education

- Teaching is satisfactory overall. Strengths include teaching in the Nursery and at the end of KS2; in these classes, teaching has a very positive impact on standards. There are also some shortcomings in the planning, organisation and pace of learning across the school.
- In the 38 lessons or parts of lessons observed, teaching was judged to be very good in around five per cent, good in 30 per cent, satisfactory in 52 per cent and unsatisfactory in 13 per cent.
- Teaching places strong emphasis on English and mathematics and teachers have high expectations of pupils' behaviour.
- Lesson planning is conscientiously completed but key learning objectives are not always fully developed to provide a suitable range of work.
- In general, teachers manage lessons appropriately but lengthy expositions followed by similar activities for all pupils, often result in a slow pace to lessons.
- Too little emphasis is placed on the good presentation of work in several classes and the use of marking to promote improved standards is underdeveloped.
- Teaching is informed by much useful data provided by standardised tests but lesson planning rarely identifies a focus for assessments. The use of assessment information to match the work to pupils' ability and what they already know is unsatisfactory overall.
- The school's procedures for the assessment and recording of pupils' progress, based on the use of tests, are good. This is a well-developed feature.

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- The quality of the annual written reports about the progress of children under five are good. In both key stages, the annual reports to parents are satisfactory.
 - The overall quality of the school's curricular provision is satisfactory. Strengths include provision in the Nursery and in upper KS2, but there are shortcomings in the organisation and implementation of schemes of work across the school.
 - Overall, curricular planning lacks sufficient rigour to adequately ensure progression and continuity in learning across the mixed-age classes over time.
 - Although there is no whole-school policy for the development of key skills, a satisfactory start has been made in identifying opportunities to promote key skills in the fortnightly planning frames used by teachers.
 - The arrangements for pupils' personal and social education are satisfactory.
 - The varied programme of educational visits and the contribution of visitors to the curriculum enrich pupils' experiences well.
 - In general, pupils have equality of access and opportunity within the curriculum but the needs of the more able and the less able pupils are not always fully met.
 - The overall, quality of support and guidance and the attention given to pupils' welfare are good. The arrangements to ensure good pastoral care are a positive feature.
 - The overall quality of the provision for pupils with SEN is satisfactory.
 - The quality of partnership with parents and community, schools and other institutions is satisfactory.
 - The quality of partnership with industry is satisfactory.

Management

- The overall quality of self-evaluation and planning for improvement is satisfactory.
- Although the scope of the school's procedures to evaluate standards is good, monitoring strategies lack sufficient rigour, as they are not closely enough linked to the school's goals.
- The implementation of development planning has not ensured sufficient improvement in teaching and learning despite the identification of several important shortcomings.
- Leadership and efficiency are satisfactory. The headteacher provides positive and supportive leadership that successfully ensures the school is well organised. The emphasis on raising standards at the end of KS2 is successful.
- Governors and teachers make an appropriate contribution to strategic leadership. The role of senior staff and subject co-ordinators is at differing stages of development.
- The governing body is strongly supportive of the school. It fulfils its statutory responsibilities with two omissions. No details of the use of the Welsh language or the action taken to strengthen links with the community are published for parents.
- The governing body exercises effective oversight of the school's finances. However, the very limited budget spent on learning resources in recent years means there are deficiencies in some subjects.

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- The basic organisation of resources is good but there are inconsistencies in lesson organisation and the use of support staff and learning resources, including the library and ICT, that reduce efficiency.
 - Although the buildings are old, improvements have adapted them quite well to current needs. However, the outdoor provision is limited
 - The quality, quantity and availability of learning resources are widely variable. There are deficiencies in English, particularly 'Big Books' and group readers and current arrangements limit access to the books and artefacts available. Although the number of computers is adequate, these are seldom used efficiently and the interactive whiteboard is only used in one class.

School improvement

- Progress since the last inspection is limited in relation to the key issues the school was required to address.
- Standards in information technology have improved to satisfactory and in other subjects overall standards are broadly unchanged since the last inspection. Inspectors find similar variations in teaching to the last inspection, despite the implementation of monitoring.
- The implementation of systems to track pupils' attainments and the use of data to establish whole-school targets for standards are well developed. However, improvement in teaching is less evident. Inspection finds the marking policy is not consistently implemented.
- Items that constituted a risk to pupils' health and safety have been rectified.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

Standards of achievement are satisfactory overall.

- In the 38 lessons or parts of lessons observed, standards were judged to be very good in three per cent, good in 42 per cent, satisfactory in 42 per cent and unsatisfactory in 13 per cent.
- Children in the Nursery make at least good progress and in Reception progress is satisfactory overall.
- The standards achieved by children in the Nursery are good in language, literacy and communication skills, personal and social development, mathematical development, knowledge and understanding of the world and in the creative and physical areas of development.
- In Reception, standards achieved are good in personal and social development, mathematical development and creative development. Standards are satisfactory in language, literacy and communication skills, in knowledge and understanding of the world and in physical development.
- Progress is variable across both stages. It is generally satisfactory and improves markedly at the end of KS2. In most classes, progress is too often slow for pupils across the ability range, including those with SEN, when the work is not well enough matched to their needs.

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- In both key stages, standards of achievement are good in Welsh second language and in art in KS1. Standards in mathematics are good in KS1 and satisfactory overall in KS2.
 - In both key stages standards are satisfactory in English, science, design and technology, information technology, history, geography, religious education, and in art in KS2.
 - There was insufficient evidence to judge overall standards in physical education in both key stages and in music in KS2.
 - Results in the NC assessments in KS1 show that overall levels of attainment have been maintained over time. The proportion of pupils attaining level 2 or above in English, mathematics and science was 80 per cent in 2003. This is close to the national average and above the average for similar schools with between 25 and 28 per cent of pupils entitled to free school meals.
 - The three-year average in KS1 for pupils attaining expected levels in English, mathematics and science is 80 per cent.
 - Results in the KS2 NC tests show a steady improvement over time. In 2003, the results showed 74 per cent of pupils attained at least the nationally expected level 4 in English, mathematics and science. About one-third of pupils attained level 5 in English. These results are above national figures and the average for similar schools.
 - The three-year average for pupils attaining expected levels in English, mathematics and science is 74 per cent.
 - Analysis of the school's NC results, on the basis of gender, indicates a fluctuating picture. In 2003, the girls in KS2 significantly outperformed boys at level 4 and above. The school generally meets or exceeds its end of key stage targets for attainment.

3.2 Standards Achieved in Key Skills across the Curriculum

The standards achieved in key skills across the curriculum are satisfactory in speaking, listening, reading, numeracy and ICT. Standards in writing are unsatisfactory.

- The under-fives develop key skills appropriately in a variety of learning activities. They listen attentively, take turns to speak and make a good start in reading and writing. They practise counting and use ICT equipment appropriately to support their learning.
- Across the school, pupils often listen attentively to adults and sometimes to each other. Many have a limited subject specific vocabulary. However, the older pupils express ideas clearly and are encouraged to develop learning through discussions, for example. Although there are appropriate opportunities for collaborative work there is less evidence of structured role-play and debate.
- Most pupils use reading skills well in the tasks they undertake. However, there are few examples of a variety of extended writing in science and geography and of the development of study skills in history and religious education for instance.
- There are some examples across the school of the use of numeracy to record results. Pupils record data in tables and present their results in a variety of graphs. There is less evidence of the use of numeracy skills in practical subjects such as design and technology.
- The extent to which pupils regularly use ICT to support and develop their learning varies. Where pupils have regular opportunities to use word processing, data handling and

graphics, their skills are improving well. There is less evidence of the use of information sources such as CD-ROM.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

The provision for pupils' moral and social development is good. This provision is a strong feature. The provision for pupils' spiritual and cultural development is satisfactory.

- Daily assemblies, incorporating an appropriate act of collective worship as required, make a positive contribution to school life. The themes successfully reinforce moral values and promote social awareness. Music, singing and the celebration of pupils' achievements are used well to enhance these occasions.
- Regular visits from the clergy and links with the local church and chapel enhance pupils' spiritual and moral development well. However, although prayers are said in assemblies, opportunities for guided reflection and to develop pupils' spiritual awareness and self-knowledge are seldom fully developed during the school day.
- Pupils are encouraged to have and display a good sense of right and wrong, and to be honest and truthful. This is apparent in informal contact around the school and in more formally structured lessons in personal and social education and religious education.
- The caring ethos of the school positively encourages respect for self, others, and the environment. The school actively promotes positive values and attitudes. Pupils display a strong awareness of the needs of others and enjoy participating in fund-raising activities for a wide range of charities.
- Staff provide good role models and pupils are encouraged to be thoughtful and considerate towards each other. They show respect and courtesy towards adults and each other. The School Council further promotes good relationships and older pupils take appropriate responsibilities throughout the school day. For example, the school operates an initiative whereby older pupils ensure that the youngest pupils are included and looked after during playtimes. They undertake these duties conscientiously and act responsibly.
- The school provides a varied programme of extra-curricular activities, visiting speakers and educational visits that contribute well to pupils' social development.
- The curriculum appropriately promotes the language, culture and heritage of Wales. A Welsh ethos is suitably promoted through displays, the celebration of St David's Day, educational visits and the day-to-day use of incidental Welsh.
- Pupils' awareness and knowledge of a diversity of cultures are less well developed. Lessons in religious education focus well on Muslim and Jewish traditions but opportunities to promote awareness of a wide range of cultures through subjects such as music, art and geography are underdeveloped.
- The school has a clear equal opportunities policy and successfully promotes racial equality.
- The pupils' response to the school's provision for their spiritual, moral, social and cultural development is good.

4.2 Behaviour and Attitudes

The standard of behaviour is good overall. This is a positive feature that contributes well to the quality of life in the school. This is reflected in the generally good relationships among pupils.

- Pupils behave well in and around the school with close supervision. They move between classrooms and the playgrounds sensibly; they play energetically and conduct themselves well during lunch. They enter the hall quietly and take up their places quickly for assemblies. Most listen attentively and return to lessons in a calm and orderly manner.
- During lessons, pupils in most classes have positive attitudes to learning and show a good ability to apply themselves to the task. The oldest and youngest pupils approach their work with particularly strong interest and show a very good ability to sustain concentration.
- However, in other classes, levels of concentration, effort and interest are widely variable. A slow pace of learning encourages those pupils who sometimes misbehave, to become noisy, restive and to lose concentration.
- The school has high expectations of pupils' behaviour and consistently implements well-considered procedures to improve standards. The headteacher and staff work hard to maintain acceptable standards and this has a positive impact on the quality of life in the school. In general, pupils are well behaved, friendly and polite towards visitors and staff.
- The majority of pupils respond well to the school's high expectations for behaviour and to the classroom rules. Pupils know what is expected of them and understand the consequences of misbehaviour. They are rewarded for good and improved behaviour, their attitudes and standards of work and for acts of kindness. Their achievements in and out of school are celebrated at weekly whole-school assemblies and their certificates are displayed proudly in the main reception area.
- A small but significant minority of pupils presents their teachers with challenging behaviour and demands a disproportionate amount of their time. The management of these pupils is good. In liaison with outside agencies, there are effective pastoral programmes that help to maintain a small number of pupils in school, who might otherwise be excluded.
- Incidents of inappropriate behaviour are dealt with quietly and with minimal disruption of the lesson. Incidents and outcomes of serious misbehaviour are formally recorded. Appropriate procedures have been followed in the cases of three temporary exclusions in the last 12 months.
- The school has effective policies to minimise bullying, sexism, racism and other forms of discrimination. Trained midday supervisors contribute positively to the maintenance of acceptable behaviour during the lunch period; they have a role in the reward system.
- The majority of pupils in KS1 share and take turns well with the playground equipment and newly painted games. They appreciate the help and support provided by older boys and girls. However, there are insufficient structured activities to prevent some over-boisterous behaviour during lunchtimes in the KS2 playground. Older boys playing football and girls playing netball dominate the playground and pupils do not play together well for long. There is no provision of equipment or quiet shaded areas for the younger pupils in KS2. These pupils complain of boredom at playtime.

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- In response to the pre-inspection questionnaire, a small number of parents indicated reservations about the standards of behaviour achieved by some pupils. Inspectors agree there is evidence of some misbehaviour but find this is well managed.

4.3 Attendance

The level of pupils' attendance is good but punctuality is only satisfactory.

- At 93.1 per cent, the average rate of attendance for the past three terms is just below local and national averages. For the last two terms, figures have improved to 93.7 per cent and 95.3 per cent. Overall attendance figures are adversely affected by the poor attendance of a small number of pupils because of family holidays in term time.
- Although the school regularly informs parents of the need of regular punctual attendance, many parents are slow to respond and some condone unnecessary absence. The percentage of unauthorised absence often exceeds one per cent.
- Absences are carefully monitored and follow up procedures are in place. The school works closely with the Educational Welfare Officer to reduce the number of absences.
- A small number of pupils in most classes arrive late at the start of the day and miss the beginning of lessons. The school is aware that pupils are often responsible for getting themselves and siblings to school and takes a 'better late than never approach'. The school day and individual lessons start on time.
- Strategies are in place to improve attendance and punctuality. Pupils with full and almost full attendance are rewarded termly and at the end of the school year. Pupils with improved attendance are rewarded in the weekly assembly.
- Registers are completed meticulously at the start of both sessions. The school complies with regulations for the recording of absence.

5. QUALITY OF EDUCATION

5.1 Teaching

Teaching is satisfactory overall. Strengths include teaching in the Nursery and at the end of KS2; in these classes teaching has a very positive impact on standards. However, there are some shortcomings in the planning, organisation and pace of learning in other classes.

- In the 38 lessons or parts of lessons observed, teaching was judged to be very good in around five per cent, good in 30 per cent, satisfactory in 52 per cent and unsatisfactory in 13 per cent.
- Teachers have appropriate knowledge and understanding of most subjects and areas they teach but in general they lack confidence in using ICT and insufficient attention is given to developing pupils' investigative skills.
- Since the previous inspection, the school has developed a well-structured format for teachers' fortnightly planning. Planning is conscientiously completed and builds on the schemes of work available. However, the key learning objectives are not always fully developed to provide a suitable range of work so that pupils fully understand the intended information and skills.
- Teaching places strong emphasis on English and mathematics. However, there is little evidence of teaching research and independent study skills, the development of library skills and of problem solving in mathematics.

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- Teaching is most effective where the subject line of development provided by the scheme of work is rigorously followed. This is more evident in mathematics than in other subjects.
 - The impact of teaching is reduced where the focus is on the content of lesson activities rather than the subject knowledge and skills. A further constraint is the teaching of different topics in science, during the same lesson, to the two age groups in the class in KS2.
 - In general, teachers use an appropriate range of approaches and organisational strategies and manage learning appropriately. However, the predominant style observed, consisting of lengthy exposition followed by a similar text or worksheet activity for all pupils, often results in a slow pace to the lesson.
 - Teaching is of variable quality where the learning is not fully explained and insufficient attention is paid to structuring activities and providing clear and appropriate guidance so that pupils of different abilities fully understand the requirements of the task.
 - In good lessons, teachers clearly explain the learning intentions to the pupils, skillfully engage the class, use questioning to develop pupils' understanding, support individual or group work well and make good use of plenary sessions to consolidate new learning. Such lessons are well structured and have a good pace.
 - Teachers have high expectations of pupils' behaviour and generally manage classes well. They consistently implement positive behaviour management strategies and respond sensitively to occasional outbursts of challenging behaviour by some pupils.
 - Too little emphasis is placed on the good presentation of work in several classes and the use of marking to promote improved standards is underdeveloped.
 - Teaching is informed by much useful data provided by tests in English and mathematics but lesson planning rarely identifies sufficiently differentiated tasks, or a focus for assessments that is linked to key learning objectives. The use of assessments to inform the next stage of learning and match the work to pupils' ability and what they already know is unsatisfactory overall.

5.2 Assessment, Recording and Reporting

The school's procedures for the assessment and recording of pupils' work are good. This is a well-developed feature. The data are collated and analysed well by the headteacher. However, the use made of assessment information by most teachers is limited.

- The accuracy and consistency of assessments using standardised tests are good.
- The school policy for assessment, recording and reporting is detailed and comprehensive. The test procedures outlined are effectively and consistently implemented.
- In the early years, an appropriate baseline assessment is implemented. The results are analysed and used well to promote progress towards the Desirable Outcomes in the six areas of learning in the Nursery.
- Pupils' work in English, mathematics and science is regularly assessed and arrangements for the end of each key stage NC assessments meet statutory requirements.
- Record keeping is systematic. Cumulative assessments in reading and mathematics, together with the results of periodic standardised tests, are collated across both key stages and provide the data for a very informative tracking and monitoring system. This

provides precise information about individual pupils' progress in English and mathematics. The data are used well to set whole-school targets.

- Although test results are analysed to identify individual strengths and weaknesses in performance, and teachers are provided with much helpful assessment information, the details are not used consistently to promote higher standards across the school. The school has plans to develop individual target setting but this initiative is at the planning stage.
- Examples of pupils' work are kept in individual portfolios. These exemplify progress but the work is not systematically assessed using NC criteria. The work is not always dated and is seldom annotated to explain its significance or the level of attainment. The keeping of school portfolios to aid the moderation of standards in the subjects of the NC is at a very early stage of development.
- There are policies to guide the marking and presentation of pupils' work but these are not consistently implemented. At its best, the marking praises achievement and indicates clearly how the content can be improved, but in most classes the pupils are not always given clear enough guidance on how to present and improve their work.
- In both key stages, the annual written reports to parents are satisfactory. In the best examples, clear details to exemplify what pupils know and can do are given for every subject. Practice is most consistent in reporting English and mathematics but in other subjects few details of learning are given. In too many cases, the goals for improvement are not specific enough to guide parents and pupils.

5.3 Curriculum

The overall quality of the school's curricular provision is satisfactory. Strengths include provision in the Nursery and in upper KS2, but there are shortcomings in the organisation and implementation of schemes of work across the school.

- The curriculum for the under-fives very successfully promotes the Desirable Outcomes in the six areas of learning in the Nursery. A very good range of relevant tasks is carefully planned and these are closely linked to the required areas of learning.
- In the mixed age Reception and Y1 class, an appropriate range of activities is provided for the under-fives. However, the learning activities are not always fully developed and the provision takes too little account of the children's previously established learning skills.
- The curriculum in both key stages is broad, and meets statutory requirements. In upper KS2, systematic planning and the provision of well-structured tasks in most subjects are good.
- In KS1 and lower KS2, although the planned provision is generally balanced, there is insufficient emphasis on investigative skills in mathematics and science. Furthermore, the attention given to developing information retrieval skills and the use of writing is limited.
- Subject policies and schemes of work are in place and these include appropriate emphasis on the *Cwricwlwm Cymreig*. Schemes of work are updated from time to time, a recent example being in English. However, the schemes in information technology and music are not complete and the organisation of study units in history and geography is yet to be finalised.

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- Long-term subject plans in English and mathematics are secure but planning in other subjects lacks sufficient rigour to adequately ensure progression and continuity in learning across the mixed-age classes. This is particularly evident in science where the two age groups in a class frequently follow different programmes of study in the same lesson.
 - The planned allocation of time to subjects is balanced but in general too little emphasis is given to fully developing the subject knowledge and skills specified in the programmes of study. This is most evident in a subject such as design and technology.
 - Although there is no whole-school policy for the development of key skills, the school has adopted a planning document provided by the LEA and a suitable start has been made in identifying opportunities to promote key skills in the fortnightly planning frames used by teachers.
 - The overall effectiveness of the curriculum is reduced by the shortcomings in its organisation. However, the regular provision of homework tasks in upper KS2 has a positive impact on the standards achieved.
 - The arrangements for pupils' personal and social education are satisfactory. An audit of the school's provision has identified that most of the elements required in a whole-school programme are already in place but there is no formalised scheme of work at present.
 - The varied programme of educational visits and the contribution of visitors to the curriculum enrich pupils' experiences well. A few pupils benefit from instrumental tuition. The school provides a range of extra-curricular clubs in science, sport and music, and arranges visits to the library.
 - The school encourages an interest in conservation and suitably promotes pupils' understanding of the need for sustainable development through consideration of issues linked to the local environment, but few opportunities are taken to develop pupils' understanding of citizenship within the school community.
 - The school is a socially inclusive community. In general, pupils have equality of access and opportunity within the curriculum, but the needs of the more able and the less able pupils are not always fully met.
 - There are no pupils for whom the NC is modified.

5.4 Support, Guidance and Pupils' Welfare

The overall quality of support and guidance and the attention given to pupils' welfare are good. The arrangements to ensure good pastoral care are a positive feature.

- The school successfully promotes a caring ethos and a strong community spirit. This is reflected in the good quality of relationships among most pupils.
- The headteacher and staff attach particular importance to the pastoral care of pupils and provide positive role models. Pupils work and play in a supportive environment where they feel secure and valued.
- Pupils are confident in seeking the help and support of staff. They readily turn to adults for guidance and are listened to and treated with respect. The staff know pupils well and effectively monitor and support their social development and their personal well-being.

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- The quality of educational guidance lacks consistency. The use of marking and target setting is underdeveloped in most classes as pupils receive too little guidance on how to improve their work.
 - Although the school's programme for personal and social education is not yet formalised, the provision is in line with the Qualifications, Curriculum and Assessment Authority for Wales (ACCAC) requirements. It pays particular attention to health-related issues such as sex education and education in drug awareness and personal safety.
 - The school has appropriate policies to promote equal opportunities, social inclusion, racial harmony and minimise discrimination and harassment.
 - The implementation of child protection procedures is thorough. The school's policy and procedures are in line with LEA guidelines. The headteacher is the designated responsible adult and the staff are made aware of their responsibilities in this area.
 - The school has an appropriate policy and set of procedures to promote the well-being, health and safety of its pupils. There is regular attention to first-aid, fire drill and risk assessment. Staff and the governing body monitor these procedures regularly. A programme of training in first-aid has been arranged to update the staff's training.
 - Any health and safety matters identified as requiring attention were reported to the headteacher and governors.

5.5 Provision for Pupils with SEN

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

- There are 26 pupils (16.25 per cent of the total roll) on the school's list of pupils' with SEN. Seventeen pupils are supported at the school action stage of the SEN Code of Practice and eight at the school action plus stage. One pupil has a statement of SEN.
- The school's policy and procedures meet the requirements of the SEN Code of Practice and the Building Excellent Schools Together programme. The arrangements to provide for the special needs of pupils are clear and there is a designated governor who takes a keen interest in this aspect.
- The arrangements for the provision and regular review of individual education plans (IEPs) and statements are systematically managed by the SEN co-ordinator (SENCO). The school benefits from advice and support from a number of outside agencies.
- The special needs of pupils are identified at an early stage. A range of assessment procedures is used well to guide provision and following a period of monitoring, an appropriate IEP is written by the class teacher.
- There is appropriate liaison with parents at every stage of the process. The arrangements for the regular review of progress towards learning targets are organised by the SENCO who maintains a register of pupils.
- The school works hard to encourage the involvement of parents with individual programmes. However, although IEPs provide the mechanism to record progress towards specific targets, the contribution of parents and the views of the child are seldom recorded.
- The IEPs clearly identify areas of need. The best examples set well-defined learning objectives and provide details of the programme to be followed. In some cases, however, the learning objectives and the steps in learning required are less well defined.

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- Where pupils receive targeted support, such as in literacy, progress improves and where opportunities are regularly provided to promote learning through ICT, the pupils' response is good. However, where insufficient account is taken of individual needs when planning lessons, progress is widely variable.

5.6 Partnership with Parents and Community, Schools and Other Institutions

The quality of partnership with parents and community, schools and other institutions is satisfactory.

- The quality of written information for parents is satisfactory. Newsletters and other communications keep parents well informed about activities and events and there is good daily informal contact with parents of children under five.
- The school prospectus and the governors' annual report to parents provide useful information about the school. However, these do not fully comply with the Welsh Assembly Government's requirements. In particular, no details of the use of the Welsh language or the action taken to strengthen links with the community are provided.
- All parents sign an appropriate home/school agreement and receive a summary of the school's behaviour policy and the assertive discipline strategies used in the classroom.
- Parents of children in the Nursery receive termly information about the topics and themes being taught and the home/school tasks planned. In other classes, notifications of educational visits and special days, such as the KS1 role-play in history, provide parents with information about topics in the related subject. However, no written information is provided about the subjects being taught, or ways in which parents can support their children, and to encourage them to become more effective partners in their education.
- Two parents make positive contributions to the life of the school. They run the Nursery and KS1 library and the weekly Link Up group. A retired teacher provides good quality support with the weekly 'Catch Up' reading initiative that contributes significantly to raising the standards achieved by the pupils. In a very short time pupils have gained confidence and self-esteem and there is a general improvement in their attitude to learning.
- The small but very active Parent Teacher Association organises fund-raising and social events. Money raised is used to enhance resources such as ICT equipment, furniture and boys' reading books.
- There are satisfactory links with the local community. Pupils benefit from a number of educational visits locally. Their experiences include working with a local artist and the Mountain Ash Music Society and entertaining residents in a nearby care home.
- There are appropriate links with outside agencies that benefit pupils, for example, the provision of specialist teaching in language and mathematics by visiting teachers.
- Links with surrounding primary schools are good. Staff participate in regular 'cluster' meetings with colleagues; they share good practice, engage in professional training and form working groups to develop common policies for teaching and learning, such as the scheme of work in religious education.
- Good pastoral arrangements for transition to the receiving secondary school are well established. Curriculum links are being developed, including work in English and a project involving problem solving in design and technology.

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- The school is in partnership with two initial teacher-training institutions and provides valuable training and experience for student teachers. One teacher is a trained student mentor. There are good links with nearby colleges of further education and the Rathbone foundation. One teacher is responsible for organising work experience for childcare students. This provision is an improvement since the previous inspection.

5.7 Partnership with Industry

The quality of partnership with industry is satisfactory. This is unchanged since the last inspection.

- There is no policy or provision of formalised strategies to promote curricular links with industry. However, a limited number of visits, such as those to local supermarkets, and visitors to the school help to raise the pupils' awareness of the world of work.
- The headteacher has attended a training initiative provided by business but none of the staff have benefited from industrial placements that enrich their experience and benefit the curriculum.
- There are good links with the Education Business Partnership. Projects and school-based workshops such as the British Association of Young Scientists science club and the newspapers in education scheme help to enhance pupils' learning.
- The school is successful in commercially sponsored competitions, for example nine pupils have had stories published in a book of creative writing and pupils in Y6 produce a newspaper at the end of the year.
- The School Council is developing a healthy tuck shop as a mini enterprise scheme.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

The overall quality of self-evaluation and planning for improvement is satisfactory.

- The scope of the school's procedures to evaluate standards is good. These include the use of tests and arrangements to moderate assessments of samples of pupils' work. The procedures to evaluate the quality of provision and monitor the school's work are less well developed.
- The SDP provides a satisfactory basis to chart the path in making further improvements. Although the broad range of the issues identified is appropriate to the needs of the school, the actions necessary to secure improvements lack sufficient clarity.
- Teachers and governors make qualitative evaluations and help in identifying key areas for improvement. These evaluations are insufficiently focused and do not build sufficiently on the evidence of monitoring and are not closely enough tied to previously agreed goals.
- Despite the lack of sufficiently rigorous procedures, the impact of particular strategies is evident in improved NC test results at the end of KS2. The school is successful in meeting or exceeding its end of key stage targets for attainment.
- The analysis of test results has enabled the school to begin to highlight areas for improvement in the core subjects of English, mathematics and science. However, the impact and response to these findings lack consistency.

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- Systems such as the monitoring of planning by the headteacher and a programme to monitor and assess work and lessons in particular subjects are evident. However, monitoring strategies lack sufficient rigour, as they are not closely enough linked to the school's goals and have not ensured sufficient improvement in teaching and learning despite the identification of several important shortcomings.

6.2 Leadership and Efficiency

Leadership and efficiency are satisfactory.

- The headteacher provides positive and supportive leadership that successfully ensures the school runs smoothly. The emphasis on raising standards at the end of KS2 is successful in improving the pupils' performance in the NC tests but inconsistencies remain in lower KS2.
- Governors and teachers make an appropriate contribution to strategic leadership. The organisation of staff's roles and responsibilities contributes satisfactorily to the school's work.
- The school has a clear statement of purpose and its key aims focus on pupils' attainment. There is good emphasis on creating a 'happy school' and the development of self-awareness and sensitivity towards the needs of others. The school strives to provide equal opportunities for all its pupils; it is successful in providing equality of access to lessons but pupils of different abilities are not always enabled to achieve their best.
- The role of senior staff is at differing stages of development. The deputy headteacher is developing her role and she is appropriately involved in strategic planning. However, the role of senior teacher, in aspects of whole-school management, is underdeveloped.
- Taken overall, the role of subject co-ordinators is at an early stage of development. There is good practice in updating schemes of work and book sampling for instance, but co-ordinators are not fully involved in planning and implementing action plans to support whole-school initiatives.
- The governing body is strongly supportive of the school. It is kept well informed by the headteacher and the work of governors is appropriately organised. It fulfils its statutory responsibilities with two omissions. No details of the use of the Welsh language or the action taken to strengthen links with the community are published for parents.
- The efficiency and effectiveness with which the available time, staff, money and resources are used are satisfactory. The basic organisation is appropriate but there are inconsistencies in lesson organisation and the use of support staff and learning resources, including the library and ICT, that limit learning opportunities.
- Budget-setting and the pattern of spending are carefully planned. High priority is given to maintaining sufficient staff in relation to the falling roll. Prudent financial management ensures the school remains within budget with a small reserve (about five per cent of budget). However, the very limited budget spent on learning resources in recent years means there are deficiencies in some subjects.
- The governing body exercises effective oversight of the school's finances. A finance sub-committee examines expenditure plans and monitors trends. Appropriate steps are taken to ensure best value for money.

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- The most recent auditors' report confirmed strong internal financial controls and identified a few shortcomings in overall budgetary control and administration. These have been acted upon.
 - Day-to-day administration and organisation are effective in ensuring the routines of the school run smoothly.

6.3 Staffing, Accommodation and Learning Resources

The provision of staff, accommodation and learning resources is satisfactory overall.

- There is a sufficient number of appropriately qualified and experienced teachers for the age range of the pupils. The staff are suitably deployed to meet the needs of the curriculum and a few opportunities are taken to share specialist expertise.
- All the staff have suitable job descriptions. The teachers undertake duties as subject coordinators, but not all oversee subjects in which they have a specialist qualification. However, most have undertaken relevant training in the subjects they lead.
- The school has an appropriate staff handbook to guide the induction of new teachers to the school. Most of the current staff have been in post for some time. The arrangements for continuing professional development are satisfactory, and are well managed.
- The arrangements for performance management are in line with national guidelines; whilst there is no formalised system of appraisal to support teachers' professional development, the school undertakes a programme of lesson monitoring and informal professional review discussions.
- The school receives good support from three visiting teachers (*athrawes fro*, peripatetic music and language support). A behaviour support assistant and three class aides make a significant and valuable contribution to pupils' learning in both key stages.
- The Nursery nurse makes a particularly valuable contribution to learning in the mixed Nursery/Reception class. The administrative officer (school clerk) undertakes a range of duties efficiently and the caretaker, canteen and lunchtime staff all contribute well to the smooth running of the school.
- The accommodation comprises of two separate buildings on a very restricted, steeply terraced hillside site. Although the buildings are old improvements have adapted them quite well to current needs. The early years building is well set out and provides effective space for a range of activities including an enclosed soft play area with appropriate storage provision for large wheeled toys and other outdoor equipment.
- The other building provides a hall and five classrooms, one of which accommodates computers and a library. Inadequate ventilation causes some classrooms to become hot and stuffy. The accommodation in both buildings is enhanced by colourful and well-presented displays of pupils' work.
- The outdoor provision is limited with no garden or shaded seating area. The three playgrounds have been recently re-surfaced and appropriate yard markings for games have been painted on them.
- The quality, quantity and availability of learning resources are widely variable but are satisfactory overall. There are deficiencies in English, particularly 'Big Books' and group readers. The availability of artefacts and information sources is limited; this is in part due to the organisation of the topics studied in history, for example.
- The school has identified the need to audit and reorganise its library provision. The current arrangements limit access to the books available and little use is made of the library for research purposes. The number of computers is adequate, although most are more than five years old. These are seldom used efficiently and the interactive whiteboard is only used in one class.

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- Taken overall, the school's provision together with the contribution of educational visits and visitors to the school makes a satisfactory contribution to the standards achieved.

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 the pupils are making good progress towards the Desirable Outcomes for Children's Learning.

- Eighteen children of nursery age and six of reception age children attend the Nursery class full time. They all make good and sometimes very good progress.
- Fourteen children of reception age attend the mixed Reception and Y1 class. Progress is at least satisfactory and sometimes good.
- The foundations of good behaviour, positive attitudes and good relationships are developed well in both classes.
- The level of attendance is consistently below 90 per cent. In Reception attendance improved to 94.5 per cent in the spring term.
- Teaching in the Nursery is good. It ranges from good to very good; it is well focused, relevant and lively, with good emphasis on developing children's oracy skills. The nursery nurse makes a very positive contribution to this teaching.
- Teaching in the mixed Reception and Y1 class is satisfactory. A suitable range of activities is provided but teaching is not always sufficiently focused. The class aide provides good support.
- Good use is made of information gained from baseline assessments to plan appropriate learning activities for the children under five. Pupils with SEN are well supported.
- A positive partnership is fostered with parents through informal daily contacts. The quality of the annual written reports to parents is good.

Language, literacy and communication skills

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

Good features

- Most children in Nursery listen attentively and enjoy a range of stimulating activities in which they experience challenge and opportunity. Interest in reading is successfully fostered by using a wide range of very good quality play boxes and 'story sacks'.
- Children recognise and name characters from the pictures; they talk about their birthdays and can 'read' a sentence with help. They know text conveys meaning and follow familiar words and phrases. They can read their own name and re-tell a story with help. Most children know some initial sounds and can read picture cues well to complete the story. They overwrite, demonstrating good pencil control and purposefully use 'emergent writing' in role-play.

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- In Reception, children make satisfactory progress in their language skills. They recognise familiar words and have a satisfactory knowledge of letters and sounds. They handle books well and enjoy pictures and words. They sing the ‘alphabet song’ appropriately, copy the letters of the alphabet in cursive script and are beginning to recall the letter ‘before’ and the letter ‘after’. They can write their own name and ‘Happy Birthday’ independently.
 - Children in Nursery respond well to simple commands in Welsh and join in enthusiastically with Welsh action songs and rhymes. The use of incidental Welsh is a strong feature. In Reception, children know the Welsh names for members of the family and can count to 10. They sing ‘Happy Birthday’ in Welsh and are developing good pronunciation.

Shortcomings

- In Reception, children do not extend their speaking and listening skills sufficiently through structured role-play and seldom fully extend their reading and writing skills, particularly through self selected structured activities.

Personal and social development

Standards of achievement in personal and social development are good in Nursery and Reception.

Good features

- Most children in Nursery have settled happily in school and relate well to adults. Most take part in role-play, for example at the doctors’ surgery and in the cake shop, and are beginning to show imagination and enthusiasm. They engage in their tasks with independence, respond positively to a variety of different sounds played on a tape and listen with interest to visiting speakers.
- In Reception, most children settle quickly to their written tasks and work independently. They treat one another and their environment with care and concern.

Shortcomings

- There are no major shortcomings.

Mathematical development

Standards of achievement in mathematical development are good in Nursery and Reception.

Good features

- Children’s mathematical skills are developing well in Nursery. They count forwards and backwards to 10 and sort objects into groups according to colour. They are beginning to develop their mathematical vocabulary, for example, ‘more’ and ‘altogether’. They become familiar with coins and are able to identify them. They are aware of pattern and use shapes to draw pictures well.
- Children in Reception confidently sing a calculator song. They can say the numbers up to ten and back again. They can take away, add and double numbers to 10. They identify ‘odd’ numbers and count in sets of 10. More able children can add two numbers to 10 in a variety of ways. They continue to take part in role-play, for example, in the post office and show increasing understanding of the concepts of buying, selling and giving change.

Shortcomings

- There are no major shortcomings.

Knowledge and understanding of the world

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

Good features

- Children in Nursery are developing confidence in using the listening stations and the computer. They understand the role of the postman, the policeman, the fireman and the nurse, and talk about them with increasing confidence. They make use of the immediate locality, know about the local statue and take part in a pond dip, for instance. They know the names of farm animals and their young and they observe a newly born baby growing over time.
- In Reception, children begin to develop scientific awareness whilst feeling and identifying objects in a 'science bag'. They know paper is made from trees and are developing a scientific vocabulary. They understand that food and water are essential for living and that certain foods are good for you. They describe and record the different ways that children travel to school.

Shortcomings

- In Reception, children do not sufficiently develop their observational and investigative skills to extend and consolidate their knowledge and understanding of the world and they do not develop and extend their skills in using ICT sufficiently.

Physical development

Standards of achievement in physical development are good in Nursery and satisfactory in Reception.

Good features

- In Nursery, children use sand, water and construction toys with increasing confidence and enjoy regular opportunities to play on large apparatus. They understand the differences between running, walking, skipping, hopping and jumping.
- In Reception, children respond well to instructions, and sounds, and can vary the pace, level and direction of their movements. They are able to put a series of actions together.

Shortcomings

- In Reception, children do not regularly develop their co-ordination skills, including large push and pull movements, through guided play with wheeled toys and other outdoor equipment.

Creative development

Standards of achievement in creative development are good in Nursery and Reception.

Good features

- Children in Nursery begin to appreciate the work of others. They explore and experiment with a variety of media such as gluing and pasting different materials together to make an attractive collage. Their cutting skills are developing well and they handle tools and malleable materials safely. They enjoy making choices whilst mixing water and paint.
- In dance, children show confidence and can make set formations and patterns by moving 'in and out'. They know a variety of games in a ring. They listen well to music and

respond well using appropriate actions. They sing enthusiastically in tune, keep a steady beat and experiment with a variety of instruments to make interesting sounds.

- Children in Reception confidently explore materials and their uses. They practise painting, cutting, sticking and decorating, and successfully make zoo animals and fish, for example. They explore the work of Laura Ashley and use special paints to print patterns on to fabric. They explore the environment and successfully make rubbings, using straight-line patterns for example.
- The children show willingness, appropriate behaviour and enjoyment when participating in musical activities. They listen to a nursery rhyme and develop activities involving the beat of the clock played on a non-tuned percussion instrument and successfully recite a verbal ostinato in time to the recording.

Shortcomings

- There are no major shortcomings.

English

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

Good features

- The majority of pupils listen attentively to their teachers and maintain appropriate levels of concentration. Listening skills are satisfactory throughout the school with pupils in the Y5/Y6 class showing a good ability to listen to each other.
- In KS1, speaking skills are satisfactory. Pupils express themselves with increasing confidence and are keen to ask and answer questions. They speak appropriately to adults.
- In KS2, the majority of pupils respond positively to teachers' questions. The older pupils express themselves clearly and confidently, in group and class discussions, and offer detailed views and opinions about the purpose of artefacts, as part of a task in history, for instance.
- Pupils in KS1 develop the skills of reading well and achieve good standards. They use a number of strategies to decode new words by looking at patterns or by using phonic skills. In Y2, more able pupils confidently describe the story and characters in their books and are beginning to name favourite books and authors.
- In KS2, pupils read with growing confidence and most achieve good standards. Many use punctuation correctly to promote good expression and intonation. The more able pupils in Y5 and Y6 confidently express views about their choice of books and favourite authors, and they enthusiastically recall the events of a story and predict endings.
- Pupils in KS1 make satisfactory progress in writing. They write for different purposes and produce a range of texts in an appropriate style. Pupils record personal experiences, compose stories and write about topics using capital letters and full stops appropriately.
- Across KS2 pupils write for different purposes and audiences, including letters, stories, dialogues, poems and reports. In the Y5/Y6, class most pupils have a secure understanding of spelling patterns and paragraphing. The content of their work is coherent and interesting.
- Standards of handwriting are satisfactory. In the best examples, pupils' handwriting is neat, well formed and presented.

Shortcomings

- Pupils in KS1 and lower KS2 seldom build sufficiently on their reading skills to work independently and they rarely record their answers to questions in well-structured extended sentences.
- In most classes, across both key stages, pupils do not spell a number of basic words accurately and make limited use of dictionaries to support their learning.
- With the exception of those in the Y5/Y6 class, pupils in both key stages have limited skills in drafting and redrafting their writing and do not produce a sufficient variety of extended pieces of good quality imaginative and factual writing.
- Across the school, pupils' skills in using the library and researching information sources are underdeveloped. In particular, more able pupils do not make sufficient use of the resources available, such as dictionaries, and the class and school libraries.

Mathematics

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

Good features

- In Y1, pupils can count, read and write numbers up to 20. They can add or subtract any two numbers up to 10 in their head, they know the coins to 20p and can use them to buy things and give change with increasing accuracy.
- Pupils recognise the hour and the half-hour on a clock face and successfully compare two lengths, masses or capacities. They use everyday language to describe features of familiar two and three-dimensional shapes.
- In Y2, pupils confidently count in twos, fives and 10s. They can add or subtract any two numbers up to 20 in their head and know different ways to total 50p. They can multiply by two and by 10 and they recognise halves and quarters.
- They make satisfactory estimates of different lengths in metres or centimetres and many pupils know the mathematical names for the most common two-dimensional shapes and can describe some of their features. They draw mirror images, are beginning to understand reflective symmetry and can explain simple graphs about breakfast cereals and birthdays, for example.
- Pupils in Y3 confidently count in 20s or 100s from, and back to, any three-digit number. They round two-digit numbers to the nearest 10, and three-digit numbers to the nearest 100. The more able pupils can relate numbers to words and vice-versa.
- They make appropriate estimates of different lengths in centimetres, metres and kilometres, and of capacities in litres. They use units of time and know the relationships between them, including second, minute, hour, day, week, month and year. They reliably identify right angles and the lines of symmetry in simple shapes and also recognise shapes with no lines of symmetry. They can explain a pictogram and a bar chart with intervals marked in twos and 10s on the vertical axis.
- In Y4, pupils order a set of four-digit numbers and write in figures numbers like 'four thousand and thirty one'. The more able pupils know by heart the three, four, five and six times-tables, for both multiplication and division, and they confidently estimate and measure using metres, centimetres and millimetres. They successfully work out the area of a rectangle by counting squares and half squares.

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- In Y5, pupils use a written method to add or subtract four-digit numbers, explain it and check it by approximating. They round the whole numbers of the nearest 1000 and a decimal with one or two decimal places to the whole number. More able pupils successfully calculate the duration of time beyond the half hour and the hour. They understand how to measure area in square centimetres and use the formula ‘length times breadth’ to calculate the area of a rectangle. They successfully use all four operations to solve simple word problems involving numbers and quantities, including kilograms, metres and pence, explaining their methods and reasoning.
 - In Y6, pupils round decimals with one or two decimal places to the nearest tenth and can order a mixed set of decimals with one or two decimal places. More able pupils accurately use a written method to add or subtract decimals with up to two decimal places; they clearly explain their method and check their answer by approximating.
 - By the end of the key stage, pupils know the relationships between metric units and convert from one to another. They know how to calculate the perimeter and area of compound shapes, use a protractor to measure acute and obtuse angles to the nearest degree and read and plot co-ordinates in all four quadrants. They draw and answer questions about line graphs and pie charts well and explain their method and reasoning for using particular operations to solve word problems involving numbers and quantities. They successfully use the percentage key on a calculator to solve problems.

Shortcomings

- There are no major shortcomings in KS1.
- In lower and middle KS2 most pupils lack sufficient competence in making calculations mentally, explaining their methods and solving challenging mathematical problems. They do not use a sufficient range of mathematical vocabulary.
- Except in upper KS2, pupils’ skills in using and applying their mathematical knowledge to improve their understanding of shape, space and measures, and of handling data are underdeveloped.

Science

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

Good features

- In KS1, pupils have a satisfactory knowledge of plants, animals and materials and their properties. They satisfactorily distinguish between natural and man-made materials, classify animals, name the parts of a plant and can name the main parts and organs of the human body.
- Pupils name a variety of light sources, distinguish between mains and battery-powered electrical appliances and know the dangers of electricity and safety rules for the home.
- In Y3, pupils satisfactorily extend their knowledge of animal life-cycles. They name parts of the skeleton and know how to care for teeth. Pupils have a developing understanding of a healthy diet and further their knowledge of sound, materials and electricity. They can distinguish between conductors and insulators.
- Pupils in Y4/Y5 know push and pull forces produce movements, they correctly label organs of the human body in diagrams and know the effects of exercise on the body. They develop appropriate skills, through testing the efficiency of insulating materials and measuring temperature, for example.

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- Pupils have a satisfactory knowledge of living things, including food chains, and know that some plants grow from seeds, cuttings and runners. They have a developing knowledge of liquids, solids and gases, and processes such as evaporation, dissolving and filtration.
 - In Y5 and Y6, pupils satisfactorily learn about the organs, systems and structures of the human body and consolidate their knowledge of forces and materials. They classify foods, know the requirements for a healthy lifestyle and further their knowledge of fair testing, for example by investigating conductors and the effect of vinegar on eggshell.

Shortcomings

- Pupils in both key stages do not use a sufficient range of scientific vocabulary.
- Although pupils carry out structured investigations they do not demonstrate the skills of planning, investigation and prediction. Pupils lacked competence in setting up their own fair test and suggesting suitable methods of recording information in lessons observed.
- Pupils' knowledge about changes in materials and of the earth and the solar system is limited; they seldom use knowledge of physical phenomena such as sound, electricity, light and forces to make predictions.

Welsh second language

Standards of achievement in Welsh are good in both key stages. When teachers speak Welsh they provide good role models of the language.

Good features

- Pupils demonstrate positive attitudes to learning Welsh. They listen well, both to their teachers and to each other.
- Younger pupils in KS1 know the names of family members and can use simple weather terms. They can ask and answer questions in a simple dialogue.
- Older pupils in the key stage take part in an extended dialogue, for example, 'At the Doctor's' and speak with good pronunciation. They also know the names of a variety of food.
- Younger pupils in KS2 ask and answer questions in the present tense using sentence patterns previously learnt. They are able to describe a character using several different sentence patterns. They can read aloud a simple dialogue using good expression and complete simple worksheets by writing words and phrases.
- In the middle of the key stage, most pupils know the numbers to 12 in Welsh. They can tell the time on the hour and half past the hour. They confidently complete worksheets using the phrases they have learnt to write in sentences.
- They describe themselves and confidently enter into a dialogue with a partner when discussing where they live. They know the names of parts of the body and an increasing number of items of food. They speak with good pronunciation.
- Older pupils in the key stage are at ease with the language. They confidently take part in role-play, for example, enacting a fashion show. They ask and answer questions using a wide range of sentence patterns. They accurately use the affirmative and the negative and the present and past tense.

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- Pupils confidently read a range of texts with good expression and understanding and they make good progress writing. They write in well-structured sentences on a range of topics and the more able organise their writing in paragraphs.

Shortcomings

- There are no major shortcomings.

Design and technology

No lessons were observed during the inspection. The scrutiny of teachers' planning, examples of pupils' past work, and discussions with several pupils indicate the standards achieved are satisfactory at both key stages.

Good features

- In KS1 younger pupils' work shows that they successfully made puppets. They recorded drawings of their designs and an adult recorded their oral evaluations. Pupils used construction kits well, such as to make a playground or a vehicle, and had opportunities to watch how to make a fruit salad and to help with preparing the fruit.
- They used a range of reclaimed materials to make attractive musical instruments and explored ways of strengthening and joining the materials. When preparing to make 'pop-up' cards, pupils in Y2 took account of the needs of the recipients and suitably evaluated their products against their original specification.
- Across KS1, pupils are beginning to understand the need for hygienic conditions when preparing food; they applied this well whilst making healthy sandwiches for instance.
- Records indicate that pupils control a robotic toy with developing confidence.
- In KS2, pupils in Y3 satisfactorily designed and made bird feeders using an appropriate range of materials and successfully prepared and cooked pancakes.
- In Y4, pupils designed and made vehicles powered by an electrical motor. Their models show they applied their knowledge of electricity and switches well and their recording shows they evaluated their product at each stage of the process of making.
- They designed and made a Christmas 'pop-up' card, applying a range of finishing techniques well, and recorded the improvements made during the making process. They also designed a mini-beast and made a model using *papier-mâché* that they decorated carefully.
- In Y5, pupils worked in groups to design a motorised fairground. They produced clear drawings that indicated measurements to inform the making. They identified which parts support and strengthen simple structures, selected their own materials and colours, and successfully evaluated their product against their specification.
- In Y6, pupils carefully designed, made, tested and evaluated propagators. They evaluated their product during the design stage, made notes of the improvements made, and evaluated their final design. The labelled designs and finished products are of a good standard.

Shortcomings

- In KS1 and lower KS2, pupils' work shows only a limited range of designing and making skills. As a consequence of the narrow range of projects undertaken pupils' skills in using a range of tools are underdeveloped.

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- In most classes, pupils seldom record their design ideas in sufficient detail and their skills in evaluation are underdeveloped.
 - Pupils' skills in using ICT to develop their design ideas are underdeveloped.

Information technology

Standards of achievement in information technology are satisfactory in both key stages.

Good features

- In KS1, pupils have satisfactory skills in word processing. They can create, amend and print simple sentences and the younger pupils successfully use word banks to help them.
- Pupils have a number of basic skills such as using program commands, saving, editing and printing their work. They use the mouse and cursor appropriately to operate functions from the toolbar.
- In lower KS2, pupils satisfactorily develop their word processing skills by breaking text into paragraphs and editing punctuation. They successfully change the alignment, highlight blocks of text and change the colour, type and size of the font.
- Pupils use a data-handling package with increasing competence to create and print graphs and begin to understand that different types of graph are used for different purposes.
- In upper KS2, pupils improve their skills well in a range of word-processed writing. They use a range of fonts and styles effectively and incorporate graphics to create posters for example. They enter information in a database, such as in science, and successfully use the software to analyse and present their findings.
- Pupils in Y6 quickly gain confidence in using a modelling program, such as in geography, to enhance their map-reading skills. They follow instructions on screen and use the mouse skilfully. A few older pupils use the Internet to locate and import images and text that contribute to research work.
- Some pupils are beginning to develop skills in using a digital camera to record their work, such as projects linked to educational visits, and the information technology skills of pupils in Y5/Y6 are enhanced by the regular use of the interactive whiteboard to demonstrate concepts and skills.
- Across the school pupils with SEN regularly enhance their information technology skills through operating programs that enhance literacy and numeracy skills.

Shortcomings

- In both key stages, at levels appropriate to age and stage of development, pupils' skills of using the computer to model and investigate through the use of simulation are underdeveloped.
- In KS2, pupils' skills of using 'Logo' to enter a series of commands to control a screen turtle are limited. Their skills in using information technology systems to sense external changes, such as light and temperature, are also underdeveloped.
- In most classes, pupils' skills in using CD-ROM, e-mail and the Internet to enhance learning are in the very early stages of development.

History

No lessons in history took place during the inspection in KS1. A small number of lessons were observed in KS2. Evidence from discussion with pupils and from their previous work indicates standards of achievement in history are satisfactory in both key stages.

Good features

- In KS1, pupils' work indicates that they develop an appropriate sense of chronology through comparing schools, clothes and artefacts from over a hundred years ago with homes and schools today. They can describe differences on 'wash day' for instance and have a developing knowledge of important historical events and characters such as Guy Fawkes.
- In lower KS2, pupils know where the Celts settled and can describe features of their homes and how they lived. They know the story of Boudicca and have a satisfactory knowledge of how people dressed and warriors defended themselves.
- In upper KS2, pupils successfully further their knowledge of Celtic life through studying pictures of artefacts. The older pupils have a satisfactory recall of life on the home front in the Second World War and can describe features such as rationing, evacuation and air raids.

Shortcomings

- Pupils do not gain a sufficient knowledge and understanding of key people and events in history and seldom investigate artefacts or study historical change related to the locality.
- In lower and middle KS2, pupils demonstrate limited understanding of chronology and little awareness that historical sources can be interpreted in different ways.
- The skills of historical enquiry are underdeveloped.

Geography

No lessons in geography took place during the inspection in KS2 and it was not possible to observe a lesson in KS1. The evidence drawn from discussions and pupils' previous work indicates standards of achievement in geography are satisfactory in both key stages.

Good features

- In KS1, pupils' work indicates they appropriately develop their knowledge of the locality and draw simple maps to show routes and features. They identify buildings and other features and suitably consolidate their understanding through making a 'picture trail'.
- Pupils gain knowledge of a contrasting locality by studying the village of Newton; they identify features on a map and record comparisons of the village with Mountain Ash.
- In lower KS2, pupils' work shows that they can locate St Lucia on a world map and describe the main features of the climate and physical environment. They begin to understand the impact of issues such as tourism and the differences between town and country life.
- In middle KS2, pupils' work shows that they compare the climate in Wales with the rainforest and desert environments. They develop further their knowledge of the locality by identifying features in the Cynon Valley on a map and satisfactorily name a range of human features in Mountain Ash.

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- In upper KS2, pupils begin to make comparisons between Mountain Ash and the seaside town of Porthcawl. They demonstrate how to use a key to interpret a map and can describe the distinctive features of a seaside town and make comparisons with where they live.

Shortcomings

- In KS1, pupils' work indicates their ability to formulate geographical questions, express opinions and make comparisons is limited. They lack confidence in skills such as using simple co-ordinates.
- In KS2, pupils are not sufficiently aware of the significance of a range of environmental and social issues and their effect on people's attitudes and values. Pupils' work indicates their mapping skills are limited and their ability to use a range of information sources, including ICT, to gain additional information and present evidence is underdeveloped.

Art

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

Good features

- In KS1, pupils talk sensibly about the designs of William Morris and Laura Ashley. They successfully create their own patterns using fabric paints and use the computer to create attractive repeating patterns.
- Pupils in Y1 have a good knowledge and understanding of a variety of art, and effectively use a good range of materials in their work. They produce clay facades of houses that are of a good standard, for example.
- Pupils are given good opportunities for colour mixing and they sensibly discuss and investigate the textures they create. They produce attractive teddies, collage work of themselves and successfully experiment with shades of brown to create fantastic creatures.
- Younger pupils in KS2 make good use of charcoal as they investigate texture and pattern in their work on foliage and they create attractive paintings on secret forests.
- Pupils choose from a range of resources that they have collected, and produce appealing images of cats. They experiment successfully with pencils, pens, crayons, pastels and chalk to create darker or lighter areas in their study of transport and create water resist pictures on 'The Street'.
- Older pupils in KS2 study and respond to the work of several Welsh artists. They experiment with shape and pattern to produce a symmetrical pattern on to a polystyrene tile, they carefully paint the tile and start printing by lining up the tile to the 'mirror line' whilst printing on to paper. They rotate their motifs and keep the pattern symmetrical.

Shortcomings

- There are no major shortcomings in KS1.
- In KS2, pupils do not sufficiently develop a wide enough range of artistic skills and techniques. In particular their skills in sculpture and modelling are limited.

Music

Standards of achievement in music are good in KS1. No lessons were observed in KS2 during the inspection; there was insufficient evidence to judge overall standards. The standard of singing observed in both key stages was good.

Good features

- In KS1, younger pupils listen well to a familiar nursery rhyme. They play a wood block, keeping a steady beat and a few pupils perform 'pendulum' movements on non-tuned percussion instruments. A few speak verbal ostinati in time to the music and others play simple accompaniments on a glockenspiel well. Pupils successfully evaluate their performances.
- Older pupils listen attentively to a piece of music and working in groups, they compose sound patterns to convey happiness, merriment, laughter and seaside sounds. They enthusiastically experiment with non-tuned percussion instruments, explore the different sounds the instruments make and the different ways in which they can be played. They discuss their choice of sound effects and perform to them well to the whole class.
- The standards in singing are good throughout the school. Good attention is given to intonation and phrasing and most pupils sing with sensitivity and enjoyment.

Shortcomings

- There are no major shortcomings in KS1.
- In KS2, there is little evidence to show that pupils gain sufficient knowledge of music and develop appropriate composing, performing and appraising skills.

Physical education

There was insufficient evidence to judge overall standards in physical education. No lessons in physical education took place during the inspection in KS1 and two lessons were observed in KS2. Teachers' planning indicates the required programmes of study are covered.

Opportunities for competitive sports contribute well to pupils' achievements in physical education.

Good features

- In Y3, pupils follow commands appropriately and demonstrate satisfactory skills when practising throwing, catching and batting skills.
- In Y5/Y6, pupils understand the importance of warming up and cooling down before and after exercise. They listen to and respond well to instructions and sustain appropriate effort when practicing passing the relay baton and planning their team strategy for the race.
- By Y6 most pupils swim at least the expected 25 meters and some achieve higher awards.

Shortcomings

- Pupils do not sustain their efforts sufficiently to improve their skills and do not have enough opportunities to observe and learn from their peers.

Religious education

Standards of achievement in religious education are satisfactory in both key stages.

Good features

- In KS1, pupils understand that Harvest and Christmas are religious festivals; they write thank you prayers and know the Biblical story of creation. They know stories from the New Testament such as The Good Samaritan and the birth of Jesus.

- Pupils have a developing knowledge of the features of Christian and Jewish worship. They know the local church is a special place with particular features such as stained glass windows and that the vicar has a special role in the community.
- In lower KS2, pupils further their knowledge of events in the life of Jesus and figures such as John the Baptist. They know Moses was a leader and consider the need for rules.
- Pupils have a developing knowledge of the features of Christian worship and know that Easter is an important festival celebrated by Christians. In their study of other religions, pupils gain some insights to worship in the mosque and the celebration of Ramadan.
- In upper KS2, pupils have a basic knowledge of the Christian, Islamic and Jewish faiths. They can name the key features of a mosque and a church, and describe the main features of worship. The more able pupils can describe the significance of light as a religious symbol.
- In both key stages, pupils' knowledge of places of worship and religious ceremonies, such as baptism, is effectively enhanced through visits to the local church.

Shortcomings

- In both key stages, pupils lack competence in research and observational skills to further their understanding of religious observance, such as for children and their families from different faiths. Pupils in most classes demonstrate limited skills in using a range of information sources including artefacts.
- In KS2, pupils' perception and understanding of religion are somewhat limited in scope and progress in written work lacks pace and rigour. Their knowledge about the development of religion in Wales and figures such as St David, Bishop William Morgan and Mari Jones is underdeveloped.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

Progress since the last inspection is limited in relation to the key issues the school was required to address.

The key issues were:

- **raise standards in information technology in both key stages, physical education in KS1 and address the significant shortcomings where they exist in other subjects;**

Standards in information technology have improved to satisfactory and in other subjects overall standards are broadly unchanged since the last inspection. There was insufficient evidence to judge standards in physical education.

- **ensure that good practice in the quality of teaching and learning is consistent throughout the school;**

This inspection finds a very similar picture to the last inspection with the most effective teaching in the Nursery and at the end of KS2. Similar variation and shortcomings remain in much of the teaching.

- **accelerate the implementation of the planned monitoring programme with a clear focus on the evaluation of standards;**

A systematic programme of monitoring is implemented. This satisfactorily identifies strengths and weaknesses in teaching but long-standing shortcomings in standards and teaching remain.

- **make better use of assessment information to set improvement targets as the basis for raising standards and improving the quality of teaching and learning;**

Leadership from the headteacher has ensured the consistent implementation of systems to track pupils' attainments and the data are used well to establish whole-school targets for standards. The link to improving teaching is less well developed.

- **ensure that the marking policy is fully implemented;**

Inspection finds this policy is not consistently implemented.

- **ensure that measures are taken immediately to repair:**

- 1) **the damaged steps at the rear of the building and**
- 2) **the broken tiles in the infant toilets;**

These issues were rectified. Although due care is exercised when using the steep flights of steps leading to the playground, the opportunity to highlight/mark the edge of the steps was overlooked when the playground markings were painted recently.

8.2 Key Issues for Action

In order to raise standards and further improve the quality of education, the school and the governing body, with the support of appropriate agencies, should:

- raise standards further in areas of learning for the under-fives and the NC subjects in both key stages, where standards are satisfactory;
- improve standards in the key skill of writing across the school;
- improve pupils' overall progress and the consistency of teaching and learning with particular emphasis on:
 - improving the organisation, pace and structure of lessons;
 - developing the key learning objectives for lessons to provide a suitable range of work,
 - strengthening planning to identify a focus for day-to-day assessments and use assessments to match the work more closely to pupils' ability and needs;
 - placing consistent emphasis on the good presentation of pupils' work;
- update curricular planning and consistently implement schemes of work to ensure adequate progression in learning across the mixed-age classes;
- establish rigorous and effective monitoring to help ensure the shortcomings in teaching and learning, already identified by the school, are resolved and the SDP is fully implemented;
- develop the leadership roles of senior staff and subject co-ordinators;
- ensure statutory requirements are met in the publication of information for parents.

APPENDIX

A. Basic Information About the School

Name of School	Caegarw Primary School
School type	Community
Age-range of pupils	3–11 years
Address of school	Troed-y-Rhiw Road Mountain Ash Rhondda Cynon Taff
Post-Code	CF45 4BH
Telephone Number	01443 473730

Headteacher	Mr H Richards
Date of appointment	01 September 1984
Chair of Governors	Councillor Mrs P Jarman
Registered Inspector	Mr M T Ridout
Dates of inspection	17–19 May 2004

B. School Data and Indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	18	20	22	18	23	21	24	14	160

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	0	7

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	23.6:1
Pupil : adult (fte) ratio in nursery classes	11:1
Average class size, excluding nursery and special classes	28.4
Teacher (fte) : class ratio	1.16:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Summer 2003	86.4	90.7	93.9	90.3
Autumn 2003	88.4	96.3	96.5	93.7
Spring 2004	94.5	95.6	95.8	95.3

Number of pupils excluded during 12 months prior to inspection	3
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C. Results of National Curriculum Assessments and Public Examinations

END OF KEY STAGE 1: 2003

National Curriculum Assessment KS1 Results: 2003			Number of pupils in Y2: 25					
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH	Teacher Assessment	School	0	0	20	52	28	0
		National	0	4	14	63	20	0
EN: Reading	Teacher Assessment	School	0	0	20	36	44	0
		National	0	4	14	55	27	0
EN: Writing	Teacher Assessment	School	0	8	28	36	28	0
		National	0	5	14	69	11	0
EN: Speaking and listening	Teacher Assessment	School	0	0	16	56	28	0
		National	0	3	12	63	22	0
MATHEMATICS	Teacher Assessment	School	0	0	8	52	40	0
		National	0	2	11	63	24	0
SCIENCE	Teacher Assessment	School	0	0	8	68	24	0
		National	0	2	10	66	22	0

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

In the school:	80	In Wales:	80
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D Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996 or, in the case of the Task/Test were absent.

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

END OF KEY STAGE 2: 2003

National Curriculum Assessment KS2 Results: 2003			Number of pupils in Y6: 31											
Percentage of pupils at each level														
			D	A	N	B	W	1	2	3	4	5	6	
English	Teacher assessment	School	0	0	0	0	0	0	0	10	55	35	-	
		National	0	0	0	0	0	0	1	6	16	45	31	0
	Test/Task	School	0	0	0	0	0	0	0	0	10	55	35	-
		National	0	2	1	1	0	0	0	5	12	38	40	n
Mathematics	Teacher assessment	School	0	0	0	0	0	0	3	23	51	23	-	
		National	0	0	0	0	0	0	1	4	19	46	30	0
	Test/Task	School	0	0	0	0	0	0	3	23	51	23	-	
		National	0	2	1	0	0	0	4	18	42	33	n	
Science	Teacher assessment	School	0	0	0	0	0	0	0	16	68	16	-	
		National	0	0	0	0	0	0	2	13	49	35	0	
	Test/Task	School	0	0	0	0	0	0	0	0	16	68	16	-
		National	0	2	0	0	0	0	0	1	9	48	39	n

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

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

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

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

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

n Tests do not cover these levels.

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)

by Teacher Assessment		by Test	
In the school:	74	In the school:	74

In Wales:	63	In Wales:	63
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D. The Evidence Base of the Inspection

- The inspection team consisted of three inspectors who worked for seven inspector days (over three days) gathering first-hand evidence. In total, 38 lessons or parts of lessons were observed. Inspectors observed classes and evaluated the 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 governing body, parents and others both during the inspection and initial inspection visits.
- All the available work and records of a representative sample of at least three pupils from each class, plus the work of a sample of pupils with SEN were scrutinised. A representative number of pupils was heard to read both formally and informally.
- A large amount of documentation provided by the school was analysed both before and during the inspection.
- The registered inspector held a meeting attended by three parents before the inspection and considered 28 parents' responses to a questionnaire.
- No lessons in geography took place in KS2 and no lessons in history in KS1 during the inspection. Few lessons in geography, music and physical education were observed and only a limited range of work was available in design and technology and information technology.
- 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	RgI	The school and its priorities; standards in subjects and areas of learning; standards in key skills; teaching; curriculum; provision for pupils with SEN; quality of self-evaluation and planning for improvement; leadership and efficiency; progress since the last inspection.	English; science; history; geography; physical education; religious education.
Mrs C Lewis	Lay	Behaviour and attitudes; attendance; partnership with parents, the community, schools and other institutions; partnership with industry.	
Mrs H Smith	Team	Pupils' spiritual, moral, social and cultural development; assessment recording and reporting; support, guidance and pupils' welfare; staffing, accommodation and learning resources.	Provision for the under-fives; mathematics; Welsh as a second language; design and technology; information technology; music; art.

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