

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

A Report on the Quality of Education in

**Caradog Primary School
Clifton Street
Aberdare
CF44 7PB**

School Number: 6742093

Date of Inspection: 21/01/08

by

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Caradog 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 Caradog Primary School took place between 21st and 23rd January 2008. An independent team of four inspectors, led by Peter Mathias undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Caradog Primary School is situated in Aberdare in the Cynon Valley. The Unitary Authority (UA) is Rhondda Cynon Taf. The school provides education for boys and girls between the ages of three and 11 years. There are 168 full-time equivalent pupils on roll between the ages of five and 11 plus 14 children who are of nursery age, who attend on a full-time basis.
2. There are two units for pupils who have severe and complex special educational needs (SEN). The Key Stage 1 (KS1) unit provides for eight pupils including three children of nursery age. The Key Stage 2 (KS2) unit has 10 pupils of different ages. Nearly all of the pupils are from the local area where there is a range of backgrounds. The majority of children enter the nursery with levels of basic skills which are below those generally found.
3. The school reports that 23% of pupils are eligible for free school meals which is above the UA average of 22.3% and the all-Wales average of 17.5%.
4. About 24% of pupils have some degree of SEN which is a little above the national average. One pupil has a statement of SEN and one other pupil has a 'note in lieu' of a statement of SEN. No pupil has the national curriculum (NC) disapplied. Three pupils are looked after by the UA.
5. English is the predominant language in 93% of homes. No pupil has Welsh as a first language. About 7% of pupils have a range of other home language including five boys who have support in English as an additional language.
6. The school was last inspected in the Spring Term 2002 when the previous headteacher was in post. The school holds the Basic Skills Quality Mark 2 and Investors in People awards.
7. The school's aims are broad and appropriate and its vision statement is, "Enjoying learning and playing together."
8. It provides a safe, caring and happy environment where everyone is respected and valued as individuals.

The school's priorities and targets

9. The school's priorities and targets for 2007/2008 are to : -
 - improve standards in pupils' creative writing;
 - improve staff understanding about the more able and talented;
 - introduce and develop the "Assessment for Learning" agenda;
 - prepare for the Foundation Phase;
 - introduce the new skills framework into the curriculum;
 - implement the revised "Monitoring, Evaluation and Review" plan;
 - support initiatives to improve pupils' health and well being;

- develop the role of the deputy headteacher;
- complete guidance and policies for the school in relation to the Disability Equality Scheme; and
- raise pupils' awareness of cultural diversity by taking part in the Comenius Project.

Summary

10. Caradog Primary School provides a sound general education for its pupils: it is purposefully led and has made steady progress since its last inspection.

Table of grades awarded

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

11. The inspection team agreed with four out of the seven judgements made by the school about the standards achieved and the other areas of its work. Where the inspection team disagreed, this was because the school overestimated by one grade the quality of provision in Key Question 2, Key Question 4 and Key Question 7. In Key Question 4 and Key Question 7, while the school's provision in these areas was good, there were insufficient outstanding features to justify the highest grade. In Key Question 2 the school overestimated the quality of teaching, which was judged to have good features which outweighed shortcomings.

Standards

12. Overall, the standards of achievement in subjects and areas of learning inspected are as follows: -

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	4%	58%	34%	4%	0%

13. Standards of achievement in lessons is Grade 2. The figures shown are close to the all-Wales 2010 target of 98% to be at least Grade 3.

Subjects and areas of learning for under fives

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

14. The overall quality of education provided for children under five is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
15. Many children begin school with below the expected levels of basic skills and make good progress. They are well prepared for the next stage of their education.

Grades for standards in subjects inspected

	Nursery	Reception	KS1	KS2
Inspection Area	Grade	Grade	Grade	Grade
Under fives	2	2	N/A	N/A
English	N/A	N/A	3	3
Mathematics	N/A	N/A	2	2
History	N/A	N/A	2	2
Art	N/A	N/A	2	2
Physical Education	N/A	N/A	2	2

16. Pupils with SEN both in the units and within the main school make good progress as a result of the good and sometimes very good provision and help they receive.
17. In the end of KS1 national assessments for seven year olds in 2007, starting from a below expected base, the proportion of pupils attaining at least the expected level (Level 2) was below the national and local averages in English, mathematics and science. The combined results were also below these averages. In these assessments boys significantly under-performed when their performance was compared to that of girls.
18. When these results are compared to schools in the UA with a similar proportion of pupils entitled to free school meals, the 2007 results were well below these similar schools. The trend in performance in these assessments since 2004 has been inconsistent. For example, in 2006 results were above local and national averages. However it is clear that the gap between the relative performance of boys and girls at seven years of age has widened.
19. In the 2007 national assessments for eleven year olds, the proportion of pupils reaching or exceeding the expected level (Level 4) in English, mathematics and

science was above the UA and national averages, as were the combined results. Again in these results boys under-performed when compared to the results obtained by girls. Since 2004 there has been a trend of improvement in the KS2 results. However, this is entirely due to improvements in the performance of girls. The performance of boys has remained static and below national and local averages. The school's results for eleven year olds in 2007 when compared to schools considered to have a similar proportion of pupils entitled to free school meals have been above these similar schools.

20. The results of pupils who attend the units for those with complex and severe learning difficulties are included in these statistics. As a result, care should be taken when drawing conclusions from them. When the results of pupils placed in the units are disaggregated, the overall picture is much more positive and are generally above most schools locally and nationally. In 2007 the school met the targets agreed with the UA.
21. Pupils' standards and progress in key skills are Grade 2 (good features and no important shortcomings).
22. In KS1 and KS2, pupils' standards and progress in communication in English are Grade 2, they speak confidently and listen well. However, when speaking, many only express themselves simply. They read competently for a range of reasons, for example when finding out information. Many take care when presenting their work. However, particularly in KS2, their writing skills vary and have some shortcomings.
23. In communication in Welsh standards are Grade 3 (good features outweigh shortcomings). Pupils' speaking and writing skills are limited. They do not use the language regularly as part of their lessons. Their bilingual skills are also Grade 3.
24. In both KS1 and KS2 pupils' skills in applying their knowledge in mathematics are Grade 2. They measure carefully in science and in design technology for example. They express data in a range of different ways. Their skills in information and communication technology (ICT) are Grade 2. They use these skills widely across the curriculum to reinforce their learning, to locate information, to compose and to illustrate their work.
25. Pupils' understanding of the significant features of their Welsh heritage is Grade 2, as are their personal and social skills and creative skills. They work with others willingly and share their ideas and equipment easily.
26. In both key stages pupils' problem solving skills are Grade 3. They do not know how to ask and answer challenging questions or how to find answers to practical or theoretical problems. In KS1 and KS2 they have only a limited understanding of what they need to do to improve their work in the shorter term.
27. Pupils have positive attitudes to learning. They behave well and are on the whole well motivated. They take part in their lessons willingly and accept responsibilities enthusiastically. Pupils' spiritual, moral, social and cultural development is good with no important shortcomings.

28. Attendance at 93% is in line with the Welsh Assembly (WAG) annual target and compares well with most schools locally and nationally. Pupils arrive at school punctually and lessons begin on time.

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
9%	57%	28%	6%	0%

29. The overall quality of teaching is Grade 3. It is Grade 1 or Grade 2 in 66% of lessons. This is below the average national picture reported by Her Majesty's Chief Inspector (HMCI) in her Annual Report for 2005/2006, where the quality of teaching is reported to be at least Grade 2 in 79% of lessons with 17% being Grade 1. The quality of teaching found in the school is also below the 2010 target for 80% of lessons to be Grade 2 or better, for primary schools as set out in the 'Vision Into Action' document.
30. The quality of teaching observed in this inspection was lower than that observed at the time of the previous inspection.
31. In the nursery and reception, teachers plan and organise well. Lessons provide a wide range of appropriate learning experiences for these children. Pupils with English as an additional language are also well taught. A particular strength is the way in which those in the units for SEN receive very good help and encouragement. All pupils are treated equally and have the same opportunities to learn.
32. Across the school in the best lessons, the outstanding features included: -
- very good subject knowledge;
 - expressive and warm recognition when pupils succeed;
 - the use of different and effective strategies to hold pupils' attention;
 - the active involvement of pupils in assessing their own progress;
 - the very effective deployment of teaching assistants; and
 - good use of opportunities to extend children's speaking skills.
33. Where teaching had some important shortcomings these include: -
- insufficient emphasis and explanation about what the lessons were intended to achieve;
 - failure to extend pupils' mental processes and to encourage them to think things out for themselves;
 - a lack of resources to enable pupils to complete the tasks intended;
 - slow pace and little purpose;
 - the time set aside for lessons is not used effectively; and
 - work not appropriately matched to the different ages and abilities in the classes.

34. There are regular and detailed arrangements to assess pupils and to record their progress. Teachers make good use of a range of reliable tests and assessments to judge pupils' performance in the longer term. However, insufficient use is made of these assessments to indicate to individual pupils the small steps they need to take in order to improve their work and to achieve more.
35. Pupils with SEN are assessed regularly and their needs are addressed well. All statutory requirements for recording and reporting on progress are met.
36. Reports to parents meet statutory requirements and parents have good access to teachers to discuss the progress their children are making.
37. The education provided by the school meets legal requirement for the NC and for the locally agreed syllabus in religious education. The curriculum is accessible to all, including those with SEN and disabilities. It is generally broad and balanced. However, in English the generous provision of teaching time is not always effectively used.
38. There are many out of school activities to broaden and enrich pupils' learning including out of school sports and games; all are well supported. The school gives appropriate emphasis to promoting healthy lifestyles and of the importance of a healthy diet.
39. Arrangements to promote pupils' spiritual, moral, social and cultural development are good. Spirituality is well developed during assemblies, which, as collective acts of worship, meet legal requirements. There are many good opportunities for pupils to learn how to take on responsibilities and to be constructive and helpful members of their community.
40. There are good links with industry which provide pupils with a good insight into the world of work. Pupils' understanding of commerce is good. The school effectively promotes equal opportunities and actively discourages the stereotyping of individuals and cultures. Pupils are made increasingly aware of the need to conserve natural resources and to look after the environment.
41. The school has clear and well documented arrangements which appropriately support pupils' well-being. Risk assessments are carefully undertaken. Good procedures are in place to meet the needs of pupils who are unwell. There is an adequate number of staff trained in first aid. Child protection arrangements are in line with local guidance.
42. The school ensures that pupils with SEN are well supported. Those in the units are very well cared for and receive a very well planned and stimulating curriculum. Provision for the more able and talented is in place but not applied consistently across the school. The requirements for the Code of Practice for SEN are met in full.
43. There are sound policies and arrangements to review pupils' attendance, punctuality, behaviour and performance. The school has well organised policies and procedures for dealing with race equality, disability, discrimination and equal

opportunities. There is an accessibility plan in place based upon a survey of the site. The building and facilities are accessible to those with physical disabilities.

Leadership and Management

44. The headteacher provides a purposeful and thoughtful lead. The senior management team works closely together to give the school a clear sense of direction. Staff morale is positive and all are committed to making the school a place where learning and playing together are positive experiences for pupils.
45. Across the school, staff ensure that all pupils are equally treated and have good access to what is taught. The roles of subject co-ordinators have been developed considerably since the last inspection. They regularly and carefully review their subjects and identify strengths and weaknesses within them. They are instrumental in putting new initiatives and resources in place to address areas of concern. However, in some cases these actions have not been evaluated with sufficient rigour.
46. The school takes careful note of national priorities and local initiatives. There are well supported breakfast and after school clubs. There are strong links with the local community. The school has successfully promoted pupils' awareness of a healthy lifestyle. Ecological and environmental issues are given appropriate emphasis. The school council and eco-committee are well established. Preparation for the foundation phase is well advanced. Arrangements to provide teachers with time during the taught week to plan, prepare and assess (PPA) are effective and are well managed. Links with the local secondary schools, other schools and educational institutions in the area are strong and mutually beneficial.
47. The school has begun to prepare for the introduction of the new 'Curriculum 2008'. However, there is limited understanding amongst some staff of how to promote different learning styles and how to develop successfully some of the key skills for learning; for example, in how to promote problem solving skills and how to encourage pupils to assess their own learning so that they are aware of the small steps they need to take to improve. Pupils' bilingual skills are not promoted with sufficient consistency across the school.
48. Links between the professional leadership of the school and the governing body are constructive. Governors meet their statutory responsibilities in full. The chair of governors provides positive leadership and works closely with the SMT. Many governors are well informed about the life of the school and the governing body successfully hold the professional leadership to account. It takes a full part in planning the way ahead and in judging the school's long-term needs.
49. The process of self-evaluation is well established and clearly linked to school development planning. The process is based around a careful analysis of a wide range of information, which includes the views of all those with significant links to the school. It is closely related to the school's arrangements for performance management. The self-evaluation document is sufficiently detailed and is generally accurate. It is an effective working tool for school improvement.

50. Since the last inspection in February 2002, the school has made steady progress in addressing the key issues of that inspection. There is still work to complete in raising standards, particularly in English, and in always extending the more able and talented.
51. There is an adequate provision of well-qualified teachers and support staff to meet the needs of all pupils. There is a good number of skilled, enthusiastic and well-trained support staff who are well deployed.
52. Day-to-day administration is effective and the school is efficiently run. Visitors are cheerfully welcomed into the school. The school is well maintained and is clean. A significant amount of improvement to the fabric of the school and the provision of additional indoor and outdoor resources have provided a site which is attractive and is in good condition. There are ample resources and space for the number of pupils on roll. Resources for teaching are readily available and are of a good quality and quantity to support learning.
53. Bearing in mind the overall quality of education provided and the progress of pupils, often from below average starting points, the school gives sound value for money.

Recommendations

In order to improve the school in the areas inspected, the staff and governing body need to: -

- R1 raise standards in English by: -
 - a. extending the opportunities for pupils to write effectively and at length in different styles and for different purposes;
 - b. improve pupils' skills and confidence in speaking in extended forms for a wide range of reasons and in different settings; and
 - c. monitor carefully the relative performance of boys and girls in English and take effective action to address the under performance of boys; *
- R2 raise standards in key skills where they are Grade 3;
- R3 develop further the ability for all pupils to work independently and to be actively engaged in the process of identifying the small steps they need to make to improve their work; and
- R4 take the necessary actions to make the good quality of teaching consistent across the school.

* Which the school itself has identified as a priority.

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

54. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
55. Pupils' standards of achievement in the lessons observed in the subjects and areas of learning inspected were as follows: -

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	4%	58%	34%	4%	0%

56. Pupils' standards of achievement in lessons seen are close to but just below the WAG all-Wales target of 98% to be at least Grade 3 and 65% to be Grade 2 or better. These figures are higher overall than at the last inspection where 52% was judged to be Grade 2 or better. In this inspection 62% of lessons fell into these categories. These results are also close to the 2010 primary targets set out in the "Vision into Action" document where the quality of learning assessed by Estyn should be Grade 3 or better in 98% of classes.
57. Generally children begin in the nursery with levels of basic skills which are below those generally found. However, the overall quality of the educational provision for children under five is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

Subjects and areas of learning for under fives

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

Grades for standards in subjects inspected

Inspection Area	KS1	KS2
	Grade	Grade
English	3	3
Mathematics	2	2
History	2	2
Art	2	2
Physical education	2	2

58. In the 2007 national assessments for seven year olds in English, mathematics and science, results were below the local and national averages in all three subjects. When these results are combined, the number reaching at least the expected level (Level 2) was also below these averages. In these assessments girls significantly outperformed boys.
59. When compared to schools within the UA with a similar proportion of pupils entitled to free school meals, the results in 2007 were well below in all three subjects and in the combined results. Since 2004 the outcomes in these assessments have varied. For example, in 2006 these were above the UA and national averages. However the long-term trend of improvement appears to be static with the gap between the performance of boys and girls widening.
60. In the end of KS2 national assessments for eleven year olds in 2007 the proportion of pupils reaching or exceeding the expected level (Level 4) in English, mathematics and science was above the UA and national averages. When the results in these subjects are combined the school achieved above these averages. In these assessments girls significantly out performed boys.
61. Since 2004 results for eleven year olds have improved. However this is largely due to the improvement in the performance of girls. The attainment of boys is below the UA and national figures.
62. When the results of eleven year olds are compared to schools in the UA with a similar proportion of pupils entitled to free school meals, results in all three subjects and the combined results are above most of these similar school's.
63. Care should be taken when considering these results because of the impact on the overall figures of those pupils in the units with severe learning difficulties. Their impact in the relatively small group of pupils who are assessed annually is significant in appearing to reduce the school's relative performance when compared to schools locally and nationally.
64. When the results of seven year olds in the units are disaggregated, the school attained above most schools in all three years. In the end of KS2 assessments in 2004 the disaggregated results were above the local and national averages in 2004 and 2005, but below in 2006. In 2007 these results were higher but below the local and national average.
65. Both pupils in the main school and in the units generally achieve well and make good progress. Pupils with English as an additional language also achieve well. In 2007 the school met the targets agreed with the UA. Taking into account their different starting points when they begin in the nursery and when they were assessed at the age of seven, many pupils achieve well.
66. Pupils' overall development of key skills is Grade 2 (good features and no important shortcomings).
67. In KS1 and KS2 pupils' standards and progress in communication in English are Grade 2. Across the school they speak confidently and clearly. However,

in KS1 and KS2 they have limited skills in expressing themselves in extended ways and in more complex patterns. Pupils listen well to each other and to their teachers. In both KS1 and KS2, they read well for a range of reasons. Older ones use the Internet and reference books regularly to find out and to interpret information, for example in history and geography. In KS1 and KS2 they write for a wide range of reasons in different styles. Many take a pride in presenting their work neatly. However, particularly in KS2, standards in writing lack consistency.

68. Pupils' achievements in communication in Welsh, bearing in mind their starting points, are Grade 3.
69. In KS1 and KS2 pupils' speaking and writing skills in Welsh are limited and they have insufficient opportunities to use the language naturally and regularly across the curriculum. Their bilingual skills are thus also Grade 3.
70. In both KS1 and KS2 mathematical skills in other subjects are Grade 2. Pupils use and apply their mathematical skills well, for example in handling data when recording information from experiments in science. They plan budgets for a class party using their mathematical skills effectively to calculate how much they should spend. They measure carefully in design technology. They interpret information they collect in a wide range of graphs.
71. Pupils' skills in ICT are Grade 2. Pupils use ICT effectively in other subjects, for example to research for information and to make visual presentations in history. In KS1, they use simple programs to reinforce their learning. In KS2 they draft and edit their work and make attractive documents.
72. Pupils' understanding of the richness of their Welsh culture is Grade 2. They are familiar with their local history and with some Welsh artists, composers and musicians, including Caradog after whom the school is named. They visit a wide range of places of interest, both locally and further afield which successfully promotes their knowledge of their Welsh heritage.
73. Pupils' personal skills are Grade 2. They have positive attitudes and behave sensibly. Many accept responsibilities readily and have a well-developed understanding of how to work together happily.
74. In KS1 and KS2, pupils' problem solving skills are Grade 3. They have limited opportunities and understanding of how to ask and answer challenging questions, for example in mathematics and in science. They do not know how to find solutions to practical problems. They lack the knowledge of how to follow routes of enquiry to find logical answers.
75. Pupils' creative skills are Grade 2. Pupils' work well in art, music and dance. They perform with confidence and illustrate their work colourfully using a wide range of materials.
76. Pupils work well together and with adults. They co-operate and share their ideas and resources readily. They support each other sensibly and have a

strong idea of fairness. However, most do not have a clear enough picture of what they need to do to improve their work. They are not sufficiently aware of the targets expected of them.

77. Most pupils are enthusiastic and well motivated in their approach to learning. Their levels of interest and concentration are lowered where the teaching lacks challenge.
78. Behaviour is of a high standard throughout the school day. Pupils have a clear understanding of what is expected of them in terms of their behaviour and, on the whole, come up to these expectations. Some challenging behaviour is demonstrated in classrooms but this is well controlled by staff. Most pupils show respect for each other and adults.
79. Attendance is in line with the WAG annual target of more than 93% and better than most schools locally and nationally. Punctuality is not a major problem with little disruption caused to the start of the school day by latecomers.
80. Pupils make good progress in their personal, social and wider development. This is achieved through the personal and social education (PSE) programme and reinforced by adult examples within the school and through sessions led by outside professionals. Older pupils support younger ones in many ways. All across the school pupils are keen to take responsibility in roles such as school council members and prefects.
81. The important principle of opportunities being 'equal for all' is understood and appreciated by pupils. They are also well aware of the differing cultures and lifestyles of peoples around the world and the importance of respecting and appreciating such diversity.
82. Pupils are well prepared for effective participation in the local community. They are also given a good insight into the world of work.

The quality of education and training

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

Grade 3: Good features outweigh shortcomings

83. The findings of the inspection team did not match the judgements made by the school in its self-evaluation report since the school overestimated the quality of teaching, training and assessment it provides by one grade. While there were some lessons where there were outstanding features, there were also some lessons with significant shortcomings.

84. The quality of teaching was judged as follows: -

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
9%	57%	28%	6%	0%

85. The quality of teaching is good or better, that is Grade 1 or Grade 2, in 66% of lessons. This figure is below the national picture reported by HMCI in her Annual Report 2005/2006 and below those observed in the previous inspection. In this inspection the quality of teaching was outstanding that is Grade 1 in 9% of lessons. Nationally the quality of teaching in primary schools as reported in HMCI's Annual Report, is at least Grade 2 in 79% of lessons with 17% having outstanding features. The figures in this inspection are also significantly below the 2010 targets for primary schools set out in the 'Vision Into Action' document where the quality of teaching assessed by Estyn should be Grade 2 or better in 80% of classes. These figures are below those observed in the previous inspection.
86. In the nursery and reception classes teachers plan and organise well so that children have a wide range of learning experiences and take a full part in their activities. They settle into the nursery well and achieve success from below expected starting points.
87. Across the school teachers plan carefully so that their lessons have a clear structure. In some, but not all lessons, teachers carefully ensure that the tasks set are appropriately challenging for the range of ages and abilities in the classes. Pupils begin their lessons enthusiastically because they know that their efforts are appreciated by their teachers.
88. In the best lessons teachers have very good subject knowledge and make their lessons come to life, for example in a physical education lesson where ICT was very effectively used to help pupils appreciate what they needed to do to improve. Teachers regularly warmly recognise when progress is made and as a result, pupils try very hard to succeed.
89. Teachers cleverly adapt the way they teach and the activities they provide so that the lessons are highly stimulating and hold pupils' attention for long periods.
90. Pupils are actively encouraged to assess each other's efforts constructively and to indicate ways to improve. Teaching assistants are very well deployed in order to help children learn. Many opportunities are very well taken to develop children's speaking skills and to build up their confidence in using incidental Welsh.
91. Across the school, teachers ensure that all pupils are equally treated and have the same opportunities to learn. Pupils with English as an additional language are well supported. Those in the units for SEN play a full part in the life of the school and receive very good help and encouragement.

92. In lessons where teaching has some significant shortcomings, teachers do not make the objectives of the lessons clear and pupils do not have a firm idea of what is expected of them. Teachers miss opportunities to reinforce pupils' knowledge and understanding. For example, in a mathematics lesson they are not given appropriate encouragement to extend their skills in mental arithmetic or their problem solving strategies. Lessons lack sufficient resources to enable them pupils to complete the tasks effectively.
93. In some lessons where there were shortcomings, teaching lacked pace and purpose. Tasks were not adapted to meet the needs of the less and more able. The lessons were too long and lacked sufficient interest and challenge to hold pupils' attention for all of the time. Pupils' progress in these lessons was limited and progress did not reflect the generous amount of time set aside. The lessons lacked any sense of eager activity and purposeful learning.
94. The school's procedures for assessment, recording and reporting meet statutory requirements in full.
95. There are systematic arrangements in place to assess pupils' performance. These are carefully related to the NC programmes of study. However, procedures for involving pupils in the setting of their own targets are not yet fully established and, as a result, the pupils are not always appropriately challenged. The school has identified as a priority the development of pupils' involvement in assessing their own work and setting targets for their own performance.
96. Teachers make good use of a variety of reliable tests and teacher assessment to enable them to track pupil progress year on year. Procedures are not yet consistently in place to use these results to inform future planning.
97. The school has a detailed marking policy and teachers mark pupils' work regularly. However, the quality of written feedback to pupils to improve their learning is inconsistent. Comments are not always focused on improving pupil performance.
98. Reports to parents are detailed and meet statutory requirements. Parents have regular formal and informal opportunities to meet with teachers to discuss their children's achievements and progress.

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

Grade 2: Good features and no important shortcomings

99. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
100. The school is responsive to individuals and meets the needs of the range of pupils. It provides equal access to a broad and balanced curriculum which meets legal requirements. However, in practice in some classes there is a

generous allocation of time to the teaching of English; it is not always well used.

101. The overall quality of the educational provision for children under-five is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. Improvements in provision, including the outdoor environment, ensure that children get a good start to school life.
102. There are schemes of work in place for all curriculum subjects that ensure appropriate coverage of the NC programmes of study.
103. Plans for basic and key skills are good. Long and medium term planning is good and ensures that pupils build systematically on what they already know and can do.
104. The provision to broaden and enrich learners' experiences is good. A wide range of extra-curricular activities is provided, including after school clubs, such as football, rugby, netball, athletics and tennis. There are good opportunities to participate in competitive sports with neighbouring schools.
105. Provision for spiritual moral, social and cultural education is good. There are strong links with the local clergy and spiritual development is promoted in collective worship, which meets statutory requirements. Pupils are given opportunities to reflect on issues in their own lives and the world around them. This also happens in many class assemblies.
106. The curriculum includes the promotion of healthy lifestyles which is reinforced by staff. The setting up of a fruit tuck shop is a good example of the work of the school.
107. Partnerships with parents, the local community, schools and colleges are good. Parents are supportive and the school keeps them well informed. The addition of a pre-nursery link-up group helps both parents and children in the transition to full-time school, giving an opportunity to see how the school works and to be comfortable in the setting. Parent helpers are a regular feature in the school. There is a successful Parents and Friends Association which raises much appreciated funds to provide welcome additional resources.
108. There is a strong link with the secondary schools to which most pupils transport. Year 6 pupils take part in a 'Transition Week' at the end of the school year.
109. The school has a very effective relationship with the local Education Business Partnership (EBP) enabling it to become involved in several activities each year. These include working with supermarkets, the laboratory of a healthcare company and a construction firm. These links give pupils a good insight into the world of work.

110. The school's provision for developing pupils' bilingual skills is underdeveloped. Although in the early years pupils' bilingual development is good and in KS1 and KS2 pupils are encouraged to develop confidence in Welsh, nevertheless, frequent and regular use of incidental Welsh is inconsistent and does not successfully promote pupils' development of fluency as they move through the school. However, bilingual signs, notices and displays across the school are good. Schemes of work reflect the Cwricwlwm Cymreig across the curriculum; however, this is not imbedded in teachers' short term planning.
111. Pupils have equal access to all areas of the curriculum. The school works hard to ensure those who may be at a social disadvantage, in relation to other pupils, are not discriminated against in any way. It also makes sure pupils do not develop their expectations in any stereotypical way.
112. There is an eco-council committee that has tackled the minimisation of waste within the school and is currently focused on energy conservation. The school is currently at the bronze level of the eco-school scheme.
113. The school council runs its own fundraising activities and determines how this money should be spent. A group of pupils in Y5 and Y6 run the fruit tuck shop and is responsible for ordering supplies and collecting the money. This, along with other similar initiatives, enables pupils to develop the entrepreneurial skills necessary in later life.
114. The school is committed to the national priorities for lifelong learning and community regeneration. It helps to provide 'wrap around care' with its pre-school 'Breakfast Club' and after-school 'Kiddie Club'. Pre-school children and their parents attend a 'Parents as First Teachers' group weekly through the year. There are also opportunities for parents of early years children to become involved in their children's learning in school, although these are not continued through the school.

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

Grade 2: Good features and no important shortcomings

115. The findings of the inspection team did not match the school's self-evaluation report in that the school judged this key question Grade 1. The inspection finds that the school provides the level of care, guidance and support expected of a good school. However, none of the features are outstanding.
116. The quality of care, support and guidance, provided by the school for its pupils, is good. This reflects the effectiveness of the planning and management in this important area of the school's work. There are clear and well organised arrangements to promote pupils' well-being and safety. Staff get to know each of their pupils well and share this knowledge with colleagues on a regular basis. The personal and social education programme helps support pupils in their personal development, as do visits from professional organisations such as the police and health services. The school effectively encourages and promotes

pupils' understanding of the democratic process through the well run school council.

117. The school has a very good relationship with most of its parents and carers reflected in the positive nature of the responses in the pre-inspection questionnaire and meeting. Parents are encouraged to help in the school and several take up the offer. They are kept well informed of what is happening through a high quality website, newsletters and in-school notice boards. The Parent and Friends Association is particularly valuable to the school. For example, last year it bought a new mini-bus from its funds.
118. There are good arrangements for children, most of who join in the nursery, coming into the school. Parents receive an informative brochure and their children move from part-time to full-time attendance when each child is ready. Pupils joining at other times have a similarly welcoming experience helped by a designated 'buddy' from their own class.
119. There is a good system for monitoring punctuality and attendance. This includes an effective relationship with the educational welfare service in working with those parents of children with poor attendance records. The procedures for monitoring behaviour are also good.
120. The school takes its responsibilities for ensuring the safety, security and well-being of its pupils very seriously. Detailed risk assessments are carried out annually for each classroom as well as the public areas and also for all educational trips. First aid arrangements are appropriate.
121. The importance of developing a healthy lifestyle is an important part of the school's work. There is a fruit tuck shop at morning break and pupils have their own water bottles in the classrooms. A choice of healthy foods is available at lunchtime and a range of extra-curricular activities promotes the importance of exercise.
122. The headteacher is the fully designated child protection officer and has put in place the UA system, which is in line with the All Wales Child Protection Policy. The SENCo is similarly qualified and all members of staff have received awareness training in this area.
123. Procedures for the early identification of pupils with SEN are good. This is managed effectively and efficiently by the SEN co-ordinator (SENCO), who provides good support for both teachers and non-teaching staff. The use of a wide range of diagnostic assessments to identify pupils' needs is used purposefully with individual education plans (IEPs) having clear targets and outcomes. This information is used by teachers to provide individual and group support to ensure that targets are achieved. Communication between the SENCO and teaching and support staff is very good with the SENCO regularly monitoring, evaluating and reviewing standards. The requirements of the Code of Practice for SEN are met in full.

124. The school has a clear more able and talented policy. Thorough assessment procedures for able and talented pupils are identified. These pupils generally extend their learning through a variety of learning and teaching strategies. However, in some lessons these strategies are not applied.
125. Provision for pupils with severe and complex learning difficulties is very well supported in two learning support classes which are funded by the UA. Currently the infant class has eight children and the junior class 10 children with the additional support of a teacher and one learning support assistant. There is a wide range of learning needs in both classes and they are very well provided for. Planning and resources are stimulating and varied and matched to pupils' needs including horse-riding lessons on the timetable.
126. The school has worked successfully to integrate pupils from the learning support classes into the main school. Pupils are integrated for assembly, swimming sessions and science lessons and this benefits both those with SEN and others in the main school. Those from the learning support class also follow the same curriculum as the main school and work is adapted according to their needs.
127. Parents and pupils are fully involved in the SEN process with termly reviews of IEPs and the setting of new achievable targets to ensure good progress. Communication is effective and parents are kept up-to-date through information booklets which are available to all parents. The school makes full use of specialist services and this supports the work of the school.
128. The school operates an effective behaviour policy, which provides clear guidance for all its pupils. The majority are well behaved and follow the school rules effectively. Reward systems are also in place and pupils respond well to these.
129. The school takes into account the backgrounds of pupils when planning and delivering its support and guidance for them. Most are classified as 'White – Welsh', but a few have joined in recent years from other European countries with a limited grasp of English. These pupils have been assimilated into the school with little fuss and are progressing well.
130. The school successfully strives to ensure there is no gender stereotyping in its teaching or in the examples set by staff. All pupils have full access to the curriculum and to after school activities irrespective of their gender.
131. Pupils understand the different lifestyles, cultures and religions of people across the world. Displays of pupils' work demonstrate how this has been done for societies as diverse as those in Africa and Japan. The Comenius Project is also providing a good awareness of countries, such as Poland and Turkey, from where some pupils have recently arrived.
132. There are effective measures to minimise poor behaviour, especially bullying and racial harassment. Most parents are supportive of the school's work in this

area. Nearly all pupils feel secure in the knowledge that any concerns they may have will be dealt with promptly by staff.

133. The school has carried out a detailed survey of the site to assess its accessibility for those with a physical disability. It has made appropriate arrangements to ensure pupils with disabilities are not disadvantaged in any way. The building and its facilities are accessible to all.

Leadership and management

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

Grade 2: Good features and no important shortcomings

134. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
135. The headteacher, working closely with the deputy headteacher, provides a clear sense of direction to the work of the school. He has achieved much, for example, by securing some significant improvements to the school's building fabric and in the way in which areas, such as those for children under five and for ICT, have been improved. He has successfully introduced a more self-critical culture, where the careful analysis of reliable data lies at its heart.
136. Staff morale is positive. All share a commitment to put the school's mission statement into effect and to plan and work together constructively.
137. The roles of subject co-ordinators have been strengthened. An ongoing system of reviewing progress in individual subjects has been established and is used effectively to identify successes and areas for development. As a result, co-ordinators have worked effectively with other teachers to establish what should be taught and when. They have for example, correctly identified the need to raise standards in English and have introduced a wide-ranging strategy to address issues such as the under performance of boys and shortcomings in pupils' writing skills. These have yet to be rigorously reviewed and their impact assessed. The leadership and management for pupils in the units for those with SEN is particularly strong.
138. There are extensive arrangements in place to assess pupils' longer-term progress and to judge accurately whether or not pupils are making the progress it would be reasonable to expect of them. Pupils who indicate through these assessments that they need additional support are quickly identified and helped.
139. The school takes careful account of national priorities and local initiatives. There are well-supported breakfast and after school clubs. There are strong links with the local community. The school is actively promoting awareness of healthy lifestyles and healthy diets. The school council and eco-committee are both active and understand the importance of their role. They have been given

a good understanding of the democratic process and of their own responsibilities.

140. The school is preparing well for the introduction of the foundation phase. Recent changes in the organisation and resources of this part of the school have ensured that children in the foundation phase can take part in a wide range of practical activities and learn from many first hand experiences with the skilled support of an advantageous provision of able practitioners.
141. Arrangements to provide teachers with time during the taught week to plan, prepare and assess are managed well. However, although teachers have the necessary confidence and competence to promote pupils' bilingual skills, these are not encouraged with sufficient thought and rigour across the school.
142. Ecological and environmental issues are given appropriate emphasis. There are strong links with other schools in the area, including the secondary schools to which most pupils transfer, and with other providers of education. Progress has been made in the preparation for the introduction of the new curriculum in September 2008. Teachers are beginning to take this on board, but have yet to teach consistently the skills of learning and to promote different styles of learning amongst pupils. The school does not consistently promote pupils' awareness of the small steps they need to take to improve their personal education. It does not always give them the confidence and ability to make realistic judgements about their own progress.
143. There are effective arrangements in place, which are regularly used for the senior management team to assess the quality of teaching and learning and to link their findings to future training needs. The deputy headteacher sets a very strong example to the rest of the teaching staff and is particularly active in promoting and supporting new initiatives in teaching and learning.
144. Performance management procedures are well established and are carefully managed. There are appropriate arrangements to support newly qualified teachers and teachers who are new to the school.
145. Governors meet their statutory responsibilities in full. The chair of governors is well informed and provides a positive lead. He works closely and supportively with the senior management of the school. Many governors are actively involved in the school. Links between individual governors and subject leaders are in place and ensure that the governing body is well informed about initiatives the school is pursuing.
146. The governing body constructively holds the professional leadership of the school to account and takes its full part in agreeing the long-term strategic direction for the future. Governors are well informed about the school's performance in national assessments. The school's financial management is prudent and well organised. It is properly focused on addressing the real needs of the school, for example in successfully improving the structure and internal decorations of the building and in providing additional resources needed for ICT and for children under five.

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

Grade 2: Good features and no important shortcomings

147. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
148. The process of gathering information about the performance of the school and in identifying the school's strengths and areas for development is firmly in place and based around the careful analysis of a wide range of data. The headteacher, deputy headteacher and co-ordinators are well informed about the strengths and weaknesses of the areas for which they are responsible. However in some areas best use is not always made of this information. For example, through a rigorous process of self-review the school has correctly identified shortcomings in standards in some aspects of English. The school has taken carefully considered steps to address these issues, but insufficient attention has been given to reviewing systematically what impact these initiatives have made.
149. The headteacher and teachers carefully review pupils' performance in the national assessments and accurately identify where pupils need help and how well they learn. The process of self-evaluation has been thorough. It has included consultation with all staff and with those who have significant links with the school. Governors have been given appropriate opportunities to express their views and to take part in agreeing with the professional staff the self-evaluation document. The views of pupils have also been considered through the work of the school council.
150. The school's self-evaluation document is sufficiently detailed and is carefully constructed. It is clearly and closely linked to the school development plan (SDP). The inter-relationship between the school's self evaluation and the action needed to address its findings is heavily emphasised in the SDP. Together the documents provide a well considered agenda for change. There is sufficient detail to track the progress of initiatives and to judge their impact.
151. The process of self-evaluation is closely linked to the school's performance management programme which takes account of national and local priorities. In these, appropriate arrangements have been made to provide well for teachers to plan, prepare and assess during the taught week.
152. The inspection team agrees with most of the school's identification of its strengths and areas for improvement. The inspection team also agrees with four out of the seven judgements made by the school in its self-evaluation in the key questions for inspection. Where it disagreed, the school over-estimated by one grade the effectiveness of its teaching and assessment, how well it cares for, guides and supports learning and how well leaders and managers use resources.

153. The quality of teaching varies across the school and overall has some significant shortcomings. Pupils are well cared for, guided and supported, but there were insufficient outstanding features in this area to justify the highest grade. A particular strength, however is the very positive way pupils in the units for SEN are helped. Similarly the school makes appropriate use of its resources, but does not provide outstanding value for money.
154. Since the last inspection in the Spring Term 2002 the school has made steady progress in addressing the key issues of that inspection. Good standards in some subjects have been maintained; for example, they are higher now than they were in the provision for children under five and in history and art. In English standards overall are lower than they were. There is now a detailed framework for the curriculum. However, across the school a large amount of curriculum time is set aside for English. This is not always used effectively.
155. Teachers' lesson planning is now detailed and appropriate arrangements to assess pupils' progress are in place. However in practice, more able pupils are not always challenged sufficiently.
156. Since the last inspection the roles of curriculum co-ordinators have been strengthened. For example, they contribute significantly to a detailed SDP, which is well constructed and carefully linked to the procedures for self-evaluation.
157. Much has been achieved in improving the accommodation, so that it now provides a good setting for teaching and learning.

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

Grade 2: Good features and no important shortcomings

158. The findings of the inspection team did not match the judgments made by the school in its self-evaluation report. This is because the school overestimated its provision in this area by one grade.
159. There are sufficient, qualified, specialist and experienced teaching and other staff to support the number of pupils on roll. Teachers are well matched to curriculum subjects and play an active roll in planning, preparing and delivering the curriculum. Non-teaching staff are well deployed to benefit pupils' learning. In some cases knowledge and expertise shown by some non-teaching staff during focused group activities make an important contribution raising standards within the school.
160. Day-to-day administration is cheerful, efficient and effective. It gives a positive and welcoming impression to visitors.
161. All members of staff are deployed effectively. The school has made suitable arrangements to ensure that all teachers have sufficient time for planning and preparation of their work. Good systems are in place to identify the continuing

professional needs of members of staff. These are impacting positively on some aspects of teaching and learning.

162. The school building is very well maintained and the school is kept clean and tidy. It provides a safe working environment for staff and pupils. Mid-day supervisors, canteen staff, cleaning staff, caretaker and admin staff perform their duties efficiently.
163. Good use is made of resources and they are well matched to support the needs of the curriculum. Some resources, for example in physical education and mathematics, are held centrally and are easily available for both staff and pupils. The school's ICT suite is regularly timetabled and is in constant use for all pupils including those pupils with SEN. This accommodation has made a significant contribution to the teaching of skills in ICT.
164. The school makes good use of its accommodation, in particular the early years and infant classrooms, which enhance the surroundings and provide a stimulating environment for the pupils to work in. The recent provision for outdoor play for the under fives has been well planned, creating an area where pupils learn actively through play.
165. The school accommodates hard play areas around the school which are adequate for learning and play. Good use is made of a local sports hall to support the provision of the physical education curriculum.
166. Good use is made of available resources. These are good in quantity, quality and range. The school is well equipped with interactive white boards and both staff and pupils use these confidently.
167. Resources are reviewed on a regular basis. Subject co-ordinators manage the audit of resources and the budget is managed effectively. The professional leadership and governing body are very aware of current spending decisions.
168. Bearing in mind the overall quality of education provided and the progress of pupils, often from below expected starting points, the school gives sound value for money.

Standards achieved in subjects and areas of learning

Under Fives

169. In the nursery and reception the overall quality of education provided for children under five is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

Language Literacy and communication skills

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

170. In the nursery and reception children listen very attentively and talk about their favourite stories confidently. They speak easily to each other and to their helpers. They begin to recognise the sounds letters make and know that books are read from left to right. They read aloud confidently and enjoy talking about their favourite characters, for example about 'Goldilocks'. They retell their favourite stories with expression and obvious enjoyment.

171. In the nursery children begin to recognise the letters from their shapes. They follow an outline when beginning to develop their writing skills. They know that mark making conveys meaning.

172. In reception many children have good pencil control and begin to write recognisable letters and words in response to stories and events. Many in the nursery are very new to Welsh and begin to gain competence in the language. In the reception they become competent in speaking Welsh, using simple phrases to respond to greetings and commands.

Shortcomings

173. There are no important shortcomings.

Personal and Social Development

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

174. In the nursery and reception children achieve good standards and make good progress in developing their personal and social skills.

175. In the nursery children quickly become confident when speaking to adults and in making friends with each other. They make good progress in showing care, respect and concern for others.

176. In the nursery and reception children form positive relationships when playing together and when sharing their healthy snacks. From an early stage in the nursery, they become independent when choosing an activity or a resource, for example when choosing tools and equipment on the 'building site'.
177. In reception children show a well developed understanding of how to care for each other. In discussion time they understand that other people have rights, which should be respected. They take on responsibilities willingly. They have a good understanding for their age of what makes for a healthy diet. They know that there are different cultures and celebrations around the world.
178. Children in both nursery and reception make good progress in understanding health issues. They take increasing responsibility for their own personal hygiene. They dress themselves carefully and as their competence grows, with increasing speed and dexterity.

Shortcomings

179. There are no important shortcomings.

Mathematical Development

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

180. In the nursery children recognise the odd one out in a series of three objects. They know the names of simple shapes and match them by different criteria. They sort, order and count a range of large objects. They count on and back accurately within 10 and are beginning to match a number of objects to the correct number symbols. They follow simple sequences and repeated patterns well. They place numbers accurately in a sequence of small numbers.
181. In reception children begin to understand the qualities of two and three-dimensional shapes and the names of those shapes. They match shapes together accurately. They use 'money' when buying and selling in the shop. They measure ingredients carefully when making cakes. They enjoy mathematical games and most count and sequence numbers forwards and backwards within 20.
182. In reception children understand and use mathematical terms such as 'more' and 'less', 'long' and 'short' and 'full' and 'empty'. They use simple computer games to reinforce their work. In the reception they are beginning to appreciate that clocks tell the time in different ways.

Shortcomings

183. There are no important shortcomings.

Knowledge and Understanding of the World

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

184. In nursery children talk confidently about themselves and their families. They know that they have changed significantly since they were small. They know the important events which have occurred in their families as they have grown up, for example when a brother or sister was born. They know that some people have jobs in order to help us.
185. Nursery children observe plants and flowers growing. They know that all living things need water and light in order to grow successfully. They know their way around the classroom and the outside areas. They are aware of changes in the weather and in the need to dress appropriately for it.
186. Children in reception know that materials have different qualities. They experiment with cooking materials when making cakes. They recognise that some objects float and others sink. They know the names of the main parts of the body. In both nursery and reception they know that some foods are better for them than others. Older ones are aware of the differences between fruits and vegetables. They know that both are important in order to have good health.
187. Reception children continue to build up their skills in using computers and draw simple pictures and repeated patterns. They use the mouse confidently and accurately.

Shortcomings

188. There are no important shortcomings.

Creative development

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

189. In nursery children use different techniques to produce an effect, for example using simple tools to make a hedgehog out of clay. They mix colours carefully to produce a different colour and to make different shades of the same colour. Reception children know the names of the primary colours. They make prints

and collages carefully, experimenting with painting techniques and media. In both nursery and reception they cut and stick carefully for a range of purposes.

190. In nursery and reception children sing a variety of songs and nursery rhymes well. They are enthusiastic and learn new songs quickly. In reception they experiment enthusiastically making different voices to match the characters in 'Goldilocks and the Three Bears'. They know that 'low' sounds come from the chest and 'high' sounds from the head. They know the names of some percussion instruments and play them carefully. Older children in reception know how to vary the pitch and volume of a performance.
191. Children in the nursery and reception use role play effectively to help them interpret the world around them. They take on different roles and play their parts convincingly. They use the well resourced play area, both indoors and outside, to express themselves and to use their imaginations. They respond well to music and move in time interpreting and representing moods sensitively.

Shortcomings

192. There are no important shortcomings.

Physical development

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Good features

193. Children in nursery use a range of small and large equipment with increasing control. They have a good understanding of how to play outside safely. They use tools and equipment with increasing accuracy. They have good manipulative skills. They push, pull and pedal the large wheeled toys sensibly.
194. In reception children know that exercise is good for them. They have increasing skills in balance when climbing and swinging. They throw and catch large and small balls with increasing accuracy and co-ordination. They begin to develop hand and eye co-ordination when striking balls with bats.

Shortcomings

195. There are no important shortcomings.

English

Key Stage 1: Grade 3: Good features outweigh shortcomings

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

196. Pupils in both key stages have good speaking and listening skills. In Y1 although they have a limited vocabulary, this is greatly improved by the end of the key stage. KS2 pupils contribute to class discussions and structure their talk well adapting their speech to different circumstances and situations. They listen attentively to their teachers and to their peers in class.
197. In KS1 and KS2 pupils take turns when speaking and answer teachers' questions confidently.
198. In both key stages pupils make good progress in their reading skills. Their reading develops commensurate with their age and ability. They are able to use a variety of strategies, including contextual and phonic cues for dealing with unfamiliar words. Older and more able pupils enjoy reading and understand and recall the main points of a story well. KS2 pupils are able to discuss the plot and characters knowledgeably and with interest.
199. Pupils in KS1 make adequate progress as their writing skills develop. They write for a range of purposes with support. Pupils write simple sentences sometimes using capital letters and full stops. More able pupils use punctuation appropriately and develop an interesting vocabulary.
200. Pupils in KS2 make satisfactory progress in their writing. When writing, they put their ideas into sentences and plan and draft their work, paying attention to punctuation.
201. Pupils write for a range of purposes and use word processing skills to make copies of their best work. They make good progress in understanding and using the conventions of grammar. They use appropriate strategies for spelling words and make good use of thesauri and dictionaries.

Shortcomings

202. In both key stages a significant number of pupils lack ability to compose, structure and organise a piece of writing independently.
203. Pupils engage in writing tasks willingly but they generally do not produce sufficiently extended pieces of writing.
204. Pupils do not speak well in extended forms and in more complex ways.

Mathematics

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

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

Good features

205. Pupils in KS1 have a good recall of numbers reciting forwards and backwards numbers up to 10 and beyond. They also know all pairs of numbers with a total of 10 and know the corresponding subtraction facts. Some explain strategies to solve addition and subtraction problems and use mathematical vocabulary well. They count on or back in ones or tens, starting from any two digit number and they recognise odd and even numbers. They understand multiplication as repeated addition and know and use halving and doubling techniques.
206. Pupils in KS1 have a good understanding of two dimensional and three dimensional shapes and understand how to sort shapes; they can describe some of their features. They use standard and non-standard units to estimate and measure length, weight and capacity. They can read time to the hour and half hour on an analogue clock.
207. Pupils in Y3 and Y4 tell the time accurately on analogue and digital clocks. They use this information to work out problems in everyday situations using one or more steps. They respond well to questions presented to them and apply this knowledge to their work. They read and write whole numbers up to 1000 and know what each digit represents. In KS2, when solving problems they identify and use the appropriate operations to explain their methods and reasoning. They recognise symmetry in simple two dimensional shapes and recognise shapes with no line of symmetry. Some carry out mental calculations confidently and recall facts and work out strategies.
208. Pupils in Y5 and Y6 have a sound knowledge of the four operations of number and most apply this knowledge to their learning. They change fractions to equivalent mixed numbers and vice versa. They understand key concepts and use mathematical language appropriately. They record and explain strategies to clarify their mathematical understanding and make good progress.

Shortcomings

209. There are no important shortcomings but mental calculation and explanation of strategies by pupils is inconsistent and most pupils do not think things out for themselves.

History

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

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

Good Features

210. Pupils in KS1 have a good understanding of the passage of time; they know how they have changed since they were young. They follow the development of humans and birds as they grow and compare the similarities and differences in how time impacts upon their development.
211. Within KS1 pupils know how day-to-day objects used in the home have changed. For example, they know how washing was carried out in homes 'a long time ago'. They compare their toys with those used when their grandparents were young. They know that there are different means of transport used by people from different periods of history and carefully place the vehicles used in chronological order. They use vocabulary accurately when describing how transport has changed. Older pupils in KS1 know something of the history of some famous people of the past such as Guy Fawkes. They know the underlying reasons why he acted as he did.
212. Younger pupils in KS2 have some understanding of Celtic society and how the Celts lived. They know how their homes were built and carefully imitate the crafts used in their construction. They know that archaeology is important in finding good evidence to tell us about what life was like in that period.
213. Pupils in KS2 know about the main events in Tudor times. They know how the Tudor dynasty came to power and how ordinary people in Wales lived at that time. They have some understanding of life in Victorian Wales. They know how their own area was changed through the development of the coal industry. They know how the first rail journey made by Richard Trevethick's engine led to a very important and rapid growth in rail transport. They describe in detail in a newspaper article what it was like to see the first rail journey. They use a range of source material to build up a strong sense of empathy with those who were there.
214. Older pupils in KS2 know about the major events in World War II. They utilise letters home from soldiers fighting abroad, interviews with people alive at the time and a wide range of newspaper reports and original artefacts to develop a good understanding of what it was like to be alive at the time. They know about the impact of rationing and the hardships and dangers people faced in their daily lives, for example through the Blitz. They appreciate that the decisions to evacuate children from cities and major industrial towns brought with the process good and bad outcomes for those involved. In their use of a wide range of materials they distinguish between evidence which is fact or opinion. They know that some source material provides better evidence than others.

Shortcomings

215. There are no important shortcomings.

Art

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

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

Good features

216. In both key stages pupils enjoy experimenting thoughtfully with colour and tone. In KS1 they mix colours carefully to produce different shades. They blend these effectively when painting portraits or creating a seascape. Within KS2 they experiment with oil pastels to create a picture in the style of Vincent Van Gogh's "Starry Night".
217. In both key stages pupils utilise different materials and media well when making a range of colourful collages, for example representing exotic animals.
218. In both key stages pupils utilise different painting techniques to produce complex patterns. They use sponge painting effectively to create studies of cats.
219. In both key stages, pupils use the computer effectively to draw and colour, for example when working with 'Splash" and PowerPoint.
220. In KS2 pupils have some understanding of the work of some Welsh artists and work in the style of other artists from around the world.
221. KS2 pupils use sketchbooks competently to record their observations and initial ideas.

Shortcomings

222. There are no important shortcomings.

Physical Education

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

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

Good Features

223. Pupils in both key stages make good progress in acquiring the skills and techniques of gymnastics, dance and games. In KS2 they also progress well in swimming, athletics and contact games. In both key stages they made good use of the limited space in the hall.

224. All pupils have a secure knowledge of the benefits of regular exercise on their bodies and of the importance of warming up and cooling down correctly. The use of a thinking box at the beginning and end of lessons enables pupils to explain the importance of having a healthy lifestyle and this is effective. Pupils in both key stages independently set up and put away apparatus safely.
225. Pupils in KS1 are confident and show good control when doing floor work and using simple apparatus, making good use of hops, jumps and rolls in balancing. They are able to work co-operatively together in small groups and listen carefully to instructions.
226. In gymnastics pupils in KS2 plan and sequence their movements carefully when creating bridge shapes. Some individual pupils, when moving from one apparatus to another, demonstrate clarity of shape and accuracy when balancing. They make shapes creatively and use their imaginations to make movement patterns at a variety of levels. In KS2 they work collaboratively together to develop sequences and movements to improve their performances.
227. The process of observing and refining skills for individual self-improvement is well established. Very good use is made of ICT using photographs of individual pupils' performances. Pupils enthusiastically recognise good practice and identify the next steps forward to improve techniques.

Shortcomings

228. There are no important shortcomings.

School's response to the inspection

229. The governors and staff welcome the findings of the report and would like to thank the inspection team for their professional approach and friendly manner throughout the inspection. We believe that this report will contribute to the progress the school is making in its development and improvement.
230. The report confirms that the school provides a sound general education for its pupils; it is purposefully led and has made steady progress since its last inspection. In particular, we are also pleased the inspectors confirmed that:
- pupils have a positive attitude to learning;
 - behaviour is of a high standard;
 - attendance is better than most schools locally and nationally;
 - pupils are well prepared for effective participation in the local community;
 - pupils with SEN make good progress as a result of the good and sometimes very good provision and help they receive;
 - end of key stage results are generally above most schools locally and nationally for our mainstream pupils;
 - pupils settle into the nursery well and achieve success from below expected starting points;
 - the provision to broaden and enrich learners' experiences is good;
 - the quality of care, support and guidance provided by the school is good;
 - staff morale is positive and all share a commitment to put the school's mission statement into effect and to plan and work together constructively;
 - governors meet their statutory responsibilities in full and the chair of governors is well informed and provides a positive lead;
 - the governing body takes its full part in agreeing the long-term strategic direction for the future;
 - bearing in mind the overall quality of education provided and the progress of pupils, often from below average starting points, the school gives sound value for money.
231. We are confident that the recommendations for improvements made by the inspection team are easily achievable. We intend to work closely together to make progress in the four areas identified for development.
232. Raising standards in English will be a major priority for us and work is already under way to address this issue.
233. Making the good quality teaching consistent throughout the school will also be high priority, and we recognise that 'assessment for learning' is a vital tool to do this. Staff realise the importance of involving pupils more in assessing their own work and in identifying the steps needed to make to improve their work.
234. The development of key skills will be vital, particularly with the implementation of the Foundation Phase and the skills-based Key Stage 2 curriculum later this year.

235. An action plan will be put in place to address the recommendations in the report and a copy of the plan will be sent to all parents. The action plan will form part of the School Development Plan for the coming year. Governors will report to parents on the progress of the action plan through the governor's annual report to parents.

Appendix 1

Basic information about the school

Name of school	Caradog Primary School
School type	Community
Age-range of pupils	3 – 11
Address of school	Clifton Street Aberdare Rhondda Cynon Taf
Postcode	CF44 7PB
Telephone number	01685 874715
Headteacher	Mr Philip Buxton
Date of appointment	1 st September 2002
Chair of governors/ Appropriate authority	Mr Paul David
Registered inspector	Mr Peter Mathias
Dates of inspection	21 st – 23 rd January 2008

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	14	27	26	18	26	26	25	20	182

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	2	8

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	16:1
Pupil: adult (fte) ratio in nursery classes	9:1
Pupil: adult (fte) ratio in special classes	13:1
Average class size, excluding nursery and special classes	26
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2008	84.5	89.7	92.6
Summer 2008	90.0	89.0	93.0
Autumn 2008	88.0	85.6	94.4

Percentage of pupils entitled to free school meals	23
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results

End of key stage 1:

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:		23	
Percentage of pupils at each level						
			W	1	2	3
English:	Teacher assessment	School	13	22	48	17
		National	3	14	63	20
En: reading	Teacher assessment	School	13	35	35	17
		National	4	15	55	26
En: writing	Teacher assessment	School	22	17	57	4
		National	5	16	68	11
En: speaking and listening	Teacher assessment	School	4	26	52	17
		National	2	11	64	23
Mathematics	Teacher assessment	School	40	30	48	47
		National	22	11	65	55
Science	Teacher assessment	School	0	35	44	22
		National	1	9	66	24

Percentage of pupils attaining at least level 2 in mathematics, science and English according to teacher assessment			
In the school	52	In Wales	80.1

W Pupils who are working towards level 1

National Curriculum Assessment Results

End of key stage 2:

National Curriculum Assessment KS2 Results 2007			Number of pupils in Y6		26				
Percentage of pupils at each level									
		N	W	1	2	3	4	5	
English	Teacher assessment	School				15	70	15	
		National	0	1	4	16	50	29	
Mathematics	Teacher assessment	School				11	81	8	
		National	0	1	3	15	50	30	
Science	Teacher assessment	School				7	70	23	
		National	0	0	2	12	53	32	

Percentage of pupils attaining at least level 4 in mathematics, science and English by teacher assessment			
In the school	75		
In Wales	67.7		

W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

- A team of four inspectors, who were present in the school for eight inspector days, carried out the inspection with a peer assessor and a nominee from the school.
- Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school.
- Twenty questionnaires were completed by parents and carefully analysed.
- Discussions were held with the headteacher and staff with responsibilities and support staff.
- School documentation and samples of pupils' work were examined.
- Thirty-two lessons or sessions were observed.
- A sample of pupils' work from across the ability range in each year group was examined.
- Inspectors listened to a sample of pupils from each year group reading.
- Discussions were held with pupils about their work and about the life of the school.
- Pupils' behaviour was observed during break periods, at lunchtime and at the beginning and end of the school sessions.
- Inspectors attended assemblies and observed extra-curricular activities.
- Post inspection meetings were held with the staff and the governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Peter Mathias (Registered Inspector)	Context Summary and Recommendations Contributions to Key Questions 1 & 2 Key Question 5 Key Question 6 Appendices Early Years History
Mr Edward Tipper (Lay Inspector)	Contributions to Key Questions 1, 3, & 4
Mr Roger Thomas (Team Inspector)	Contributions to Key Questions 3 & 7 English Art
Mrs Gill Ellis (Team Inspector)	Contributions to Key Question 2, 4 & 7 Special educational needs Mathematics Physical education
Mr Paul Samuel (Peer Assessor)	Contributions to all Key Questions
Mr Philip Buxton (Headteacher/Nominee)	Contributions to all Key Questions

Acknowledgement

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

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