

REPORT

on the

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

**CEFN PRIMARY SCHOOL
GREENFIELD AVENUE
GLYNCOCH
PONTYPRIDD
RHONDDA CYNON TAFF
CF37 3BD**

School Number: 674/2247

Date of Inspection: 02 – 05 December 2002

By

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Under Estyn contract number: T/75/02P

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CURRICULUM NOMENCLATURE AND KEY STAGES

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

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

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

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

GRADE DESCRIPTIONS

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

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

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1. CONTEXT

The school and its priorities

The school is located in Glyncoch which is a residential area to the north of Pontypridd. The catchment area is described as economically disadvantaged and a very high proportion (71%) of pupils are registered as being entitled to receive free school meals. In all 133 pupils attend the school of whom 18 are in the nursery class. The school describes its intake as comprising a few able pupils and many less able, of whom 37 (32%) have been identified as having special educational needs. None has a statement of educational needs. Pupils are taught in 7 mixed age classes – two of which cater for pupils with behavioural problems, namely, one class for Key Stage(KS) 1 pupils who have immature social skills and a KS2 class for pupils with emotional and behavioural difficulties (EBD). These two classes include pupils from outside the catchment area. English is the predominant language spoken at home by all pupils and none speak Welsh as a first language or to an equivalent standard.

The aims of the school are to establish a partnership between the school and the community and to create a learning environment that meets the individual needs of pupils. The aims of the school also include equality of opportunity for all and encouragement for pupils to develop their own abilities and talents to the full within a happy learning environment.

The school was previously inspected in November 1997.

2. MAIN FINDINGS

The main findings of the report

This is a good school and an improving school that has made good progress since the last inspection. The school provides a happy, caring and secure environment for all pupils. Relationships are very good and successfully develop pupils' self-confidence. The headteacher provides the school with very good leadership and his charismatic influence pervades all aspects of school life.

- The overall quality of the educational provision for the under fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning. Many children entering the nursery have poorly developed literacy, numeracy and social skills, but they make good and sometimes very good progress. Standards of achievement in the six areas of learning are as follows:

Areas of Learning	Standards
Language, literacy and communication skills.	Good
Personal and social development	Very good
Mathematical development	Good
Knowledge and understanding of the World	Good
Physical development	Good
Creative development	Good

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

Subjects	Key Stage 1 (KS1)	Key Stage 2 (KS2)
English	Satisfactory	Satisfactory
Mathematics	Satisfactory	Satisfactory
Science	Good	Good
Welsh second language	Satisfactory	Satisfactory
Information Technology	Satisfactory	Satisfactory
Design & Technology	Good	Good
History	Satisfactory	Satisfactory
Geography	Satisfactory	Good
Art	Satisfactory	Good
Music	Good	Good
Physical education	Good	Good
Religious education	Satisfactory	Good

- Standards of achievement in the 36 lessons observed during the inspection were good in 33% of lessons in KS1 and satisfactory in the others. Standards in KS2 were good in 21% of lessons and satisfactory in the others.
- Pupils in KS1 make good progress across the curriculum and achieve at least satisfactory and sometimes good standards from relatively low standards initially. The good progress made in KS1 is maintained in KS2 in science, design and technology, music and physical education, and good progress is also evident in KS2 geography, art and religious education. Progress in English, mathematics, information technology and history is satisfactory.
- The school's results in the NC Assessments show that, over the last five years, standards have been consistently improving. The results based on teacher assessment indicate that attainment at the end of KS1 (2002) in English, mathematics and science were above national and local averages. The end of KS2 results show that pupils' attainment in English and mathematics were in line with national and local results whilst those in science were in above national and local results. Comparisons with other similar schools is unfair since no figures are available that equate with the school's high percentage (71%) of pupils identified as eligible for free school meals (FSM). However, in comparison with the available figures (33% FSM) the KS1 and KS2 results compare very favourably against similar schools, being in the top 25% of schools based on FSM. (This includes pupils in the EBD class).
- Overall, pupils' standards in key skills are satisfactory. Pupils of all ages have good listening skills. Pupils' speaking skills are satisfactory and several of the older and more able pupils speak confidently. Reading skills are satisfactory overall and the more able read well and can relate stories they have read. Writing skills are more variable but satisfactory overall. However, the older and more able pupils have too few opportunities to write independently. Pupils' numeracy and information and communications technology (ICT) skills are satisfactory. Pupils' ICT skills are developing well as a result of the use made of the recently established computer suite. However, there is no whole

school curriculum plan for the progressive development of key skills across both key stages.

- The school's provision for pupils with SEN is good. Effective procedures are in place for the early identification of pupils with learning difficulties and these pupils are supported well. However, only a relatively small number of pupils receive support. The provision made for pupils in the two specialist classes is good and at times very good.
- The quality of teaching seen during the inspection was always at least satisfactory and good or better in 56% of lessons. It was very good in 3% of lessons. This is a significant improvement since the last inspection. The quality of teaching of the early years children was good in over half the lessons seen, and occasionally it was very good. Activities in the early years are well planned and the children are very well supported by the teacher and classroom learning assistant (nursery nurse).
- The quality of teaching in KS1 was good in 78% of lessons and satisfactory in the others. In KS2, the teaching was good in 29% of lessons and satisfactory in the others. Relationships are good in all classes and this successfully develops pupils' self-confidence. Where the teaching is good, lessons proceed at a good pace and tasks are well matched to pupils' ability. In some lessons, however, the pace of lessons is rather slow and the work is not well matched to pupils' ability. There are too few opportunities in these lessons for pupils, and particularly the more able, to work independently.
- The quality of assessment, recording and reporting is satisfactory. The school has an appropriate policy and a satisfactory system for assessing pupils' progress. However, assessment is not sufficiently used in planning so as to ensure that tasks are well matched to pupils' ability and that the more able are sufficiently challenged. Pupils' work is marked regularly but written comments do not indicate clearly steps for improvement. Opportunities for parents to visit the school to discuss their children's progress are well developed.
- The school has a good curriculum that is broad and balanced and provides pupils with a good range of experiences including visits to places of interest. The school's extra-curricular provision is very good and all pupils are fully integrated into the life of the school. Homework is appropriate and helps to reinforce the learning. A home-school agreement is in place. The school fully implements its racial equality policy and the school is socially inclusive.
- The school makes very good provision for pupils' spiritual, moral, social and cultural development. This is a major strength of the school. Teachers encourage pupils to participate in classroom discussion and to reflect on the opinions of others. Pupils' views and ideas are valued and this successfully raises their self-esteem. Relationships are very good and teachers and other adults in the school are good role models. Pupils know the difference between right and wrong and all pupils, including the younger children, are sensitive to each other's needs and feelings. Pupils take responsibility and help each other, and older pupils take opportunities to exercise initiative. Acts of collective worship are an integral part of school life, they help to develop a sense of community and are occasions to celebrate success.

- The school radiates a Welsh ethos. The culture and heritage of Wales and Y Cwricwlwm Cymreig is enhanced through the curriculum, visits to the locality and through school events, such as the St. David's Day eisteddfod. Pupils also have a good understanding of other cultures and are tolerant of different points of view and opinions.
- Pupils' behaviour and attitudes to learning are very good and make a very positive contribution to the very good quality of life at the school. Staff have high expectations of their pupils' behaviour and these are invariably achieved.
- The provision made for the support, guidance and pupils' welfare is very good. Child protection procedures are very effective. There is a clear policy for Child Protection which is well implemented and very good links exist with the relevant authorities. Staff, including non-teaching staff, know the pupils well and are sensitive to their particular needs.
- The school has satisfactory links with parents and good links with the local community. Very good partnerships have been established with industry and local businesses and this is having a very good impact on pupils' knowledge of the world of work.
- Pupils' attendance is satisfactory and pupils arrive at school punctually. Lessons start promptly.
- The quality of the school's self-evaluation procedures and planning for improvement is very good. The school development plan (SDP) is a well structured working document and provides a clear direction to the work of the school and includes appropriate priorities for development.
- The quality of leadership is very good and the school is very efficiently managed. The headteacher provides the school with very good professional leadership and his charismatic influence permeates the life of the school. He is supported well by his deputy head and all staff, including non-teaching staff. The headteacher monitors teacher's planning and this has been influential in improving standards.
- The governing body is well informed and actively involved and fully supportive of the school. The headteacher and chair of governing body have a good working relationship that ensures the smooth running of the school.
- The school is appropriately staffed, and resources are adequate to meet the needs of the NC. The generous adult-pupil ratio makes a very worthwhile contribution to pupils' development.
- Routine administration is undertaken efficiently by the school administrative officer and the day-to-day running of the school is carried out with the minimum disruption to teaching.
- The school has satisfactorily addressed the key issues in the previous report.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

- The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
- Standards of achievement in KS1 are satisfactory in English and mathematics. Standards are good in science, design and technology, music and physical education. They are satisfactory in all other NC subjects and religious education. These standards reflect the good progress pupils make in both Y1 and Y2.
- Standards of achievement in KS2 are satisfactory in English and mathematics and good in science. Standards are also good in design and technology, geography, music, art, physical education and religious education. They are satisfactory in Welsh second language, information technology and history. Standards of achievement reflect the progress pupils make but their progress overall is adversely affected by their limited writing skills.
- In lessons seen during the inspection standards of achievement were good in approximately 36% of lessons and satisfactory in the remaining 64%.
- Pupils identified with SEN, including those in the special classes, make good progress overall, however there are more pupils in every class who in the school would benefit from specialist help.
- The results of the NC Assessment show that, over the last five years, standards have been consistently improving. The results based on teacher assessment indicate that attainment at the end of KS1 (2002) in English, mathematics and science were above national and local averages. The end of KS2 results show that pupils' attainment in English and mathematics were in line with national and local results whilst those in science were above national and local results. The comparison of the results against similar schools is unfair since no figures are available that equate with the school's high percentage (71%) of pupils identified as eligible for free school meals (FSM). However, in comparison with the available figures (33% FSM) the KS1 and KS2 results compare very favourably against similar schools, being in the top 25% of schools based on FSM. (This includes pupils in the EBD class).

3.2 Standards achieved in key skills across the curriculum

Standards in key skills across the curriculum are satisfactory overall.

- Many children have poorly developed skills on entry to the school but they make good, and often very good progress. Within a relatively brief period of time children under five learn to listen attentively and, as their self-confidence improves so do their speaking skills. These children learn to handle books correctly and towards the end of reception stage they

can read simple words. Children under five make satisfactory progress in developing their numeracy skills and, with support, they are beginning to develop their ICT skills.

- Pupils' listening skills in both KS1 and KS2 are good and very good in those lessons that proceed at a lively pace where pupils are well motivated. As pupils mature they become more confident speakers and the older and more able speak confidently to the class and to larger audiences, such as school assemblies. However, there are a number of pupils who can not speak at length on any topic.
- Pupils' writing skills across the curriculum are satisfactory overall. However, there are very few pupils, including the older and more able pupils, who can write independently or develop their thought at length. The presentation of written work is also of an unsatisfactory standard at times.
- Pupils' reading skills are satisfactory overall. More able pupils read well and can describe stories they have read.
- Overall, pupils have a limited, but satisfactory, Welsh vocabulary. They can reply to their teacher's questions and commands and the older pupils in KS2 can read basic words and phrases. Their written work includes short sentences incorporating words spelt correctly and using appropriate punctuation.
- Pupils' numeracy skills overall are satisfactory and used to support their work across the curriculum including in science and geography. Pupils' ICT skills are also satisfactory and pupils are making good progress since the establishment of the recently installed computer suite.
- There is no whole school curriculum plan for the inclusion of key skills in both key stages.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

The provision for pupils' spiritual, moral, social and cultural development is very good. This reflects the school's positive ethos, and pupils' response to this provision is very good.

- Teachers, through example, take every opportunity to encourage pupils to listen to one another, reflect on the views expressed and explore differences of opinion by discussion.
- Well structured daily assemblies, with acts of collective worship that regularly embrace other religions, cultures and communities less fortunate than their own, help pupils relate their learning to a wider context than their own personal experience.
- Pupils quickly develop an understanding of right and wrong, respect for property and the consequences of their actions, and adopt a considerate attitude.

- Pupils learn to help each other through constructive play in pairs and group work. They rapidly learn to respect each other's individuality and develop empathy for the circumstances of others less fortunate than themselves.
- Pupils cheerfully and efficiently exercise responsibility, for example, when invited to set out or clear away equipment for lessons.
- Patient and courteous listening to others is a strong feature in all classes. Pupils think carefully about what others say and incorporate these views into their own thinking.
- The school radiates a Welsh ethos, and the culture and heritage of Wales is enhanced through the curriculum, visits to the locality and through school events, such as the St. David's Day eisteddfod. Pupils also have a good understanding of other cultures and are tolerant of different points of view and opinions.
- The school has a racial equality policy and pupils respect the beliefs and traditions of others. Their knowledge of other cultures and faiths is well developed through the curriculum in subjects such as geography and religious education.

4.2 Behaviour and attitudes

Overall, pupils' standard of behaviour is very good.

- The school is an orderly community where routines are very well established.
- The school promotes good behaviour and pupils understand the system of rewards and sanctions. A good foundation is laid in the early years, where pupils soon learn, and comply with, rules and conventions when they enter the school.
- In class, the standard of behaviour and pupils' attitudes to learning are very good. This contributes positively to the quality of pupils' learning. In class, pupils listen well, concentrate throughout the lesson and persevere with the tasks set. Their self-discipline is good and they co-operate well in paired or group work.
- The quality of life in the school is very good. Pupils are courteous and considerate; they show respect for each other, staff and visitors. They move around the school in an orderly manner and interact well in the playground and at lunchtimes.
- The school has a clear anti-bullying policy. There were no instances of bullying witnessed during the week of the inspection.
- Appropriate procedures were followed in the cases of three pupils excluded from the special class last year.

4.3 Attendance

Attendance is satisfactory.

- Registers are completed promptly and efficiently in accordance with statutory requirements. The school has effective strategies for encouraging good attendance and has set and achieved their targets for attendance.
- The school has effective strategies for encouraging good attendance and works closely with the Educational Welfare Officer when problems arise concerning absence.
- Pupils arrive punctually and lessons start promptly.

5. QUALITY OF EDUCATION

5.1 Teaching

In all 36, lessons were observed during the inspection. The quality of teaching was always at least satisfactory and good or better in 56% of the lessons seen. The quality of teaching was very good in 3% of lessons.

- The quality of teaching of the early years children was good in over half the sessions seen, and very good in one instance. Activities in the nursery are invariably well planned and tasks well matched to pupils' ability. All pupils are very well supported by the teacher and classroom learning assistant and particular emphasis is given to developing pupils' personal and social skills.
- The quality of teaching of pupils in KS1 was good in 78% of the lessons seen and satisfactory in the others. In KS2, the quality of teaching was good in 29% of the lessons seen and satisfactory in the other lessons.
- Relationships between teachers and pupils are very good at all times. Teachers encourage pupil discussion and participation in lessons, and pupils know that their contributions are valued. This successfully develops their self-esteem and self-confidence and all pupils are eager to take part in discussions. Teachers use questioning well to develop pupils' ideas.
- Teachers have high expectations of pupils' in terms of behaviour and these are invariably achieved. Teachers' lesson plans are based on clear schemes of work and this generally ensures continuity and progression in the work. However, key skills tend to be introduced incidentally as there is no whole school curriculum plan for their inclusion. Currently pupils' ICT skills are being given particular emphasis due to the availability of the new IT suite.
- Where the quality of teaching is good or better, lessons are well structured and proceed at a lively pace and this effectively maintains pupils' interest. Lesson objectives are clearly identified and shared with pupils. The work is suitably differentiated to meet the needs of

all pupils, whatever their ability. Plenary sessions are well used to consolidate the learning and to inform teachers of progress made by pupils.

- In lessons where the quality of teaching is good there are opportunities for individual and small group work that suitably encourages independent learning and less dependence on the teacher. The work is well marked so as to highlight how improvements can be made.
- Shortcomings evident in lessons that were satisfactory concern the slow pace of the teaching lessons, insufficiently differentiated work matched to pupils' ability with the consequent lack of challenge for the more able pupils. Lesson objectives are not always clearly identified and tasks for the more able pupils are insufficiently demanding. In these lessons there are insufficient opportunities for the more able pupils to work independently so as to develop their individual learning skills.

5.2 Assessment, recording and reporting

Overall, the quality of assessment, recording and reporting is satisfactory.

- The achievements of pupils in the early years are assessed systematically using a baseline profile. Full and useful records are kept.
- The school has an appropriate policy and a developing system for assessing and recording pupils' progress.
- General assessment procedures are systematic; the regular testing in the core subjects provides useful information about pupils' achievements. However, the information available is not as yet used to set individual learning targets.
- In daily planning, lesson objectives do not always identify achievable and measurable outcomes that would enable teachers to more easily monitor pupils' progress and achievement and set targets for improvement.
- Pupils with SEN are systematically assessed using a satisfactory range of tests. The Language Support teacher keeps full and useful records of progress, which are used to set targets in the Individual Education Plans.
- The recording system is manageable and is useful in demonstrating pupils' achievement.
- The processes for moderation and standardisation of samples of pupils' work used in order to exemplify standards and develop teachers' understanding are fully developed in the core subjects. Generally, staff demonstrate a good understanding of NC levels.
- Overall the day to day marking of pupils' work is generally good. Work is marked regularly and positively, but written comments do not clearly indicate steps for improvement.
- The school analyses whole school assessment data and uses it to set individual targets in the core subjects. The results of NC assessments are analysed and general school targets are set for improvement.

- Opportunities for parents to visit the school are well developed. Parents are welcomed formally to two meetings a year to review their child's progress and informally at any time. The annual reports to parents give useful information about their child's progress. However, they do not always indicate steps that the child can take to improve.

5.3 Curriculum

The overall quality of the curriculum is good and meets statutory requirements. The religious education curriculum is based on the local education authority agreed syllabus.

- The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
- The KS1 and KS2 curriculum is broad and balanced and provides pupils with a good range of learning experiences. It is suitably enhanced by visits to areas of interest and by visitors to the school. Homework is used effectively to consolidate pupils' learning.
- The school has good quality policies and schemes of work for all NC subjects and religious education and these direct teachers' planning effectively. Appropriate time is allocated to all subjects.
- Teachers' plans incorporate reference to the inclusion of key skills, and currently, the development of ICT skills are given particular attention in view of the recently established computer suite. However, there is no whole school curriculum plan for the development of key skills across the whole curriculum in both key stages.
- The curriculum and the teaching are designed particularly to develop pupils' self-esteem and self-confidence through a methodical approach involving all pupils in class discussion. This successfully involves the majority of pupils but does not always fully engage the more able.
- The school has satisfactory arrangements for promoting pupils' personal and social education (PSE) and is based on the Qualifications Authority for Wales Curriculum and Assessment (ACCAC) guidelines. Provision for ensuring racial harmony is good and is well reflected in pupils' knowledge and understanding of racial issues.
- The school's extra curriculum provision is very good and plays an important part in pupils' development, such as their ideas of fair play, co-operation and collaboration.
- The school makes very good provision to ensure equality of access and opportunities for all pupils, including those in the special classes. All pupils are fully integrated into the life of the school and pupils in the special classes are incorporated into main stream activities whenever possible.
- The school gives very good emphasis to developing Y Cwricwlwm Cymreig. The school radiates a Welsh ethos and pupils' knowledge and understanding of the Welsh culture and heritage are developed through the curriculum and through special events such as the St.

David's Day eisteddfod. Pupils' understanding of ethnic and cultural diversity is well developed through their religious education studies.

- There are no pupils for whom the NC is modified and there are no pupils in the school for whom English is an additional language.

5.4 Support, guidance and pupils' welfare

The quality of support, guidance and the welfare of pupils, is very good.

- The school provides very good support for pupils of all ages and abilities. All members of staff know their pupils very well and relate to them with sensitivity and a caring commitment to their individual pastoral needs.
- All pupils have equal access to all aspects of the school's curriculum and extra curricular activities.
- Procedures for Child Protection are very good. There is a clear policy and all staff are fully trained and aware of the procedures to follow, and there are strong links with the relevant authorities. Procedures comply with the latest NAW advice.
- The school has an appropriate health and safety policy, and regular checks are made of the safety of the building and the equipment. Two members of staff have received training in First Aid. Fire drills are held regularly.
- The school has a very good security system. Pupils are well supervised throughout the day.

5.5 Provision for pupils with special educational needs (SEN)

The overall provision for pupils with SEN including pupils in the special classes is good. Pupils who receive support make good progress. Standards are good overall.

- Thirty seven pupils are identified as having SEN; this includes 15 pupils in the specialist provision. In the mainstream there are 22 pupils on the school register and language support sessions are provided for these. There are no pupils with a statement of special educational needs.
- The specialist provision consists of a KS1 class (Nurture Group) for pupils identified with immature social skills; and a KS2 class for pupils with emotional and behaviour needs.

Mainstream

- All pupils with SEN are very warmly welcomed into and very well included in all aspects of school. Every effort is made to ensure that their welfare and educational needs are met.
- The school follows the procedures in the Code of Practice (CoP) for Wales.

- Assessment procedures are effective in identifying pupils at an early stage and diagnostic testing is used appropriately. Staff know their pupils well and keep very detailed records of their progress.
- The Special Educational Needs Co-ordinator (SENCO) role is well developed and she communicates well and makes good links with all staff, parents and agencies involved.
- Classroom teachers know their pupils well and take responsibility for their SEN in writing up Individual Education Plans (IEPs) for pupils with SEN in their care.
- Individual Education Plans are of good quality and reviewed termly. The review procedures are very well developed and include parents and all personnel involved. Targets set are detailed, measurable and on most occasions are well-matched to pupils' needs.
- The quality of the withdrawal teaching support provided for pupils at School Action stage of the CoP is good. Overall, pupils who receive this support make good progress. Pupils benefit from the small number in the groups, the expertise of the teacher and that the work set in these sessions is very closely matched to their individual needs.
- In class, SEN pupils have access to a broad balanced and relevant curriculum, however, at times this is not differentiated finely enough to meet their needs.
- Overall, pupils with behaviour problems make good progress and the school's strategies for good behaviour are very effective.
- The governor with responsibility for SEN is well informed.
- The use of appropriate IT software for pupils to practise basic skills is underdeveloped. Considerably more pupils at the school would benefit from additional support in all areas of the curriculum.

Specialist Provision

- Pupils in these two classes have a wide range of emotional, social and behavioural needs. The Nurture class provides for pupils who have been assessed as having difficulties in their early emotional development and who may be at risk of exclusion in later years. In the KS2 class, pupils have been excluded from their local school as a result of their disruptive behaviours.
- The quality of provision is good and at times very good. Teaching and non-teaching staff work efficiently with a clear commitment and high expectations of the pupils in their classes. Overall, pupils make good progress in improving their behaviour and return to their own mainstream school after relatively short periods.
- The quality of teaching is good in both classes with the non-teaching staff providing tireless and effective support. Staff work together well as a team and every effort is made to support and care for pupils' welfare. The in service training provided has been

particularly effective in ensuring that staff are confident and competent in this area of SEN.

- Pupils in both classes are carefully assessed on entry, and their progress is closely monitored and reviewed. Full and detailed records are kept of ongoing assessment.
- There is a clear commitment from all staff to include all pupils in the life and work of the school. Consequently, the inclusion of pupils in the mainstream school is exemplary. Pupils are included in a range of appropriate lessons and activities and make good progress both in their behaviour and in their work. For instance, when pupils are included in physical education, they make good progress with their physical skills.
- Pupils have access to a broad, balanced curriculum and make satisfactory, sometimes good progress, in line with their ability. The curriculum content is modified for individual pupil progress to include many practical and first hand experiences to ensure understanding. However, at times the curriculum is insufficiently differentiated to enable pupils to work independently and to build systematically on what they already know, understand and can do.
- Standards of achievement are generally good and in line with age and ability. In language work KS1 pupils listen attentively, speak confidently and make good progress with their reading and writing skills. They persevere in their learning and sustain concentration well; for instance, when interviewing a visitor about her childhood in their investigation of toys in the past.
- Pupils in the KS2 class have developed useful skills in a range of subjects; they use their ICT skills to research about other countries in geography. They achieve good standards in art and design and technology and this helps their understanding in science and history. For instance, they demonstrate good recall of aspects of Viking life in history. Language and mathematical skills develop satisfactorily both of which they apply well in subjects such as geography.
- Links with parents and outside agencies are good. Links with partner schools are very good, particularly with KS1 pupils who return to their schools for one day every week. Good practice is evident in the continued links once pupils have returned permanently to their mainstream schools.

5.6 Partnership with parents and community, schools and other institutions

The quality of the school's partnership with parents and the community, schools and other institutions is good.

- The "Information for Parents" document, which equates to a Prospectus, gives a good account of school organisation, the curriculum and most of pupils' pastoral care. However, it does not describe the schools arrangements to ensure equal opportunities, arrangements for pupils with physical disabilities and does not provide attendance data or results of standard assessment tests. These are required by statute.

- Parents provide satisfactory support to the school by listening to reading, assisting on trips and through the Parent Teacher Association PTA that organises events and successfully raises money.
- There is a good and mutually beneficial partnership with the community. The school makes good use of visits to local enterprises and receives significant sponsorship for school ventures. The school collects for local charities, undertakes carol singing in the community and distributes Harvest Festival gifts to the elderly.
- Links with schools and other institutions are very good. Regular meetings of the primary cluster group enable constructive discussion of matters of local concern and lead to good liaison with the LEA.
- There are good opportunities for pupils to visit the local secondary school, reciprocal exchanges between staff and curriculum based projects that span Y6 and Y7 in all core subjects greatly ease the transition to the secondary phase of education.
- There are well-established links with Initial Teacher Training Institutes and regular use of trainee teachers. Different personalities in the classrooms also enhance pupils' social skills.

5.7 Partnership with industry

Partnership with industry is very good.

- The school makes very good use of visits to local businesses and of personnel from them to inform pupils about the nature of the workplace, health and safety matters and of the expectations employers will have in respect of both educational and personal attributes.
- Teachers take advantage of placements in industry to broaden pupils' horizons and use the experiences gained to enhance classroom discussion.
- A well-established and supportive association with an education business partnership helps focus the links with industry and maximises the benefit for pupils and staff.
- The partnership with industry provides substance for classroom activities, clarifies the relationship between curriculum studies and work and enhances pupils' development.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

The quality of self-evaluation and planning for improvement is very good.

- The school displays a positive, self-critical culture in its work. Through self-evaluation and planning it has successfully and consistently raised standards of achievement in both key stages. The school has also successfully addressed the key issues for improvement identified in the last inspection report.

- The school's aims are to establish a partnership between school and the community and to create a learning environment that meets the individual needs of pupils and provides equality of opportunity for all. It has successfully established very good links with parents and the community and has created a happy, secure and caring environment where pupils' individual needs are recognised and met. Equality of opportunity for all is evident in all aspects of the school's life.
- The school makes good use of NC assessment tests and together with information obtained from its own assessment procedures sets targets for pupils.
- Curriculum co-ordinators have been effective in ensuring a broad and balanced curriculum and, since the last inspection, good quality policy documents and schemes of work are in place.
- The school development plan (SDP) identifies clearly the priorities for development together with a realistic time scale for completion. Priorities are costed, and monitoring is effectively undertaken by the headteacher who keeps the GB fully informed.

6.2 Leadership and efficiency

The quality of leadership is very good and the school is very efficiently managed.

- The headteacher provides very good professional leadership that has given the school a clear sense of purpose and direction. The headteacher's charismatic influence is evident in all aspects of school life.
- The headteacher is well supported by all staff, including non-teaching staff, and a strong sense of teamwork is evident in the school. Communication links within the school, with parents and the community are a strong feature of the school.
- The governing body is kept well informed by the headteacher and is actively involved in school development. The chair of the GB has a close working relationship with the headteacher and this ensures that the governing body fully supports the school. Individual governor expertise is well use and, as a body, they are proud of what the school achieves.
- The governing body appreciates the importance of developing pupils' academic and personal skills and has invested in classroom support assistants and support teachers wherever possible. This has made a significant impact on standards.
- Curriculum co-ordinators effectively monitor support colleagues, and the headteacher monitors the teaching.
- The school budgets systematically for new expenditure and has recently been successful in establishing a computer suite through community links. This enables adults to use the facilities on one morning a week and pupils at other times. Governors have an overview of financial resources and ensure that they are managed to meet the priorities identified in the SDP.

- The SDP is put together after evaluating the previous year's plan and in consultation with staff. The GB review the plan and, after discussion, make changes as necessary. The plans are routinely monitored and the GB kept fully informed. Overall, the school gives good value for money.
- Routine administration of the school is undertaken efficiently by the school administrative officer, and the school runs efficiently on a day to day basis.

6.3 Staffing, accommodation and learning resources

The school is well staffed, accommodation is very good and learning resources satisfactory.

- Staff are suitably qualified and experienced. Responsibilities are appropriately allocated and all staff have regularly attended professional development courses and this has proved beneficial.
- The school benefits from generous accommodation that is very well maintained. It is a pleasant, spacious learning environment, well enhanced by displays of pupils' work and photographs celebrating their achievements.
- The school is suitably resourced to meet the needs of the NC and religious education. They recently established computer suite and the generous spaces outside the classrooms provide good facilities for small group work. Pupils have access to a good range of books, both to promote reading for pleasure and to support their learning.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The overall quality of the educational provision for under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's learning. Baseline assessment indicates that overall attainment on entry for the majority of pupils is below average.

Language, Literacy and Communications Skills.

Overall children's development in language, literacy and communication is good. They make good progress from a low baseline.

Good features

- Nursery children (three-four year old children) listen carefully to stories and are beginning to understand that written symbols have sound and meaning. They enjoy reciting simple rhymes and songs in English and Welsh. They confidently use a variety of instruments to make marks on paper both formally and incidentally in play.

- Reception children (four and five year old children) listen intently and speak willingly; the more able speak confidently and clearly using appropriate vocabulary. The majority can read familiar words and sentences; more able children are making good progress with their reading. They are developing a satisfactory idea of writing patterns. The more able can underwrite and copy sentences. They are making satisfactory progress in understanding a basic Welsh vocabulary.

Personal and Social Development

Children's personal and social development is very good.

Good features

- Nursery children settle into school very well, they respond confidently to school routines and interact well with their older peers. They make good progress in their ability to play together and in exercising self-control and regard for others. When playing in the sand or water they share equipment and take turns appropriately. They take responsibility for their personal hygiene. They feel secure, valued and respected.
- Reception children follow instructions very well and undertake responsibilities in the classroom in a sensible and confident manner. They take initiative, collaborate well and persevere in their learning. They work independently or share their ideas, and work together well when undertaking structured play activities.

Mathematical Development

Children's mathematical development is good.

Good features

- Nursery children can count and read numbers up to five and beyond. They can recognise and match numbers to six. They can sequence/match shapes and can compare objects according to size, colour and shape. They are developing a generally good concept of number through a range of practical activities.
- Reception children recognise and order numbers to 20. They can name 3D and 2D shapes. The more able can add and subtract two numbers. Their mathematical vocabulary is developing generally well.

Knowledge and Understanding of the world

Children's knowledge and understanding of the world is good.

Good features

- Nursery children can talk about their families. They explore and recognise features of living things. They experiment with a variety of materials to find out why things happen.

- Reception children can talk about past and present events and some features of their local environment. They know why you need electricity to make things work. They can talk about people in school who help them in school. They can use the mouse on the computer satisfactorily.

Physical Development

Children's physical development is good.

Good features

- Nursery children's fine motor skills are developing well; generally, they use scissors, glue and crayons competently. Children are developing good physical control and they move safely and with due regard to others. Their gross motor skills are developing well, children move very confidently with increasing co-ordination during lessons.
- Reception children's manipulative skills are developing well, they can use scissors, brushes, fingers and crayons competently. The more able develop good pencil skills.

Creative Development

Children's creative development is good.

Good features

- Nursery children enjoy singing a number of rhymes and songs in English and Welsh. They print and use paint to experiment with shape and colour. When having a tea party they adopt a role easily.
- Reception children can choose and use a range of materials to make a celebration cake. They use paint to make generally good representations of teddy bears and some colourful pictures of daffodils. They can name and play some simple percussion instruments.

Shortcomings

- A significant number of pupils in reception have underdeveloped writing skills and show limited fine motor skills when handling toys, pencils and other equipment.

English

Standards of achievement are satisfactory in both KS1 and KS2. All pupils, including those with SEN, make satisfactory progress.

Good features

- Pupils listen attentively to their teachers and to other pupils in discussion.

- Pupils' speaking skills develop well across the school. They respond willingly and the more able answer questions fully and at length. Pupils of all abilities speak with confidence, both informally and formally. The more able speak with clarity and expression, for instance, when speaking or reading aloud in assembly. They engage confidently in role-play and respond well to each other's performance.
- The majority of KS1 pupils make satisfactory progress in reading across the key stage. All pupils are well matched to the books they read and pay good attention to punctuation. A significant number of the more able pupils make good progress, read accurately and with expression using advanced word building skills.
- Pupils in KS2 generally read accurately and with some fluency and expression. The more able are knowledgeable about books and can discuss the characters and predict what might happen next. The standard of reading of the more able pupils at the end of the key stage is good; at this stage they read silently with understanding and at speed.
- In KS1, pupils make generally satisfactory progress both in the amount of and the quality of their writing. Pupils write for a good range of purposes and in subjects across the curriculum.
- Pupils in KS2 write with some control and with generally satisfactory regard for punctuation. Older more able pupils write well and at length. They write using a wide vocabulary, punctuate well and use paragraphs appropriately.
- An initiative to improve the reading of a number of younger KS2 pupils is having a positive impact on standards. Strategies to improve spelling are satisfactory.

Shortcomings

- A significant number of pupils' comprehension skills and higher reading skills are limited.
- With some exceptions pupils' ability to write at length, to use a varied vocabulary and structure a piece of writing well are underdeveloped.
- The ability of a significant number of pupils to write legibly neatly and fluently is underdeveloped.

Mathematics

Standards of achievement are satisfactory in KS1 and KS2. All pupils, including those with SEN, make satisfactory progress.

Good features

- Pupils in KS1 can add and subtract numbers to 10 and know the difference between odd and even numbers. More able pupils have good mental skills are making good progress.

- More able pupils in KS1 can add and subtract money involving single coins and recognise the importance of zero.
- Most pupils in KS1 recognise basic two and three-dimensional shapes. The more able recognise that angles are a measure of turn and recognise quarter and half turns.
- By the end of KS1, most pupils understand the basic mathematical language of “heavier than” and “longer than” and the more able pupils can measure length and determine the shortest line.
- More able pupils in KS1 can construct simple bar graphs and answer questions based on what they have drawn, such as the height of growing plants on successive days.
- By the end of KS2, most pupils understand place value and the principle of rounding-up and rounding-down. More able pupils confidently use their mental skills to solve multiplication and division problems.
- By the end of Y6, most pupils can name and identify a range of two and three-dimensional shapes and describe their properties. The more able Y6 pupils can distinguish between a number of different quadrilaterals, such as squares, rectangles and parallelograms.
- Pupils in KS2 have a satisfactory understanding of simple fractions, and the older, more able show a good understanding of the relationships between fractions, decimals and percentages.
- By the end of KS2, pupils are familiar with the meaning of area and perimeter. More able pupils calculate area by counting squares and perimeter by addition.
- Pupils in KS2 collect data and record them using a frequency table. More able pupils understand the concepts of mode and median, and the idea of probability.

Shortcomings

- There are a significant number of pupils in both key stages whose mathematical skills are unsatisfactory which adversely affects their ability to undertake mental calculations, handle number and solve problems.
- Pupils in both key stages lack accuracy in their work as for example, in KS2 when measuring angles. Lack of accuracy in pupils written work also results in basic errors in mathematical calculations.
- Pupils’ ICT skills are underdeveloped and insufficiently used to consolidate learning and as a means of extending the more able.

Science

Standards of achievement are good in KS1 and KS2. All pupils, including those with SEN, make good progress.

Good features

- Pupils in KS1 have good observational skills and group objects according to their properties. When prompted, the more able pupils make useful suggestions as to how classroom experiments can be set up. The more able pupils draw realistic conclusions based on what they see and hear.
- By the end of KS2, pupils undertake experiments sensible and carefully. They co-operate well in groups and draw realistic conclusions based on the available evidence.
- Pupils in KS1 distinguish between living and non-living things and know the habitats of some familiar animals. Most pupils can name the parts of the human body and the major sense organs.
- Pupils in KS2 know that green plants are the basis of food chains, and the more able pupils know the major organs of flowers and how structure is related to function. Pupils can name the main stages in plant life cycles and know that there are different ways in which seeds are dispersed. Pupils in KS2 have a good understanding of basic life processes and what constitutes a healthy life style.
- Pupils in KS1 can distinguish between natural and man-made materials and the more able know that the properties of some materials determine the use that can be made of them. They can distinguish between materials that are useful in keeping warm and those that are waterproof.
- By the end of KS2, pupils understand the concept of change and most pupils know that whilst some changes, such as the freezing of water is reversible, other changes, such as candles burning are irreversible. Older and more able pupils know that some materials are soluble in water and that their properties can be used to separate mixtures of substances.
- Pupils in KS1 know that pushes and pulls are forces and that the rate at which blocks travel down a slope is dependent on the angle of the slope. They know that there are different sources of light and that sounds can be made in different ways. By the end of Y2, pupils know that kitchen appliances need electricity and are aware of the dangers of mains electricity.
- Pupils in KS2 can construct electrical circuits and know that whilst metals are good conductors of electricity other materials like rubber and plastic are poor conductors and are useful as insulators. Pupils know that light travels from a source and that there are different sources of light. These pupils know that the sun is a source of light and that the movement of the earth relative to the sun brings about day and night.
- By the end of the key stage pupils know that gravity is a force that attracts objects towards the centre of the earth. Pupils know that the free fall of objects is slowed down by air resistance.

- Pupils' numeracy skills are enhanced through their science activities through such activities as measuring of length and time.

Shortcomings

- Pupils' developing ICT skills are underdeveloped including pupils ability to use computers to record data.

Welsh second language

Standards of achievement are satisfactory in KS1 and KS2. All pupils, including those with SEN, make satisfactory progress.

Good features

- Pupils in KS1 understand basic commands spoken by their teachers, and respond appropriately, both non-verbally and occasionally by word or short phrase when prompted by their teacher.
- Pupils in KS1 recognise some familiar words and phrases in "big books" and those displayed by their teacher. More able pupils are beginning to understand and use familiar words and phrases, as when describing the weather.
- Towards the end of KS1, more able pupils are beginning to write in Welsh, as when describing their likes and dislikes.
- By the end of KS2, pupils have a vocabulary that enables them to respond appropriately to their teacher's questions, such as when describing their school activities. The majority of pupils in Y5 and Y6 have satisfactory pronunciation skills and engage in dialogue confidently.
- The written work in KS2, at best, is well formed, grammatically correct with satisfactory use of punctuation. More able pupils in Y6 produce some extended writing, as when describing fireworks night.
- More able pupils in Y5 and Y6 read simple phrases and sentences, and understand the main focus of what they read. The school displays a very positive attitude to the language and this extends to the display of words and phrases about the school, as well as the use of incidental Welsh.
- Collective worship is conducted through the medium of Welsh on a Monday and pupils know Welsh hymns and prayers, including the Lords Prayer.

Shortcomings

- Pupils in both key stages have a limited Welsh vocabulary, including the more able pupils in Y5 and Y6 who need considerable prompting when speaking and reading basis Welsh words and phrases.

- Pupils' oral skills are underdeveloped as there are insufficient regular opportunities for pupils to practise their language skills during the day.

Design and technology

Standards of achievement are good in both KS1 and KS2. All pupils, including those with SEN, make good progress.

Good features

- Pupils, of all ages, have good basic skills of measuring, cutting and joining materials. Those in KS1 cut paper and card accurately using scissors and give valid reasons for selecting glue or sellotape for fixing their materials.
- Most pupils in KS1 put forward suggestions and ideas for their designs based on the story they are developing. They use a range of different designs and the more able talk about their models and incorporate them into their story.
- Pupils in KS2 draw on a variety of sources to generate ideas as, for example, when considering the best design for a bridge construction. Tasks are clearly identified and the designs consist of annotated diagrams that also indicate dimensions.
- More able pupils in KS2 try out different designs and test their models, and make adaptations in light of their findings. They learn that different shapes can be used to strengthen elements and that certain glues are more appropriate than others to fix paper or wood.
- Pupils in Y5 and Y6 realise the importance of accurate measurement as when making wheel axles for a land yacht. They test their designs and evaluate their artefacts.
- Pupils in Y5 and Y6 incorporate motors and pulleys into their models and make good use of their knowledge and understanding of electrical circuits gained in science to power their models.

Shortcomings

There are no significant shortcomings but too little use is made of pupils' developing ICT skills to enhance their learning.

Information technology

Standards of achievement are satisfactory in KS1 and KS2. All pupils, including those with SEN, make satisfactory progress.

Good features

- The recently established computer suite and the emphasis given to developing pupils' IT skills are enabling pupils to make good progress.
- Pupils in KS1 have well-developed keyboard skills. They control the mouse confidently and are familiar with a range of icons. They use their computers to produce coloured pictures and direct their computers to print their finished products.
- Pupils of all abilities, when supported by an adult, are able to move images on the screen, such as dressing Teddy and to sequence story lines.
- Pupils in KS2 have good word processing skills and by the end of the key stage many have well-developed keyboard skills. Pupils in Y5 and Y6 print directly onto the screen and redraft their work as necessary.
- Pupils in KS2 can incorporate pictures and print into their finished products, such as when making Christmas cards. They use the different icons confidently and move images around the screen to produced the desired effects. They print their designs and can store their work.

Shortcomings

- Insufficient use is made of ICT to support learning across the curriculum and to enable pupils to become independent learners.
- Pupils are not sufficiently discriminating when searching for information and consequently the information downloaded is not always sufficiently relevant.
- In some instances in KS2, pupils' keyboard skills are underdeveloped resulting in them taking too long in in-putting information.

History

Standards of achievement are satisfactory in KS1 and KS2. All pupils, including those with SEN, make satisfactory progress.

Good features

- Pupils of all abilities in KS1 are developing a good idea of past and present. They sequence objects such as irons in order of age and compare their use today with that of the past.
- Pupils in KS1 are developing an appropriate historical vocabulary. They can compare the contents of a Christmas stocking today with that in World War 2 generally well. The more able can describe orally how it would feel to be an evacuee at Christmas.

- Younger and more able pupils in KS2 recall facts about the Tudor Kings and Queens generally well. They are able to discuss accurately the difference between ways of life of rich and poor during the period.
- Older KS2 pupils talk knowledgeably about the mining industry in the locality. They have a well-developed understanding of the working life of people in the Rhondda in the nineteenth century. Their understanding has been enhanced by first hand experiences. Older abler pupils are beginning to develop useful enquiry skills and their general knowledge of local history is satisfactory.
- A range of worthwhile visits and visitors to the school enhances pupils' abilities.

Shortcomings

- A significant number of pupils' chronological understanding is underdeveloped. At times pupils' recall of the period studied is uncertain.
- Pupils' ability to use their enquiry skills to undertake research is limited.

Geography

Standards of achievements are satisfactory in KS1 and good at KS2. All pupils, including those with SEN, make satisfactory progress in KS1 and good progress in KS2.

Good features

- Pupils in both key stages make good progress in developing a good geographical vocabulary and use and understand geographical terms appropriately.
- Pupils in KS1 can talk about features of their locality and where they live in Glyncoch. They can describe their journey to school. The more able accurately show where they live on a map of Britain.
- Younger KS2 pupils are beginning to use research skills to find out about climate in different part of the world. The more able are generally knowledgeable about the weather and discuss aspects of it using appropriate vocabulary.
- Older KS2 pupils have a generally good geographical knowledge of their locality, Wales and the wider world. They identify river systems in Britain and the world well. Pupils make good use of atlases. They are beginning to use the computer to find out about rivers in other countries.
- Pupils' mapping work skills are developing generally well across KS2. Older pupils can use four figure grid references to locate places and features of their locality and use maps to gather information. They use the key appropriately when discussing features of their locality on an OS map.

- Pupils in KS2 make good use of their numeracy skills in this subject, for instance in comparing the climate of Pontypridd with Barbados they demonstrate their findings using line and bar graphs. They use a range of measuring equipment to make accurate recordings.
- When KS2 pupils' work is directly related to fieldwork their ability to discuss, recall and explain aspects of the work covered is particularly good. The most able discuss at length aspects of a field study of the River Taff and apply the findings to their general knowledge of rivers and other physical features.

Shortcomings

- Pupils in KS1 do not make sufficient maps and plans to develop their mapping skills.
- A significant number of pupils in KS1 have limited knowledge of a contrasting locality in Wales or elsewhere.

Art

Standards of achievement are satisfactory in KS1 and good in KS2. All pupils, including those with SEN, make satisfactory progress in KS1 and good progress in KS2.

Good features

- KS1 pupils' skills and knowledge of line, shape and form develop satisfactorily and they produce increasingly detailed work. They are beginning to colour mix effectively with some pleasing effects for instance, when representing the story of Rama and Sita. They can discuss their work and compare it with that of others generally well.
- In KS2, pupils make good use of sketchbooks to plan their work as well as using a range of media to draw from direct observation. They make good progress in sketching, particularly in the use of pencil to illustrate shape, tone and shading effectively.
- Younger KS2 pupils work with a range of media and produce some well-observed portraits.
- Extra-curricular activities and the use of a local artist have a good impact on pupils' skills. KS2 pupils handle clay competently; they make effective pots and models, using well-developed manipulative skills. They plan and undertake their work carefully with good attention to shape and form when making 3D clay models of angels. They use a range of tools and talk knowledgeably about their work.
- Older KS2 pupils are developing their observational skills generally well. In their work on autumn, they have made good use of their sketches in the field to inform their final drawings. Their colour mixing skills and good use of brush work result in paintings of a good to standard illustrate a poem on autumn. They can discuss and compare their work with that of others generally well. These pupils are familiar with the work of Welsh artists.

Shortcomings

- Pupils use of ICT to support their work is underdeveloped.
- At times, particularly in KS1, pupils' observational skills are underdeveloped.

Music

Standards of achievement are good in KS1 and KS2. All pupils, including those with SEN, make good progress.

Good features

- In both key stages, pupils enjoy music and have positive attitudes towards the subject. They sing tunefully and appropriately to the mood and rhythm of the lyrics. They are acquiring a good repertoire of hymns and songs.
- Pupils are developing good listening skills; they listen attentively to a range of music from Wales, as well as from other countries and periods of history.
- In KS1, pupils can name, play and handle untuned percussion instruments confidently and are developing a good idea of different sounds. Older, more able pupils demonstrate good technical competence when playing. Pupils collaborate well on a simple composition producing a range of sounds which they perform generally well. They evaluate each other's performance in a constructive and mature way.
- Younger KS2 pupils are beginning to develop a good musical vocabulary. They understand the value of notes, compose a simple sound picture well using tuned and untuned instruments. They demonstrate a good awareness of rhythm and pitch and play confidently and sensitively. They record compositions in graphical form and evaluate their performance.

Shortcomings

There are no significant shortcomings.

Physical education

Standards of achievement are good in KS1 and KS2. All pupils, including those with SEN, make good progress.

Good features

- Pupils in KS1 engage in a range of suitably rigorous warm-up activities sensibly and safely. Most pupils are beginning to appreciate the importance of warm-up and cool-down activities.

- Pupils in KS1 show good ball control skills, including throwing, catching and bouncing balls and they follow the rules of an activity. They improve their performance through practice and co-operate well when working in pairs and as part of a team.
- Pupils in KS2 perform a range of gymnastic activities on the floor and apparatus, displaying good control and a consistency of application. They begin to find solutions to different challenges and practice to improve their performance.
- Pupils in Y5 and Y6 know that exercise causes an increase in pulse rate and breathing and that regular exercise is important in maintaining a healthy life style. They know that warm-up activities are important in preparing muscles for activity.
- Pupils, in both key stages, benefit from a wide range of games activities including competitive activities. All pupils, including those in the special classes have access to the whole range of activities, and pupils in Y6 partake in outdoor and residential experiences.
- All pupils in Y5 and Y6 learn to swim and the school reports that the vast majority become proficient swimmers and engage in a range of life saving proficiencies.

Shortcomings

There are no significant shortcomings.

Religious education

Standards of achievement are satisfactory in KS1 and good in KS2. All pupils, including those with SEN, make satisfactory progress in KS1 and good progress in KS2. The school's scheme of work for religious education is based on the LEA locally agreed syllabus.

Good features

- Pupils in KS1 know the Christmas story and some important dates in the Christian year. They know that there are special days in their own lives such as birthdays.
- Pupils in KS1 can name events that make them happy or sad and name important people in their lives.
- More able pupils in KS1 know the story of Rama and Sita and the significance of Divali for Hindus.
- Pupils in KS2 know that churches and chapels are special places for Christians and that other faiths have their own special places. Pupils know that Muslims worship in mosques and Jews in synagogues.
- Pupils in KS2 know the significance of Christian artefacts found in churches, such as the Altar, Lectern and Chalice. They know the significance of lighted candles and that other religions have their own artefacts.

- More able pupils in KS2 can compare and contrast other religions including Judaism and Islam with Christianity. They know that Mecca is an important place for Muslims and that they aspire to make a pilgrimage to Mecca during their lifetime.
- Pupils in KS2 also study the lives of famous Christians and their contribution to current thought and ideas, for example, Martin Luther King and his influence on racism.
- Collective worship extends pupils' ideas of how people's faiths affect their lives. During the inspection, the story of Mary Jones was used to illustrate her commitment to obtaining a Bible.

Shortcomings

- Pupils' knowledge and understanding of the stories in the New Testament are limited.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

The last inspection in 1997 identified the following key issues, namely the need to:

- raise standards in English, especially in writing and oral work, and in mathematics, so that levels of attainment are closer to national expectations;
- improve standards in those aspects of design and technology and IT identified as unsatisfactory in this report;
- work to improve the level of pupils' learning skills, particularly their ability to concentrate, to retain information and to work more independently, both individually and collaboratively;
- develop a clear framework for the assessment of pupils' achievements and for the close monitoring of their progress, and ensure that pupils consistently receive advice about how they can improve their work;
- increase the focus of management, at all levels in the school, on the outcomes of provision in terms of the standards that pupils achieve and set measurable targets for improvement;
- develop and implement schemes of work in the full range of statutory subjects and increase the role of curriculum co-ordinators in monitoring standards;
- continue to promote a purposeful ethos, emphasising positive attitudes and values, within the school and the community, and translate this into higher standards of attainment.

Since the last inspection, the school has made good progress in addressing the key issues.

- (i) standards of attainment in English and mathematics have consistently been improved since the last inspection however, there is still room for improvement;
- (ii) standards in design and technology are now good; they are satisfactory in IT;
- (iii) pupils generally concentrate well in class, however more is required to be done to develop pupils' learning skills and their ability to work independently;
- (iv) the school has developed a clear framework for the assessment of pupils' achievements and to monitor their progress. Some further refinements are necessary to ensure that pupils are consistently informed as to how their work can be improved;
- (v) the school has developed a good management structure, clearly focusing on pupils' achievements;
- (vi) schemes of work are in place for all NC subjects and religious education. Curriculum co-ordinators are effectively monitoring standards;
- (vii) the school has continued to promote a purposeful ethos emphasising positive attitudes and values, and standards of attainment have consistently improved.

8.2 Key issues for action

The school needs to:

1. Raise standards by addressing the shortcomings identified in the subject reports and especially to improve the quality of writing across the curriculum.
2. Develop further the use made of assessment so as to
 - (i) identify specific targets for all pupils and provide additional support where possible;
 - (ii) ensure that tasks are well matched to pupils' needs and prior attainment;
 - (iii) develop pupils independent thinking and learning skills.
3. Improve the quality of teaching further by ensuring that
 - (i) all lessons have clear learning objectives that are shared with pupils;
 - (ii) lessons proceed at a lively pace and incorporate teaching strategies that maintain pupils' interest and motivation;
 - (iii) pupils' work is marked in a way that indicates how improvements can be made.
4. Develop a whole school strategy for the progressive development of key skills across the curriculum and in both key stages.

APPENDIX

A. Basic information about the school

Name of School	Cefn Primary School
School type	Community
Age -range of pupils	3-11
Address of school	Greenfield Avenue Glyncoch Pontypridd, Rhondda Cynon Taff
Post-Code	CF37 3BD
Telephone Number	01443 486826

Headteacher	Mr David R Davies
Date of appointment	April 1996
Chair of Governors/ Appropriate Authority	Miss Elizabeth Williams
Registered Inspector	Mr E R Morgan
Dates of inspection	2 – 5 th December 2002.

B. School data and indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	18	18	19	17	15	13	15	18	133

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	0.3	8.3

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	25:1
Pupil : adult (fte) ratio in nursery classes	9:1
Pupil : adult (fte) ratio in special classes	3:1
Average class size, excluding nursery and special classes	25
Teacher (fte) : class ratio	0.84:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	100	93	93	94
Term 2	80	85	90	85
Term 3	89	90	88	89

Percentage of pupils entitled to free school meals	71%
Number of pupils excluded during 12 months prior to inspection	3

C. Results of National Curriculum assessments and public examinations

END OF KEY STAGE 1: 2002

National Curriculum Assessment KS 1 Results: 2002			Number of pupils in Y2:14					
Percentage of pupils at each level			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	0	7	64	29	0
		National	0	4	13	62	21	0
EN: Reading	Teacher Assessment	School	0	0	7	64	29	0
		National	0	4	13	54	29	0
EN: Writing	Teacher Assessment	School	0	0	21	64	14	0
		National	0	5	13	70	12	0
EN: Speaking and listening	Teacher Assessment	School	0	0	7	57	36	0
		National	0	3	11	63	23	0
MATHEMATICS	Teacher Assessment	School	0	0	0	79	21	0
		National	0	2	9	60	29	0
SCIENCE	Teacher Assessment	School	0	0	0	86	14	0
		National	0	2	10	67	21	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	85	In Wales:	81

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

NATIONAL CURRICULUM ASSESSMENT RESULTS

END OF KEY STAGE 2: 2002

National Curriculum Assessment KS 2 Results: 2002							Number of pupils in Y6:20					
Percentage of pupils at each level												
			D	A	N	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	5	0	10	80	5	0
		National	0	0	1	0	1	6	19	48	25	0
	Test/Task	School	0	0	5	0	0	0	25	60	10	0
		National	0	2	2	0	0	4	14	47	31	0
Mathematics	Teacher assessment	School	0	0	0	0	0	10	5	75	10	0
		National	0	0	1	0	1	4	19	47	28	0
	Test/Task	School	0	0	0	0	0	10	30	50	10	0
		National	0	2	1	0	0	4	18	42	32	0
Science	Teacher assessment	School	0	0	0	0	0	5	5	85	5	0
		National	0	0	1	0	0	3	15	52	29	0
	Test/Task	School	0	0	0	0	0	0	20	65	15	0
		National	0	2	0	0	0	2	13	51	31	0

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	63	In the school:	50
In Wales:	68	In Wales:	68

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

D. Evidence base of the inspection

The inspection was carried out by a team of three inspectors over a four day period. The report was based on evidence from:

- the observation of 36 lessons or sessions;
- listening to a representative sample of pupils reading;
- discussion with groups of pupils to ascertain their knowledge and understanding of subjects and to seek their views of the school;
- the scrutiny of teachers' plans, assessment records and co-ordinators' documents;
- the scrutiny of other school documents;
- interviews with the teaching staff about their roles and responsibilities;
- discussion with the headteacher;
- pre-inspection meeting with staff, governing body and parents;
- attendance at a staff meeting;
- the analysis of questionnaires returned by parents;
- the observation of pupils' behaviour in lessons, in and around the school at break times, lunch times and before and after school;
- attendance at school assemblies and acts of collective worship;
- the observation of a range of extra-curricular activities;
- tour of school building and grounds.

E. Composition and responsibilities of the inspection team

Name	Aspect	Subject
Mr E R Morgan Registered Inspector	The school and its priorities. The main findings of the report. Standards achieved in subjects and areas of learning. Attendance Curriculum Quality of teaching Quality of self-evaluation and planning for improvement. Leadership and efficiency Staffing, accommodation and learning resources. Progress since the last inspection. Key Issues for action.	Mathematics Science Welsh second language Design and technology Information technology Physical Education Religious Education
Mrs Delyth Parris Team Inspector	Standards achieved in key skills across the curriculum. Behaviour and attitudes. Assessment, recording and reporting. Support, guidance and pupils' welfare. Provision for pupils with Special Educational Needs	Early Years English History Geography Art Music
Dr M Snow Lay Inspector	Pupils' spiritual, moral, social and cultural development Partnership with parents and community, schools and other institutions. Partnership with industry.	

The inspection team would like to thank the headteacher, staff, governing body, parents and pupils of the school for their hospitality, courtesy and co-operation throughout the inspection.