

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

**A Report on the Quality of Education in**

**Capcoch Primary School  
School Street  
Abercwmboi  
Aberdare  
Rhondda Cynon Taff  
CF44 6AD**

**School Number: 6742084**

**Date of Inspection: 05/02/07**

**by**

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Capcoch Primary School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Capcoch Primary School took place between 05/02/07 and 07/02/07. An independent team of inspectors, led by Michael T. Ridout undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

## Year groups and key stages

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

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

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

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

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## Context

### The nature of the provider

- 1 Capcoch School is a community primary school for boys and girls aged from three to eleven years. There are eight classes including a nursery and a reception class for children under five, and two special educational needs (SEN) classes provided by the Local Education Authority (LEA). One caters for pupils with hearing impairment and the other for pupils with speech and language difficulties. In total, there are 139.5 full-time equivalent (fte) pupils on roll. The average class size is 25. There are nine (fte) teachers, including the headteacher and two part-time teachers. There are eight learning support assistants (LSAs), two full-time and six part-time.
- 2 The school is situated in Abercwmboi, in the Cynon Valley, between Aberdare and Mountain Ash. The majority of pupils live in the village. The area has both privately owned and rented homes and is designated a Communities First Area. The community is described as socially and economically disadvantaged. Forty per cent of pupils are entitled to free school meals; this is above the local and the national average. A small number of pupils is *looked after* by the local authority. There are no pupils from ethnic minorities. No pupils come from homes where Welsh is the first language. English is the predominant tongue spoken and the school teaches Welsh as a second language.
- 3 Assessment data confirms that the school receives pupils from the expected range of abilities. A significant number has under-developed speaking and listening skills on entry to the school; this is reflected in around 34 per cent of pupils being identified as having SEN. The proportion, excluding those attending the two SEN classes, is almost 26 per cent. One pupil has a statement of SEN.
- 4 The school was previously inspected in April 2001. Since that time, the number on roll has declined and the number and organisation of classes has changed. The school has achieved the Basic Skills Quality Mark.

### The school's priorities and targets

- 5 The school's main aim is to promote the all round development of each child. The education provided is aimed at the intellectual and the social aspects of children's development and seeks to make each child a better member of the community.
- 6 The two main priorities in the school development plan (SDP) for 2006/2007 are:
  - to improve standards of achievement in ICT across the school;
  - to implement a new scheme of work in Welsh.Further priorities are to:
  - improve the proportion attaining Level 5 in English;
  - improve the proportion of boys attaining expected levels in all three core subjects at end of each key stage;
  - develop transition policy;
  - implement successful self-evaluation systems;
  - build on staff training in preparation for the Foundation Phase;
  - improve provision in science;
  - make effective use of the RAISE grant.

## Summary

- 7 Capcoch Primary School raises pupils' aspirations and self-esteem well. This is particularly evident in the good quality care and guidance provided to all pupils and the consistency of learning in the upper school. This inspection endorses some strong features in the school but also finds some shortcomings.

### Table of grades awarded

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

- 8 The finding of the inspection match the overall grade awarded by the school for each of the seven key questions in its self-evaluation report.

### Standards

- 9 In thirty-three lessons or parts of lessons in the subjects inspected, standards were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
-	52%	39%	9%	-

- 10 In more than half the lessons observed standards of achievement were good. This is below the 2007 Welsh Assembly Government (WAG) target of at least good standards (grade two and above) in 65 per cent of lessons inspected.
- 11 The educational provision for the under-fives has some weaknesses, but there is evidence these weaknesses can soon be put right. The school is aware of the need to improve the provision for outdoor learning, alongside the classrooms.
- 12 By the age of eleven learners achieve good overall standards in the basic skills of literacy and numeracy. They achieve well in particular aspects of most subjects although their knowledge and skills are not always developed fully in subjects such as Welsh as a second language, information technology and geography.
- 13 Overall grades in the subjects inspected are as follows:

Subject	Key stage 1	Key stage 2
English	Grade 3	Grade 2
Welsh second language	Grade 4	Grade 2
Mathematics	Grade 3	Grade 2
Information technology	Grade 4	Grade 3
Geography	Grade 3	Grade 3
Physical education	Grade 3	Grade 2

- 14 Pupils' use and deployment of the key skills of literacy, numeracy and information and communications technology (ICT) across their studies lacks consistency and is under-developed. The picture is similar in the development of bilingual competence.
- 15 The 2006 results of the National Curriculum (NC) teacher assessments in English, mathematics and science, in both key stages, are above national figures and those for similar schools having more than thirty two percent of pupils eligible for free school meals.
- 16 Analysis of the results in both key stages reveals an overall trend of improvement. This positive trend is well established in Key stage 2 (KS2). However, similar to the national picture the boys perform less well than the girls. This is evident across all three subjects.
- 17 Progress across the school is variable. More-able, and to some extent, pupils of average ability are not always enabled to achieve their potential because the work is not closely enough matched to their learning needs. In upper KS2, progress improves markedly overall.
- 18 Pupils with SEN, attending the specialist classes, make good progress towards the targets set for them in individual education plans (IEPs). Pupils with SEN, taught in mainstream classes, make good progress when working in supported groups but good progress is not always maintained when working with the whole class.
- 19 Pupils have positive attitudes to learning. Overall standards of behaviour are good throughout the school. This contributes well to the school's positive ethos.
- 20 Attendance averaged 89.2 per cent for the three terms prior to the inspection. This is well below the average for similar schools having over 32 per cent of pupils entitled to free school meals. Most pupils arrive at school on time but a significant number each day are late. This is disruptive to pupils' learning.
- 21 Although pupils sometimes demonstrate a good ability to work well with others their independent learning and study skills are under-developed.
- 22 Learners progress well in their personal, social and wider development. They show appropriate respect for diversity in the school community and wider society.
- 23 The pupils are proud of their school and local community. The provision to help them understand how to make a positive contribution to a community is developing well. The provision to promote pupils' awareness of the workplace is less well developed.

### **The quality of education and training**

- 24 In thirty-three lessons or parts of lessons the quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
-	46%	39%	15%	-

- 25 In almost half of the lessons observed, teaching was good. This is below the national picture reported by Her Majesty's Chief Inspector (HMCI) in her annual

report 2005 – 2006. Nationally, the quality of teaching is good in 84 per cent of lessons, with 17 per cent of lessons having outstanding features.

- 26 Teachers and LSAs establish good working relationships with pupils. This is a consistent feature throughout the school.
- 27 Teaching in the upper school and in the SEN classes has strong features. In the early years classes teachers and LSAs work well as a team to promote children's oracy skills.
- 28 Across the school, where teaching is well focused lessons are successful in enabling pupils to achieve well. However, in some classes expectations of what pupils can achieve are not high enough. There is a lack of consistency in lesson planning. The learning objectives are not always sufficiently developed and tasks are not always sufficiently challenging.
- 29 A limited range of teaching methods and organisational strategies are used in many lessons. As a consequence the active engagement of learners is variable and opportunities to promote the full range of study skills limited.
- 30 In general, there is good emphasis on meeting the language needs of learners in English but the attention to bilingual teaching is inconsistent.
- 31 There are systematic procedures to assess pupils' attainment through the use of standardised tests in English and mathematics. The arrangements to assess pupils' achievements and progress in other subjects are less well developed.
- 32 The school has a marking policy but this is implemented inconsistently. Furthermore, the use of day-to-day assessments in planning work is limited.
- 33 The quality of the annual written reports informing parents about their children's progress and achievements is good.
- 34 Policies and schemes of work in all subjects and areas of learning provide a sound framework to ensure appropriate balance and progression in pupils' learning. However, the effectiveness of curricular planning is variable. In some cases, planning does not reflect the full range of work in the schemes of work. This is most evident in information technology, Welsh as a second language and geography.
- 35 Good emphasis is placed on developing pupils' basic skills in literacy and numeracy. The provision to promote pupils' key skills is less well developed.
- 36 Educational visits and extra-curricular provision enhance the curriculum well. The school has well established partnerships with parents and effective links with other schools and educational providers.
- 37 The provision for pupils' social and moral development is good; their cultural awareness is suitably promoted but the attention given to promoting spiritual awareness is less well developed.
- 38 The very good quality of the provision of pastoral care and support is a particular strength of the school. There are appropriate policies in place to promote pupils' safety and welfare.

- 39 The recently formalised programme for personal and social education (PSE) is having a positive impact on pupils' sense of well being.
- 40 The monitoring of attendance is regular but the monitoring of punctuality lacks rigour.
- 41 The overall provision for pupils with SEN is managed well. Provision in the two specialist classes is good. The arrangements to promote inclusion are effective. However, the provision to promote work in line with IEP targets is not always fully effective in whole-class lessons.
- 42 The school has undertaken a disability access audit and has an appropriate Disability Access Plan.
- 43 Pupils' awareness of diversity is developed appropriately through aspects of religious education, geography, music and the PSE curriculum.

### **Leadership and management**

- 44 Leadership is successful in providing effective leadership in the pastoral aspects of provision. The school's aims are clearly reflected in its caring, supportive and purposeful ethos.
- 45 Although leadership is effective in facilitating good teamwork among the staff some inconsistencies remain in the quality of provision. This in part results from a lack of sufficiently detailed strategic planning to help ensure whole-school goals are achieved. There is little evidence of systematically linking professional training opportunities for the staff to whole-school needs.
- 46 The governing body (GB) is strongly supportive of the school but its role as a critical partner in setting the school's strategic direction is at an early stage of development.
- 47 In most respects the GB is successful in meeting its statutory obligations. However, the full range of information for parents and carers, as required by the WAG, is not published in the governors' annual report and the prospectus.
- 48 The school is successful in raising standards of performance since the last inspection in 2001 but its self-evaluation arrangements remain undeveloped.
- 49 The staff and GB are appropriately involved in formulating the SDP. This plan provides little detail of the actions planned, including monitoring arrangements, to secure improvement. The role of subject leaders is undeveloped.
- 50 The evidence of this inspection indicates that the school has not made consistent progress since the last inspection and several issues identified then re-appear as recommendations in this report.
- 51 The school is well staffed but there are shortcomings in the use and deployment of some resources. The impact of the good provision of LSAs in mainstream classes is not always fully exploited. Furthermore, the range of learning resources available and the organisation of lesson time are not always used efficiently to promote a good pace of work.

- 52 The provision of accommodation is good but the outdoor provision for the under-fives is undeveloped. The overall provision of learning resources is adequate. There is need to update further the provision of ICT resources and to make more effective use of the library.
- 53 On the basis of the good standards at the end of KS2 the school provides value for money. However, taking into account limited progress in resolving some of the key issues raised by the last inspection in 2001, and the inconsistencies in provision revealed by this inspection, the school has yet to demonstrate good value for money in all areas of its work.

## Recommendations

- 54 In order to raise standards and improve further the quality of education provided the school should rigorously implement its development plan, and:
- R1 continue to raise standards in subjects where shortcomings are identified;
- R2 improve overall progress placing particular emphasis on more-able pupils and ensuring pupils with SEN maintain good progress in whole-class lessons;
- R3 enhance achievement in key skills, bilingual competence and build on pupils' capacity to develop the full range of independent learning and study skills;
- R4 improve overall attendance and the monitoring of punctuality;
- R5 build on the good practice in teaching to:
- ensure greater consistency and rigour in lesson planning so that learning objectives are developed fully
  - ensure good account is taken of day-to-day assessments in matching work well to pupils' differing needs and abilities;
  - ensure an appropriate variety of teaching and learning styles is used and a good pace of learning is maintained;
- R6 consistently implement schemes of work;
- R7 develop and implement sufficiently detailed strategic planning, including focused monitoring arrangements, to help improve the effectiveness of planning for improvement;
- R8 develop and implement rigorous self-evaluation strategies that build on the expertise of staff and take account of the views of all stakeholders;
- R9 ensure statutory requirements are met for the publication of information for parents.

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

## Standards

### Key Question 1: How well do learners achieve?

Grade 2: good features and no important shortcomings

55 The findings of the inspection team match the judgement made by the school in its self-evaluation report. The inspection team agrees pupils make good overall progress and achieve good standards in both the personal and academic areas of learning by the end of KS2.

56 In thirty-three lessons or parts of lessons in the subjects inspected, standards were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
-	52%	39%	9%	-

57 In more than half the lessons observed standards of achievement were good. This is below the 2007 WAG target of at least good standards (grade two and above) in 65 per cent of lessons inspected.

58 The educational provision for the under-fives has some weaknesses, but there is evidence these weaknesses can soon be put right. The school is aware of the need to improve the provision to extend opportunities for learning in the outdoor environment alongside the classrooms.

59 Overall grades in the subjects inspected are as follows:

Subjects	Key stage 1	Key stage 2
English	Grade 3	Grade 2
Welsh second language	Grade 4	Grade 2
Mathematics	Grade 3	Grade 2
Information technology	Grade 4	Grade 3
Geography	Grade 3	Grade 3
Physical education	Grade 3	Grade 2

60 By the age of eleven learners achieve good overall standards in the basic skills of literacy and numeracy. They achieve well in particular aspects of most subjects although their knowledge and skills are not always developed effectively across the full range of work in subjects such as Welsh as a second language, information technology and geography.

61 Baseline assessments indicate a minority of children have under-developed speaking and listening skills when they begin school. The majority of under-fives are on track to achieve the Desirable Outcomes for Children's Learning, in most areas of learning. However, progress is sometimes limited in the personal and social, and physical areas of learning.

62 On the basis of teacher assessment the school is successful in meeting its end of key stage targets for attainment in English, mathematics and science in both key

stages. In the last two years the school has met or exceeded almost all its targets. However, these good standards are not consistently reflected in pupils' achievements across the full range of their day-to-day work.

- 63 Pupils' use and deployment of the key skills of literacy, numeracy and ICT across their studies lacks consistency and is under-developed. The picture is similar in the development of bilingual competence.
- 64 Pupils are enabled to achieve similar levels of success regardless of gender or background. The school is successful in raising pupils' aspirations and self-esteem.
- 65 The 2006 results of the NC teacher assessments in English, mathematics and science, in both key stages, are above national figures and those for similar schools having more than thirty two percent of pupils eligible for free school meals.
- 66 The results for 2006 in Key stage 1 (KS1) are a significant improvement compared with previous years. Analysis of the results shows performance is strongest in mathematics. The lower results in English reflect the low starting point of some pupils in language skills. The picture of attainment in KS2 is one of consistency over the last three years. Attainment in English and mathematics is higher than in science.
- 67 In 2006 the proportion of pupils attaining at least the expected level 2 in KS1 and level 4 in KS2, in English, mathematics and science, was above average. The school's three-year average for pupils attaining at least expected levels in the three core subjects is 76 per cent in KS1 and 81 per cent in KS2.
- 68 Analysis of the results in both key stages reveals an overall trend of improvement. This positive trend is well established in KS2. However, similar to the national picture the boys perform less well than the girls. The difference in the results attained by boys and girls reflect a negative trend, with an increasing margin of difference over recent years. This is evident across all three subjects.
- 69 The pattern of progress across the school is somewhat variable with clear evidence of consistently good progress in upper KS2. Pupils build up their basic skills steadily in the early years, KS1 and in lower KS2. In upper KS2, pupils' significantly increase their knowledge, skills and understanding.
- 70 More-able, and to some extent pupils of average ability are not always enabled to achieve their potential because the learning is not always sufficiently challenging or closely enough tailored to their learning needs.
- 71 Pupils with SEN, attending the specialist classes, make good progress towards the targets set for them in IEPs. Pupils with SEN, taught in mainstream classes, make good progress when following specific programs in small supported groups, such as *Catch Up*, but progress towards their learning targets is not always maintained when working with the whole class.
- 72 Although pupils have a general idea of how well they are progressing the guidance given, such as through marking and dialogue, is not yet fully effective in helping pupils to understand what they need to do to improve. There is a clearer and more

consistent emphasis on guiding the older pupils, such as through discussion of individual targets, but such initiatives are at an early stage.

- 73 By the end of KS2, pupils make good progress towards fulfilling their potential. They are prepared well for moving on to the next stage of learning.
- 74 Pupils have positive attitudes to learning. The vast majority are eager and enthusiastic to participate in lessons and where learning is appropriately challenging they work productively and maintain good levels of motivation. Where learning is less rigorous levels of motivation are reduced.
- 75 Overall standards of behaviour are good throughout the school. This contributes well towards a positive ethos, conducive to effective learning. The pupils show appropriate respect, courtesy and consideration towards others. They relate well to each other and to the adults who work with them.
- 76 Attendance averaged 89.2 per cent for the three terms prior to the inspection. This is well below the average for similar schools having over 92 per cent of pupils entitled to free school meals. The school takes good account of the statutory requirements for recording pupil's absence. Most pupils arrive at school on time but a significant number each day is late, some arriving up to, and on occasions, over half an hour late. This is disruptive to pupils' learning.
- 77 Although most pupils work hard in lessons and sometimes demonstrate a good ability to work well with others their independent learning and study skills are under-developed. Opportunities to develop research, problem-solving and independent study skills are seldom developed fully.
- 78 Learners progress well in their personal, social and wider development. The implementation of an enhanced PSE programme and opportunities for pupils to take appropriate responsibilities in the school are having a positive impact.
- 79 Pupils demonstrate a good awareness of equal opportunity issues. They show appropriate respect for diversity in the school community and wider society. They understand that some people have cultures, beliefs and customs that are different from their own.
- 80 The pupils are proud of their school and local community. Visits to places of interest, involvement in community activities and opportunities for pupils to have a voice in school affairs, such as through the Eco Committee and the recently established School Council, help to develop pupils' understanding of the concept of good citizenship. The provision to promote pupils' awareness of the workplace is less well developed.

## The quality of education and training

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

#### Grade 3: good features outweigh shortcomings

81 The findings of the inspection team match the judgement made by the school in its self-evaluation report. There is some variation in the quality of teaching and the use of assessment across the school. The provision is most consistent and effective in the upper school.

82 In thirty-three lessons or parts of lessons the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
-	46%	39%	15%	-

83 In almost half of the lessons observed, teaching was good. This is below the national picture reported by HMCI in her annual report 2005 – 2006. Nationally, the quality of teaching is good in 84 per cent of lessons, with 17 per cent of lessons having outstanding features.

84 Teachers and LSAs establish good working relationships with pupils. This is a consistent feature throughout the school.

85 Teaching in the upper school and in the SEN classes has strong features, including high expectations and the effective management of learning. The LSAs in the SEN classes make a particularly positive contribution to pupils' learning and the standards they achieve.

86 In the early years classes teachers and LSAs work well as a team to promote children's oracy skills. The intervention of adults in small group activities with the children is often effective in promoting speaking and listening.

87 Across the school, where teaching is well planned and focused, lessons are successful in enabling pupils to achieve well. However, in some classes expectations of what pupils can achieve are not always high enough.

88 Taken overall, teachers have sound subject knowledge and they are developing greater awareness of recent developments in best practice, such as in information technology and in preparing for the Foundation Phase. There is a high level of expertise in providing for the needs of pupils with hearing impairment.

89 Teachers are conscientious in building on schemes of work to develop suitable medium and short-term planning for their classes but there is a lack of consistency. The learning objectives for lessons are not always sufficiently clear to ensure pupils understand the learning intentions. Furthermore, the full range of learning indicated in schemes of work is not always developed fully.

- 90 In the lessons observed a limited range of teaching methods and organisational strategies were employed. As a consequence lessons consisted mainly of an introduction, learning tasks based on a textbook or worksheet and a plenary session. This together with a lack of rigour in developing the learning objectives in relation to pupils' differing needs and abilities sometimes resulted in a slow pace of work. As a consequence the active engagement of learners was variable and opportunities to promote the full range of study skills limited. This was most evident in KS1 and lower KS2.
- 91 Teaching is generally successful in promoting inclusion so that pupils have equal opportunity to participate in the full range of lessons. Issues of gender and disability are positively managed so that pupils are not disadvantaged but in ensuring opportunity for pupils to achieve in line with their potential, provision is less well developed.
- 92 In many cases lesson planning is not closely enough tailored to pupils' individual needs. Furthermore, the scrutiny of teachers' planning reveals a general absence of evaluations of progress and the flexible adaptation of work in line with achievement. As a consequence the learning is not always moved forward with sufficient flexibility.
- 93 In general, there is good emphasis on meeting the language needs of learners in English but the attention to bilingual teaching is inconsistent. Good practice is evident in the early years and in some lessons in KS2.
- 94 There are systematic procedures to assess pupils' attainment through the use of standardised tests in English and mathematics. The data gathered is collated and used well alongside the analysis of end of key stage performance data to set targets for whole-school and individual pupil standards.
- 95 The arrangements to assess pupils' achievements and progress in other subjects are less well developed and lack consistency. Teachers' maintain a variety of assessment records relating to reading and the results of tests in spelling and mental mathematics for instance. However, there is very little evidence of assessing pupils' work using NC criteria or the use of day-to-day assessments in planning work.
- 96 Good features of practice include grading pupils' achievement on a three point scale in the foundation subjects, the narrative assessments of both pupils' standards and personal development, provided for the next teacher about some pupils at the point of transfer between classes, and the tracking sheets that chart individual pupil attainment as they move through the school. In addition teachers record actual and projected NC levels in the core subjects.
- 97 The arrangements for baseline and end of key stage teacher assessments are in line with statutory requirements.
- 98 The school has a marking policy but its implementation lacks consistency. Teachers often provide constructive oral feedback to pupils to help them improve but initiatives such as setting learning targets in English and mathematics are at an early stage. A good feature to involve pupils in monitoring their progress is the checklist used in information technology in both key stages.

- 99 The quality of the annual written reports informing parents about their children's progress and achievements is good. Parents also benefit from formal and informal opportunities to discuss their children's work with members of staff.

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

Grade 3: good features outweigh shortcomings
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- 100 The findings of the inspection team match the judgement made by the school in its self-evaluation report. There is an appropriate framework of planning for the subjects of the curriculum but there are some shortcomings in implementing the full range of work.
- 101 The curriculum provided is generally appropriate to learners' needs and aspirations. The provision in upper KS2 is particularly successful in enabling pupils to attain well in the core subjects of the NC.
- 102 The quality of provision for the under fives is generally appropriate to their needs and reflects well the requirements of the Desirable Outcomes for Children's Learning in most areas. However, the provision to promote children's learning in the outdoor environment, alongside the nursery and reception classrooms, is under-developed. This limits the range of learning opportunities, especially in the personal and social, and physical areas of learning.
- 103 The quality of the curriculum provided in the two specialist classes, one for pupils with hearing impairment and one for pupils with speech and language difficulties, is good. The curriculum is modified appropriately, in line with pupils' needs; they are taught in small classes during the mornings and they integrate in mainstream lessons, as appropriate, during the afternoons.
- 104 In both key stages, the school provides a suitably, broad and generally balanced curriculum that meets the statutory requirements of the NC and the locally agreed syllabus for religious education.
- 105 The school's policies and schemes of work in all subjects and areas of learning provide a sound framework to ensure appropriate balance and progression in pupils' learning. However, the quality and consistency of medium and short-term curricular planning is widely variable. In some cases, planning does not reflect the full range of work shown in the subject schemes of work. This is most evident in Welsh as a second language; information technology and geography but in some classes the programmes of study are not developed fully in English and mathematics.
- 106 The curriculum for pupils with SEN in mainstream classes is matched well to individual need through the provision of structured programmes in literacy and numeracy, often provided in small withdrawal groups. However, planning to meet these pupils' needs within the whole class is not always fully effective.

- 107 Good emphasis is placed on the development of pupils' basic skills in literacy and numeracy. The provision to promote the development of key skills across the curriculum is less well developed. The school has a framework for the development of key skills, provided by the LEA, and is beginning to identify opportunities to promote key skills in medium and short-term planning. However, the school has yet to establish a consistent whole-school approach to the development of key skills.
- 108 Planned visits to historical sites and places of educational interest, including museums and galleries, enhance the curriculum well. Good use is made of the locality to enrich learning in subjects such as history and geography and a number of pupils benefit from instrumental tuition, and learn to play brass and woodwind instruments.
- 109 Pupils in KS2 are offered some extra-curricular activities, including a range of games clubs. The provision for pupils to participate in a variety of competitive sports is well established. The school offers a small number of different clubs during the school year and currently has plans to establish a craft club. A particularly successful and well attended after school activity is the Eco Club, which successfully raises pupils' awareness of environmental issues.
- 110 The provision for promoting pupils' social and moral development is good. Educational visits and the activities undertaken through clubs and competitive sports contribute very well to the development of the pupils' personal and social skills. Furthermore, during the weekly Awards Assembly badges are awarded to pupils for good work and endeavour. The pupils respond well and the giving of awards is beneficial in enhancing their self-esteem.
- 111 The attention given to promoting pupils' spiritual awareness is less well developed. The provision of opportunities for quiet, guided reflection, both during assemblies and lessons, lacks consistency. Daily assemblies, incorporate an appropriate act of collective worship and place strong emphasis on moral and social issues.
- 112 The development of pupils' cultural awareness is suitably promoted through subjects such as history, geography and religious education.
- 113 The school has a positive partnership with parents. It interacts well with parents and carers on a day-to-day basis. However, at times their response to issues, such as punctuality, raised by the school, is limited. Links with the community and local services are sound and offer some relevant experiences to the pupils that enhance learning. The links with the other local schools are good and have a good impact on the quality of education provided.
- 114 There are some established links with local employers but the provision to promote pupils' awareness of the work place is under-developed.
- 115 The Cwricwlwm Cymreig is appropriately promoted through several schemes of work and the weekly Welsh assembly provides a good focus in developing pupils' awareness of their Welsh identity. The provision to promote pupils' bilingual skills lacks consistency and planning for this aspect is inadequate. The absence of a structured whole-school approach to developing pupils' oracy skills, in English and

Welsh, limits the standards achieved. However, good practice was observed in the nursery and reception classes that enable the children to gain a good level of competence in using the vocabulary of numbers, colours, greetings and day-to-day commands in both languages.

- 116 The school has a positive approach in tackling issues of social disadvantage, equal opportunity and stereotyping. It is shortly to introduce a breakfast club for pupils and is working with partners, such as *Communities First* and the *Groundwork Trust* to enhance further its provision.
- 117 Pupils show a developing understanding of global citizenship. Their awareness of environmental issues; the impact on the local community and the need for long-term sustainable development is promoted well. The school is involved in recycling and has been awarded the Eco-Schools Bronze Award. In KS2, the pupils' awareness and knowledge of conservation issues is good.
- 118 The provision to promote pupils' entrepreneurial skills, including simple business skills, is under-developed. The older pupils participate in charitable fund raising initiatives and run the fruit tuck shop but there is little evidence of curricular planning, such as a mini enterprise linked to design and technology, at present.
- 119 The school provides a sound basis for pupils' development of lifelong learning skills in basic literacy and numeracy but at present the emphasis on promoting the skills of independent study is limited. The school maintains appropriate liaison with its partners promoting community regeneration initiatives but currently there are no established schemes, such as adult literacy courses, involving the school.

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

Grade 2: good features and no important shortcomings
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- 120 The findings of the inspection team match the judgement made by the school in its self-evaluation report. The school provides a warm, caring, happy and supportive ethos that successfully ensures that the pupils feel valued. The very good quality of the provision of pastoral care and support is a particular strength of the school.
- 121 The school has good liaison with appropriate specialist support services, such as learning support services, the educational psychologist, health professionals and social services. It plans the deployment of learning support in line with pupils' identified needs but the day-to-day impact of this provision is not always fully effective in mainstream classes.
- 122 The school has regular access to specialist services for the pupils in the Hearing Impaired and Speech and Language Units. However, the provision of speech therapy is currently limited and this reduces the effectiveness and availability of support programmes.
- 123 In the case of pupils *looked after* by the local authority a designated member of staff ensures effective and regular liaison with the foster parents and social services.

- 124 The school has a well-established partnership with parents and carers. The traditions, routines and expectations of the school are well known in the local community. Parents are encouraged to contribute to school life, through a Mother and Friends Group, and a few volunteer to help out in the school from time to time.
- 125 The arrangements to provide and exchange information with parents and carers through newsletters, induction arrangements, and meetings with teachers and through end of year reports about their children's progress are effective.
- 126 The parents attending the pre-inspection meeting indicated that they are familiar with the school's practices. The school has implemented a Home School Agreement that sets out the joint responsibilities and expectations between the home and the school.
- 127 Through the pre-inspection questionnaire, the vast majority of parents express satisfaction with the school and the standards achieved by the age of eleven. In particular, parents say they are happy with the help and guidance their children receive in school.
- 128 There are effective induction arrangements that help new children settle into the Nursery. Transition arrangements between classes across the school ensure the appropriate exchange of information between teachers. This helps pupils settle quickly in the next class and parents are kept appropriately informed. The school is beginning to provide parents with more information about the topics pupils study. A good example is the use of the parents' notice board for this purpose in the Nursery.
- 129 At the end of KS2 the pupils transfer confidently to the comprehensive school. An effective programme of guidance is in place, including linked studies, taster visits for the pupils and the exchange of educational records.
- 130 There is a formalised programme for personal and social education (PSE). Although this in the early stages of implementation, the provision of PSE lessons, including circle time, and linking this provision where appropriate to the religious education programme, is having a positive impact.
- 131 The very good day-to-day provision for the pastoral care of the pupils forms the basis of the school's positive ethos. Teachers and support staff know the pupils well and are responsive and sensitive to their needs. Daily good practice promotes successfully the personal and social development of all the pupils. This provision is enhanced through regular visits from the Community Police and Health Visitor.
- 132 Registration periods are administered appropriately and the headteacher, assisted by the school clerk, monitor attendance regularly. However, the monitoring of punctuality lacks sufficient rigour. The school has positive liaison with the Education Welfare Officer in dealing with issues of attendance and punctuality. The procedures for attending promptly to inappropriate behaviour are good and arrangements to monitor pupils' performance are appropriate.
- 133 One pupil was excluded during the previous twelve months. The correct procedures were followed.

- 134 Pupils' safety and well being receive good attention. Members of staff know the pupils well and carefully supervise them during playtimes and the dinner period. There are appropriate policies in place to promote pupils' safety and welfare.
- 135 The school has a clear policy for child protection. Members of staff have a good knowledge of the detailed guidelines and of their responsibilities in the field of child protection. The procedures for action are well established and effective. Appropriate training has been undertaken by the headteacher and the information disseminated to the staff.
- 136 Procedures for the identification of individual learning needs are good and these comply with the requirements of the SEN Code of Practice (CoP). There is a clear policy for SEN and the provision is managed well by the headteacher, who is the special educational needs co-ordinator (SENCo).
- 137 In mainstream classes twenty-five pupils receive additional support, sixteen at the school action stage and nine at the school action plus stage of the CoP. A further eleven pupils attending the two SEN classes are supported at the school action plus stage. One pupil has a statement of SEN. All pupils with SEN have appropriate IEPs. These are reviewed at least twice a year and parents and carers are appropriately involved.
- 138 The basic deployment of additional support to meet pupils' needs, such as through individual or small group withdrawal sessions using programmes such as *Catch Up* is appropriate. However, a clear focus on the individual learning targets identified in IEPs is not always maintained in lessons with the whole class. There is wide variation in the quality and consistency of the implementation of IEPs in mainstream classes.
- 139 The quality of the provision made in the specialist classes provided by the LEA, for five pupils with hearing impairment and seven pupils with speech and language difficulties, is good. Pupils are taught in the small classes during morning sessions. The provision is tailored well to pupils' age, needs and abilities, including the use of specialist programmes and the support of visiting professionals where appropriate.
- 140 During afternoon sessions these pupils are included in lessons with their mainstream peers, where this is appropriate. Levels of support are carefully judged and teachers and support staff work effectively to adapt the provision as needs change. This programme of inclusion is successful and benefits all pupils in the school.
- 141 In line with LEA policy the majority of pupils attending the SEN classes are provided for at the school action plus stage of the CoP. One pupil has a statement of SEN. The arrangements for the regular review of the provision made for pupils attending the SEN classes are systematic and comply with the CoP.
- 142 In general, the school provides good support for pupils whose behaviour sometimes impedes their progress and that of others. At the time of the inspection no pupils required support through an individual behaviour programme (IBP). Occasional episodes of low-level disruption to lessons are managed appropriately through the provision of a variety of tasks and the careful organisation of the pupils in groups.

- 143 The school ensures that all pupils have equal opportunity to participate in the full range of activities. It takes good account of pupils' backgrounds and the provision for pupil support and guidance in pastoral aspects reflect this well. However, the provision to enable pupils to consistently achieve standards in line with their potential is less well developed in some classes.
- 144 The school positively promotes gender equality and challenges stereotypes. The school's culture ensures boys and girls work together in a variety of situations and teaching is increasingly proactive in ensuring underachieving pupils, often boys, are fully involved in lessons.
- 145 The school has suitable policies and procedures to guide positive practice in relation to behaviour, anti-bullying, and sexism, all forms of discrimination and harassment, and promoting racial equality. The school effectively fosters attitudes of respect and tolerance.
- 146 Older pupils confirm there is occasional bad behaviour among some of their peers and incidents of bullying from time to time. They express confidence that the headteacher deals effectively with such incidents and say they feel that the school's rules for behaviour and conduct, and the systems for rewards and sanctions are implemented fairly.
- 147 The school makes appropriate arrangements to ensure that pupils with disabilities are not disadvantaged. This is reflected in the success of its arrangements to promote the inclusion of pupils with SEN. The school has undertaken a disability access audit and has an appropriate Disability Access Plan. There are currently no pupils with physical disabilities attending the school.
- 148 Pupils' awareness of diversity is developed appropriately through aspects of religious education, geography, music and the PSE curriculum. Overall, the curricular provision provides some good opportunities to enable pupils to appreciate the rich diversity of cultures in our society.

## Leadership and management

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

Grade 3: good features outweigh shortcomings

- 149 The findings of the inspection team match the judgement of the school made in its self-evaluation report. Day-to-day leadership has some strong features although shortcomings remain in strategic planning to bring about improvements.
- 150 Leadership is successful in providing effective strategic leadership in the pastoral aspects of provision. The school's aims are clearly reflected in its caring, supportive and purposeful ethos and leadership is effective in facilitating good teamwork among the staff. Day-to-day managerial arrangements and routines are well known and securely established.
- 151 There are both strengths and shortcomings in educational leadership. The strategic organisation of the school is very successful in providing good consistency in learning and teaching in the upper school. This impacts well on standards. However, there is some variation in other parts of the school.
- 152 There is strong commitment to promoting equality of opportunity and enabling pupils to achieve their potential. However, some inconsistencies remain in the quality of provision. This in part results from a lack of sufficiently detailed strategic planning to help ensure whole-school targets and goals are achieved.
- 153 The school takes appropriate account of national and local priorities. There is a clear focus on raising standards of performance and through its links with partner schools, the community, and initiatives such as *Communities First*, the school is alert to the need to continue to raise pupils' aspirations.
- 154 Based on a range of assessment information the school systematically sets suitably challenging end of key stage targets for pupils' attainments. It is particularly successful in meeting the majority of these targets. However, it is less successful in meeting its goals in other areas identified in the post-inspection action plan and subsequent SDPs.
- 155 The arrangements for teachers' performance management are in line with statutory requirements. In addition, through discussions, leadership appraises the professional needs of the staff and uses the information gathered to help shape provision to promote their professional development.
- 156 The overall effectiveness of professional development in improving the quality of provision is mixed. The school has recognised this shortcoming and plans to designate a senior member of staff to co-ordinate continuing professional development and link provision more closely to whole-school priorities.
- 157 The GB is strongly supportive of the school. Discussion of the self-evaluation report has raised governors' awareness of the school's strengths and focused attention on

important areas for further improvement. The Chairman of Governors confirms the GB's commitment to promote improvements.

- 158 Discussion with governors, and documentary evidence, indicates that the GB is over reliant on information provided by the school. Its role as a critical partner in setting the school's strategic direction is at an early stage of development.
- 159 The GB is well supported by the LEA and the headteacher in setting and monitoring the school's annual budget. Governors recognise the need to enhance their role in monitoring such aspects as the implementation of the SDP.
- 160 In most respects the GB is successful in meeting its statutory obligations. However, the full range of information for parents and carers, as required by the Welsh Assembly Government (WAG), is not published in the governors' annual report and the prospectus. Omissions include details of progress towards the school's targets and goals, the latest all Wales comparative NC results, the arrangements for the admission and access of pupils with disabilities, details of the provision for pupils with SEN and the arrangements for religious education, collective worship and the use of the Welsh language for all pupils.

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

Grade 3: good features outweigh shortcomings
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- 161 The findings of the inspection team match the judgement of the school made in its self-evaluation report. The school has been successful in raising standards of performance in the core subjects of the NC since the last inspection in 2001 but inconsistencies remain in the quality of provision and self-evaluation arrangements remain at an early stage of development.
- 162 The headteacher is appropriately informed about the performance of the school and takes the lead role in monitoring standards and the quality of education. A good range of data is collated and analysed to monitor pupils' progress and attainment. Appropriate information is disseminated to subject leaders, such as the school's profile of performance provided by the LEA.
- 163 There are some systems in place to enable subject leaders to gather information and evaluate standards across the school in the subjects for which they are responsible. For instance, they review a sample of pupils' work at least annually. However, the role of subject leader in monitoring and evaluation is not developed.
- 164 The school has yet to establish systematic procedures to promote self-evaluation. The current arrangements, based largely on discussions with staff, are at an early stage of development and lack clear focus and rigour. Although the monitoring undertaken by the headteacher and the work of subject leaders is not formally linked to the school's priorities, these aspects form a good basis to develop a culture of self-evaluation based on first-hand evidence.

- 165 The findings of the inspection match the overall judgements in the school's self-evaluation report for each of the key questions. However, the usefulness of the report in planning improvements is limited. A positive feature is the identification of some areas for development but there is little evidence of effective consultation with stakeholders and of the rigorous analysis of strengths and weaknesses in the school.
- 166 The school informally takes account of the views of parents and other interested parties. Through the school council it is beginning to seek the views of pupils but systematic arrangements to gather the views of all stakeholders is at an early stage of development.
- 167 The staff and GB are appropriately involved in discussing and establishing the priorities for inclusion in the SDP. Although there is no recorded evidence of the evaluation of progress towards previous goals, a good feature of the process is the consideration of subject reports prepared by subject leaders. These reports provide useful information for all those involved in providing education and form a good basis to inform future targets.
- 168 There is variation in the effectiveness of planning for improvement. The SDP is an annual document that sets appropriate targets and indicates the general allocation of resources. However, little detail is provided to show the actions planned to achieve each goal and there is a lack of clarity about expected outcomes. The absence of criteria for success limits the school's ability to demonstrate measurable improvements.
- 169 In general, the school's well established and largely informal arrangements serve it well in allocating sufficient resources to meet identified priorities and needs in the different subjects. However, the absence of outline planning over the medium-term makes it difficult for the school to show how significant areas of expenditure, such as investment in ICT, will be managed over time.
- 170 Based on performance data the school can clearly show it is successful in consistently raising standards in the core subjects over several years. However, the absence of focused self-evaluation, based on initiatives identified in the SDP, limits the school's ability to show that actions taken have resulted in improvement. Furthermore, the evidence of this inspection indicates that the school has not made consistent progress since the last inspection and several issues identified then re-appear as recommendations in this report.

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

Grade 3: good features outweigh shortcomings
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- 171 The findings of the inspection team match the judgement made by the school in its self-evaluation report. The school is well staffed for the number of pupils on roll but there are some shortcomings in the use and deployment of some key resources.
- 172 There are sufficient suitably qualified and experienced teachers to meet the requirements of the curriculum and the full range of pupils' abilities. The provision of

suitably trained LSA is good. The contribution of LSAs to the quality of learning is often good. This is particularly evident in the two SEN classes.

- 173 The school clerk, caretaker, cleaners, supervisors and catering staff all work effectively to ensure the day-to-day routines of the school run smoothly. The site is well maintained with a high standard of cleanliness.
- 174 Taken overall, there is an adequate level of learning resources. In some classes the staff and pupils use the interactive whiteboards with growing confidence and when given the opportunity, older pupils use the computers to good effect. However, some of the computers in the lower school are very slow and the limited range of appropriate software available restricts pupils' progress. This is a limiting factor in the early years and KS1.
- 175 There is a small library but this is not used fully and effectively as a whole-school resource. Most books are made available in classrooms, including the well organised reading scheme books. There is a basic sufficiency of resources available in most subjects but on occasions pupils are not given access to the full range of resources needed, such as for developing numeracy and problem solving skills.
- 176 The quality of the accommodation is good. Classrooms provide a suitable setting for good teaching and learning. Well presented displays of pupils' work enhance the learning environment and celebrate pupils' achievements well. This adds considerably to the welcoming and purposeful ethos of the school.
- 177 The outdoor space is extensive, with sufficient hard surfaced playgrounds and sloping terraced grassed areas. There is an adventure playground that is well supervised when in use. However, there are few features to promote playground games and the suitably enclosed outdoor space for the under fives is undeveloped. The boundary fencing is appropriate with sections of walling currently under repair.
- 178 The basic organisation of classes, the deployment of staff and the organisation of resources are generally appropriate but a number of factors limit the overall efficiency and effectiveness of learning and teaching. The impact of the good provision of LSAs in mainstream classes is not always fully exploited. Where teachers and LSAs from the SEN units are deployed in mainstream classes, their contribution is most effective where the planning and lesson organisation focuses the role of each adult precisely.
- 179 In the mainstream classes observed most lessons were of similar length and used only a limited range of learning styles. This often resulted in a slow pace. Furthermore, the full range of learning resources available, such as to promote collaborative, research and investigative skills are not always appropriately utilised.
- 180 Members of staff are appropriately deployed and they attend suitable professional training. The recent emphasis on training in information technology is beginning to have a positive impact. However, there is little evidence of the effective linking of training opportunities to both individual and whole-school needs.

- 181 The arrangements to provide teaching for classes, for those sessions when the class teacher undertakes planning, preparation and assessment tasks, are well considered and help to ensure effective continuity in learning for the pupils.
- 182 The good quality of financial administration in the school was endorsed by the most recent LEA auditors' report. In general, resources are matched appropriately to the school's needs and priorities but there is a lack of detail in the SDP. Subject leaders regularly audit resources and based on the needs identified expenditure is allocated, such as the recent updating of resources in geography.
- 183 There are appropriate procedures to ensure value for money in making purchases but there is little evidence of the school and its GB systematically reviewing the impact of its spending decisions on the quality of education provided in the school.
- 184 On the basis of the good standards attained by pupils in the core subjects at the end of KS2 the school provides value for money. However, taking into account the limited progress in resolving some of the key issues raised by the last inspection in 2001, and the inconsistencies in provision revealed by this inspection, the school has yet to demonstrate consistently good value for money in all areas of its work.

## Standards achieved in subjects and areas of learning

### English

Key Stage 1 - Grade 3: good features outweigh shortcomings

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

#### Good Features

- 185 The quality of speaking skills is steadily improving in KS1 and is generally good in KS2 where most pupils speak clearly and with increasing confidence. Many pupils enjoy speaking, especially to adults in the school, and do so confidently and clearly.
- 186 In KS1, pupils listening skills are generally satisfactory. The majority listen well to their teacher for appropriate periods, such as when enjoying a story or listening to an explanation.
- 187 Listening skills are good at KS2; pupils listen purposefully and respond well to instructions in lessons, interacting well with each other and the teacher. They respond well to *hot seating* activities and ask suitable, and sometimes both complex and perceptive, questions.
- 188 In KS1, pupils develop an appropriate awareness of phonics and use their knowledge to decode unfamiliar words with increasing confidence. They read from a suitable range of books and enjoy talking about the texts they have read. In KS2, pupils maintain good progress in reading and by the end of Year 6 most read accurately and with increasing understanding and fluency.
- 189 Across the school pupils respond enthusiastically to a wide range of fiction and non-fiction texts, including audio and moving image texts accessed using ICT. This includes texts reflecting the Welsh and other cultures. In KS1, pupils become aware of authors and illustrators and understand what they do. In Year 2, some pupils confidently recognise verbs in a text and use them in their own writing. The older pupils in KS2 are beginning to distinguish between different genres and to express preferences, such as for favourite authors.
- 190 In KS1, pupils practice letter formation, begin to recognise the spelling patterns in words and become familiar with the conventions of writing, such as how to structure a sentence. They describe accurately the events and characters from stories that have been read to them. Pupils ask and answer appropriate questions and the older pupils begin to write in sentences, making increasing use of basic punctuation.
- 191 In KS2, pupils extend the range of their writing and produce letters, stories, recounts and persuasive texts. The older pupils produce well structured pieces of extended writing and confidently discuss and evaluate their own and others' work. Across the key stage pupils' handwriting and presentation skills are good. The older pupils take pride in the presentation of their finished work.

- 192 The scrutiny of pupils' previous work reveals a wide range of writing in upper KS2. Pupils gain competence in a number of different styles. They make effective use of *writing frames* to help them structure the content of their writing and learn to record direct speech and organise their writing in paragraphs.
- 193 Pupils with SEN, attending the specialist classes, make good progress in relation to their capabilities. They increase levels of confidence in speaking and listening, respond enthusiastically to fiction and non-fiction texts and steadily increase their reading skills. With appropriate support pupils sequence characters and events from a story and write thoughts and information in simple sentences.

### **Shortcomings**

- 194 In KS1, a minority of pupils have yet to develop the skills of active listening.
- 195 In KS1, pupils' skills in speaking are under-developed. They use a limited range of vocabulary and lack the skills of taking turns to speak, such as in a group or class situation.
- 196 Progress in spelling and writing skills is too slow at KS1.
- 197 Although pupils' oracy skills improve markedly in KS2, few express themselves confidently using extended phrases and the patterns of Standard English.

<b>Welsh second language</b>
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Key Stage 1 - Grade 4: some good features, but shortcomings in important areas
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Key Stage 2 - Grade 3: good features outweigh shortcomings
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### **Good features**

- 198 Some pupils in KS1 make satisfactory progress in learning everyday vocabulary and developing their oracy skills in Welsh. More-able pupils understand a range of familiar words and simple patterns used within the daily routines of the school. They have a good knowledge of the vocabulary relating, to clothes, colours, fruits and other foods.
- 199 With prompting, most pupils use simple greetings and familiar phrases correctly, they respond well to opportunities for role play and their responses are appropriate. A few pupils speak clearly and with confidence.
- 200 In lower KS2, pupils extend appropriately their range of action vocabulary and phrases. They respond enthusiastically with clear replies and use phrases and short sentences appropriately. Group work enhances the learning of speech patterns effectively.

- 201 In the middle of KS2, pupils have a good standard of knowledge. Most pupils are confident in their responses and know the correct sentence structures, such as for telling the time. Many confidently use extended vocabulary in different situations.
- 202 In upper KS2, pupils successfully reinforce their oral, reading and writing skills, such as through using dialogue and writing templates. Most pupils read the short story, *Colli Twm* confidently and show good recall of the vocabulary. The majority take part in role play with confidence, such as to describe themselves and others. They use appropriate vocabulary and phrases and most use the past and present tenses correctly.
- 203 The scrutiny of previous work indicates that pupils' writing skills develop steadily across the key stage with most of the older pupils able to write independently and with reasonable accuracy.
- 204 In some lessons, such as in physical education, pupils are consistently encouraged to recognise and respond to a range of commands that grow in complexity as they get older. On occasions, younger pupils develop and reinforce their oral skills well in their role as *Helpwr Heddiw* and across the school the display of appropriate Welsh phrases and vocabulary supports well the standards achieved.

### **Shortcomings**

- 205 In KS1, pupils' speaking and listening skills are not developed fully. They make only limited use of Welsh within the daily life and routines of the school.
- 206 Pupils in KS1 do not develop sufficient confidence in using a wide enough range of vocabulary. The older pupils have limited competence when invited to speak in Welsh and their skills in writing are under-developed.
- 207 In KS2, progress is limited in some classes as insufficient opportunities are given to pupils to build upon, reinforce and extend their understanding and confident use of the everyday language patterns taught.

<b>Mathematics</b>
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Key Stage 1 - Grade 3: good features outweigh shortcomings
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Key Stage 2 - Grade 2: good features and no important shortcomings
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### **Good features**

- 208 In KS1, pupils confidently distinguish between two and three-dimensional shapes. They reinforce their knowledge of features including sides and faces through using construction materials to make shapes, such as a cube. More-able pupils name familiar shapes, such as a square, rectangle, sphere, cylinder, cuboid and cone. They are beginning to describe their properties using appropriate mathematical terms.
- 209 Pupils' previous work and discussion with some pupils indicates that they have a sound understanding of odd and even numbers, addition pairs and doubles to at

least 20. Many are confident in the addition and subtraction of numbers to 100. Pupils acquire appropriate skills of estimation and learn about units of measure including time.

- 210 In lower KS2, pupils consolidate their knowledge of simple number patterns such as the three times table. They confidently count in twos, fives and tens to at least 100 and less-able pupils make up and record sums of money less than a pound.
- 211 In the middle of the key stage, pupils confidently make use of appropriate vocabulary to name and describe the features of two-dimensional shapes. They understand the concept of symmetry and successfully identify lines of symmetry in a variety of shapes.
- 212 Previous work confirms pupils have a good knowledge of number patterns, relationships and operations including long multiplication. They have a sound understanding of equivalent fractions and link this division.
- 213 In upper KS2, pupils have a good level of competence in number calculations. They set out their work carefully, paying close attention to place value. Pupils in Year 5 demonstrate a sound understanding of decimal notation, linked to recording sums with money and pupils in Year 6 competently calculate percentages of amounts and know the equivalent fraction.
- 214 By the end of the key stage pupils increase their skills in solving mathematical problems and develop a sound knowledge of data handling and of aspects of shape, space and measures, including geometry and calculating area and perimeter.
- 215 Pupils with SEN, attending the specialist classes make good progress in relation to their capabilities. For instance, they recognise the value of coins, add amounts, develop their understanding of the plus and equal signs and extend their understanding of weight by feeling the difference between light and heavy objects.

### **Shortcomings**

- 216 In KS1, pupils' numeracy, mathematical thinking and problem solving skills are under-developed. Pupils' practical skills in estimating and measuring are limited and they seldom use a sufficient range of mathematical vocabulary.
- 217 Although pupils make good progress in mathematics across KS2, their level of competence in using different mental strategies, explaining them and recognising alternative methods of calculation is less secure, than their skills of written calculation.

<b>Information technology</b>
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Key Stage 1 - Grade 4: some good features, but shortcomings in important areas
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Key Stage 2 - Grade 3: good features outweigh shortcomings
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### **Good features**

- 218 In KS1, pupils develop basic keyboard skills. They use word processing to type simple sentences and are beginning to use some editing tools. Pupils save, retrieve and print their work with help. Less able pupils use a program to practise literacy skills. They listen to a word, type it, follow the prompts on the computer screen and use the mouse to control events with increasing precision.
- 219 Pupils' previous work shows that they enter information into a simple database program to generate pictographs and gain experience of using the drawing and colour-fill tools of a graphics program.
- 220 Across KS2, pupils further their word processing and graphics skills appropriately. With support, pupils successfully use a range of tools from the program to select a style of *calligram* and most confidently edit the title graphics. They create a picture box and click on tabs to format and manipulate the size, style and shape of the image with increasing skill.
- 221 In the middle of the key stage pupils successfully gain skills in sorting information using a database program.
- 222 Older pupils confidently recall how to format text including colour and size, and understand the *save as* command. Previous work indicates the successful use of a graphics program to produce colourful symmetrical designs. Some pupils know how to combine text and graphic images and how to add features such as a border to a text.
- 223 In upper KS2, pupils steadily build up their skills in manipulating text and graphics. They plan a series of slides for a multi-media presentation and demonstrate increasing skills when setting up a page for their presentation. Pupils enthusiastically describe how they produced their first multimedia presentation. This indicates their successful use of text, graphics tools, digital photography and simple animation.

### **Shortcomings**

- 224 In KS1, most pupils' skills in word processing and using database and graphics programs to communicate ideas are under-developed. Furthermore, their experience of using modelling and simulation programs is very limited.
- 225 In KS2, although pupils are building up their skills in a narrow range of work very well, their competence in using a wider range of applications, including spreadsheets and simulations, is currently under-developed. Their skills in using electronic mail and searching selected web pages for information are also at an early stage of development.

## Geography

Key Stage 1 - Grade 3: good features outweigh shortcomings

Key Stage 2 - Grade 3: good features outweigh shortcomings

### Good features

- 226 In KS1, pupils have a sound knowledge of the features of the school and are beginning to identify human features in the village, the jobs people undertake in the school and to understand the impact of the weather in the valley.
- 227 The pupils develop appropriate map work skills, identify features of the school and the village on a map and draw graphic plans using a pictorial key. They study aerial photographs of the village, identify positive and negative features and consider how to improve the school environment, such as by designing a garden.
- 228 In lower KS2, pupils build up their knowledge of the village well. They identify important features using aerial photographs and identify them on maps of the locality. Pupils successfully learn how to locate human features on a map using simple grid references.
- 229 In the middle of KS2, pupils study the contrasting area of Cardiff Bay. Through using a variety of evidence, including maps, brochures and photographs, they make comparisons, such as how the land is used, in Abercwmboi and Cardiff. Pupils confidently name prominent human features in Cardiff Bay, plan the route on a map for a field visit and clearly describe their preferences for different areas of the Bay, based on their research.
- 230 In upper KS2, pupils have a good understanding of the impact of industry on the Cynon Valley and of the issues raised by plans to regenerate the site of the former Phurnacite Plant. When discussing their own ideas for development they draw on information from family members about the plant, use their knowledge of the nearby Dare Valley Country Park and show a clear understanding of the need to provide both leisure and work opportunities.
- 231 The scrutiny of the older pupils' previous work confirms they have a good knowledge of the locality, a developing knowledge of the features of Wales and that they develop appropriate map reading skills.

### Shortcomings

- 232 In KS1, pupils' geographical enquiry skills are under-developed and their knowledge of physical features is limited. Pupils acquire too little knowledge of places beyond their own village.
- 233 In KS2, pupils' knowledge of physical features and processes is limited. Their knowledge of different localities in Wales and further a field is developing but their ability to identify geographical patterns and appreciate the importance of location are at an early stage of development.

## Physical education

Key Stage 1 - Grade 3: good features outweigh shortcomings

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

### Good features

- 234 Across both key stages pupils understand the importance of a warm-up and cool-down routine before and after energetic physical exercise. Pupils and staff wear appropriate clothing and footwear for physical education (PE) lessons.
- 235 A strong feature of the lessons observed was the appropriate regard for health and safety issues, with good awareness of possible hazards. Pupils implement safe routines for carrying and setting out PE equipment.
- 236 Some pupils in KS1 clearly describe the effect of exercise on their bodies and in KS2 pupils are well aware of the benefit of regular exercise and its contribution to a healthy lifestyle.
- 237 Pupils in KS1 change speed, level and direction appropriately and develop greater awareness and control of a variety of dance movements linked to the theme of weather. Most have good balance and work successfully in small groups to refine their dance sequences.
- 238 In lower and upper KS2 lessons pupils have good control and balance when performing a variety of simple gymnastic movements. They evaluate performances and improve jumps and body shape well.
- 239 Pupils in the middle of the key stage develop tactical games skills effectively. Most have good spatial awareness and move with good balance and control when passing and receiving a ball.
- 240 Across KS2, pupils show good agility, balance and control in their movements and demonstrate increasing competence in travelling, when using the floor space and executing movements on the apparatus. The majority of pupils work well together, both in teams and groups; they show respect for the ideas and abilities of others. This was a particular strength in upper KS2. The older pupils recognise and evaluate progress in performance well and thoughtfully identify targets for improvement.
- 241 A range of secondary evidence indicates that pupils in KS2 achieve sound standards in all aspects of PE. The majority learn to swim at least 25 metres and many participate in a range of extra curricular activities and competitive games. This provision is enhanced by outside agencies, such as *Dragon Sports*, and has a positive impact on the standards achieved.

### Shortcomings

- 242 Many pupils in KS1 lack sufficient precision, control and accuracy in their movements. Their skills of evaluation are under-developed and the limited concentration and effort of a significant minority sometimes disrupts learning for the majority.

## **School's response to the inspection**

- 243 The inspection report confirms that Capcoch Primary School is a very caring school. It also confirms that the school provides a happy and secure environment and that it is a school of which the children are proud.
- 244 The good relationships between all staff and pupils and the positive attitudes of the pupils to their learning, and to their achievements, are also duly acknowledged.
- 245 An action plan will be put into place to address the recommendations in the inspection report. The report recognises that the school has already identified some areas for further development in its self-evaluation report that are reflected in the recommendations made.
- 246 The Governor' Annual Report to parents will report on the progress the school is making with its action plan.

## Appendix 1

### Basic information about the school

Name of school	Capcoch Primary School
School type	Community Nursery and Primary
Age-range of pupils	3 – 11 years
Address of school	School Street Abercwmbai Aberdare Rhondda Cynon Taff
Postcode	CF44 6AD
Telephone number	01443 472746

Headteacher	Mrs Pamela Richards
Date of appointment	November 1993
Chair of governors/ Appropriate authority	Mr Jeff Jenkins
Registered inspector	Mr Michael T. Ridout
Dates of inspection	5 <sup>th</sup> – 7 <sup>th</sup> February 2007

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	14.5	17	17	12	17	23	27	12	139.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	2	9.0

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	20.8 : 1
Pupil: adult (fte) ratio in nursery classes	7.5 : 1
Pupil: adult (fte) ratio in special classes	3 : 1
Average class size, excluding nursery and special classes	25
Teacher (fte): class ratio	1.125 : 1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Spring 2006	76.0	87.2	87.7
Summer 2006	86.3	90.0	89.4
Autumn 2006	86.7	86.8	90.6

Percentage of pupils entitled to free school meals	40
Number of pupils excluded during 12 months prior to inspection	1

## Appendix 3

### National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2006				Number of pupils in Y2:		17	
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School	-	-	12	59	29
		National	0.4	3.4	13.1	62.7	20.3
En: reading	Teacher Assessment	School	-	-	6	59	35
		National	0.4	3.8	13.9	54.9	26.8
En: writing	Teacher Assessment	School	-	-	12	65	24
		National	0.4	4.9	14.4	68.4	11.8
En: speaking and listening	Teacher Assessment	School	-	-	12	59	29
		National	0.4	2.4	9.8	63.4	23.9
Mathematics	Teacher Assessment	School	-	-	-	59	41
		National	0.3	2.0	10.4	63.9	23.2
Science	Teacher Assessment	School	-	-	6	82	12
		National	0.3	1.5	8.6	65.5	23.9

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	88.2	In Wales	80.6

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

### National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2006							Number of pupils in Y6		25		
Percentage of pupils at each level											
			D	A	N	W	1	2	3	4	5
English	Teacher assessment	School	-	-	-	-	-	-	8	48	44
		National	0.3	-	0.1	0.5	0.6	4.0	15.9	48.2	30.4
Mathematics	Teacher assessment	School	-	-	-	-	-	-	8	40	52
		National	0.3	-	0.1	0.5	0.5	3.2	14.4	47.5	33.4
Science	Teacher assessment	School	-	-	-	-	-	-	16	48	36
		National	0.3	-	0.1	0.5	0.3	1.8	11.5	51.8	33.7

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment			
In the school	84	In Wales	74.1

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

## Appendix 4

### Evidence base of the inspection

- The inspection team consisted of three inspectors who worked for seven inspector days (over three days) gathering first-hand evidence. In total, 33 lessons or parts of lessons were observed and standards and teaching graded. Inspectors evaluated the pupils' work.
- The headteacher took the role of nominee, ensuring effective communication with the inspection team. The nominee attended meetings with inspectors and contributed fully to the discussion of inspection evidence.
- Inspectors observed registration sessions, school assemblies and break-times. All teachers present were observed teaching. Discussions were held with members of the teaching and non-teaching staff, representatives of the GB, parents and others, both during the initial inspection visit and during the inspection.
- All the available work and records of a representative sample of pupils from all year groups were scrutinised. Inspectors sought the views of a number of pupils in discussions with them.
- The documentation provided by the school was analysed both before and during the inspection.
- In the subjects inspected it was not possible to observe the full range of work. Further evidence is drawn from listening to learners, examination of teachers' records and the scrutiny of pupils' previous work.
- The registered inspector held a meeting attended by nine parents before the inspection and considered 22 parents' responses to a questionnaire.
- At the end of the inspection, the main findings of the inspection were discussed with the headteacher in her role as the nominee. A short time after the inspection, meetings were held with the headteacher, the staff, and the governors, to report the findings of the inspection.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr. M. T. Ridout Registered Inspector	Context Summary Recommendations Key question 1: How well do learners achieve? Key question 2: How effective are teaching, training and assessment? Key question 5: How effective are leadership and strategic management? Key question 7: How efficient are leaders and managers in using resources? Mathematics Information technology Geography
Mr. Rhodri Phillips Team inspector	Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community? Key question 4: How well are learners cared for, guided and supported? Key question 6: How well do leaders and managers evaluate and improve quality and standards? English Welsh second language Physical education
Mrs. M. Donovan Lay inspector	Aspects of Key Questions: 1, 3 and 4.

### Acknowledgement:

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

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