

**Inspection under Section 10 of the  
Schools Inspections Act 1996**

**Cefn Onn Primary School  
Llangranog Road  
Cardiff  
CF14 5BL**

**School Number: 681/2063**

**Date of Inspection: 31 October – 2 November 2005**

**by**

**Dr Jim Hewitt  
79243**

**Date: 06 January 2006**

**Under Estyn contract number: T062/05/P**

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Cefn Onn Primary School was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Cefn Onn Primary School took place between 31 October and 2 November 2005. An independent team of inspectors, led by Dr. Jim Hewitt, 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

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

**There are three types of inspection.**

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

For short inspections, there are no subject sections.

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 the school receives, mainly on the basis of past performance. Most schools receive a standard inspection 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 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain 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. Cefn Onn Primary School, which is situated on the outskirts of Cardiff, caters for pupils between three and eleven years of age. The school shares a site with a Welsh medium primary school. The vast majority of pupils come from the immediate area, an old council estate with few facilities, that is a mixture of owner occupied and rented accommodation. There is a significant youth nuisance factor. Eighteen per cent of pupils receive free school meals.
2. The number of pupils has gradually declined over the last ten years by 50 per cent; with a significant fall in the last two years. Currently there are 183 boys and girls on roll including 17 part-time nursery children. They are organised into seven mixed ability classes and a nursery. Ability levels on entry to school are similar to or below the local average and many children have limited life experiences. A significant proportion enter the school with linguistic and communication difficulties. English is the home language of all pupils. No pupils speak Welsh as a first language. There are 10 pupils who have English as an additional language. Eleven per cent of pupils come from ethnic minority backgrounds.
3. The school identifies 33 pupils (19 per cent) as having special educational needs [SEN]. This is below the national average. Fourteen pupils have statements outlining their special educational need. The school is also funded to provide a resource base for 12 of these pupils who have hearing impairments. The National Curriculum has been slightly modified for these pupils in order to give them additional specialist provision.
4. The current head teacher was in post at the school when it was last inspected in November 1999.

### The school's priorities and targets

5. The school's stated aims and objectives are to:
  - provide a safe, secure environment where everyone is encouraged to contribute to school life and develop without fear of failure;
  - offer a curriculum that is challenging, stimulating, broad and balanced for all pupils, yet relevant to individual pupil needs;
  - have clear channels of communication both within the school and with other local schools and to provide staff with appropriate training;
  - provide a stimulating and well maintained environment both inside and outside the school and plan for the effective use of space;
  - use a variety of expertise, knowledge and experience within the community to enhance the education of children;
  - create a stimulating learning environment and ensure excellence with flexibility in teaching and learning;

- ensure that there are sufficient resources to achieve a clearly defined and measurable improvement in performance within the school and ensure value for money.
6. The school's priorities for improvement outlined in the school improvement plan for 2005/6 are to:
- increase the percentage of pupils in year 2 and year 6 achieving either level 2 or level 4 across all three subjects;
  - review the science policy and schemes of work and ensure progression in scientific skills;
  - produce a personal and social education policy [PSE] policy and scheme of work and ensure progression in personal and social skills;
  - develop further pupils' key skills in literacy, numeracy and information and communications technology [ICT] across the curriculum;
  - encourage positive learning habits;
  - ensure that there is effective and comprehensive use of resources to provide a focussed educational environment.

## Summary

7. Cefn Onn Primary School is an inclusive and improving school that has many good features. It has effectively begun the process of addressing those areas that it currently identifies as being of main concern. There is a close match between the judgements made in the school's self-evaluation report and those made by the inspection team. One unique and very strong feature of the school is the provision for pupils with severe hearing impairments and the positive and supportive attitudes this has generated throughout the school.

### Table of grades awarded

Key question	Inspection grade
1. How well do learners achieve?	3
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?	3
4. How well are learners cared for, guided and supported?	3
5. How effective are leadership and strategic management?	3
6. How well do leaders and managers evaluate and improve quality and standards?	3
7. How efficient are leaders and managers in using resources?	3

### Standards

#### Early Years

8. In the Early Years, standards in the areas of learning are as follows:

Language, literacy and communication	2
Personal and social development	2
Mathematical development	2
Knowledge and understanding of the world	3
Creative development	3
Physical development	2

#### Subjects

9. In key stage 1 and 2 standards in the subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
English	2	3
Mathematics	2	3
Information technology	2	2
Geography	2	3
Music	2	2

10. During the time of the inspection, pupils' standards of achievement in the lessons observed are as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
0%	64%	36%	0%	0%

11. Pupils' standards of achievement in the areas of learning and subjects inspected are well above the Welsh Assembly Government's targets of 95 per cent of standards to be satisfactory and 50 per cent to be good. Standards were at their best in key stage 2 where 75 per cent of the lessons observed were good with no important shortcomings.
12. The educational provision for the under-fives has some weaknesses, but there is evidence that these weaknesses can soon be put right. Weaknesses relate specifically to shortcomings in creative development and in knowledge and understanding of the world resulting, in part, from a lack of use of the outdoor area. Overall, children make good progress from a low starting point and by the end of the reception year are suitably adjusted to school life.
13. Pupils with additional learning needs, including those with SEN or with potential behavioural problems and those looked after by the local authority, make good progress. They integrate fully with other pupils and cope well with the work given. In particular, pupils with severe hearing impairment receive very good support enabling them to cope in a mainstream setting and make good progress in their academic, personal and social development. The majority of pupils, regardless of age, gender, ability or ethnicity make good progress and achieve the targets set for them.
14. Overall, pupils' standards and progress in the use of key skills across the curriculum have good features that outweigh shortcomings. Mathematical skills are used appropriately in some subjects in both key stages. Pupils are making increased use of information and communications technology (ICT) to enhance their work in a range of subjects through effective use of the new computer suite. Pupils with hearing impairments make very effective use of technology. Speaking skills are generally good, although not sufficiently rehearsed in lessons other than English or Welsh. Boys' listening and reading skills in key stage 2 are under developed. Creative skills are developed well through art and music in the school but problem-solving skills and independent research skills across the curriculum are under-developed. Pupils show good progress in their oral bilingual skills in using Welsh as a second language.
15. At key stage 1, end of key stage statutory assessment results in English, mathematics and science and the core subject indicator (which is based on the requirement to achieve at least level 2 in all three core subjects) show a fluctuating pattern over the past three years. In 2005, results slightly exceeded both LEA and national averages. Mathematics is particularly strong with 97 per cent of pupils gaining the expected level 2. When compared with similar schools across Wales (based upon the percentage of pupils entitled to receive free school meals) 2005 results were above average in English and

science, and well above average in mathematics. The core subject indicator demonstrates a generally increasing trend over the last three years. However, pupils' achievement in attaining a higher level 3 is consistently below the national average although there was some improvement in mathematics this year. The school is cautious in giving the higher grade unless it feels it is a secure judgement.

16. Results in key stage 2 tests have improved significantly over the last three years and now exceed national, but not local, averages for the core subject indicator (the requirement to gain at least level 4 in all three core subjects). In 2005, results in English were below both local and national averages; results in mathematics broadly matched them; results in science (not an inspected subject) were good with the school exceeding both local and national averages. The number of pupils' who achieved the higher level 5 was below the national average for mathematics, above the national average for English and well above for science. When compared to similar schools, Cefn Onn was below average in English, mathematics and the core subject indicator but above average in science.
17. At both key stages, girls considerably outperform the boys in all three core subjects. The difference is particularly marked in English where boys' attainment is low.
18. Pupils behave well and show a great deal of respect towards others and especially to their hearing impaired friends whom they always include in their activities. Many pupils have positive attitudes to learning and try hard to improve, concentrating well in lessons and whole school activities. They are at an early stage in developing their independent working and collaborative skills. Some enjoy taking responsibility and express their views honestly as members of the school council, the eco committee or in their role as school prefects. Pupils are taking their first steps in evaluating their own progress, in setting personal targets and in developing strategies for improving performance.
19. Attendance has declined since the previous inspection and unauthorised absence is well above the national average.

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

20. In the lessons observed, the quality of teaching was as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
0%	76%	24%	0%	0%

21. The overall quality of teaching in the lessons observed exceeds the Welsh Assembly Government's targets of 72 per cent good or very good. Much good practice is evident in key stage 2 where 85 per cent of lessons had good features and no shortcomings. However, across the under-fives and key stage 1 classes, 35 per cent of lessons had good features which outweighed the shortcomings.

22. Notable strengths in teaching are the mutual respect and good working relationship established between staff and pupils, together with the frequent use of praise and encouragement to establish positive attitudes to learning. At key stage 2 and in the hearing resource bases [HRBs], it is consistently good. Generally, the work provided matches the good planning. Learning objectives are made clear to pupils at the outset. There are high expectations of achievement and behaviour. Considered questioning draws upon previous lessons and pupils' personal experiences to consolidate learning. A broad range of strategies and learning materials is used to engage all pupils' interest.
23. In some lessons teaching is less effective because it is overly teacher-directed and lessons lack pace. Pupils' progress is limited where they are not given the opportunity for practical independent enquiry, where more able pupils are not consistently challenged; or where material simply does not inspire or interest the boys.
24. Generally, teachers promote equality of opportunity well and use a good range of organisational strategies, providing pupils with opportunities to work as a whole class, in groups, or as individuals. Teachers have good subject knowledge and use this effectively to help pupils learn. Although identified in planning, the key skills and common requirements of the national curriculum are not consistently applied.
25. In all lessons the school makes good use of well-qualified and well trained classroom assistants to work alongside teachers to provide a supportive system for pupils.
26. Statutory tests and assessments are undertaken appropriately and legal requirements are fully met. The school has a policy for marking but this is not consistently applied. Comments made in pupils' workbooks provide encouragement but do not contain sufficient references to how pupils can improve their learning or enable pupils to set targets for themselves.
27. The school provides a good flow of information to parents on a range of issues. The quality of the end of year school reports is good. Appropriate information is provided to the secondary school on transfer.
28. Pupils receive equal access to a broad and balanced curriculum that meets all statutory requirements. No pupil, including those from the HRBs, is disadvantaged because of his or her background or ability. However, the curriculum for the Early Years has shortcomings in terms of time allocation for the six areas of learning. Although, the school has identified and taken measures to address the underachievement of boys, it does not consistently match activities to their needs or to those of more able pupils.
29. The school holds the Basic Skills Quality Award and is currently refining its policy for the inclusion of key skills across the curriculum. The arrangements to develop pupils' understanding of sustainable development and global

citizenship are good. The school has received the silver Eco-school award. Aspects of work-related education however, are underdeveloped.

30. Pupils visit places of interest within the locality. These provide additional opportunities to enhance their learning experiences. Good opportunities are provided for pupils to enhance and enrich their experience of music. The school provides a variety of learning experiences to develop pupils' moral, social and cultural awareness. However, collective worship does not always contain opportunities for reflection and consideration of issues within a wider spiritual context.
31. The school has a supportive Parent Teacher and Friends' Association that provides funds for the school through a variety activities.
32. The quality of care, support and guidance is good. The school gives a high priority to the pastoral care of all of its pupils regardless of social, educational, ethnic or linguistic background. However, there are important shortcomings in relation to the monitoring of attendance and punctuality. Health and safety is well addressed but there is a risk to hearing-impaired pupils at the end of school day when they have to cross a busy main road to reach their transport. Overall, however, the provision for pupils with severe hearing impairments is a unique and very strong feature and does much to enhance the general ethos of inclusivity in the school.

### **Leadership and management**

33. The head teacher provides strong leadership across the school. He has clarity of vision and a sound understanding of the order of priority for change. For example, he has effectively reorganised staffing provision at the end of key stage 2 to ensure that pupils are better prepared for their next phase of education.
34. The senior management team [SMT] has introduced and is continuing to develop several initiatives that are leading to a common vision of aims and priorities, a higher profile for the school in the community and an improvement in boys' attitudes to learning.
35. The governing body is supportive of the school but recognises that its involvement in monitoring and setting a strategic direction is at an early stage of development. The school takes due account of local and national priorities and there is a well-established system of performance management.
36. Subject leaders and co-ordinators work hard and support their colleagues well but their monitoring role is under developed and most have not had the opportunity to make strategic decisions about the deployment of resources.
37. There is an established process of self evaluation which has led to some initiatives which have helped to move the school forward. The grades given by the inspection team match those given by the school but although the

current report is accurate, it does not explore or evaluate identified shortcomings. Overall, good progress, as in the development of ICT across the curriculum, has been made in addressing the key issues for action identified during the last inspection. Some areas, however, have not been consistently addressed.

38. Generally, staff in the school are suitably qualified and experienced and are well deployed. Overall, there is an adequate range of resources matched to the varying needs and abilities of pupils. The new computer suite is very effective and the HRBs are well resourced and used. The accommodation in the early years is good but the recently developed outside area is not used to the best advantage to support learning in all classes. Accommodation overall is adequate for the number of pupils but some aspects of the fabric of the building need repair and there are difficulties resulting from sharing a site. The head teacher and governing body have suitable regard for the principles of best value and they carefully monitor the impact of major spending decisions. School administration is efficient and, overall, the school provides good value for money.

## Recommendations

39. In order to improve standards further, it is recommended that the school should:
- R1 Raise standards in English, geography and mathematics at key stage 2 and in the key skills of communication, numeracy and bilingualism throughout the school.
  - R2 Develop the monitoring role of subject leaders to ensure consistency in the teaching and learning of their subjects and help raise standards further.
  - R3 Ensure all teachers use assessment information consistently to match activities more closely to the needs, abilities and interests of all pupils, in particular boys and the more able.
  - R4 Improve pupils' knowledge of their own learning, making better use of target setting and marking.
  - R5 Review the organisation, planning and use of the outdoor area to provide all children in the under-fives classes with opportunities for independent learning and practical first hand experiences.
  - R6 Address the health and safety issue identified with the school.

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 3: Good features outweigh shortcomings

40. The findings of the inspection team match the judgements made by the school in its self-evaluation report.

#### Subjects and Early Years areas of learning

41. During the time of the inspection, standards of achievement in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	65%	35%	0%	0%

42. Pupils' standards of achievement in the areas of learning and subjects inspected are well above the Welsh Assembly Government's targets of 95 per cent of standards to be satisfactory and 50 per cent to be good. Standards were at their best in key stage 2 where 75 per cent of the lessons observed were good with no important shortcomings.
43. Overall, in both key stage 1 and key stage 2, pupils make steady progress and achieve acceptable standards in their knowledge, understanding and skills in the five subjects inspected. Examination of pupils' work in key stage 1 from the previous academic year, before a reorganisation of teaching staff, indicates that standards are good. However, discussion with the pupils, lesson observation and examination of this year's work indicates that there are some shortcomings. Conversely, in key stage 2, examination of the previous year's work indicates shortcomings. However, the standards achieved by pupils in this academic year following reorganisation, particularly in years 5 and 6, show an upward trend.
44. When children join the nursery class their ability levels are similar to or below the local average. Educational provision in the school ensures that pupils progress well in their knowledge, understanding and skills and, by the end of key stage 2, pupils achieve the targets set by the school and reach standards in line with the national average for English, mathematics and science. They are ready for the next phase of their education and have an appropriate understanding of what is expected of them academically, personally and socially.
45. The educational provision for the under-fives has some weaknesses, but there is evidence that these weaknesses can soon be put right. Children's knowledge and understanding of the world and their creative development have good features that outweigh shortcomings. One major shortcoming is that reception children fail to develop independent learning skills sufficiently

both in class and in the outdoor environment. Their work lacks originality, flair and a broad experience base.

46. In the Early Years, standards of achievement in the six areas of learning are as follows:

Language, literacy and communication	2
Personal and social development	2
Mathematical development	2
Knowledge and understanding of the world	3
Creative development	3
Physical development	2

47. The under-fives make steady progress and achieve appropriate standards in the use of their communication, mathematical and ICT skills across the curriculum. They play and work well together and have a clear understanding of the rules of behaviour. Their personal and social education skills are good. They are, however, at a very early stage in developing their bilingual skills in using and responding to simple Welsh words and phrases. Overall, children make good progress from a low starting point and by the end of the reception year are suitably adjusted to school life.

48. In key stage 1 and key stage 2, standards of achievement in the subjects identified for inspection are as follows:

Subject	Key Stage 1	Key Stage 2
English	2	3
Mathematics	2	3
Information technology	2	2
Geography	2	3
Music	2	2

49. Pupils with additional learning needs including those with SEN or potential behavioural problems and those looked after by the local authority make good progress. They integrate fully with other pupils and cope well with the work given.
50. When withdrawn for support work, SEN pupils enjoy their lessons; they understand the need for support and comment positively on their progress. In particular, pupils with severe hearing impairment receive very good support enabling them to cope in a mainstream setting and they make good progress in their academic, personal and social development.
51. Regardless of their social, ethnic, or linguistic background, most pupils make appropriate progress during their time at Cefn Onn School. However, individually, pupils do not yet clearly understand where their strengths and weaknesses are or what they, themselves, need to do to improve their knowledge, understanding and skills. Pupils do not engage in evaluative dialogue with teachers on how to assess their own performance in relation to agreed targets.

52. By the end of key stage 2, pupils' achievement is broadly similar to that of pupils in English medium schools across Wales who have between 17 and 24 per cent of pupils entitled to receive free school meals.
53. Generally, key stage 1 and key stage 2 pupils' standards and progress in the use of the key skills of literacy and numeracy have good features that outweigh shortcomings. Speaking and listening skills are not practised sufficiently frequently in lessons other than English and Welsh and, as a result, pupils frequently fail to articulate ideas clearly. Pupils' listening and reading skills are generally good across the school but are not well-developed among boys in key stage 2. Numeracy skills are similarly under-used in lessons in many other subjects. Pupils, however, make good use of ICT to enhance their work in a range of subjects through effective use of the new computer suite, although progress is inhibited by the insufficient number of computers available for use within the classrooms. Pupils with hearing impairments make very effective use of technology. Creative skills are developed well through art and music in the school but problem-solving skills and independent research skills are under developed.
54. Pupils' progress in bilingual skills has good features that outweigh shortcomings. They respond appropriately, using single words or short phrases, to specific questions, greetings or requests in Welsh used informally around the school. However, their reading and writing skills in Welsh are not sufficiently developed.
55. At key stage 1, end of key stage statutory assessment results in English, mathematics, science and the core subject indicator (which is based on the requirement to achieve at least level 2 in all three core subjects) show a fluctuating pattern over the past three years. In 2005, results slightly exceeded both LEA and national averages. Mathematics is particularly strong with 97 per cent of pupils gaining the expected level 2. When compared with similar schools across Wales (based upon the percentage of pupils entitled to receive free school meals), 2005 results were above average in English and science, and well above average in mathematics. The core subject indicator demonstrates a generally improving trend over the last three years. However, pupils' achievement in attaining the higher level 3 is consistently below the national average although there was some improvement in mathematics this year. The school states that it is reluctant to give the higher grade unless it feels it is a secure judgement.
56. Results in key stage 2 tests have improved significantly over the last three years and now exceed national, but not local, averages for the core subject indicator (the requirement to gain at least level 4 in all three core subjects). Results in English were below both local and national averages; results in mathematics broadly matched them; results in science (not an inspected subject) were good with the school exceeding both local and national averages in 2005. The number of pupils' who achieved the higher level 5 was below the national average for mathematics, above the national average for English and well above for science. When compared to similar schools, Cefn

Onn was below average in English, mathematics and the core subject indicator but above average in science.

57. At both key stages, girls considerably outperform the boys in all three core subjects. The difference is particularly marked in English where boys' attainment is low.
58. Attendance has declined since the previous inspection. Figures for the 2004-05 year indicate it is now broadly in line with the local average and below national figures. Unauthorised absence is well above the national average. A small minority of pupils does not arrive at school on time each day.
59. The school takes suitable account of many of the guidelines in the Welsh Assembly Government circular 3/99. However, there are inconsistencies, throughout the school, in the way in which absence is recorded. In some registers, it is not made sufficiently clear why a pupil is not at school. Registers are not always fully correctly completed and it is not clear if a pupil is present or not; this poses a risk to pupils' safety; for instance, in the event of a fire, there is no complete record of the number of pupils present in each class.
60. Pupils behave well and they are polite and friendly towards visitors. All pupils show a great deal of respect towards others and especially to their hearing impaired friends, always including them in their activities.
61. Many pupils have positive attitudes to learning and try hard to improve, concentrating well in lessons and whole school activities. A small number of boys find listening difficult and are not always motivated in lessons. This is because not all teachers are skilled enough to plan activities that interest them or match their level of ability.
62. Many pupils work well both independently and collaboratively with their fellow pupils. Some enjoy taking responsibility and express their views honestly as members of the school council, the eco committee or in their role as school prefects. Pupils have developed important personal, social and moral skills through opportunities to raise funds for those less fortunate than themselves and in celebrating other faith festivals and activities within the local community. The school is developing strategies to ensure all boys are motivated by school and develop skills for life long learning, but recognises more needs to be done.

## The quality of education and training

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

#### Grade 3: Good features outweigh shortcomings

63. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
64. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	76%	24%	0%	0%

65. The overall quality of teaching in the lessons observed exceeds the Welsh Assembly Government's targets of 72 per cent good or very good. Much good practice is evident in key stage 2 where 85 per cent of lessons had good features and no shortcomings. However, across the under-fives and key stage 1 classes, 35 per cent of lessons had good features which outweighed the shortcomings.
66. Where teaching is good, the work provided is well matched to the planning. Learning objectives and activities are explained clearly and explicitly in language appropriately pitched to the age and ability of the pupils. Objectives are returned to both during and at the end of lessons to establish the level of pupils' understanding and the progress made.
67. In the most effective lessons, there are high expectations of achievement and behaviour. Considered questioning draws upon previous lessons and pupils' personal experience to consolidate understanding. A varied range of strategies is used to engage pupils' interest and pupils are given opportunities to use their basic skills across the curriculum. In these lessons, a good and appropriate range of learning materials is provided and pupils are given guidance and opportunity to work independently.
68. Notable strengths in the teaching, especially at key stage 2 and in the HRBs, are the mutual respect and good working relationship between staff and pupils, and the use of praise and encouragement to establish positive attitudes to learning. In these classes, teachers encourage pupils to give of their best and to work hard.
69. Teaching is less effective where more able pupils are not consistently challenged or stimulated or where material does not retain the interest of boys. In the under-fives classes, work is too teacher directed and there is too much emphasis on children completing work sheets that do not cater for their different needs and abilities. Currently, staff do not have a means by which they can track the progress of individual children in all of the areas of learning. Whilst adults know individual children well, this information is not used consistently to ensure that activities are planned more carefully to match the widely different developmental needs of the children.

70. Similarly, in key stage 1, all pupils are frequently required to undertake the same task. Individual pupils may have different levels of support and the expected outcomes of the activities for individual pupils may be different but tasks do not always inspire or challenge pupils of higher ability.
71. In key stage 2, however, many lessons especially for older pupils are well planned and organised. They have good pace and activities suit the abilities of the pupils. Clear identification of needs, well prepared appropriate resources and good teaching methods enable pupils to learn effectively. Strategies to motivate and engage boys are applied consistently. Some shortcomings, however, are apparent in those instances where learning objectives are not shared or where appropriate behaviour management strategies are inconsistently implemented.
72. Teachers, generally, have good subject knowledge and effectively use a range of organisational strategies to help pupils learn. They promote equality of opportunity well and when pupils try for themselves, teachers are mindful to ensure that boys and girls have equal access to resources and take turns fairly. Planning files indicate learning objectives, teaching activities, the development of key skills and differentiation techniques within the lessons.
73. However, although a start has been made, the application of the key skills and common requirements of the national curriculum are not systematically developed in practice during lessons. For example, they do not identify ways in which both more able pupils and boys can be challenged to achieve more. Further, there is insufficient reference to bilingualism or the development of independent learning or problem solving in the planning and practice of key skills.
74. Teachers use the Welsh language effectively during registration periods and informally within lessons and around the school through simple requests, praise and greetings. However, their confidence in using incidental Welsh in lessons in order to reinforce pupils' skills in the language is variable.
75. In all lessons, in both the mainstream school and the HRBs, the school makes good use of suitably qualified and well-trained teaching assistants to work alongside the teacher and provide a supportive system for pupils.
76. The school meets all statutory requirements for assessment and procedures have good features that outweigh shortcomings. Published test results in English and mathematics are used to identify pupils who make significant progress, and also to identify those who may be underachieving. In the best practice, results are also used to provide opportunities for pupils to be taught according to ability. The school does not make use of reading tests to plan more appropriately for individuals.
77. There is a policy for marking but it is not consistently applied. Comments made in pupils' workbooks provide encouragement and recognise achievement but do not always contain sufficient references to how pupils can improve their learning. Pupils sometimes contribute towards assessment

through choosing samples of work and commenting on what they feel they achieved well but do not subsequently set targets for themselves. Feedback on achievement is provided orally in key stage 1.

78. The school provides a good flow of detailed information to parents on a range of issues including termly curricular information. The quality of the end of year school reports is good. These, currently, do not contain provision for parental written contributions. Parents are offered an opportunity to contribute to pupils' records of achievement. The school consults with parents on any specific issues relating to any changes within established school routines. Appropriate information is provided to the secondary school on transfer.

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

**Grade 3: Good features outweigh shortcomings**

79. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
80. Overall, the school provides a good range of learning experiences that meet the needs of pupils well. There are many good features but some shortcomings. All pupils have equal access to a broad and balanced curriculum that fully meets statutory requirements. The full inclusion of pupils based in the HRBs is a particularly strong feature of the school's provision. Pupils either, receive lessons in the HRBs that parallel the work being done in mainstream classes or they fully participate in mainstream classes with appropriate support.
81. The educational provision for the under-fives has some weaknesses, but there is evidence that these weaknesses can soon be put right. Pupils receive a broad curriculum but there is a lack of balance. For example, time is not well managed in one class where children are sent to the toilet together, as a whole, before activities, rather than encouraging them to be independent. In the same class, children have only one planned session a week for knowledge and understanding of the world and creative development.
82. Schemes of work are in place and teachers' planning files cover all aspects of the National Curriculum programmes of study on a medium and short-term basis. The planned curriculum builds systematically on pupils' existing knowledge, understanding and skills. The school holds the Basic Skills Quality Award and is currently refining its overall policy for the inclusion of key skills across the curriculum although this is not yet embedded in practice. Provision is broad and balanced but it is insufficiently flexible to meet the needs of more able pupils. Recent progress, however, has been made in making the curriculum more stimulating for older disaffected boys.
83. Pupils' learning experiences are enhanced by a programme of visits to places of interest within the locality; for instance, a nearby village, the Millennium

Stadium or Cardiff Castle. The school also provides relevant opportunities for pupils to enrich their experience of music through the high standard of the school choir that takes part in Christmas services at a local church. The pupils also participate in sporting activities linked to the local rugby club and both boys and girls attend a cricket festival at Sophia Gardens in Cardiff.

84. The school provides a rich variety of positive learning experiences to develop pupils' moral, social and cultural awareness. Pupils understand and adhere to the school rules, and as a result they have a clear sense of right and wrong and show respect for each other, staff and visitors to school. Pupils raise money for the Tsunami appeal, and enhance their social development in their roles as school prefects or by participation in various events such as the Harvest festival, local Easter activities and St. David's Day celebrations. Pupils' cultural development is enhanced through visits to local museums, as well as to local theatres. Pupils present an Art Exhibition of their work within the school, and their multi-cultural experience is enhanced through including songs and music from a variety of cultures. Collective worship strengthens positive personal values but does not, however, always contain opportunities for reflection and consideration of issues within a wider spiritual context.
85. The school has a supportive Parent Teacher Friends Association, which provides funds through a variety, of community and locally based activities for the school to purchase information technology equipment or resources for wet playtimes. As a result, pupils engage in constructive and interesting activities in a meaningful way that increases their knowledge and skills at times when there is the potential for misbehaviour.
86. The creation of structured opportunities for pupils to use incidental Welsh is restricted to some registration periods; and is used only occasionally around the school. *Y Cwricwlwm Cymreig* is fully included in many aspects of the school's provision. Lessons involve study of the work of famous Welsh people and there are visits to local places of interest such as the Folk Museum in nearby St Fagan's. Pupils visit the Urdd residential centre at Llangrannog to enhance their experience of Welsh culture and language. Local craftspeople visit the school to provide the pupils with direct experiences of art pertaining to Wales, such as lovespoon making.
87. Provision for work related education has not improved since the last inspection. Pupils have a limited range of experiences provided to raise awareness and understanding of this aspect. There is no school strategy to ensure pupils' understanding is developed progressively as they move through the school. Staff placements to business or industry do not form part of the school's professional development programme.
88. The school's arrangements to develop pupils' understanding of sustainable development and global citizenship are good with no important shortcomings. The school has received the silver Eco-school award and is working towards the coveted Green Flag award. Environmental and recycling initiatives are well established in the school. Pupils talk knowledgeably about the activities they have taken part in and the plans they are working on for their new

sensory garden. Aspects of global citizenship are suitably covered within the geography curriculum.

89. The relatively new School Council has an active voice in school life addressing issues such as the provision of a school uniform or the development of realistic systems for managing pupil behaviour.
90. The development of pupils' entrepreneurial and life long learning skills has good features that outweigh shortcomings. Membership of the school council and Eco committee provides pupils with a good opportunity to develop their decision-making skills. The transition arrangements for pupils at the end of year 6 to move on to their next stage of learning are good and reflect the priorities for lifelong learning well. The oldest pupils, in particular, are given a range of responsibilities that encourages them to make decisions and become flexible in their approach to school life. However, pupils are not sufficiently encouraged to become independent learners. Across the school, there is often a lack of opportunity for pupils to make choices or to take responsibility for improving their own learning.
91. No pupil is disadvantaged because of his or her social background or ability. Equality of opportunity is clearly evident in the school and all pupils have the opportunity to access all aspects of the curriculum and extra-curricular school activities. The hearing impaired pupils are fully integrated and involved in school life and actively encouraged to participate in school activities. Whilst the school clearly includes all pupils in school life it does not actively seek ways to address (through the planned curriculum) aspects of social disadvantage that may exist within the locality.

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

##### **Grade 3: Good features outweigh shortcomings**

92. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
93. In discussion, pupils confirm they feel safe and well supported by the adults who work in the school. A good range of professionals from external agencies support the school; this ensures that pupils with very specific needs are well looked after. Care plans and arrangements for pupils in the HRBs, and those who may have particular medical needs are well catered for.
94. Many parents work well with the school in supporting their children in reading or with homework, for example, but not all take such an active role. The school endeavours to ensure that parents are fully involved in discussions about the care of their children and tries hard to seek parents' views; but not all parents are equally responsive. Arrangements to help children settle into the nursery and reception class are well organised but less effective for pupils who start school at other times of the year. As pupils move through the

school, there is not always the opportunity for them to meet their new teacher before the start of the new school year.

95. Pupils are well known to adults within the school and the day-to-day care and support they give is good. Suitable attention is given to sex education, but topics such as substance and alcohol misuse and those related to deterring pupils from smoking, at a level appropriate to the age of the pupils, is given a lower key profile. For instance, currently minimal use is made of the expertise from visiting specialist agencies and speakers to cover these topics. A new co-ordinator has been appointed and the Personal and Social Education programme is currently being developed throughout the school. Pupils have taken part in Dragon Sports initiatives but the school is not involved in any national or local initiatives, for instance, to develop healthy lifestyles.
96. Health, safety and welfare arrangements have good features that outweigh shortcomings. Good systems are in place to deal with any pupils who have specific medical needs and to deal with those who become unwell or who hurt themselves during the school day. A good range of health and safety risk assessments has been undertaken (in the main, by the head teacher) regarding many aspects of school practice. Day-to-day health and safety arrangements within the school are good. However, although accompanied by an adult, the hearing impaired pupils sometimes have to cross the busy main road to reach their transport. This poses a risk to the safety of this vulnerable group of pupils.
97. Child protection procedures and those for looked after children are clear, well documented and known to all that work in the school. The designated staff member responsible for this area is the head teacher. However, he has not attended any training programmes in relation to these areas in recent years, although the deputy head teacher undertook training in 2004. The child protection policy needs updating to reflect current practice. However, despite these shortcomings, children in the school are not at risk.
98. There are important shortcomings in relation to the monitoring of attendance and punctuality and in taking action to stem declining attendance levels and to reduce unauthorised absence. Whilst 100 per cent attendance is rewarded and good attendance in each class celebrated, there are no other rigorous initiatives in place to improve attendance. No formal monitoring of attendance takes place and the school does not make the best use of the data it collects to analyse trends and patterns. Class teachers are responsible for alerting the head teacher if they have concerns about prolonged pupil absence. The school does take action to encourage regular attendance amongst the poorest attending pupils. There is only limited involvement from the Education Welfare Service.
99. Suitable rewards exist for those pupils who behave well and who show positive attitudes to their work. Good support is provided for those pupils who may be at risk of exclusion. Pupils' performance is carefully tracked but the information gained from this monitoring is not used well enough in all classes to ensure pupils clearly know how to improve their work.

100. Although the percentage of pupils on the school's special educational needs register is relatively low in comparison to that of other schools in Wales, full attention is given to their needs in withdrawal sessions and the provision there is good. Effective early identification, assessment and monitoring procedures contribute significantly to the raising of pupils' achievements. Good links have been formed with outside support services such as the educational psychology service. Overall, the school provides learning experiences that meet many of the needs of less able pupils but has not, as yet, developed consistent and comprehensive strategies for challenging and extending its more able pupils.
101. Staff and pupils display a positive and constructive approach to those with learning disabilities. However, the role and responsibilities of the special educational needs co-ordinator in supporting teachers and teaching assistants and helping them plan to meet the full range of needs in mainstream classrooms is not clearly defined.
102. The provision for pupils with severe hearing impairments is a unique and very strong feature of the school. Able and experienced teaching and support staff provide intensive and focussed support in both the HRBs and in classroom settings.
103. All staff have received training to help them develop procedures and strategies to deal with pupils whose behaviour gives cause for concern and who might be at risk of exclusion. However, the effectiveness of staff in this is variable. Pupils, themselves, are developing a clear understanding of the link between behaviour and achievement and, notably, the School Council has been involved in the development of strategies to manage poor behaviour.
104. The raising of boys' achievement is a clear priority for the school. A significant percentage of boys are disaffected learners who lack motivation. The school has produced a policy that identifies several strategies to begin to address this. Although at an early stage of implementation and not yet universally adopted; it is already proving effective; for instance, in motivating older boys to read.
105. The school is an inclusive community. Tolerance and respect for the different views and values of others are promoted well. Pupils, whatever their gender or social background have equal opportunities to take part in all activities. However, the school's strategies to try to address the expectations and less positive attitudes of a minority of boys are not consistently applied in all classes. The school's arrangements to eliminate oppressive behaviour, bullying and harassment are good with no important shortcomings. Pupils are clear about the procedures they should follow if they are unhappy or feel they are being bullied. No one is disadvantaged because of their disability and the school makes good practical arrangements to ensure the hearing impaired pupils are able to access all the school has to offer. The school has an appropriate accessibility plan in place.

## Leadership and management

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

#### Grade 3: Good features outweigh shortcomings.

106. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
107. The head teacher provides strong leadership across the school. He has clarity of vision and a sound understanding of the order of priority for change. For example, he has successfully reorganised his teaching complement to ensure that pupils at the upper end of key stage 2 receive strong support to prepare them for their move to the next phase of education. The head teacher has identified the need to continue to raise standards by establishing systems of rigorous self-evaluation and assessment to inform school planning. General school aims are effectively communicated to parents in the school prospectus.
108. The senior management team [SMT] has introduced several initiatives that have led to identifiable school improvement. Notably, these include an intensive series of discussions between staff and governors regarding the school's future direction; the production of a series of strategies to raise the school's profile in the community and a re-evaluation of ways to motivate and manage older boys in key stage 2. Despite the best efforts of the SMT and the formal contribution made by all staff during training sessions to establish a corporate vision, aims are not fully shared. Teachers have not consistently re-appraised their own practice to translate this into the classroom. Links and relationships with the majority of parents have improved but the school has yet to establish a constructive dialogue with all. Older boys are responding to new strategies but they have yet to embed as good practice across the school.
109. In other areas, the school is making valuable progress to achieve its aims. There is an improving trend in the attainment of expected levels across the core subjects in end of key stage assessment tests, a new co-ordinator has been appointed for PSE, and pupils in years 5 and 6 are developing positive learning habits. As the school has identified, there is more to do in realising these aims.
110. The school takes due account of local and national priorities and works effectively in partnership with other local providers of education and training. It is very aware of the implications of the forthcoming foundation phase.
111. The school has appropriate documentation relating to equal opportunities, which actively promotes equality for all, both staff and pupils. Management of the HRBs is very good with pupils and staff being fully integrated into the life of the school.

112. There is a well-established performance management system developing alongside a comprehensive staff development programme both of which relate to priorities identified in the school development plan (SDP). Staff who are new to the school are well supported and are given the opportunity to develop their areas of expertise.
113. Subject leaders work hard and do their best to support colleagues. However, most have not had the opportunity to audit their subjects thoroughly. They do not monitor teaching and learning, for example, to make decisions about the deployment of resources.
114. The governing body is supportive of the school and is regularly provided with good quality information about the school's performance and activities by the head teacher. As a result, many governors have good working knowledge of the aims and vision of the school and follow the head teacher's professional advice. They meet regularly and now have a well-established committee structure to consider issues that arise.
115. However, several governors have only recently been appointed and, therefore, lack appropriate experience. Further, governors have only recently been linked to curricular areas and their role is at an early stage of development. They are not yet sufficiently involved in monitoring the quality of provision.
116. The governing body considered and endorsed the school's self evaluation report and considered it an accurate reflection of the current status of the school. Not all members of the governing body currently feel sufficiently confident in their own expertise to enable them to play a leading role in helping to set the school's strategic direction or in acting as its critical friend.
117. With the exception of ensuring correct attendance register completion, the governing body fulfils its legal and statutory requirements.

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

**Grade 3: Good features outweigh shortcomings**

118. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
119. The head teacher has a good understanding of the strengths and areas for development within the school based upon a detailed analysis of all assessment data and regular monitoring of the school's work. With the support of the deputy head teacher he has made a firm attempt to gather the views of governors, parents and pupils. He has produced a detailed and relevant school improvement plan. Although finances are limited, the school's priorities are supported appropriately through a considered allocation of resources.

120. The school acknowledges that the role of subject leaders in supporting school self evaluation, school improvement and subject development is in its early stages. A sensible start has been made in supporting and guiding subject leaders in the skills of monitoring and evaluation and they have begun to monitor pupils' work and teaching. Teachers recognise that they are not yet confident enough to offer professional advice to their colleagues; and not all are willing to change their teaching approaches. As a result, the school has made some improvements since the last inspection and, where subject leaders are more confident, good progress has been made.
121. Overall progress since the previous inspection is good. In the previous inspection, the use of ICT was unsatisfactory and is now good with no important shortcomings. Teaching time is more effectively used in key stage 1 and key stage 2 as recommended in the previous report although there are now shortcomings in the Early Years. The school has effectively addressed the issue of ensuring that subject schemes of work contain clear learning objectives that are applied to short term planning. However, these are not always translated into classroom practice. The school now effectively ensures that reports to parents meet statutory requirements.
122. The school improvement plan is reviewed regularly and takes good account of national and local initiatives to help the school move forward. For example, the school identified that boys' attitudes to learning were not as strong as the girls' and that there was a growing gap between their levels of achievement. As a result, all staff participated in training in using a variety of teaching styles to motivate boys although not all teachers are consistently using these approaches in their planning.
123. The grades given by the inspection team match those given by the school in its self-evaluation report produced for this inspection. Whilst the report shows that the school has a clear picture of where it is, it does not explore or evaluate identified shortcomings or indeed its strengths.
124. The full, effective and appropriate contribution to whole-school processes of self-evaluation and subsequent planning by all stakeholders has not yet been truly achieved. There are several and differing interpretations amongst staff of how best to put the school's aims into practice and this does not work in the school's best interests.

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

##### **Grade 3: Good features outweigh shortcomings**

125. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
126. The management, training and deployment of teaching and support staff are good. Effective use is made of staff specialisms to ensure quality of provision across the curriculum and in extra-curricular activities. Pupils are supported

well by suitably qualified and experienced teachers. Teaching assistants make a valuable contribution to lesson planning, assessment and to teaching pupils. In particular, detailed support is given for designated pupils with SEN and for pupils attending the HRB.

127. Staff undertake an appropriate level of training to support their professional development. The continuing professional development programme is managed effectively and the range of courses and activities undertaken is linked to the school development plan. Performance management processes are well established and monitored regularly by the head teacher.
128. School administrators, lunchtime catering staff, the caretaker and cleaners carry out their daily routines and range of responsibilities effectively.
129. The school has adequate resources to match the needs and varying abilities of the pupils. The SMT and governing body monitor and manage the school budget carefully to ensure that sufficient resources are available to meet the needs of all pupils across the subjects. The school has recently obtained a number of new computers that are based in its computer suite and these provide excellent opportunities to develop relevant skills. The school has only very recently invested in the acquisition of age-appropriate reading material. This is starting to have an impact on some of the boy's lack of motivation to read but new resources are not used consistently across the school. The library is small and not suitable for the development of independent research and higher-order reading skills.
130. There is adequate accommodation space for the number of pupils on roll. However, as the school shares playground areas, canteen and hall facilities with another school this restricts the options available for making appropriate curriculum provision.
131. Some aspects of the fabric of the building such as the roof and the link corridor between the nursery and staff room are in need of repair. At the time of the inspection, the pavilion which houses all the physical education equipment had been closed for some time due to the presence of asbestos thereby further restricting full curriculum provision.
132. There is ample playing field space for games and this is used extensively on weekends by local community based football teams. The school playground is safe and provides a secure area for its pupils. The imaginative display of pupils' work around the school helps to create a stimulating and interesting environment in which to promote learning.
133. The school monitors its use of resources and the head teacher and governing body agree a budget for spending which is linked to the school improvement plan, resulting in medium term strategy with a clear rationale for expenditure. Staff are able to bid for any other funds available based on identified priorities and any extra money received is used for designated purposes. The major investment in extra resources in the computer suite, via a LEA loan, has not only improved standards in information technology across the school but is

beginning to have a major impact in other areas such as in the development of writing skills, in collaborative paired work and in extending general research skills. Recent upgrading of the boys' and girls' toilets failed to include changing facilities.

134. Resources for the school are appropriately prioritised according to the school improvement plan and its agreed priorities. Medium term financial planning is in place to ensure that facilities and proposed improvements are identified and agreed. The school's financial records indicate areas of expenditure against agreed priorities.
135. The school regularly reviews and carefully monitors its resources. Regular support and information from the LEA ensures that spending decisions made by the head teacher and the governing body are matched well to the school's priorities. Overall, the school provides good value for money.

## **Standards achieved in subjects and areas of learning**

### **Subject 1: Early Years**

#### **Under-fives**

#### **Grade 2: Good features and no important shortcoming**

136. The overall quality of the educational provision for the under-fives has some weaknesses, but there is evidence that these weaknesses can soon be put right. Overall, children make good progress from a low starting point.

#### **Good features**

#### **Language, literacy and communication**

137. In the nursery, children listen carefully to their teacher. Most use simple words and sentences to talk about their news and delight in describing their Halloween costumes. All of the children really enjoy listening to stories and turn pages in their books carefully with the more able children telling each other simple stories from the pictures. With support, most children are gaining control of pencils and crayons to make marks on paper and are beginning to hold them correctly, the most able children confidently tracing over letters.
138. In the reception class, there is a more formal focus on developing early reading and writing skills and by the time they leave to start in year 1, many children have made good progress and use their knowledge of letter sounds to read and write simple words and sentences. All children enjoy looking at books and less able children make good attempts to read some words using their knowledge of letter sounds. They try hard to copy letters and words when writing and completing work sheets. Most children listen carefully to their teacher and are keen to ask questions and to talk about their activities, particularly when these are practical and interesting. All children use and respond to a range of simple Welsh words and phrases well.

#### **Personal and social development**

139. Two groups in the nursery have recently been combined into one. Children have adapted well to changed routines and accepted the large influx of new children confidently. Children know where to place their empty milk cartons and know they need to wash their hands before cooking. They happily play alongside their new friends and take turns sensibly.
140. In the reception class, children continue to build good relationships with each other and their teacher. They like being special girl and boy of the day and are proud to help their teacher. All children work happily together and follow the class rules and, when given the opportunity to select their own learning activity, they make sensible choices. Most children behave well and are able to sustain their concentration when working, especially when activities involve

learning through first hand practical experiences. Most make good attempts to dress and undress independently.

### **Mathematical development**

141. In the nursery, most children know their colours and shapes and many more able children count confidently to ten and find the correct numeral. Most children are beginning to sort by colour or weight and make good progress in developing early mathematical skills through a wide range of practical activities such as the post office sorting office area. The children especially learn well when working outside. For example, they become fascinated by the different patterns bike tyres make when wet and use appropriate mathematical terminology to describe the shapes.
142. In the reception class, most children are confident to count to ten and beyond and, by the time they start in year 1 more able children correctly complete simple addition and subtraction sums. All children try hard to trace over numerals and draw the correct number of items on their work sheets. Children make particularly good progress when they learn in a practical way. For example they try hard to make items in dough and match the correct number of objects to the numeral on the plate. Similarly, they eagerly try to find two matching pairs in a number memory game, or learn to understand the concepts of full and empty when playing in the water with a member of staff.

### **Knowledge and understanding of the world**

143. In the nursery, children learn well because a wealth of interesting practical activities is planned that enable the children to use all of their senses to learn. Children gaze in wonder at the changes to an egg when they mix it to make 'feet biscuits' to accompany a story they have heard about footprints. Their language skills are also developed well when they are spurred on to describe the ingredients they are using. Stories and activities help them to learn about special times in their lives and they delight in examining their baby photos noticing how they have changed. When they explore the outside area, which they do every day, they begin to understand the changes to the seasons.
144. Children make adequate progress in the reception class. Most use computers sensibly and have good control of the mouse. By the time they leave, many correctly label parts of a flower on their work sheets, can trace a route on a simple map and are aware of the sequence of the day and in their lives. When given the opportunity to engage in more practical activities and to make choices, the children delight in using magnifying glasses to find small creatures and autumn leaves and learn more when they talk about their finds with a teacher.

### **Creative development**

145. In the nursery, children are learning to make sensible choices and to explore colours and textures in the creative corner. They enjoy playing in role in the post office and home corner and 'making tea' for visitors.

146. In both the nursery and reception class, children sing sweetly a wide range of simple songs both in English and Welsh.
147. In the reception class, children try hard to make clay hedgehogs look like their teacher's and colour in outlines on their sheets painstakingly but without flair. When they are given the opportunity, children enjoy dressing up in the hospital corner and try hard to make their dolls better and begin to develop early role play skills.

### **Physical development**

148. In the nursery, children eagerly put on their boots to play with the balls and hoops on the muddy field. They try hard to kick balls to each other and catch the hoops. They are gaining good control of their bikes and manoeuvre them well around the obstacles.
149. In the reception class, children enjoy exploring the 'soft play' equipment each week and move up over and under the large foam blocks with good control. They skip and run around the hall in their dance lesson and are becoming more aware of travelling at different speeds and how to use all of the spaces because they are shown how to by their teacher.

### **Shortcomings**

150. Reception children have only limited opportunities to engage in practical exploratory learning and, as a result, their creative and imaginative work lacks expression or real feeling and their knowledge and understanding of the wider world is shallow.

<b>Subject 2: English</b>
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**Key Stage 1** – Grade 2: Good features and no important shortcomings

**Key Stage 2** – Grade 3: Good features outweigh shortcomings

### **Good features**

151. In key stage 1, pupils listen well to their teachers' explanations and to the contributions of other pupils. They listen carefully to stories and join in enthusiastically when asked. They correctly sequence events from the stories and retell them in their own words. Some pupils hesitate in making oral contributions but given appropriate encouragement, they respond well and visibly overcome their initial lack of confidence. More able pupils offer information and opinions with ease.
152. Most pupils in key stage 1 have positive attitudes to reading and successfully use a range of strategies to help them understand the text. They display good understanding of the characters, settings and structure of stories. Some correctly identify grammatical conventions, such as an exclamation mark in a big book. Most consistently recognise capital letters and full stops. They

generally apply their skills in matching letters to sounds effectively when they meet an unfamiliar word. Year 2 pupils read with clarity, feeling and appropriate emphasis. With good adult support, they produce a range of interesting adjectives to describe nouns.

153. Younger pupils can successfully write a simple sentence using capital letters and a full stop appropriately. Additional support for pupils in year 2 has been particularly effective in raising standards in writing. By the end of key stage 1, many pupils' writing is organised, clear and contains some good ideas, with sentences correctly structured. Pupils are effectively developing a good vocabulary of increasingly complex words to use in their writing. More able pupils use a range of punctuation marks in their written work and use a variety of sentence structures to enhance the impact of it. Year 2 pupils' handwriting is well-formed and legible.
154. In key stage 2, many of the boys are easily distracted and do not listen attentively unless the lesson is particularly engaging. When focussed, however, they answer questions readily in full sentences. An interest in reading throughout the whole of key stage 2 is just beginning to develop following a major investment in new reading materials. Standards are rising as a direct result of this.
155. Overall, pupils make adequate progress in sentence construction and produce relevant sentences that are mostly grammatically accurate and display some variety. Full stops, capital letters, exclamation and question marks are mostly used correctly, with commas used in lists. Older pupils are beginning to develop their skills in organising their writing by sequencing and developing ideas through paragraphs. Handwriting is generally neat, regular and legible with some flow and movement.
156. Particularly at the end of key stage 2, pupils make effective use of computers to extend their knowledge, skills and understanding of language.
157. As a result of good individual and group support to address specific weaknesses, pupils with SEN make good progress and achieve well in their reading and writing. Intensive language support for pupils with severe hearing impairments improves their communicative skills, increases their confidence and enables them to participate in a broad range of class activities in English and in other subjects.

### **Shortcomings**

158. Throughout the school, pupils do not consistently produce extended writing in a range of styles for a differing range of purposes.
159. In key stage 2, boys perform significantly less well than girls in English.
160. In key stage 2, pupils' library skills are under-developed.

161. Year 6 pupils' skills in speaking, reading and particularly writing are underdeveloped.

<b>Subject 3: Mathematics</b>
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**Key Stage 1** – Grade 2: Good features and no important shortcomings

**Key Stage 2** – Grade 3: Good features outweigh shortcomings

**Good features**

162. Younger pupils in key stage 1 count correctly from one to 20 and forwards accurately from a given number. They order numbers correctly in sequence and correctly recite and write, in figures, the number of dots on a dice.
163. Year 1 pupils add together two given single numbers correctly and use mathematical language accurately to indicate a sequence of given numbers from smallest to largest. They also use simple diagrams and objects effectively to represent calculations and make use of a good range of resources to count accurately.
164. Many pupils in key stage 1 competently use a mathematics game on the computer to enhance their ability to add given numbers.
165. In key stage 2, many year 3 pupils show they understand the concept of ten or a hundred 'more' and 'less' than a given number. They also explain clearly how to count forwards in groups of ten.
166. Year 4 pupils calculate a quarter and a half of a given number correctly and explain to others, using appropriate mathematical language and resources, how they undertook their calculations. They also mentally calculate fractions of a given number accurately.
167. By year 5, pupils are able to recite correctly the value of numbers within a five-figure number and use five given numbers accurately to make the largest number possible.
168. By year 6, pupils explain correctly how a multiplication sum is linked to a repeated addition sum and can calculate accurately the probability of the value of a missing number within a given sequence.
169. Year 5 pupils also show confidence in using mathematical terminology to describe the properties of six types of quadrilateral shapes and plot correctly given co-ordinates on a grid to draw quadrilateral shapes.
170. By year 6, pupils explain clearly how to calculate the area of compound shapes.

## Shortcomings

171. More able pupils in key stage 1 complete tasks fairly easily and do not achieve the level of progress of which they are capable.
172. A significant proportion of pupils in key stage 2 is uncertain of mathematical terminology relating to shapes and can not calculate area.
173. Some pupils in key stage 2 lack sufficient mathematical skills and others sufficient confidence to work independently.

<b>Subject 4: Information technology</b>
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**Key Stage 1** – Grade 2: Good features outweigh shortcomings

**Key Stage 2** – Grade 2: Good features outweigh shortcomings

## Good features

174. In key stage 1, pupils draw recognisable shapes and pictures in free hand, and the more able pupils use the appropriate tools to change colour, and size.
175. Younger pupils in key stage 2 access the spelling and grammar checking facilities on the toolbar to check for, and correct, errors made when inputting text.
176. Pupils in year 2 drag images, resize objects and correctly use a variety of items presented on an art programme to create images and pictures; they subsequently print multiple copies of their work independently.
177. Pupils in year 5 log on to the computer, use a variety of fonts to input text, and are confident in using most of the items on the word processor menu and tool bars. They also explain clearly the relevance of the symbols on a menu and tools bar.
178. By year 6, pupils access information on an Internet site by means of a search engine to discover information about a given topic and confidently produce duplicate copies of their work.
179. Older pupils in key stage 2 copy an image before pasting it on to their own word page. They are confident in adding text to accompany the inputted image, before saving their work into a folder.

## Shortcomings

180. There are no discernible shortcomings

## Subject 5: Geography

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

**Key Stage 2** – Grade 3: Good features outweigh shortcomings

### Good features

181. In key stage 1, pupils are developing a firm understanding of the physical and human features of their own locality and give simple explanations outlining the purpose of local buildings and amenities.
182. Year 1 pupils use block graphs appropriately to illustrate different kinds of housing observed in the local area and identify countries in the British Isles. They have explored the 'Barnaby Bear' website and list appropriate items of clothing to pack if visiting other countries.
183. Year 2 pupils use a compass to identify north, east, south and west correctly and use geographical language appropriately to describe and record features lying in each direction. Pupils produce accurate drawings of the local area and create imaginary maps using appropriate symbols and a key.
184. Older pupils in key stage 1 write in a clear, accurate and informative way about the climatic and physical differences between Cardiff and Tocuaro, Mexico.
185. Key stage 2 pupils know about the effects of the weather and explain clearly environmental changes over time. They have a good understanding of the effect that humans can have on the environment.
186. Younger pupils in key stage 2 locate their school on a local aerial map and accurately place Cardiff on a blank map of Wales. They give their own full address precisely and have conducted local transport surveys.
187. Y6 pupils accurately identify and describe the physical and human characteristics of a different locality [Wick] using a search engine confidently to find specific information.

### Shortcomings

188. In key stage 2, pupils' skills in using maps and plans to interpret information are under developed.
189. Older pupils knowledge of the major geographical features of Wales and the United Kingdom is insecure.

<b>Subject 6: Music</b>
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**Key Stage 1** – Grade 2: Good features and no important shortcomings

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

### **Good features**

190. The standard of singing throughout the school is a strength. Pupils across the school sing a wide repertoire of Welsh and English songs with enthusiasm and are developing a good understanding of dynamics to support their feelings and meaning.
191. Pupils of all abilities and in both key stages perform confidently as part of a group. They maintain their parts when singing in the round and many are confident to sing solo, and do it well. Pupils' confidence and the quality of their singing are enhanced very well by opportunities to perform in school and in public. All singing is accompanied by manual signing so that hearing impaired pupils can also enjoy singing and making music.
192. Key stage 1 pupils are able to play a wide range of tuned and untuned instruments competently to create a class composition to accompany the story 'Peace at last'. They show a good sense of rhythm and maintain a steady beat. They communicate their ideas for a musical composition using pictures and show a developing awareness for the elements of music when they evaluate their performance and identify how they could improve.
193. Key stage 2 pupils make good progress and progressively develop their skills as they move through the school. By year 6, pupils confidently play a range of tuned and untuned instruments from around the world, play chords and create drones and ostinatos when composing an accompaniment to 'The drunken sailor'. They are also able to improvise and show good creativity and feel for the music.
194. Older pupils' delightful performance of medieval music composed with support from staff from the high school shows that they have good understanding and skill both in composition and performance. They maintain their parts in a group well. Pupils follow graphic scores and in their discussions about their performances they have a good understanding of the elements of music and are very clear about how they can improve.
195. Pupils enjoy listening to wide variety of music and confidently write about what style they like or dislike using key musical terminology.

### **Shortcomings**

196. There are no discernible shortcomings.

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

Cefn Onn Primary School is very pleased that the Inspectors recognised that it, 'is an inclusive and improving school that has many good features.' The school is pleased that the Inspectors acknowledged that, 'it has effectively begun the process of addressing those areas that it currently identifies as being of main concern.'

The school is delighted that the commitment and achievements of pupils, staff and governors is recognised and celebrated within the report. It is pleasing to be able to report that the school has already met some targets that have been set by the national Assembly Government for 2007.

Cefn Onn Primary School will be looking to move forward in addressing the issues contained within this report. It will of course be seeking the views of all stakeholders to build a consensus that develops the practice of the school to improve the standards of achievement for all pupils.

## Appendix A

### Basic information about the school

Name of School	Cefn Onn Primary School
School type	Community
Age-range of pupils	3-11 years
Address of School	Llangranog Road Cardiff
Post-code	CF14 5BL
Telephone number	029 20753088

Head teacher	Mr Chris Atherton
Date of appointment	September 1996
Chair of governors	Mr John Williams
Registered inspector	Dr Jim Hewitt
Dates of inspection	31 October – 2 November 2005

## Appendix B

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	8.5	15	17	26	29	23	24	30	173

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	9	6	13

Staffing information	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	12.8 : 1
Pupil : adult (fte) ratio in nursery classes	8.5 : 1
Pupil : adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	23.7
Teacher (fte) : class ratio	1.6 : 1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Whole School
Summer 2005	75.3	93.6	91.8
Spring 2005	75.2	90.3	91.7
Autumn 2004	76.6	92.0	93.5

Percentage of pupils entitled to free school meals	18%
Number of pupils excluded during 12 months prior to inspection	6

## Appendix C

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

National Curriculum Assessment KS1 Results 2005			Number of pupils in Y2					
			33					
Percentage of pupils at each level								
			D	W	1	2	3	4
English:	Teacher Assessment	School	0	6	9	81	3	0
		National	0	4	12	64	20	0
En: reading	Teacher Assessment	School	0	6	9	73	12	0
		National	0	4	14	56	27	0
En: writing	Teacher Assessment	School	0	0	24	73	3	0
		National	0	5	14	69	12	0
En: speaking and listening	Teacher Assessment	School	0	6	6	88	0	0
		National	0	2	11	64	23	0
Mathematics	Teacher Assessment	School	0	0	3	88	9	0
		National	0	2	10	64	24	0
Science	Teacher Assessment	School	0	0	9	91	0	0
		National	0	2	9	66	24	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	84	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:**

National Curriculum Assessment KS2 Results 2005							Number of pupils in Y6					27
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher Assessment	School	0	0	0	0	7	19	0	37	37	0
		National	0	0	2	0	1	4	15	46	31	0
	Test/Task *	School										
		National										
Welsh	Teacher Assessment	School										
		National										
	Test/Task	School										
		National										
Mathematics	Teacher Assessment	School	0	0	0	0	0	15	7	48	30	0
		National	0	0	2	0	1	3	15	47	32	0
	Test/Task *	School										
		National										
Science	Teacher Assessment	School	0	0	0	0	0	0	7	48	45	0
		National	0	0	2	0	0	2	11	51	34	0
	Test/Task *	School										
		National										

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language)			
By Teacher Assessment		By Test	
In the school	74	In the school	
In Wales	72	In Wales	

- 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

\* Pupils did not sit the formal test/task in 2005.

## Appendix D

### Evidence base of the inspection

A team of four inspectors spent a total of ten inspector days in the school. A peer assessor was present for the full period. The head teacher acted as nominee during the inspection.

- Pre inspection discussions about the life and work of the school were held with the head teacher and staff, the governing body and parents.
- Thirty-seven lessons were observed in whole or in part and all classes were observed.
- Inspectors also attended acts of collective worship.
- Twenty responses to the parents'/carers' questionnaire were analysed.
- During the inspection, discussions were held with the head teacher, senior managers, teachers, support and administrative staff and groups of pupils in the school.
- Pupils were observed throughout the school day, including breaktimes, lunchtimes and when entering and leaving school.
- The school's self-evaluation report, policy documents, schemes of work and other documentation were read, analysed and discussed with the head teacher and staff.
- A wide range of pupils' past and present work was examined.
- Post inspection meetings were held with the governors, head teacher and staff.

## Appendix E

### Composition and responsibilities of the inspection team

<b>Team member</b>	<b>Responsibilities</b>
Jim Hewitt Registered Inspector	Context, Summary, Recommendations, Appendices, <u>Contributions to:</u> Key Question 1 Key Question 2 Key Question 4 Key Question 5 English Geography
Julia Coop Team Inspector	<u>Contributions to:</u> Key Question 4 Key Question 6 Early Years Music
Glyn Griffiths Team Inspector	<u>Contributions to:</u> Key Question 1 Key Question 3 Key Question 7 Mathematics Information technology
Denise Shields Lay inspector	<u>Contribution to:</u> Key Question 1 Key Question 3 Key Question 4 Key Question 5

The contractor was:

Evenlode Education Ltd  
8 Fisher Close  
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CB2 4XU

### Acknowledgement

The inspection team would like to thank the governors, head teacher, staff and pupils for their co-operation and courtesy throughout the inspection.

**Inspection under Section 10 of the  
Schools Inspections Act 1996**

**Cefn Onn Primary School  
Llangranog Road  
Cardiff  
CF14 5BL**

**Summary for Parents**

**School Number: 681/2063**

**Date of Inspection: 31 October – 2 November 2005**

**by**

**Dr Jim Hewitt  
79243**

**Date: 06 January 2006**

**Under Estyn contract number: T062/05/P**

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### Basic information about the school

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	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	9	6	13

### A SUMMARY REPORT FOR PARENTS

Cefn Onn Primary School was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of this summary is sent to every family with a child at the school. **The full report can be obtained from the school.**

The inspection of Cefn Onn Primary School took place between 31 October and 2 November 2005. An independent team of inspectors, led by Dr. Jim Hewitt 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 sections.

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 the school receives, mainly on the basis of past performance. Most schools receive a standard inspection and any new or amalgamated schools receive a full inspection.

This school received a standard inspection.

## **Summary**

Cefn Onn Primary School is an inclusive and improving school that has many good features. It has effectively begun the process of addressing those areas that it currently identifies as being of main concern. There is a close match between the judgements made in the school's self-evaluation report and those made by the inspection team. One unique and very strong feature of the school is the provision for pupils with severe hearing impairments and the positive and supportive attitudes this has generated throughout the school.

### **Table of grades awarded**

<b>Key question</b>	<b>Inspection grade</b>
1. How well do learners achieve?	3
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?	3
4. How well are learners cared for, guided and supported?	3
5. How effective are leadership and strategic management?	3
6. How well do leaders and managers evaluate and improve quality and standards?	3
7. How efficient are leaders and managers in using resources?	3

## Standards

### Early Years

In the Early Years, standards in the areas of learning are as follows:

Language, literacy and communication	2
Personal and social development	2
Mathematical development	2
Knowledge and understanding of the world	3
Creative development	3
Physical development	2

### Subjects

In key stage 1 and 2 standards in the subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
English	2	3
Mathematics	2	3
Information technology	2	2
Geography	2	3
Music	2	2

During the time of the inspection, pupils' standards of achievement in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	64%	36%	0%	0%

Pupils' standards of achievement in the areas of learning and subjects inspected are well above the Welsh Assembly Government's targets of 95 per cent of standards to be satisfactory and 50 per cent to be good. Standards were at their best in key stage 2 where 75 per cent of the lessons observed were good with no important shortcomings.

The educational provision for the under-fives has some weaknesses, but there is evidence that these weaknesses can soon be put right. Weaknesses relate specifically to shortcomings in creative development and in knowledge and understanding of the world resulting, in part, from a lack of use of the outdoor area. Overall, children make good progress from a low starting point and by the end of the reception year are suitably adjusted to school life.

Pupils with additional learning needs, including those with SEN or with potential behavioural problems and those looked after by the local authority, make good progress. They integrate fully with other pupils and cope well with the work given. In particular, pupils with severe hearing impairment receive very good support enabling them to cope in a mainstream setting and make good progress in their academic, personal and social development. The majority of pupils, regardless of age, gender, ability or ethnicity make good progress and achieve the targets set for them.

Overall, pupils' standards and progress in the use of key skills across the curriculum have good features that outweigh shortcomings. Mathematical skills are used appropriately in some

subjects in both key stages. Pupils are making increased use of information and communications technology (ICT) to enhance their work in a range of subjects through effective use of the new computer suite. Pupils with hearing impairments make very effective use of technology. Speaking skills are generally good, although not sufficiently rehearsed in lessons other than English or Welsh. Boys' listening and reading skills in key stage 2 are under developed. Creative skills are developed well through art and music in the school but problem-solving skills and independent research skills across the curriculum are under-developed. Pupils show good progress in their oral bilingual skills in using Welsh as a second language.

At key stage 1, end of key stage statutory assessment results in English, mathematics and science and the core subject indicator (which is based on the requirement to achieve at least level 2 in all three core subjects) show a fluctuating pattern over the past three years. In 2005, results slightly exceeded both LEA and national averages. Mathematics is particularly strong with 97 per cent of pupils gaining the expected level 2. When compared with similar schools across Wales (based upon the percentage of pupils entitled to receive free school meals) 2005 results were above average in English and science, and well above average in mathematics. The core subject indicator demonstrates a generally increasing trend over the last three years. However, pupils' achievement in attaining a higher level 3 is consistently below the national average although there was some improvement in mathematics this year. The school is cautious in giving the higher grade unless it feels it is a secure judgement.

Results in key stage 2 tests have improved significantly over the last three years and now exceed national, but not local, averages for the core subject indicator (the requirement to gain at least level 4 in all three core subjects). In 2005, results in English were below both local and national averages; results in mathematics broadly matched them; results in science (not an inspected subject) were good with the school exceeding both local and national averages. The number of pupils' who achieved the higher level 5 was below the national average for mathematics, above the national average for English and well above for science. When compared to similar schools, Cefn Onn was below average in English, mathematics and the core subject indicator but above average in science.

At both key stages, girls considerably outperform the boys in all three core subjects. The difference is particularly marked in English where boys' attainment is low.

Pupils behave well and show a great deal of respect towards others and especially to their hearing impaired friends whom they always include in their activities. Many pupils have positive attitudes to learning and try hard to improve, concentrating well in lessons and whole school activities. They are at an early stage in developing their independent working and collaborative skills. Some enjoy taking responsibility and express their views honestly as members of the school council, the eco committee or in their role as school prefects. Pupils are taking their first steps in evaluating their own progress, in setting personal targets and in developing strategies for improving performance.

Attendance has declined since the previous inspection and unauthorised absence is well above the national average.

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

In the lessons observed, the quality of teaching was as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
0%	76%	24%	0%	0%

The overall quality of teaching in the lessons observed exceeds the Welsh Assembly Government's targets of 72 per cent good or very good. Much good practice is evident in key stage 2 where 85 per cent of lessons had good features and no shortcomings. However, across the under-fives and key stage 1 classes, 35 per cent of lessons had good features which outweighed the shortcomings.

Notable strengths in teaching are the mutual respect and good working relationship established between staff and pupils, together with the frequent use of praise and encouragement to establish positive attitudes to learning. At key stage 2 and in the hearing resource bases [HRBs], it is consistently good. Generally, the work provided matches the good planning. Learning objectives are made clear to pupils at the outset. There are high expectations of achievement and behaviour. Considered questioning draws upon previous lessons and pupils' personal experiences to consolidate learning. A broad range of strategies and learning materials is used to engage all pupils' interest.

In some lessons teaching is less effective because it is overly teacher-directed and lessons lack pace. Pupils' progress is limited where they are not given the opportunity for practical independent enquiry, where more able pupils are not consistently challenged; or where material simply does not inspire or interest the boys.

Generally, teachers promote equality of opportunity well and use a good range of organisational strategies, providing pupils with opportunities to work as a whole class, in groups, or as individuals. Teachers have good subject knowledge and use this effectively to help pupils learn. Although identified in planning, the key skills and common requirements of the national curriculum are not consistently applied.

In all lessons the school makes good use of well-qualified and well trained classroom assistants to work alongside teachers to provide a supportive system for pupils.

Statutory tests and assessments are undertaken appropriately and legal requirements are fully met. The school has a policy for marking but this is not consistently applied. Comments made in pupils' workbooks provide encouragement but do not contain sufficient references to how pupils can improve their learning or enable pupils to set targets for themselves.

The school provides a good flow of information to parents on a range of issues. The quality of the end of year school reports is good. Appropriate information is provided to the secondary school on transfer.

Pupils receive equal access to a broad and balanced curriculum that meets all statutory requirements. No pupil, including those from the HRBs, is disadvantaged because of his or her background or ability. However, the curriculum for the Early Years has shortcomings in terms of time allocation for the six areas of learning. Although, the school has identified and taken measures to address the underachievement of boys, it does not consistently match activities to their needs or to those of more able pupils.

The school holds the Basic Skills Quality Award and is currently refining its policy for the inclusion of key skills across the curriculum. The arrangements to develop pupils' understanding of sustainable development and global citizenship are good. The school has received the silver Eco-school award. Aspects of work-related education however, are underdeveloped.

Pupils visit places of interest within the locality. These provide additional opportunities to enhance their learning experiences. Good opportunities are provided for pupils to enhance and enrich their experience of music. The school provides a variety of learning experiences to develop pupils' moral, social and cultural awareness. However, collective worship does not always contain opportunities for reflection and consideration of issues within a wider spiritual context.

The school has a supportive Parent Teacher and Friends' Association that provides funds for the school through a variety activities.

The quality of care, support and guidance is good. The school gives a high priority to the pastoral care of all of its pupils regardless of social, educational, ethnic or linguistic background. However, there are important shortcomings in relation to the monitoring of attendance and punctuality. Health and safety is well addressed but there is a risk to hearing-impaired pupils at the end of school day when they have to cross a busy main road to reach their transport. Overall, however, the provision for pupils with severe hearing impairments is a unique and very strong feature and does much to enhance the general ethos of inclusivity in the school.

### **Leadership and management**

The head teacher provides strong leadership across the school. He has clarity of vision and a sound understanding of the order of priority for change. For example, he has effectively reorganised staffing provision at the end of key stage 2 to ensure that pupils are better prepared for their next phase of education.

The senior management team [SMT] has introduced and is continuing to develop several initiatives that are leading to a common vision of aims and priorities, a higher profile for the school in the community and an improvement in boys' attitudes to learning.

The governing body is supportive of the school but recognises that its involvement in monitoring and setting a strategic direction is at an early stage of development. The school takes due account of local and national priorities and there is a well-established system of performance management.

Subject leaders and co-ordinators work hard and support their colleagues well but their monitoring role is under developed and most have not had the opportunity to make strategic decisions about the deployment of resources.

There is an established process of self evaluation which has led to some initiatives which have helped to move the school forward. The grades given by the inspection team match those given by the school but although the current report is accurate, it does not explore or evaluate identified shortcomings. Overall, good progress, as in the development of ICT across the curriculum, has been made in addressing the key issues for action identified during the last inspection. Some areas, however, have not been consistently addressed.

Generally, staff in the school are suitably qualified and experienced and are well deployed. Overall, there is an adequate range of resources matched to the varying needs and abilities of pupils. The new computer suite is very effective and the HRBs are well resourced and used. The accommodation in the early years is good but the recently developed outside area is not used to the best advantage to support learning in all classes. Accommodation overall is adequate for the number of pupils but some aspects of the fabric of the building need repair and there are difficulties resulting from sharing a site. The head teacher and governing body have

suitable regard for the principles of best value and they carefully monitor the impact of major spending decisions. School administration is efficient and, overall, the school provides good value for money.

## Recommendations

In order to improve standards further, it is recommended that the school should:

- R1 Raise standards in English, geography and mathematics at key stage 2 and in the key skills of communication, numeracy and bilingualism throughout the school.
- R2 Develop the monitoring role of subject leaders to ensure consistency in the teaching and learning of their subjects and help raise standards further.
- R3 Ensure all teachers use assessment information consistently to match activities more closely to the needs, abilities and interests of all pupils, in particular boys and the more able.
- R4 Improve pupils' knowledge of their own learning, making better use of target setting and marking.
- R5 Review the organisation, planning and use of the outdoor area to provide all children in the under-fives classes with opportunities for independent learning and practical first hand experiences.
- R6 Address the health and safety issue identified with the school.

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.

## Acknowledgement

**The inspection team would like to thank the governors, head teacher, staff and pupils for their co-operation and courtesy throughout the inspection.**