

**INSPECTION UNDER SECTION 10 OF
THE EDUCATION (SCHOOLS) ACT 1996**

**COED GLAS
PRIMARY SCHOOL**

**Ty Glas Avenue
Llanishen
Cardiff
CF14 5DW**

SCHOOL NUMBER: 681/2072

DATE OF INSPECTION: 9 – 12 September 2002

BY

A D Fear

REGISTERED INSPECTOR No: W043/15698

DATE: 1 October 2002

Under Estyn contract number C/T/15/02P

© Crown Copyright 2002

This Report may be reproduced in whole or in part for non-commercial educational purposes provided that all extracts quoted are reproduced verbatim without adaptation and the source and date thereof are stated.

Copies of this report are available from the school. Under the Education (Schools) Act 1996, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

CURRICULUM NOMENCLATURE AND KEY STAGES

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

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

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

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

GRADE DESCRIPTIONS

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

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

CONTENTS

1. CONTEXT.....	1
The school and its priorities.....	1
2. MAIN FINDINGS.....	1
The main findings of the report	1
3. EDUCATIONAL STANDARDS ACHIEVED BY THE PUPILS	6
3.1 Standards achieved in subjects and areas of learning.....	6
3.2 Standards achieved in key skills across the curriculum.....	7
4. ETHOS OF THE SCHOOL	8
4.1 Pupils’ spiritual, moral, social and cultural development	8
4.2 Behaviour and attitudes	9
4.3 Attendance	10
5. QUALITY OF EDUCATION	10
5.1 Teaching	10
5.2 Assessment, recording and reporting	12
5.3 Curriculum.....	13
5.4 Support, guidance and pupils’ welfare	14
5.5 Provision for pupils with SEN	15
5.6 Partnership with parents and community, schools and other institutions.....	17
5.7 Partnership with industry.....	19
6. MANAGEMENT.....	19
6.1 Quality of self-evaluation and planning for improvement.....	19
6.2 Leadership and efficiency	20
6.3 Staffing, accommodation and learning resources.....	21
7. SUBJECTS AND AREAS OF LEARNING	23
Standards achieved by pupils	23

Provision for the under-fives	23
English	26
Mathematics.....	27
Science	28
Welsh second language	29
Design and technology.....	30
Information technology.....	31
History	32
Geography.....	33
Art.....	34
Music	35
Physical education	36
Religious education.....	37
8. SCHOOL IMPROVEMENT	38
8.1 Progress since the last inspection	38
8.2 Key Issues for Action	39
APPENDIX.....	40
A. Basic information about the school.....	40
B. School data as indicators.....	40
C. Results of national curriculum assessments and public examinations	41
D. The evidence base of the inspection	44
E. Composition and responsibilities of the inspection team	45

1. CONTEXT

The school and its priorities

Coed Glas Primary School is situated in the suburb of Llanishen to the north of the city of Cardiff. Pupils are taught in a three storey block, for KS2 pupils and pupils in the hearing impaired unit (HIU), and an adjoining single storey building for KS1 and early years pupils. The school has two hard-surface areas and an adjoining large playing field. At the time of the inspection there were 463 pupils in the school, taught in 16 single aged classes, an additional nursery class and special needs groups. The number of pupils on roll has fluctuated over the last four years.

Pupils are drawn from well established residential areas which are neither prosperous nor economically disadvantaged: 21% of pupils are registered as being entitled to free school meals. This matches the local authority all-school average and is slightly higher than the all Wales average. The intake of pupils covers the full range of ability with approximately 12% of pupils identified as requiring special educational needs (SEN) support. An additional 15 pupils are in receipt of a statement of special educational needs for a range of learning difficulties, predominantly hearing impairment. The school has an integral hearing impairment unit serving the Cardiff area. English is the first language of the large majority of pupils in the school; there are no natural Welsh speakers.

The school has an appropriate statement of educational aims which stresses the importance of pupils achieving their full potential within a caring and stimulating environment. There is a detailed school development plan (SDP) which, following a review of the previous year's plan, identifies the development of teaching and learning approaches within the school as the major development for the current year,

The school was last inspected in February 1997. There have been several staff changes since then including the appointment of a new deputy headteacher.

The current inspection was undertaken in the second week of the academic year. Nursery children had only just started attending school and all teachers were familiarising themselves with their new classes. Pupils' work from the previous academic year and discussions with pupils formed an important part of the evidential base for the judgement on standards of achievement.

2. MAIN FINDINGS

The main findings of the report

- Coed Glas Primary School has many strengths and has made significant progress since the last inspection. It provides a wide range of high quality experiences for its pupils in a strong and caring ethos; pupils receive a good quality of education.
- Standards of achievement were at least satisfactory in all the lessons observed; in 88% they were good and in 4%, very good.

- The educational provision for the under fives, taken overall, is appropriate and promotes the desirable outcomes for children's learning. Standards achieved are as follows:

Desirable outcomes	Nursery	Reception
Language, literacy and communication skills	Good	Good
Personal and social development	Very good	Very good
Mathematical development	Good	Good
Knowledge and understanding of the world	Good	Very good
Creative development	Good	Very good
Physical development	Good	Good

- In Key Stage 1 (KS1) and Key Stage 2 (KS2), standards of achievement are as follows:

Subject	KS1	KS2
English	Good	Good
Welsh (second language)	Good	Good
Mathematics	Good	Good
Science	Good	Good
Design and Technology	Good	Good
Information Technology	Good	Good
History	Good	Very good
Geography	Good	Good
Art	Good	Good
Music	Very good	Good
Physical Education	Good	Good
Religious Education	Good	Very good

- By the end of KS1, pupils' attainments in the core curriculum subjects exceed national averages for 2001. The percentage of pupils attaining at least level 2 in all core curriculum subjects, the core subject indicator (CSI), was in the highest 25% of schools in Wales with a similar intake. Results compare well with those schools in Wales who have a similar intake. Results from 2002 indicate a improvement in performance, particularly with regard to the percentage of pupils gaining level 3.
- In KS2, the percentage of pupils attaining level 4 or above for the NC tasks for 2001 in English, mathematics and science exceeds the all Wales average. Results in the core subjects compare well with those schools in Wales with a similar intake. The percentage of pupils attaining at least level 4 in all core curriculum subjects, the CSI, compared well with schools in Wales with a similar intake. Results from 2002, for which there is currently no all Wales comparative data indicate a reduction in performance, particularly in mathematics.

- In KS1 and KS2, pupils' standards of achievement in the key skills across the curriculum are as follows:

Key Skill	KS1	KS2
Speaking	Good	Good
Listening	Very good	Very good
Reading	Good	Good
Writing	Good	Good
Numeracy	Good	Good
Information and Communications Technology (ICT)	Good	Good

- Provision for pupils' spiritual, moral, social and cultural development is very good. The school successfully meets its aim of creating a community spirit with a positive ethos and shared values. Acts of collective worship are enjoyable and pleasant occasions: well chosen themes reinforce the sense of school community and encourage pupils to reflect on issues relevant to everyday life and the lives of others. Throughout the school, pupils' social and personal skills are thoughtfully developed. Pupils display a strong moral sense and undertake responsibility diligently.
- Welsh culture and heritage has a secure place in the curriculum. Pupils are encouraged and enabled to appreciate their own cultural traditions but their awareness and understanding of the diversity of other cultures is less evident.
- The standards of behaviour and pupils' attitudes to learning are very good and are a major strength of the school. The school is a welcoming and caring community where all pupils are valued; pupils and staff work well in a calm atmosphere and pupils are happy at school. Pupils' motivation and behaviour in the classroom are good. Pupils are well supervised during break periods and move sensibly in and around the school.
- Attendance levels are good; pupils arrive punctually and lessons start promptly.
- The quality of teaching was satisfactory or better in all the lessons observed. In 72% of lessons the teaching was good or better; in 22% of lessons it was very good. The quality of much of the teaching is a strength of the school. This was clearly apparent given that the inspection took place during the second week of the academic year when teachers, especially in the early years classes, were familiarising themselves with their pupils.
- The quality of teaching in the early years classes is consistently good and often very good. Routines are well established, there is a clear focus on learning objectives within a diversified range of appropriate activities. Adult intervention in children's learning is effective and children are ably supported.
- In KS1 and KS2, planning shows continuity and progression across all the subjects of the national curriculum. Teachers plan conscientiously and thoroughly with clear learning objectives and outcomes. There is evidence of

much very good teaching and this best practice now needs to be disseminated to ensure consistently high standards.

- Where teaching is consistently good and often very good there is a lively pace which keeps all pupils alert and involved. The conduct of lessons is well structured and signal high expectations of all pupils. Pupils are encouraged through constructive criticism to evaluate their own work and seek the means of improvement, producing a good quality and quantity of work. In the large majority of lessons time management is good; in the best practice pupils have clear and attainable targets for the various stages in their work.
- On the few occasions where shortcomings occur in teaching there are often overlong introductions, the structure of the lesson through time management is inappropriate resulting in a slow pace to the lesson, uncompleted tasks and pupils unable to realise their potential fully. In addition tasks are not always set that build upon pupils' previous experiences and achievements and thus fail to signal appropriate and challenging expectations.
- Teachers establish very good relationships with pupils. They act as good role models, provide individual support and offer frequent praise and encouragement. Pupils are well motivated and show a keenness in their work; they concentrate and persevere. Pupils are eager to please their teachers and teachers show a respect for, and an appreciation of their efforts. Class management is very good.
- The arrangements for the assessment, recording and reporting of pupils' learning are very good overall. The school's policies provides a secure basis for a whole school approach. Assessment data is analysed in detail and effectively utilised to track progress, identify areas of weakness in individual performance and set targets for school development and improvement. The marking of pupils' work is consistent and constructive, strengths and areas for development are highlighted and appropriate and achievable targets set; this aspect is a particular strength of the school.
- The curriculum is broad, balanced and meets statutory requirements. Schemes of work and policy documents are in place for all subjects. These are of a good quality and effectively support planning for teaching and learning. The curriculum for children under five is well planned to ensure continuity and progression in all six areas of learning and successfully promotes the Desirable Outcomes.
- Very good arrangements are in place to ensure the personal and social development of all pupils. Provision is made for a good range of extra-curricular activities which are well supported by pupils. Support and guidance for pupils in the school is very good as is the provision for ensuring their welfare.
- The quality of provision for pupils with SEN is very good and is a strength of the school. Provision in the hearing impairment unit is also very good. The special needs co-ordinator works very efficiently and ensures arrangements are well planned, effectively co-ordinated and suitably documented. Pupils make good progress relative to their abilities. The high level of co-operation between mainstream teachers and the teachers of the hearing impaired effectively promotes

learning and has a positive impact on the good progress pupils make. The unit functions fully as part of the school in which pupils are well integrated and are valued in all aspects of school life. The quality of teaching is consistently good or very good. Work is characterised by a clear sense of purpose and is carefully planned to match each pupil's needs, relating very well to the individual education plans.

- The school's partnership with parents and community, schools and other institutions is very good. In response to the pre-inspection questionnaire and meeting an overwhelming majority of parents were appreciative of the work of the school. They endorse and support its high expectations. The headteacher places much emphasis on good relationships throughout the school community. There is very good daily informal contact between home and school. The quality of information provided to parents is very good. Partnership with industry is good.
- The quality of self-evaluation and planning for improvement is good. A self-critical culture has been established among staff and governors. Both groups are aware of the school's strengths and areas for development and are keen to improve their skills and methods of working in order to further raise the standards of pupils' achievements.
- The leadership and efficiency of the school are very good. The school has appropriate aims, a commitment to equality of opportunity for all and a strong sense of purpose. The sense of community that exists within the school and operates between the school, parents and wider community is a major feature and strength of the school. The ethos of the school is very good.
- The governors, headteacher and senior staff provide positive leadership which gives a clear direction to the work of the school. There are shared values and norms with regard to behaviour, relationships and the promotion of high standards. The governing body is well informed, fully involved in the life and work of the school and has a positive impact on the school's progress and development.
- The headteacher undertakes her tasks conscientiously with energy and a deep commitment to the school, its pupils and community. She has a vision and sense of purpose and a clear pride in the school. Knowledgeable of and sensitive to the needs of pupils, approachable and honest, she has ensured that all who participate in the school are valued.
- The role of the subject leader has been considerably developed since the last inspection through the establishment of clear monitoring processes. This now need to be further enhanced to focus more critically on an evaluation of standards, strengths and shortcomings. In addition there is a need to consider the dissemination of recently developed portfolios of moderated work to aid teaching and learning in their judgement of standards.
- The budget is well managed and appropriate financial priorities identified. The school budgets systematically for new expenditure and analyses the use of

resources. With the management of the school the governing body ensures good use of all the available resources to achieve high educational outcomes. The school gives very good value for money.

- Administrative procedures are clear and operate effectively and efficiently, due in large measure to the efficient operation of the school office.
- Staffing, accommodation and learning resources are good overall. Teaching and learning are supported by a good range of resources which are used well to enhance pupils' standards of achievements.

3. EDUCATIONAL STANDARDS ACHIEVED BY THE PUPILS

3.1 Standards achieved in subjects and areas of learning

Standards of achievement were at least satisfactory in all the lessons observed; in 88% they were good and in 4%, very good.

- The educational provision for the under fives, taken overall, is appropriate and promotes the desirable outcomes for children's learning. Standards achieved in the nursery are at least good in all six areas of learning and very good in personal and social development. In reception, children achieve good standards in language, literacy and communication skills, mathematical development and physical development and very good standards in personal and social development, knowledge and understanding of the world and creative development.
- By the end of KS1, pupils' attainment in the core curriculum subjects exceed national averages for 2001. Results compare well with those schools in Wales who have a similar intake. The percentage of pupils attaining at least level 2 in all core curriculum subjects, the core subject indicator (CSI), was in the highest 25% of schools in Wales with a similar intake. Results from 2002 indicate a improvement in performance particularly with regard to the percentage of pupils gaining level 3.
- In KS2, the percentage of pupils attaining level 4 or above for the NC tasks for 2001 in English, mathematics and science exceeds the all Wales average. Results in the core subjects compare well with those schools in Wales with a similar intake. The percentage of pupils attaining at least level 4 in all core curriculum subjects, the CSI, compared well with schools in Wales with a similar intake. Results from 2002, for which there is currently no all Wales comparative data indicate a reduction in performance, particularly in mathematics.
- In KS1 and KS2, standards in English are good overall. In both key stages pupils respond keenly to questions and listen well to teachers and fellow pupils. They are able to develop and use their oracy skills through collaborative work and in group discussions. In KS1, pupils read with increasing fluency and can convey the content of what they read accurately. Pupils in KS2 make good progress with their reading and by the end of the key stage many have become very good readers; they are reflective and can respond critically to their reading. Pupils

write competently and for a variety of purposes and use appropriate punctuation and sentence structure.

- Standards in mathematics are good in both key stages. Pupils have a secure knowledge of number, shape, measures and data handling. Their mental recall of number facts is at time slow and they are not always secure when applying their developing knowledge to solving unfamiliar problems. Standards in science are good in both key stages.
- In Welsh as a second language, design and technology, information technology, geography, art and physical education, standards in both key stages are good. In history and religious education standards in KS1 are good and very good in KS2; in music, very good in KS1 and good in KS2. Pupils show a very good understanding of the aspects of the subjects studied and in particular of the skills associated with further developing their own knowledge and understanding.
- Boys and girls make similar progress. Pupils with SEN are well integrated and supported and achieve good standards relative to their ability.

3.2 Standards achieved in key skills across the curriculum

The standards and progress of children in the early years are very good. In both KS1 and KS2 overall standards in literacy are good; in speaking they are good and in listening they are very good and in reading and writing they are good. In both key stages, standards in numeracy and the application of number and in information and communication technology (ICT) are good.

- Through a range of structured opportunities and purposeful activities in all six areas of learning, children under five make very good progress in applying and improving their developing skills in early literacy and numeracy and in their use of ICT.
- In KS1, pupils listen politely to others, they are attentive during class and school presentations, answer questions sensibly and follow instructions well. They are eager to share information, speak clearly and respond well to the various stimulus provided. In Y1, pupils are aware of the need to adapt their speech to different circumstances using appropriate vocabulary. Pupils value reading and have good book skills. Pupils write logically for a variety of purposes applying simple grammatical requirements sensibly and achieve good standards.
- In KS2, pupils develop good speaking and very good listening skills. They respond confidently to questions posed by their teachers and participate enthusiastically in spontaneous discussions. They use subject specific vocabulary in a range of contexts. In a history lesson, for example, pupils in Y4 show good speaking and listening in their class presentation related to the Stuart period.
- Pupils in KS2 acquire good reading skills. Reading experiences in a range of subjects ensure they acquire higher order reading skills through using textual information to develop a further understanding of their subjects. Pupils are able to

access information from various sources to support their work and use independent research in the course of their studies.

- In KS2, pupils using a range of opportunities for writing, achieve good standards. They produce well organised, logically sequenced examples of work. A range of writing techniques to suit a variety of purposes enables pupils to record scientific investigations, plan and evaluate design and technology tasks, summarise information in history, write responses to questionnaires and produce evaluations on the work of Welsh artists.
- Pupils make good progress in developing numeracy skills in both mental and written tasks. There are many instances of pupils utilising numeracy in other subjects, notably in design and technology, geography, history and music. In design and technology, pupils in Y3 when stitching, develop an understanding of pattern and number sequence. In tasks related to food technology pupils in Y6 weigh ingredients to make bread, while bridges constructed in Y5 develop pupils knowledge of form structure and 3D shape.
- In both key stages, ICT is used effectively to support learning in a range of curriculum areas. Pupils use computers confidently and independently. They access information from CD Roms and the internet, use ICT to process data and support creative work. However, word processing skills to draft written work were seldom seen during the inspection.
- Pupils with SEN make steady progress in the key skills relative to their age and ability. The inclusive policy promoted by the school in providing in-class support and withdrawal sessions by both class and support teachers help to ensure that appropriate attention is given to their needs.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

Provision for pupils' spiritual, moral, social and cultural development is very good overall.

- The school's aims of creating a community spirit, positive ethos and shared values are successfully met. The headteacher, staff and other adults provide very good role models for pupils and together have created a climate in which individual talents are valued and positively promoted: pupils respond well.
- Within the school there is an atmosphere of positive endeavour: pupils co-operate well in class. They take pride in their own achievements and delight in the success of others.
- Acts of collective worship are enjoyable and pleasant occasions: well chosen themes reinforce the sense of school community and encourage pupils to reflect on issues relevant to everyday life and the lives of others. Pupils make a mature and thoughtful contribution through well-organised class assemblies that are linked to their current studies.

- Throughout the school, pupils' social and personal skills are thoughtfully developed. Pupils express their views with a quiet confidence and openness and willingly consider the needs of others.
- Welsh culture and heritage has a secure place in the curriculum. Pupils are encouraged and enabled to appreciate their own cultural traditions but their awareness and understanding of the diversity of other cultures is less evident. Work developed across the curriculum effectively enhances pupils' awareness of their own locality: they reflect thoughtfully on matters that affect their community and are becoming aware of broader global issues.
- Pupils display a strong sense of fairness and they undertake responsibility diligently. Older pupils willingly assist with the care of new entrants and, through their school council, contribute discerningly to decision-making within the school. They are able to sensibly consider monitoring procedures, participate in the compilation of rules for the playground and are proud of their achievements.

4.2 Behaviour and attitudes

The standards of behaviour and pupils' attitudes to learning are very good and are a major strength of the school.

- The school is a welcoming and caring community where relationships are very good; pupils are valued and there is an atmosphere of mutual respect throughout the school. The school has high expectations of pupils' academic and social abilities. Staff are consistent in their implementation of routines; younger and new pupils quickly learn what is expected of them.
- The foundations of good behaviour are effectively laid in the Early Years. At this very early stage of the academic year children happily leave their parents and settle quickly into school.
- The comprehensive positive behaviour management policy, anti bullying and racial harassment policies follow local authority guidelines and are closely linked to the personal and social education policy. They contain clear guidelines and measures to counter and prevent incidents. Rewards and the consequences of misbehaviour are clearly stated.
- Teachers and midday supervisors (MDS) are appropriately trained. Incidents and outcomes are formally recorded; both victim and bully are supported. No incidents of anti-social behaviour were noted during the inspection. Pupils play co-operatively at break times and lunchtimes. Trained MDS maintain positive discipline to ensure continuity of good behaviour during the lunch period. The supervisor's handbook provides useful guidance; they have a role in the reward system. Supervision in both dining halls is very good.
- In their responses to the school's questionnaires pupils say that they are treated fairly. They can approach teachers and other adults with their problems. They feel

safe and secure in and around school and are able to learn very well because of the good behaviour of other pupils.

- Pupils behave maturely; they are friendly and courteous and relate well to each other to adults and visitors. Throughout the day pupils move sensibly in and around the school. Behaviour in the classroom is consistently good. Pupils enjoy coming to school; they have positive attitudes and are keen to do well. They settle quickly to their work, concentrate well and persevere with their tasks. Pupils co operate and support each other when working in groups and pairs; they negotiate and share tasks sensibly. Pupils respond well to the school rules and reward system and to the classroom and playground rules that they help to draw up.

4.3 Attendance

Attendance is good.

- At 94% the average rate of attendance over the past three terms is above the local authority and in line with the all Wales average. Unauthorised absences are minimal; the average rate for the period is 0.37%. Absences are caused mainly through illness although the overall rate is affected by family holidays in term time.
- Almost all the pupils arrive punctually at the start of the day and individual lessons start on time. Registers are completed meticulously at the beginning of each session and comply with regulations.
- Absences are carefully monitored. Targets are set; the school has an effective tracking system in place for pupils whose attendance levels fall below 90%. The school works closely with parents and the EWO. Pupils with perfect attendance are rewarded at the end of the year; there are no systems in place to reward improved attendance. Parents are regularly reminded of the detrimental effects of lateness and non-attendance on their children's' education.
- There have been no exclusions in the past twelve months.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching was satisfactory or better in all the lessons observed. In 72% of lessons the teaching was good or better; in 22% of lessons it was very good.

- The quality of much of the teaching is a key strength of the school. This was clearly apparent given that the inspection took place during the second week of the academic year when teachers, especially in the early years classes, were familiarising themselves with their pupils.
- The quality of teaching in the nursery and reception classes is consistently good and often very good. Routines are well established and a wide and diversified range of appropriate activities are planned with a clear focus on learning in a

stimulating environment. Adult intervention in children's learning is effective and appropriate challenging. Children progress within a secure and well supported environment.

- In KS1 and KS2, planning shows continuity and progression across all the subjects of the national curriculum. Teachers plan conscientiously and thoroughly with clear learning objectives and outcomes. Lessons have clear learning objectives which form part of a well structured sequence. The purpose of the lesson and how the objectives will be achieved are consistently shared with pupils. Short term planning is directly linked to schemes of work and provide clear guidelines for the structure of lessons
- Teachers throughout the school have a sound knowledge of the National Curriculum. They attend relevant in-service (INSET) courses, work well together as a team and are keen to share their subject and teaching expertise with colleagues. The teachers work hard in a supportive and professional environment. This is clearly evident in the extent to which newly appointed teachers operate effectively as part of a team and are already delivering lessons of a good and often very good standard.
- Opportunities for the development of key skills often occur through the expertise of the teacher, rather than through identified elements in lesson planning, and links between subjects are well developed. Teachers frequently refer to skills or knowledge acquired in other subjects and ensure that pupils apply these to their current work. Opportunities to integrate subjects to enable pupils to acquire a deeper understanding are rarely missed.
- Teachers prepare lessons thoroughly and resources are ready and available for pupils to use, so that sessions begin promptly; transitions between activities operate efficiently with little learning time being wasted.
- Teachers use a range of methods according to the needs of the lesson objectives, including whole-class, paired activities and co-operative group work, which is a notable feature of some lessons. Pupils are engaged in research work and are able to undertake their own investigations and to reach their own solutions to problems.
- In all classes lessons commence with a recapitulation of earlier work to assess knowledge and to create a foundation for the current lesson. Questioning techniques are well developed and extend pupils' responses; encouraging pupils to think for themselves. In those lessons where teachers further develop pupils' knowledge or their ability to explain their understanding through analytical questioning standards are invariably at least good. During lessons teachers effectively reinforce concepts and subject specific vocabulary. Lessons conclude with structured plenary sessions that allow a sharing of achievement and an understanding of what has been learned.
- Where teaching is consistently good and often very good there is a lively pace which keeps all pupils alert and involved. The conduct of lessons is well structured and signal high expectations of all pupils and set high but attainable

challenges. Pupils are encouraged through constructive criticism to evaluate their own work and seek the means of improvement producing a good quality and quantity of work. In the large majority of lessons time management is good; in the best practice pupils have clear and attainable targets for the various stages in their work. This best practice now needs to be disseminated to ensure consistently high standards in all classes.

- On the few occasions where shortcomings occur in teaching there is often unnecessary overlong introductions, the structure of the lesson through time management is inappropriate resulting in a slow pace to the lesson, uncompleted tasks and pupils unable to realise their potential fully. In addition tasks are not always set that build upon pupils' previous experiences and achievements and thus fail to signal appropriate and challenging expectations.
- Teachers establish very good relationships with pupils. They act as good role models, provide individual support and offer frequent praise and encouragement. Pupils are well motivated and show a keenness in their work; they concentrate and persevere. Pupils are eager to please their teachers and teachers show a respect for, and an appreciation of their efforts. Class management is very good.
- In mathematics and language, in particular and in other subjects, different tasks are planned for varying ability groups. However, there is further scope to extend these arrangements especially in the provision of further opportunities for pupils to express their knowledge and understanding in their own words through extended writing tasks.
- Teachers show an enthusiasm for their work. Classroom assistants and support staff know their roles well and work efficiently and conscientiously in the classroom alongside the teacher; they make a valuable contribution to pupils' learning and welfare.

5.2 Assessment, recording and reporting

The quality of assessment, recording and reporting is very good.

- The policy for assessment, recording and reporting is of good quality and provides a secure basis for a whole school approach to assessment. Strategies in place for day to day informal observations and assessments are effectively deployed alongside a range of standardised and other tests to ascertain pupils abilities in a range of skills and to plan future learning. The effectiveness of the policy is monitored by the headteacher and co-ordinator in line with the school policy on monitoring and evaluation.
- The detailed analysis of assessment data is effectively utilised to track progress, identify areas of weakness in individual performance and set targets for school development and improvement. The school consistently evaluates its results in the light of previous performance and comparable national standards.
- Portfolios of exemplar work to aid moderation and ensure consistency of standards are in place for core and foundation subjects. There is further need to

ensure that information gathered from levelled work, particularly in the foundation subjects is disseminated to aid teaching and learning. The school is aware that this is an area in need of further development.

- The marking of pupils work is consistent and constructive. Strengths and areas for development are highlighted and appropriate achievable targets set as required. This aspect is a particular strength of the school. Pupils are involved in assessing their own progress and performance and are developing a clear understanding of how to identify criteria for improvement.
- Progress in reading is recorded in both key stages. Written comments are both diagnostic and helpful in supporting pupils learning, particularly in KS2
- Regularly maintained records providing a summative overview of pupils achievements effectively contributes to information for key stage and end of key stage transition purposes and reports to parents.
- Consultation meetings are held during the school year when parents formally discuss their children's progress with teachers. Annual reports issued in the summer term are of good quality and comply with statutory requirements. They identify achievements in all subjects and include targets to indicate where improvements can be made.
- The school complies with statutory arrangements for assessing and recording the requirements of pupils on the special needs register.

5.3 Curriculum

The school effectively provides a good quality broad and balanced curriculum, which meets the requirements of the NC and the agreed syllabus for religious education.

- The curriculum for children under five is well planned to ensure continuity and progression in all six areas of learning and successfully promotes the Desirable Outcomes for Children's Learning. Children enjoy a balanced programme of planned activities, which are matched appropriately to their stage of development and particular learning needs.
- Whole school policies and comprehensive schemes of work are in place for all subjects. These are of good quality and provide effective guidance for teachers and ensure continuity in pupils' learning.
- The school has a policy document for the development of pupils' key skills across the curriculum. While key skills are identified within short term planning documents, they lack detail, particularly in identifying specific activities through which pupils may be enabled to acquire particular skills. A more structured approach needs to be adopted to ensure consistent coverage in all year groups.
- The schools' homework policy provides parents with clear guidelines for its implementation. Homework tasks include additional practice for pupils to

consolidate work, reinforcing topic work and reading tasks. The commitment and hard work of teachers enables the school to offer a variety of extra-curricular activities including rugby, football, netball, dance, drama and choir. Visits to places of interest, visiting speakers and links to the local community contribute to the educational standards achieved.

- Very good arrangements are in place to ensure the personal and social development of all pupils. A policy document on sex education approved by governors is incorporated into the programme. Visits by the school nurse supports the health education programme. Policy documents provide good guidelines on a range of issues, which include bullying, racial harassment and equal opportunities.
- The school is fully aware of the importance of ensuring equality of opportunity for all pupils. Through its efforts the school has ensured that the needs of all pupils are fully met.
- Good provision is provided for two pupils for whom the NC is disapplied.

5.4 Support, guidance and pupils' welfare

Support, guidance in the school is very good as is the provision for ensuring the pupils' welfare.

- Teachers and support staff know and care for the pupils well. The headteacher, staff and governors work together to provide very good support for all pupils.
- The quality of relationships throughout the school is very good. Pupils are encouraged to talk about their concerns and are confident in the knowledge that these concerns will be dealt with promptly and sympathetically.
- The achievements of pupils in and out of school are celebrated. Pupils are valued and all staff have high expectations of them. This helps motivate pupils to perform better both socially and academically.
- The school places a high priority in that all pupils are included in the activities taking place in the school. The SENCO works closely with the headteacher, teachers and support to enable pupils with special educational needs to be fully integrated with school life.
- The school's PSE policy and scheme of work is good and is an integral part of the pupils' support and guidance programme. Policies on sex education and drug and alcohol abuse are in place and good cross curricular links between physical education, science and PSE. help ensure that pupils have a knowledge and understanding of topics such as personal care, hygiene and healthy eating. Pupils in Y5 and Y6 are members of the School Council; they help to maintain acceptable standards of behaviour and make important decisions such as the implementation of the Buddy system, suggestions box and the Friendship Stop.

- The child protection procedures in school are very good. Staff fully understand these procedures and the arrangements for referrals.
- Provision for the health and safety of pupils is very good. First aid equipment is available in key areas throughout the school and several members of staff have been trained in first aid. Records of accidents are maintained and there are records of individual pupil's medical needs. Fire drills are held on a regular basis. There are clear guidelines outlining procedures for the safe evacuation of the building in the event of a fire on display in each classroom.
- Security of the school building and the site is a priority for the headteacher and governors. The main entrance to the school has a controlled access system to ensure the safety of pupils and staff.

5.5 Provision for pupils with SEN

The quality of provision for pupils with SEN is very good and is a strength of the school. Considerable investment has been made by the school for support for pupils with SEN. Very good resources, additional teaching and support staff have resulted in this very good provision.

- Fifty two pupils are on a graded approach of action and intervention and all have individual education plans. Fifteen pupils have a statement of special educational needs. Eleven of these pupils are hearing impaired and are supported by the provision for hearing impaired pupils at the school.
- The co-ordinators for special educational needs (SENCO) work very efficiently and effectively. They work closely with class teachers, support staff, governors, pupils and outside agencies in prioritising each pupil's special needs and providing appropriate additional support.
- The school's policy and documentation on SEN is very good. It is informative and clear and is in line with the recommendations of the Code of Practice (CoP) and government directives. The arrangements for identifying pupils with SEN. are very good.
- The SENCO, teachers and support staff work co-operatively, using base line data, tests and other assessment data to devise individual education plans (IEPs) which set clearly defined targets. These IEPs are reviewed on a regular basis. The quality of the IEPs is very good with clear targets which are sufficiently practical for class teachers and support staff to implement successfully.
- Annual reviews and statementing procedures comply with the CoP and are well managed by the headteacher and SENCO. Parents of pupils with SEN are regularly informed of their child's progress. Teachers share the targets set out in the IEPs with parents who are closely involved in the on-going review process.
- Pupils with SEN make good progress throughout the school. Class teachers' planning for pupils with SEN is good and differentiation is used effectively in the

classroom to support pupils' learning. Classroom provision is very well organised and very good use is made of support staff.

- The needs of gifted pupils are recognised. A record of pupils' sporting and academic achievement is kept. Opportunities for more able pupils are made available through a range of after school clubs such as the computer club.
- The governor with responsibility for SEN works closely with the school to ensure that the progress of pupils is regularly monitored and reviewed and appropriate support provided.
- Links with educational welfare officers, specialist teachers, social services and the police are good. The frequency of support from the county educational psychology service is unsatisfactory. As a consequence of this, pupils with SEN often have to wait for lengthy periods before being seen by an educational psychologist.

Unit for Pupils with Hearing Impairment (HIU)

The provision for hearing impaired pupils is very good. The school has a well resourced unit for up to twelve hearing impaired pupils between the ages of 4 – 11 years. In the unit currently are eleven statemented pupils with moderate to profound hearing loss with associated language impairment. These pupils are supported by two full time teachers of the hearing impaired and two specialist support assistants.

To enable pupils to have full access to a broad, balanced curriculum, all pupils follow the school's integration policy of being taught both within the unit and within mainstream classes.

- All hearing impaired pupils have an individual programme of integration into their mainstream classes. Support from either a teacher of the hearing impaired or from a specialist support assistant allows good integration and successfully encourages independent learning.
- The hearing impaired pupils make good progress, especially in reading and spoken language and in most areas of numeracy.
- The quality of specialist teaching of the hearing impaired is very good. Joint lesson planning with mainstream teachers results in lesson plans which have clear, specific learning objectives precisely matched to the needs of the hearing impaired pupils.
- The high level of co-operation between mainstream teachers and the teachers of the hearing impaired effectively promotes learning and has a positive impact on the good progress pupils make. All staff have expertise in using radio hearing aids efficiently and this also helps the hearing impaired pupils integrate more successfully.

- The senior teacher in the unit for hearing impaired provides very good leadership. She has established procedures for effective planning, diagnostic assessment and continuous monitoring of the pupils' specific needs.
- Each pupil has a very good IEP which contains relevant literacy or other learning objectives. These plans are reviewed regularly and parents kept fully informed of any changes. Unit staff actively seek to secure an effective partnership with parents and parents are encouraged to be closely involved in their child's education and progress.
- Well developed links with the local audiology department ensure the prompt replacement of broken aids and the provision of ear moulds. Teaching resources for hearing impaired children are good. Recently purchased radio hearing aid equipment provides good quality amplification for the pupils. Great care is taken in ensuring that pupils' hearing aids are regularly checked.
- The specialist support assistants attached to the unit are deployed effectively to support hearing impaired children in the mainstream classroom. They give sensitive support which enables pupils with hearing impairment to relate well to their hearing peers and to work independently when necessary. The specialist learning support assistants are highly skilled and their work is valued by all members of the school staff.
- The attitudes and behaviour of pupils with hearing impairment are very good. The pupils have a very good attitude to work, especially in focused reading and language work in the unit. Pupils work hard to keep up with the pupils in mainstream classes and work co-operatively with their hearing peers. They are confident and have a keen sense of humour. All are pleased with their successes, take criticism well and try hard to improve.
- The hearing impaired pupils' speech and language development is enhanced by weekly input from a visiting teacher of the hearing impaired from the LEA service for children with speech and language difficulties.
- All staff in the school are committed to integration and inclusion and hearing impaired pupils are encouraged to take part in all of the activities of the school

5.6 Partnership with parents and community, schools and other institutions

The school's partnership with parents and community, schools and other institutions is very good and is a major strength of the school. The school has a comprehensive external links policy; this is very much a community school.

In response to the pre-inspection questionnaire and meeting an overwhelming majority of parents were appreciative of the work of the school. They endorse and support its high expectations.

- The headteacher places much emphasis on good relationships throughout the school community. There is very good daily informal contact between home and

school; parents value the openness and approachability of staff and the knowledge they have of their children particularly those with special educational needs. Home/ school diaries are used effectively to share information about behaviour and progress between teachers and parents.

- The quality of information provided to parents is very good. The prospectus issued to new parents is informative; it is of good quality and updated every year. The nursery brochure contains valuable information about daily routines, activities and home school tasks. Parents of children in the reception class receive an information pack containing valuable information including advance notice of proposed educational visits with costs and a reading booklet.
- Half termly leaflets provide parents with information about subjects being taught in classes in KS1 and KS2 and in the six areas of learning in the Early Years. These are supported by details of home school tasks and ways in which parents can help their children. Homework is used effectively to further strengthen links between home and school. Termly newsletters and other letters keep parents well informed about the life and work of the school. Copies are posted on the parent notice boards in the nursery and main reception area.
- The school seeks parents' and pupils' views through regular questionnaires; responses are used in the school's evaluation of its progress. The vast majority express very positive responses. Copies of pupils' comments are included in the information pack for new parents. Almost all the parents have signed the home/school agreement.
- A significant number of adults including retired teachers and members of RSVP make positive contributions to the life of the school. They hear pupils read, assist teachers in the classroom and independently with practical activities and with after school activities such as sport. Local veterans work with Y6 on their World War 2 project. Helpers are very much valued and appreciated. The school provides useful written guidance for helpers on school trips.
- The Parent Teacher Association is very active and organises fund raising and social events that provide substantial financial support. Monies raised are used to improve the school for example provision of the stage, curtains and playground games; they pay for social functions for the pupils.
- The school plays an active part in the community. Educational visits and visitors help to enhance learning. Pupils' experiences include working with artists in residence, writers and poets. Pupils go out into the community to entertain and support charities.
- The school has very good links with the receiving secondary school. Strong pastoral and curriculum links are well established. Pupils in Y6 are involved in extended cross phase projects in the core subjects. Pupils throughout the school use the after school club based at the secondary school. There is regular interchange of staff and pupils between schools. Headteachers and chairs of governors meet regularly to discuss common interests.

- The school is in partnership with an initial teacher training institution and provides good quality training for student teachers; a teacher has been appropriately trained for the role of mentor. The school has good links with surrounding schools and colleges and provides valuable work experience for child care and secondary school students.

5.7 Partnership with industry

Partnership with industry is good.

The school has a written industry policy; one teacher is in charge of developing industry links. The headteacher and three teachers have benefited from industry links. The school has recently joined an industry links partnership.

- The school has established a number of useful links with industry and commerce. Visits and visitors help to raise pupils' awareness of the world of work. Pupils in Y6 successfully participate in a mini enterprise initiative that helps to broaden their business acumen and develop teamwork.
- Volunteers from the nearby government department work with pupils throughout the school to develop oracy skills.
- Throughout the school pupils work with visiting drama and dance groups, specialist sports coaches and artists. Pupils are successful in commercially sponsored competitions for example writing and art; a montage of artwork is displayed in a city centre store.
- Plans are in place to extend the school's links with industry through its involvement with the Cardiff Schools Industry Links Group but as yet has few links with specialist environmental or ecological businesses.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

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

- A self-critical culture has been established among staff and governors. Both groups are aware of the school's strengths and areas for development and are keen to improve their skills and methods of working in order to further raise the standards of pupils' achievements.
- The headteacher, staff and governors make good use of assessment data, school self-audit, questionnaires with parents and the monitoring and evaluation of the quality of teaching and learning to identify measurable targets for improvement. The role of the subject leader has been considerably developed since the last inspection through the establishment of clear monitoring processes. This now needs to be further enhanced to focus more critically on an evaluation of

standards, strengths and shortcomings, to enable subject action plans to inform the review process.

- The school's self-assessment report provides a clear and accurate analysis of the standards and the quality of educational provision. A number of relevant issues have been taken to address identified issues, for example the development of subject portfolios to enhance teacher's skills in the identification of appropriate standards, in order to develop further the standards achieved in the school.
- The school development plan (SDP) is a useful and effective management tool. It is informed by a range of performance indicators and review of the success of earlier targets and provides a solid foundation for further improvement. The priorities are concerned with improving standards, with an emphasis on teaching and learning. It identifies action to be taken and gives appropriate attention to timescales, criteria for success and resource and staff training implications. Priorities and progress towards targets are kept under review. The actions undertaken in previous development plans are clearly evident in improvements in the quality of educational provision and the raising of standards of pupils' achievements. To progress, the school now needs to develop greater precision in the identification of success criteria and to develop the role of the subject leader in evaluating standards.

6.2 Leadership and efficiency

The leadership and efficiency of the school are very good.

- The school has appropriate aims, a commitment to equality of opportunity for all and a strong sense of purpose. The sense of community that exists within the school and that operates between the school, parents and wider community are a major feature and strength of the school. The orderliness of daily routines and the quality of relationships between adults and pupils and between pupils themselves are a strong feature of the school that all staff and members of the governing body have worked hard to achieve. The ethos of the school is very good.
- The governors, headteacher and senior staff provide positive leadership which gives a clear direction to the work of the school. There are shared values and norms with regard to behaviour, relationships and the promotion of high standards. The governing body is well informed, fully involved in the life and work of the school and has a positive impact on the school's progress and development.
- The headteacher undertakes her tasks conscientiously with energy and a deep commitment to the school, its pupils and community. She has a vision and sense of purpose and a clear pride in the school. Knowledgeable of and sensitive to the needs of pupils, approachable and honest, she has ensured that all who participate in the school are valued. A key strength are her people management skills; individual staff are enabled, developed and supported: a good team spirit exists.
- The school has very recently appointed a new deputy headteacher. She has already made herself aware of the policies and procedures in the school and used

her experience in supporting the staff in their preparation for this inspection. Her strength as a classteacher is clear and she provides a good role model for the dissemination of best practice. The senior management team undertakes its tasks conscientiously but now needs to develop its role as a strategic planning group.

- Staff understand the role they play in the development and running of the school; their views are actively sought and communication within the school is clear and operates effectively. Staff operate as a hard working, professional and cohesive team and give of their own time during and outside school hours to provide additional enriching experiences for pupils.
- Subject leaders undertake their duties energetically. They maintain written records of developments and ensure new ideas are conveyed to colleagues. They provide support and encouragement and ensure that appropriate learning resources are available. Many subject leaders provide good role models in teaching the subject for which they have special responsibility. Recent initiatives include regular visits to classrooms to monitor standards and quality of learning and the development of portfolios of moderated work. There is now a need for subject leaders to effectively disseminate such information to enable all teachers to have clearer guidelines for the establishment of standards.
- The budget is well managed and appropriate financial priorities identified. Budget setting relates clearly to the school's educational objectives and priorities as identified in the SDP. Expenditure is carefully monitored and evaluated and financial planning is thoughtful and well targeted. The school budgets systematically for new expenditure and analyses the use of resources. With the management of the school the governing body ensures good use of all the available resources to achieve high educational outcomes. The school gives very good value for money.
- Administrative procedures are clear and operate effectively and efficiently, due in large measure to the efficient operation of the school office. The school received a successful report from its recent financial audit.
- The school complies with statutory requirements, takes note of National Assembly for Wales and local authority guidelines in the formulation of its policies and procedures and uses guidance documentation published by Estyn to aid its development.

6.3 Staffing, accommodation and learning resources

Staffing, accommodation and learning resources are good overall.

- Teachers are suitably qualified and provide the school with a broad spectrum of expertise and experience. Several new teachers have been recently appointed, including a deputy headteacher and two young male teachers. All have been well supported by colleagues and the school and are already making a significant contribution to the standards in the school. Job descriptions, which are subject to regular review, are in place for all members of staff; curriculum and whole school

responsibilities are clearly identified. The school has an effective policy of developing and utilising staff expertise.

- Staff development is linked effectively to initiatives identified in the SDP and teachers communicate their training experiences to others through an organised programme of INSET. The training needs of all teachers are identified through headteacher interviews, and training programmes support both the individual needs of teachers and curriculum initiatives within the school.
- Support staff are well deployed and make an important contribution to pupils' learning. Administrative staff, caretaking, cleaning and catering staff provide efficient support to the school. The teamwork between all staff is a strong feature of the school.
- There is adequate accommodation for the number of pupils on roll to meet the needs of the statutory curriculum. The school buildings, which are extensive include a three storey building which provides teaching accommodation for KS2 pupils, the HIU and administrative offices and a single storey building which provides teaching accommodation for KS1 pupils and early years children. The buildings are well maintained and cleaned to a very high standard. Displays of pupils work are of a very good quality, reflect a wide range of activities and considerably enhance the learning environment.
- The school benefits from extensive playing fields. The two playground surfaces are in a satisfactory state of repair and marked for pupils' games. The KS2 playground is somewhat limited in size for the number of pupils on roll and the range of activities undertaken during break times.
- The school has two halls used for assemblies, physical education and dining. Both are well used and provide good accommodation, although the frontage of the halls needs additional maintenance and decoration.
- Pupils benefit from a recently installed computer suite which has enhanced the quality of IT provision in the school and has already had a positive impact on the standards pupils are achieving. The facility is constrained for space and the school needs to consider a range of procedures to prevent serious overcrowding when in use. The school has separate library facilities for KS1 and KS2 pupils. Children in the nursery and reception classes have access to a well equipped outdoor play area.
- Teaching and learning are well supported by a good range of resources. Subject leaders regularly audit resource provision and ensure their accessibility and availability. Throughout the school, teachers use learning resources well to enhance pupils' standards of achievements.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The educational provision for the under fives, taken overall is appropriate and successfully promotes the desirable outcomes for children's learning.

With an early September inspection children in the nursery are recently arrived in school.

Children in both nursery and reception classes achieve good and often very good standards in all areas of learning.

Play and a wide range of small group and practical activities are thoughtfully planned and well structured to stimulate children's thinking and to encourage them to explore and experiment in a secure and supportive environment. This contributes purposefully to the quality of children's learning and to the standards they achieve. In the nursery and reception classes adults work well together and are sensitive and focused in their support of children.

Nursery

Good features

- Routines in the nursery are already becoming purposefully established. Adults welcome and reassure children and the quality of relationships is very good.
- Many children approach self-chosen and adult supported activities with enthusiasm. They show an increasing willingness to share, take turns and clear away after activities; staff quietly reinforce these strategies.
- Children listen and respond well to stories; they enjoy books and are beginning to appreciate that these should be respected and handled with care. Several speak confidently and will use complete sentences when introducing themselves to the class.
- When involved in role-play children work and play together co-operatively. They use resources with developing independence and some are eager to involve adults in their chosen activities.
- Well-timed larger group activities are happy occasions when children are encouraged to share ideas, make observations and join in with familiar lines of rhymes and songs; most respond well and a few are beginning to pose questions of their own.

- Children use mathematical language such as circle to describe and match objects. They are becoming familiar with positional language and will place objects in front of or behind. Some are able to sort toy animals and other objects into simple sets by colour or size.
- When building a wall, children co-operate well and manipulate construction materials with increasing dexterity. They consider options and react positively to suggestions from adults and each other.
- Children are very aware of how they have changed over time and can talk confidently about their babyhood and the things they can now achieve.
- With the support of adults, children are beginning to use technology to support their learning; their 'mouse' control is developing appropriately. They enjoy exploring possibilities and discovering how things work.
- Children experiment confidently with colour and texture and are enabled to make choices independently when creating simple collages. Most will select, paste and construct with quiet determination and imagination and they enjoy talking about their work and having it appreciated by others.
- The children enjoy music making and explore sound independently. They choose positively from the good quality range of resources provided and handle instruments sensibly.
- Children approach their out-door play with increasing self assurance and are making very good progress in their social skills. They use the available space and equipment well and make good progress in their physical development.

Shortcomings

- There are no significant shortcomings.

Reception

Good features

- During whole class discussion and group activities children listen attentively, observe carefully and talk with enthusiasm about their experiences. They readily recall details of a recent walk around the school and use digital photographs purposefully to identify and discuss familiar locations. They make very good progress in their use of positional and directional vocabulary.
- Children can identify, match and record simple words; they handle writing materials confidently and their letter formation develops well. Most are moving steadily towards independence in their early writing. They write their names, label drawings and paintings, record in simple booklets and, in their writing area, prepare invoices and letters for the post.

- Children handle books well, understand how they are organised and value them as a source of enjoyment and information. They enjoy having their own booklets appreciated by adults.
- All pupils have made a positive start with learning Welsh. They respond enthusiastically to greetings and are able to ask and answer questions.
- Children are confident and happy and have formed very effective relationships with adults and each other. They are eager to explore new learning and demonstrate the ability to initiate ideas and solve practical problems. They demonstrate independence in selecting activities or resources and will negotiate sensibly with each other to comply with class rules. The majority achieve good or very good standards in their personal and social development.
- Children can count on or back from 10. They can place given numbers in sequence on a human number line and can readily identify the next number. They are familiar with 2D and some 3D shapes and some can refer correctly to halves and quarters in a variety of contexts. More confident children can construct 'sums' orally and are eager to display their developing skills.
- Children know the days of the week and the current month. They can discuss the weather and make daily comparisons; their use of relevant vocabulary develops well.
- Children talk confidently about homes and families. They discuss themselves as babies and learn about past events in contexts that are meaningful to them. Their skills in cutting, joining, folding, pouring and building develop well; when constructing a street of houses, they cut, paste and colour confidently and enjoy discussing their work and making decisions about its completion.
- During their outside play children demonstrate an awareness of people who help them. They readily take on familiar roles such as that of road crossing personnel and appreciate the importance of keeping safe.
- Children handle equipment and tools effectively and safely when playing. During their physical education lessons in the hall and when outside they listen carefully to instructions and respond well to signals. Children demonstrate good spatial awareness, are aware of the efforts of exercise on their bodies and eagerly offer ideas for developing alternative movements. They work well together and many can change independently.
- Children are able to name and use a variety of untuned percussion instruments. They follow directions and interpret instructions very well. They quickly learn the words of new songs and achieve well in rhythm and marching activities.
- The children experiment confidently with colour, shape and texture. They print and pattern make with increasing concentration and use colour imaginatively when producing representational images. Their clay models are of a very good

standard. Children work hard to extend their creativity in the secure knowledge that their efforts are valued by adults and appreciated by their peers.

Shortcomings

- There are no major shortcomings

English

Standards in speaking and listening are very good in both key stages. In reading and writing standards achieved are good in both key stages.

Good features

- Throughout both key stages pupils make very good progress in the development of their listening skills. In all classes they listen attentively to their teachers and demonstrate respect for the views of their peers. In KS1, pupils respond positively to teachers' questions during class discussion; their recall of relevant detail from 'big book' sessions is very good and they interpret instructions well. Pupils in KS2 demonstrate more sustained and concentrated listening during their whole class discussion and plenary sessions.
- Pupils in both key stages make good and often very good progress in their speaking skills. In Y1 pupils can confidently sequence events from a story; they recall details of the characters well and many are able to predict outcomes and suggest and substitute vocabulary choices of their own.
- Throughout KS2 pupils adapt their speech to a widening range of demands. In Y4 they apply musical vocabulary confidently when conducting investigations in design and technology and during role-play in religious education present their promises as godparents with the formality required of the occasion.
- Older pupils in KS2 provide sound ideas for developing their writing. They explore ideas, clarify issues, offer explanations and employ relevant vocabulary. More confident pupils are able to compare and contrast poetry that reflects varying mood and they comment thoughtfully on the style adopted. When presenting their completed work to the class pupils' reporting skills are of a high standard.
- In KS1 pupils' shared reading experiences contribute positively to their confidence in identifying key words, phrases and the significant aspects of a story. Many move steadily towards the use of a variety of strategies to help them interpret unfamiliar words and search for appropriate meaning. By the end of the key stage more confident pupils read with expression and understanding. They correct their own mistakes and confidently predict outcomes.
- During shared reading younger pupils in KS2 readily take on the role of narrators or specific characters and are able to interpret dialogue meaningfully. They can recall and sequence events well either orally or in their written work. Older pupils in KS2 continue to make good progress with their reading skills and many

achieve very good standards; they read a range of texts with increasing accuracy and fluency. Many are able to predict events, apply inference and deduction and locate and retrieve information from a variety of sources to assist their work across the curriculum.

- Throughout both key stages, pupils write with increasing confidence for a variety of purposes and in a suitable range of forms. In KS1, younger pupils build on the early independence in writing developed in reception; they are beginning to apply simple punctuation and are becoming aware of the importance of spacing for the reader. Most are able to picture-sequence events from a story and they make good attempts at creating captions for their work.
- Throughout KS2, pupils make good progress in their ability to plan, draft, revise and present their writing; during inspection, however, no use was made of IT to assist pupils with their writing in class. Pupils have an increasing understanding of how ideas are sequenced and structured and begin to introduce some imaginative vocabulary choices; the quality of poetry produced by some pupils in Y6 is of a very good standard.
- Standards of presentation of pupils' work are generally good and pupils develop a cursive style of handwriting from the earliest stages. However, their ability to produce a joined and fluent style as they traverse the key stages is variable. The majority of pupils make good attempts at spelling from the commencement of KS1. In both key stages they use word banks and dictionaries effectively to assist them with their language activities.
- Pupils with SEN and those for whom English is an additional language are well supported and make good progress commensurate with their age and ability.

Shortcomings

- During transition between key stages, planned tasks, particularly in writing, sometimes take insufficient account of pupils' prior achievements; opportunities for them to record ideas in their own words are not fully developed.

Mathematics

Standards of achievement in mathematics are good in both key stages.

Good features

- In both key stages pupils make good progress in their understanding of number and in the development of mathematical skills, knowledge and concepts. Pupils use mathematical terminology appropriately when discussing their work.
- In KS1 pupils are developing a good understanding of place value and can add and subtract using one and two digit numbers. Y1 pupils count in sequence and explore patterns in addition and subtraction. More able pupils know addition and subtraction facts to twenty and count in twos. Y2 pupils are able to sequence numbers to fifty, to multiply numbers and recognise odd and even numbers.

- Pupils in KS2 extend their understanding of number and can use fractions and percentages in context. In Y4 pupils have a good understanding of place value and can round numbers to the nearest ten or a hundred. At the end of the key stage Y6 pupils extend their knowledge of number to negative numbers and decimals. They use their understanding of number to solve problems and use a calculator where appropriate.
- In both key stages pupils can describe the properties of two-dimensional (2D) and three-dimensional (3D) shapes.
- In KS1 pupils use appropriate mathematical language to describe shapes and are beginning to classify them according to mathematical criteria. Pupils in Y2 draw simple 2D shapes and describe differences between them. They explain lines of symmetry and recognise right angles. They choose and use simple measuring instruments and weigh objects using a variety of scales.
- Pupils in KS2 measure accurately and calculate the areas and perimeters of shapes. Y6 pupils describe the properties of 3D shapes, make accurate drawings of 2D shapes and use rotational symmetry to transform shapes.
- Pupils in both key stages interpret mathematical data and present their results using tables and graphs appropriate to their age and ability.
- In KS1 pupils are developing skills in interpreting data and constructing block graphs to present their information. Pupils are able to sort and classify a set of objects using criteria related to their properties. At the end of KS2 pupils use a wide range of graphs and diagrams including pie charts. Computer generated graphs feature in pupils' work in both key stages.

Shortcomings

- In both key stages pupils are often slow in recalling number facts.
- Pupils are not always able to apply mathematical knowledge in context when solving problems.

Science

Standards in science are good in both key stages.

Good features

- Pupils make good progress in their understanding of scientific principles and have a sound knowledge base, due to a comprehensive coverage of the different areas of science of the NC.
- At KS1 pupils develop an understanding of living things. In Y1 pupils are able to classify objects, plants and animals correctly. Most pupils could recall and use appropriate scientific terms correctly and with confidence.

- Throughout the school pupils' attitudes to science are good. They enjoy being active in their learning and make good use of opportunities to investigate and find out for themselves. They work well as individuals or in small groups. They show good levels of concentration and take pride in their work.
- Pupils in both key stages are developing an understanding of what constitutes a fair test; they realise that certain variables have to be controlled to ensure fairness and are able to measure results with accuracy. Pupils in Y4 complete investigations in insulating materials. They can explain outcomes of their experiment and how these outcomes compare with their predictions.
- In both KS1 and KS2, pupils describe their work using appropriate scientific vocabulary. They record their work appropriately using scientific conventions, outlining methods and conclusions. They produce accurate diagrams and label these accordingly.
- Pupils in KS1 show good skills in sorting and classifying information, for example by sorting materials into groups based on common characteristics.
- The work of support staff in science lessons contributes positively to teaching and learning, not only for pupils with SEN. but to all children.

Shortcomings

- In some classes pupil progress is impeded when the pace of lessons is not maintained at a high enough level.

Welsh second language

Standards of achievement in Welsh as a second language are good in both key stages.

Good features

- In both key stages pupils use a range of words and phrases confidently. Their pronunciation is generally good and the range of their vocabulary increases steadily.
- In KS1 pupils respond to instructions and use simple words and expressions when speaking with teachers. They are learning a range of words and phrases in a variety of contexts. In Y2 pupils identify objects from flashcards and express feelings with more able pupils using correct pronunciation.
- Pupils in KS2 speak with increasing fluency and confidence. They talk with teachers and other adults and contribute in class discussions on various topics. Pupils in Y4 use extended sentences to describe the weather while pupils in Y6 answer questions about their holidays.
- Reading skills are developing appropriately in both key stages. In KS1 Y2 pupils listen to a story being read and respond simply to questions posed by the teacher.

In KS2 more able pupils in Y6 read printed texts aloud with increasing confidence and appropriate expression and are developing an understanding of tenses and mutations.

- Written work in Welsh is varied and attractively illustrated. In KS1 Y1 pupils label drawings and copy sentences based on a familiar pattern. In Y2 pupils write in response to questions and communicate factual information. They are aware of punctuation and spell simple words correctly. At the end of KS2 Y6 pupils write descriptive passages expressing personal likes and dislikes appropriately developing their ability to connect sentences and phrases.
- In both key stages comments by teachers in pupils' books are written in Welsh and support language development.
- Pupils' awareness of the culture and heritage of Wales is enhanced through visitors to the school, visits to places of historical interest and participation in celebrations.

Shortcomings

- Incidental Welsh is not used sufficiently by teachers in both key stages.
- The use of role-play in the development of speaking skills is under-developed in both key stages.

Design and technology

Standards of achievement are good in both key stages.

Good features

- In both key stages pupils make good progress in design and make activities. They measure accurately, choose suitable tools and materials and use appropriate techniques.
- In KS1, Y1 pupils develop an understanding of the properties of materials when making puppets. They explore different joining techniques and simple mechanisms when constructing wheels and axles for a moving vehicle. Y2 pupils extend their knowledge of materials when making picture frames. They make sensible choices when assembling and joining materials and components.
- Pupils in KS2 extend their design and make skills using a wider range of materials and components. Y4 pupils use pneumatics to produce moving models while Y5 pupils investigate how simple mechanisms can be made to produce different types of movement. Pupils in Y4 demonstrate their knowledge of electrical circuits when making a flashing hazard light.
- In both key stages pupils use suitable finishing techniques and evaluate their work.

- Cross-curricular links are developed in science, music and mathematics. Y4 pupils select appropriate materials when making musical instruments. In another activity Y2 pupils considered the waterproof qualities of materials when making a rain hat.
- In both key stages pupils are taught how to use tools and equipment safely and to consider the hazards and risks in their activities.

Shortcomings

- Design and make tasks are over prescriptive and do not provide pupils with opportunities to develop problem solving skills.
- Currently cross-curricular links with other subject areas are under-developed.

Information technology

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

Good features

- In KS1 pupils use computer graphics to create pictures. They can use word processing skills to produce simple sentences and can print and save their own work.
- In KS2 word processing skills are extended to include learning how to set up a new file and to understand that font size and style can be used for different purposes.
- Pupils in Y5 make good use of music software to compose and edit music.
- Pupils at KS2 have access to the internet. Good arrangements for checks and safeguards are in place to ensure its safe and appropriate use.
- Staff and pupils have a very positive attitude towards information technology. Pupils in both key stages use equipment with self assurance and are confident in the use of the correct terminology needed for their ICT activities.
- The range of resources: hardware and software for the teaching of ICT skills is very good. There is a well equipped computer suite to which all pupils have access. Pupils are encouraged to use this facility both in lesson time and as an extra curricular activity. This is a positive feature of the school.

Shortcomings

- In a small number of classes computers are not used regularly to support pupils' learning across the curriculum.

History

Standards of achievement are good in KS1 and very good in KS2.

Good features

- In both key stages pupils show a keen interest in the subject; they listen well, respond effectively to a range of questions, show a good recall of previous learning and use relevant language and vocabulary. In KS2 pupils' literacy skills are effectively used and developed, for example in their work in the local area and in their studies of World War 2.
- Throughout the school the effective use of timelines contributes to pupils chronological awareness and enables them to sequence events and use appropriate conventions when describing the passing of time.
- In KS1 pupils are able to discuss and identify similarities and differences between historical periods when related to everyday activities, for example cooking food and homes and when comparing classrooms in the past and today.
- Pupils in KS1 are able to understand why people did things and their impact on historical events through their studies of Betsi Cadwallader, Mary Jones and Grace Darling. Through the use of dramatic reconstruction pupils are able to ask and answer questions about the past.
- Throughout KS2, pupils have a very good sense of the social aspect of history and can show empathy with characters and events, for example the life of a Roman centurion in Y3, plague victims in Y4, working children during Victorian times in Y5 and wartime childhood in Y6.
- KS2 pupils show a very good ability to recognise the causes of historical events and towards the end of the key stage a very good understanding of the consequences of historical events and changes.
- Throughout KS2 there is evidence of pupils researching information from a variety of sources. They are able to effectively use such sources, including information technology based materials to enhance their historical enquiries and the depth of study accomplished.
- By the end of KS2, pupils have a very good understanding of the value of primary and secondary sources of information, of the need to marshal and weigh up evidence and the importance of comparing and contrasting different views. Through their research projects they show very good skills in their ability to select, recall and organise historical information.

Shortcomings

- Pupils in KS1 would benefit from further development in their ability to find out about the past from the use of a wider range of historical sources and in

communicating their knowledge and understanding more effectively through extended writing.

Geography

Standards of achievement are good in both key stages.

Good features

- Pupils' geographical skills, their ability to observe and collect information in the field, make and use maps at a variety of scales and apply appropriate geographical vocabulary to their studies are developed progressively throughout the school.
- Throughout the school, pupils' geographical skills, knowledge and understanding are based upon the study of places and their characteristics.
- In KS1, pupils undertaking studies in their local area are able to describe physical and human features and recognise that such features give a place its character. They are able to recognise how the local area has changed and express their views on those features of the locality they like and dislike.
- Pupils in Y2 show a good awareness that different places may have both similar and different characteristics. Using a study of the Hawlader family in a village in Bangladesh, pupils are able to show an understanding of how the physical and human features of places affect the lives and activities of people living there.
- Through their study of a contrasting locality in Wales, pupils in Y4 are able to further develop their skills of geographical enquiry. Pupils are able to follow direction, estimate and calculate distances and use maps at a variety of scales. They are able to observe and ask questions and collect, record and present information and draw conclusions on geographical processes affecting the locality, for example village expansion through commuter activity.
- Pupils in Y5 are able to identify some of the problems and possible solutions when examining village life in Kariobangi, Kenya. They show a good awareness of the physical processes, especially climate, that affect life in the village. Pupils in Y6, through a study of Cardiff Bay, show a good understanding of the processes that are contributing to changes in the area.
- Through their studies on proposals for land use change in the local area, pupils at the end of KS2 show a very good awareness that people have very different views about changes made to the environment. Through role play of the enquiry process pupils are able to formulate ideas and opinions about geographical issues and show good geographical enquiry skills in the analysis of evidence and opinions, drawing conclusions and in communicating their findings in a variety of appropriate ways.

Shortcomings

- With the exception of Y6, pupils have a limited understanding of global issues that affect peoples lives, of an individual's responsibility for the environment and of ways in which people attempt to safeguard the global environment through sustainable development.
- Pupils in KS2, with the exception of the work on Cardiff Bay, have an insufficient knowledge and understanding of the character and identity of Wales, of the geographical issues that predominate and the changes that are taking place in the physical and human environment.

Art

Standards of achievement are good in both key stages.

Good features

- In both key stages, pupils develop their skills in art through a range of experiences. They develop good skills in the careful observation and use of colour and produce creative work of a good standard using a variety of techniques and media.
- Throughout the school, art is purposefully utilised to support and enhance work in other curriculum areas.
- In KS1, pupils colour mix competently, they draw and paint from observation and memory and develop a good understanding of colour, pattern and line. In Y2, in recording from direct experience pupils produce well co-ordinated line drawings of flowers. They show awareness of shape and make perceptive comments on their intentions, using the appropriate vocabulary.
- Pupils in KS2 develop an understanding of the use of tone and colour when mixing colours to denote movement and depth. In response to observations on paintings by Turner, Van Gogh and Klint, using oil pastels, pupils in Y4 effectively explore different colours and techniques to create effective sea mood pictures.
- In Y6, pupils vary tones and define outlines by shape successfully when creating tissue paper landscapes. Others develop good tonal shading skills using various pencils to produce dark and light shades when observing plants. Pupils use subject specific vocabulary to provide explanations of the technique they have adapted and can make suggestions for improvement.
- The opportunity to work with artists and costume designers greatly enrich pupils experiences and extend their skills and techniques effectively. Opportunities are given to consider and appreciate the work of Welsh artists.

- Attractive displays of pupils' work and those of famous artists around the school ensure that pupils' self respect and their respect for the work of other artists is well established.

Shortcomings

- While pupils produce some three dimensional work, notably linked to topics, this aspect needs to be further developed on a variety of scales.
- In some lessons sufficient time is allowed for pupils to evaluate their work and those of others.

Music

Standards achieved in music are very good in KS1 and good in KS2.

Good features

- Pupils show obvious pleasure in their music lessons through an appropriately integrated programme of activities in performing, composing and appraising.
- Pupils in both key stages have a wide repertoire of hymns, songs and rhymes. Words are enunciated clearly and they perform confidently with appropriate expression and sensitivity.
- Pupils in KS1 sing topic related songs with spirit and vary their voices quietly and loudly as required. They are able to memorise and repeat musical patterns.
- In Y1, pupils listen attentively to music and can identify a number of times phrases are repeated. They can select instruments for specific purposes and work co-operatively to create imaginative night sound effects. In Y2, pupils respond well to instructions, they can maintain a steady beat when clapping rhythms and begin to understand the meaning of structure in their music making.
- In KS2, pupils co-operate well in pairs and groups, they listen attentively to their own and others' music. They use the correct terminology when discussing their music making and show an awareness of the elements of dynamics and structure. In Y4, pupils understand the meaning of refrain when related to their own compositions. They utilise untuned instruments and body percussion effectively.
- Pupils in Y5 and Y6 collaborate well on group compositions and performances. In Y5, pupils effectively applying their ICT skills to manipulate and sequence sounds, utilise the strategy for compositions, depicting mood effectively. They evaluate their efforts and suggest how their work can be improved. In Y6, pupils discuss the mood, tempo and dynamics of taped music and use instruments competently to accompany the resulting class performance
- Opportunities to undertake extra-curricular instrumental tuition has a positive effect on pupils standards in music and contributes to their musical development.

Opportunities for pupils to perform in school events notably in assemblies as witnessed during the inspection provide enriching experiences and consolidates the development of skills and musical appreciation.

Shortcomings

- The skills of evaluation and consideration of ways to improve work require further development in some classes in order to refine skills and aid progression.

Physical education

Standards of achievement in physical education are good in both key stages.

Good features

- In both key stages pupils respond enthusiastically to a wide range of activities through which they develop good movement skills. They are conscious of the importance of safety and handle apparatus carefully and sensibly. Pupils show a developing understanding of the body and its capabilities and know the purpose of the warm up. Pupils in Y1 can describe changes which occur during physical exertion, such as increased heart rate.
- Pupils in KS1 are familiar with routines and listen and respond well to instructions. Pupils in Y1 travel confidently when performing sequences that involve change of speed and direction. They control their movements and demonstrate good spatial awareness. Pupils in Y2 develop good levels of control in performing a sequence of high and low shapes when travelling. They transfer movements successfully to apparatus.
- In their dance activities, KS1 pupils control movements well to express moods and feelings. They recognise the different ways of using space and body shape and some begin to transfer movements into simple sequences.
- In KS2, pupils control and co-ordination is further developed using a range of apparatus. Pupils in Y3 demonstrate good levels of accuracy when balancing in different positions. They perform with increasing control and clarity of body shape. In Y6, looking at angles of degree of turn, pupils co-ordinate body shapes to sequence a series of twisting and turning movements. Pupils display a good level of co-operation when working in groups to link activities involving varying direction.
- In team activities, pupils in KS2 develop good skills in sending, receiving and striking. They demonstrate good hand eye co-ordination and control. In Y4, pupils work well in pairs when applying their skills in hockey and make alternate suggestions for extending the game, which they successfully implement. Pupils in Y5 show good skills in defence and attack, they assess personal progress and identify problems. Pupils understand and apply elements of fair play into their team games.

- Extra- curricular sporting activities are well supported by pupils and contribute significantly to improving standards. Pupils participate enthusiastically and show developing competency in teamwork skills. Pupils attend swimming lessons and learn the need for water safety. Opportunities are provided for outdoor and adventurous activities.

Shortcomings

- There is limited progression in refining movement techniques in some classes to ensure that pupils are involved in increasingly challenging work.
- Pupils ability to appraise their own and others' efforts in order to improve the quality of their work is not sufficiently developed in some instances.

Religious education

Standards of achievement are good in KS1 and very good in KS2.

Good features

- Pupils in both key stages show a good understanding of the importance of religious belief in shaping the identity of both individual and faith communities. Throughout the school pupils share their thoughts and feelings readily and understand the way others feel. They appreciate the importance of friendship and talk with assurance of the importance of being kind and helpful to others. Religious faith is used to underpin the moral as well as the spiritual development of the pupils.
- Pupils develop an understanding of various moral issues and concepts, such as saying sorry, how to help others and responding to authority. They study more recent historical figures, whose lives reflect these principles and who exemplify Christian values in action.
- Pupils in both key stages are developing an increasing understanding of Christianity and other world faiths. They understand the significance of rules within the faith and can use this understanding to devise their own rules within the context of the school. They recognise the importance of upholding rules and the importance of caring and respecting others.
- In both key stages pupils understand the role of prayer and the need to give thanks and write meaningful prayers to share with the class and the school. Throughout the school good use is made to places of worship to enrich pupils' experiences and understanding.
- In KS1, pupils' knowledge and understanding of the major elements of the Christian and Jewish faiths are developing well. In Y1 pupils show a good understanding of the significance of special clothes in the Jewish faith; of pride in faith and enabling people to feel closer to God. In Y2 pupils recognise the

importance of celebration in the Jewish Shabbat. Throughout pupils show a developing ability to compare and contrast faiths.

- Pupils in KS2 show a very good awareness and significance of symbolism in religion. Younger pupils of Hanukkah candles; older pupils of water in the baptism of a child. Throughout pupils show a very good understanding of the articles of faith, for example of the use of water to cleanse the body, of light to illuminate the way to God, of Jesus as the route to salvation. The nature of faith underpins much of the work in the school.
- During KS2, pupils show a very good understanding of the Islamic traditions and customs. They understand the ceremony of Wudu, carried out by Moslems before reading the Qu'ran.
- Pupils in Y3 have a very good understanding of the nature of Jesus Christ's mission as teacher, messenger, healer and story-teller; of the purpose and role of the disciples and of the various events of Christ's ministry. Throughout the key stage pupils show a familiarity with the teachings of Jesus, the life of John the Baptist and can explain the significance of key events to Christians.

Shortcomings

- Pupils in both key stages answer question well, show an interest in the subject and reflect their understanding through good oral activities. There is a need to further develop the range of written activities to enable pupils to have further experiences in expressing their understanding in their own words.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

The last inspection report of February 1997 identified four key issues for action. These indicated that the school needed to:

1. improve standards in design and technology in KS2;
2. continue developing the role of the curriculum co-ordinator, particularly with regard to monitoring;
3. complete whole-school schemes of work to secure continuity and progression in learning and provide guidance on implementation;
4. obtain appropriate INSET opportunities, especially for curriculum co-ordinators, as circumstances permit.

Through the implementation of an appropriate action plan there is clear evidence of improvement in all of the above issues.

- The school has raised standards in design and technology throughout the school. Standards of achievement are now good in both key stages.
- Senior management and subject leaders have agreed and instituted an agreed framework for the regular monitoring and evaluation of subjects and aspects of

classroom practice. These procedures have been influential in assessing standards and informing the school of priorities for future development. There is now a need to continue this development by ensuring a sharper focus on the identification of strengths and shortcomings in standards and in the dissemination of portfolios of moderated work to inform teachers.

- Policies and schemes of work are in place for all subjects of the National Curriculum and religious education. These are of a good quality and provide a secure basis for ensuring progression and continuity in pupils' learning. The quality of teachers' planning is good with learning outcomes clearly identified. The schemes of work aid teachers in this activity with clear guidance for the implementation of appropriate teaching programmes.
- The training needs of all teachers are clearly identified and the school has a well constructed INSET programme. There is now a need to institute additional procedures for the effective dissemination of best practice from both within the school and for external sources.

8.2 Key Issues for Action

In order to further develop the existing high standards, the school needs to:

- disseminate the very good practice already evident within the school to ensure that lessons in all classes are characterised by:
 - a. tasks that recognise pupils prior attainment.
 - b. good time management, ensuring an appropriate pace to lessons and sufficient time for pupils to complete their tasks effectively.
- continue to develop the role of the subject leader through:
 - a. a sharper focus on strengths and shortcomings when monitoring standards.
 - b. the dissemination of portfolios of moderated work to aid teachers in their judgement of standards.

The inspection team would like to express their thanks to the governors, headteacher, staff, pupils and parents of Coed Glas Primary School for their courtesy and co-operation during the inspection.

APPENDIX

A. Basic information about the school

Name of School	Coed Glas Primary
School type	Primary
Age -range of pupils	3 - 11
Address of school	Ty Glas Avenue, Llanishen, CARDIFF
Post-Code	CF14 5DW
Telephone Number	02920 754862

Headteacher	Mrs. A. Dudley-Jones
Date of appointment	September 1995
Chair of Governors/ Appropriate Authority	Councillor Garry Hunt
Registered Inspector	Mr. Allan Fear
Dates of inspection	9-12 September 2002

B. School data as indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	27	60	58	57	55	72	62	72	463

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	20	4	22

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	22.4 :1
Pupil : adult (fte) ratio in nursery classes	6.75 :1
Pupil : adult (fte) ratio in special classes	2.75 :1
Average class size, excluding nursery and special classes	26.6
Teacher (fte) : class ratio	1.16 :1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Spring 2002	95	94	94	94
Summer 2002	93	94	94	94
Autumn 2001	92	95	95	94

Number of pupils excluded during 12 months prior to inspection.	0
---	---

C. Results of national curriculum assessments and public examinations

NATIONAL CURRICULUM ASSESSMENT RESULTS
END OF KEY STAGE 1 : 2001

National Curriculum Assessment KS 1 Results: 2001			Number of pupils in Y2: 67						
Percentage of pupils at each level									
			D	A	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	0	4	7	64	24	0
		National	0	0	4	13	62	21	0
EN: Reading	Teacher Assessment	School	0	0	4	6	54	36	0
		National	0	0	4	13	54	29	0
	Task/Test	School	0	0	0	13	39	48	0
		National	1	0	3	13	53	30	0
EN: Writing	Teacher Assessment	School	0	0	4	9	76	10	0
		National	0	0	5	13	70	12	0
	Task/Test	School	0	0	4	6	87	3	0
		National	0	1	5	10	75	9	0
EN: Speaking and listening	Teacher Assessment	School	0	0	4	7	67	21	0
		National	0	0	3	11	63	23	0
MATHEMATICS	Teacher Assessment	School	0	0	0	6	64	30	0
		National	0	0	2	9	60	29	0
	Task/Test	School	0	0	0	4	64	31	0
		National	0	0	2	6	56	36	0
SCIENCE	Teacher Assessment	School	0	0	0	7	93	0	0
		National	0	0	2	10	67	21	0

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

In the school:	88	In Wales:	80
----------------	----	-----------	----

- D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1
A pupils who were absent from the tasks

NATIONAL CURRICULUM ASSESSMENT RESULTS
END OF KEY STAGE 2 : 2001

National Curriculum Assessment KS 2 Results: 2001										Number of pupils in Y6: 52			
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0		0	0	2	19	42	37	
		National	0	0	1		0	1	6	19	48	25	
	Test/Task	School	0	4	0	0			1	11	42	42	
		National	0	1	0	0			4	14	47	31	
Mathematics	Teacher assessment	School	0	0	0		0	0	2	19	48	31	
		National	0	0	1		0	1	4	19	47	28	
	Test/Task	School	0	4	0	0			0	19	48	29	
		National	0	0	1	1			4	18	42	32	
Science	Teacher assessment	School	0	0	0		0	0	0	8	55	37	
		National	0	0	1		0	0	3	15	52	29	
	Test/Task	School	0	2	0	0			0	6	50	42	
		National	0	2	0	1			2	13	51	31	

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	71	In the school:	71
In Wales:	68	In Wales:	68

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

NATIONAL CURRICULUM ASSESSMENT RESULTS
END OF KEY STAGE 1 : 2002

National Curriculum Assessment KS 1 Results: 2002			Number of pupils in Y2: 59						
Percentage of pupils at each level									
			D	A	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	0	3	3	56	37	0
		National	0	0	4	13	63	20	0
EN: Reading	Teacher Assessment	School	0	0	3	7	47	42	0
		National	0	0	4	14	54	28	0
EN: Writing	Teacher Assessment	School	0	0	3	3	76	10	0
		National	0	0	5	13	71	10	0
EN: Speaking and listening	Teacher Assessment	School	0	0	2	7	54	37	0
		National	0	0	2	11	64	22	0
MATHEMATICS	Teacher Assessment	School	0	0	3	3	61	32	0
		National	0	0	2	9	61	26	0
SCIENCE	Teacher Assessment	School	0	0	2	5	73	20	0
		National	0	0	2	10	68	20	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:	90	In Wales:	80
----------------	----	-----------	----

- D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1
A pupils who were absent from the tasks

NATIONAL CURRICULUM ASSESSMENT RESULTS
END OF KEY STAGE 2 : 2002

National Curriculum Assessment KS 2 Results: 2002										Number of pupils in Y6: 42			
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0		0	0	12	12	33	43	
		National	0	0	1		0	1	6	19	48	25	
	Test/Task	School	0	2	0	0			12	5	24	57	
		National	0	1	0	0			4	14	47	31	
Mathematics	Teacher assessment	School	0	0	0		0	0	7	24	33	36	
		National	0	0	1		0	1	4	19	47	28	
	Test/Task	School	0	2	0	0			4	18	42	32	
		National	0	0	1	1			4	18	42	32	
Science	Teacher assessment	School	0	0	0		0	0	0	14	38	48	
		National	0	0	1		0	0	3	15	52	29	
	Test/Task	School	0	2	0	0			0	15	31	52	
		National	0	2	0	1			2	13	51	31	

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	64	In the school:	62
In Wales:	68	In Wales:	68

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

NB Using 2001 comparative all Wales data, 2002 data not yet available

D. The evidence base of the inspection

Before the inspection, meetings were held with the staff, the governing body and the parents of pupils registered at the school. Twenty five parents were present at the pre-inspection parents' meeting. Documents supplied by the school were scrutinised and 110 questionnaires returned by parents were analysed. A team of six gave 19 inspector days to the inspection, in the course of which 87 formal observations were made of lessons or part lessons. In addition, 68 formal notes were made of aspects of pupils' work and provision. Discussions with pupils from all age groups and abilities were undertaken, both inside and outside the classroom. A representative sample of pupils' work from all classes and for the whole academic year was scrutinised. Teachers' plans and records were examined. Inspectors considered the site, fabric and resources of the school. Discussions were held with the headteacher and with teachers, particularly about their subject management roles. Still within the context of the inspection, reporting back meetings took place with the headteacher, the staff and the governing body.

E. Composition and responsibilities of the inspection team

NAME	ASPECTS	SUBJECTS
Mr. A.D.Fear	1.0 The School and its Priorities; 2.0 Main Findings; 3.1 Standards achieved in the subjects and Areas of Learning; 5.1 Teaching; 6.1 Quality of Self-Evaluation and Planning for Improvement; 6.2 Leadership and Efficiency; 6.3 Staffing, Accommodation and Learning Resources; 8.1 Progress since the last inspection; 8.2 Key issues for action.	History Geography Religious education
Mrs. P.Williams	4.1 Pupils' Spiritual, Moral, Social and Cultural Development;	Early Years English
Mrs G. Rees	5.2 Assessment, Recording and Reporting; 3.2 Standards achieved in the Key Skills across the Curriculum;	Music Art Physical education
Mr B. Brayford	5.4 Support, Guidance and Pupils' Welfare; 5.5 Provision for Pupils with Special Educational Needs.	Science Information technology
Mr. D.Howells	5.3 Curriculum;	Mathematics Welsh second language Design & Technology
Mrs. C.Lewis	4.2 Behaviour and Attitudes; 4.3 Attendance; 5.6 Partnership with parents and community, schools and other institutions; 5.7 Partnership with industry.	