

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

**Coedpenmaen County Primary School
Coedpenmaen Close
Pontypridd
Rhondda Cynon Taff
CF37 4LE**

School Number: 6742066

Date of Inspection: 12/06/06

by

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- * secondary schools;
- * special schools;
- * pupil referral units;
- * independent schools;
- * further education;
- * adult community-based learning;
- * youth support services;
- * LEAs;
- * teacher education and training;
- * work-based learning;
- * careers companies; and
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Coedpenmaen County Primary School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Coedpenmaen County Primary School took place between 12/06/06 and 14/06/06. An independent team of inspectors, led by Stephen James Dennett undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

"There are three types of inspection.

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

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

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

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

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

This school received **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Coedpenmaen Primary School is situated on the edge of the valley town of Pontypridd. The school is housed in two traditionally constructed buildings, incorporating the infant department (including the main hall) and junior department. Two mobile classrooms were erected in 1996 and 2000 in order to accommodate the large number of pupils wishing to enter the school. The school receives an annual intake from Trallwn Infants' School into Year 3.
2. There are currently 290 pupils on roll, including 28 nursery children attending full-time. The number of pupils at the school has remained fairly constant since the last inspection. There are nine full-time and three part-time teachers at the school.
3. The catchment area is broadly average and varies from socially advantaged to socially disadvantaged. There are two housing association estates quite near to the school, and some private detached housing, but the majority of the housing in the catchment area is terraced housing. Approximately 97 per cent of families speak English as their first language. Other languages represented in the school are Punjabi, Tamil, Urdu and Cantonese. Four pupils received support teaching in English as an additional language (EAL). No pupil speaks Welsh as their first language. Sixteen per cent of pupils are currently entitled to free school meals, which is close to the local authority (LA) and national average. Sixty-four pupils (24 per cent) are on the school's register of special educational needs (SEN). No pupils have statements of SEN. No pupils are 'looked after' by the local authority. Pupils full-time their education at the nursery in the term after third birthday.
4. The school has received a number of awards, including the Basic Skills Agency Quality Mark and Investors in People status in 2004.

The school's priorities and targets

5. The school's mission statement is '*caring, learning and achieving together*'. It has an extensive set of aims set out in its school development plan. The school has a '*firmly held belief that both children and staff can be successful where a caring learning environment is created for them*'. The school's main aim is '*to strive to ensure this success in an atmosphere where mutual respect exists between adults and children*'.
6. The school's current priorities, taken from its School Development Plan, are to:
 - develop a whole-school approach to teaching and learning;
 - raise standards of achievement in early years education;
 - ensure that the school's assessment activities are in line with best practice;
 - ensure that the school self-evaluation activities are in line with best practice;
 - raise standards in the provision of SEN in line with current practice;
 - ensure that the school is working in line with personal and social education requirements; and
 - to maintain standards of security and safety for all staff and children.

Summary

7. Coedpenmaen Primary School is a good school with no important shortcomings. Aspects of the school are outstanding and include:
- excellent working relationships that foster learning;
 - accurate assessment of pupils' achievement and progress;
 - very effective work-related education;
 - very good provision for pupils with additional learning needs; and
 - the effective recognition and respect of diversity.

Table of grades awarded

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

Grades for standards in subjects inspected

Subject	Key Stage 1	Key Stage 2
English	2	2
Welsh	2	2
Mathematics	2	2
Geography	2	2
Art	2	2
Religious Education	2	2

8. During the time of the inspection, standards of achievement in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	76%	12%	0%	0%

9. Children enter the school with levels of attainment that are generally below average. The overall quality of educational provision for under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning. By the end of the reception year, children are well adjusted to school life, settle quickly to tasks and work hard with good levels of concentration.

10. All pupils make good progress as they move through the school and most achieve the learning goals set for them. Pupils with additional learning needs, including those with SEN and EAL, make good progress. They all work well in classes and cope well with the work they are given.
11. Pupils generally achieve good standards in their key skills. They achieve good standards in their communication and literacy skills. Listening skills are good. Pupils' numeracy skills are good overall, and very good in upper key stage 2. However, pupils ICT skills are not as well developed as they should be, mainly due to significant shortcomings in ICT resources. Pupils' bilingual competence is developing well. Pupils' problem solving skills are developing well. Pupils' creative skills are good at both key stages. Children under five are developing their key skills well.
12. At key stage 1 in the 2005 teacher assessments, 90 per cent of pupils achieved level 2 or above in speaking and listening, reading and writing. In mathematics, 97 per cent achieved at least level 2 and all pupils achieved level 2 in science. The school has about 16 per cent of its pupils eligible for free school meals, and against the benchmark for schools with a similar number of pupils eligible for free school meals, the school was in the top 25 per cent nationally in core subjects (English, mathematics and science). These high standards have been maintained over the last three years and show an improvement since the last inspection. Boys generally do not do as well as girls.
13. In the national tests and teacher assessments at the end of key stage 2, 73 per cent of pupils achieved level 4 or above in English. In mathematics, 84 per cent achieved level 4 or better and 96 per cent pupils achieved at least level 4 in science. In comparison with similar schools, the school's results were slightly above the national average in all three core subjects. The school's results are normally in the top 25 percent nationally, but dipped in 2005 due to the large number of pupils with special educational needs in the year group and the high pupil mobility. Generally girls perform better in tests and assessments than boys. The trend in the school's performance shows an improvement since the last inspection and generally high levels of pupils' achievement.
14. Pupils' personal, social and learning skills are good. They are well motivated in all classes and work productively. Pupils' good behaviour contributes effectively to their good progress and development. No incidents of bullying or racism were seen during the inspection. No pupils been excluded in the past academic year. Pupils' spiritual, moral and cultural development is good. Pupils have a good understanding of their own Welsh culture and are developing a good understanding of cultural diversity.
15. The level of attendance has reduced slightly since the previous school inspection and is currently averaging just above 92 per cent, which is the same as the LA average, but below the national average.

16. Pupils have good independent learning skills and they nearly always concentrate well in class and get on with their work. Pupils are well prepared to play an active part in the local community, although at present, their lack of good ICT skills means they are not fully prepared for the next phase of their learning. Pupils are developing a good understanding of the environmental issues, such as sustainability and recycling that affect their community.

The quality of education and training

17. The quality of teaching observed in lessons during the inspection is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
23%	66%	11%	0%	0%

18. The quality of teaching in the school is consistently good and there are no important shortcomings. Nearly a quarter of teaching was judged to be outstanding and the key features of these lessons were:
- very good planning, including key and basic skills;
 - high levels of challenge;
 - teachers' very good subject knowledge, which they use effectively;
 - excellent relationships with pupils;
 - very good encouragement of independent learning;
 - outstanding classroom management; and
 - very good ongoing assessment.
19. Teachers use a good range of strategies and resources to stimulate and challenge pupils. Basic and key skills are taught well overall and relevant links are made in subjects right across the curriculum. The teaching of bilingual skills is appropriate, but underdeveloped in some classes. Learning support assistants are well trained and this enables them to become integrated fully into the staff team, giving good support to teachers and learners.
20. Occasionally, in lessons seen during the inspection, there were some minor shortcomings. In these lessons, the pace was sometimes slow and the teacher's questioning was unclear. The use of ICT to support learning is uneven across the school and this is not helped by the fact that many resources are old. On one or two occasions, opportunities to engage pupils in discussion are missed.
21. The overall quality of assessment is good. The school has an outstanding system for tracking pupils' progress in the core subjects. Parents receive annual reports and these provide sufficient information about how well their children are doing. They also indicate what pupils need to do to improve their work, although there is no room on the reports for parents to respond in writing.
22. The school responds effectively to pupils' learning needs and provides equal access for all pupils to a broad and balanced curriculum. A particular strength of the provision is the careful planning in the core subjects to ensure that the curriculum is relevant to the needs of all pupils. The provision of a good range

of extra-curricular activities enriches pupils' experiences and has a positive effect on standards in the classroom.

23. The school's provision for pupils' spiritual, moral, social and cultural development is good. Pupils' moral awareness is actively developed both in the curriculum and in collective worship, with many opportunities to discuss moral dilemmas, particularly in religious education. *Y Cwricwlwm Cymreig*, the Welsh dimension in the curriculum, features prominently in the life and work of the school.
24. The school has built a strong partnership with parents and involves them fully in the education of their children. Partnership with the local community is strong. The school's provision for work-related education is outstanding. Numerous vocational aspects are contained in the schools' comprehensive personal and social education programme. Visits to the school by members of the community and local industry help broaden and enrich pupils' work related education.
25. Pupils are well cared for, guided and supported. Relationships between pupils, staff, parents and members of the local community are strong and constructive. The family atmosphere within school and the induction arrangements help pupils joining the school to settle quickly and happily. There are good procedures for the protection of pupils' and health and safety.
26. The provision for pupils with additional learning needs is good with outstanding features. The assessment and record keeping system for identifying and recording pupils' progress is exemplary. The individual programmes given to pupils with SEN are of good quality and well matched to pupils needs. One of the outstanding features is how positively the school works to involve parents in their child's support programme and in their understanding of the provision the school is making. The school has well developed strategies to deal with pupils whose behaviour impedes their progress. The provision for pupils for whom English is an additional language is good and pupils make good progress.
27. The school has an effective race equality policy and pupils' multi-cultural education is well developed. Recognising, respecting and celebrating diversity is an outstanding feature of the school.

Leadership and management

28. The head teacher is a positive, committed, enthusiastic, and well-informed professional who provides strong and effective leadership. Subject leaders are knowledgeable, committed and insightful about their subjects. They are involved in policy-making and review their schemes of work regularly. Although co-ordinators have produced portfolios of pupils' work, not all are as effective in demonstrating the standards achieved by pupils in a way that will bring consistency to standards. The school sets targets to improve standards at all levels of school life.

29. The governing body is supportive and well informed about the life and work of the school. Governors monitor the effectiveness of the school's provision well. They are fully involved in the school's self-evaluation process and demonstrate a good understanding of the school's strengths and areas for development. The governing body fulfils its legal and statutory requirements.
30. The school has developed good self-evaluation procedures. Senior managers regularly review performance, track the progress of individuals and identify trends over time. From such analysis, clear areas for improvement are noted in the School Development Plan. Since the last inspection, the school has made good progress in addressing the issues raised.
31. The school is adequately staffed with appropriately qualified teachers. The quality and quantity of resources is generally good, but there are shortcomings in the resources for Welsh, geography and ICT. The accommodation has good features, but there are a number of important shortcomings. The hall is too small, access to the outside play area for the under fives is limited, there is insufficient noise insulation between the junior classrooms, disabled access is very limited and there is no toilet for the disabled. The school gives good value for money.

Recommendations

- R1 Improve resources for information and communication technology so that pupils have better opportunities to develop their skills in meaningful contexts.
- R2 Improve resources for Welsh and geography.
- R3 Improve the accommodation of the school, including:
- Increasing the size of the hall to accommodate the number of pupils on roll and improve provision for indoor physical education;
 - Improving access to the outside play area for the under-fives;
 - Providing better sound insulation where required in the junior classrooms; and
 - Improving disabled access.
- R4 Further develop the leadership and management roles of subject leaders in foundation subjects to include more rigorous monitoring of standards, teaching and learning.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings.

32. The inspection team agrees with the school's evaluation of this question.
33. During the time of the inspection, standards of achievement in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	76%	12%	0%	0%

34. Children enter the school with levels of attainment that are generally below average. The overall quality of educational provision for under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning. By the end of the reception year, children are well adjusted to school life, settle quickly to tasks and work hard with good levels of concentration.
35. In key stages 1 and 2, standards in the subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
English	2	2
Welsh	2	2
Mathematics	2	2
Geography	2	2
Art	2	2
Religious Education	2	2

36. All pupils make good progress as they move through the school and most achieve the learning goals set for them. Pupils with additional learning needs, including those with SEN and EAL, make good progress. They all work well in classes and are able to cope well with the work they are given.
37. Pupils generally achieve good standards in their key skills. They achieve good standards in their communication and literacy skills. Listening skills are good. Pupils' numeracy skills are good overall, and very good in upper key stage 2. However, pupils ICT skills are not as well developed as they should be, mainly due to significant shortcomings in ICT resources. Pupils' bilingual competence is developing generally well. Pupils' problem solving skills are developing well. Pupils' creative skills are good at both key stages. Children under five are developing their key skills well.
38. At key stage 1 in the 2005 teacher assessments, 90 per cent of pupils achieved level 2 or above in speaking and listening, reading and writing. In mathematics, 97 per cent achieved at least level 2 and all pupils achieved

level 2 in science. The school has about 16 per cent of its pupils eligible for free school meals, and against the benchmark for schools with a similar number of pupils eligible for free school meals, the school was in the top 25 per cent nationally in core subjects (English, mathematics and science). Boys generally do not do as well as girls. In their speaking and listening, 28 per cent of pupils achieved the higher level 3 and 31 per cent achieved level 3 in reading. In writing, 17 per cent achieved the higher level. In mathematics, 47 per cent achieved level 3 and 31 per cent achieved this level in science. These high standards have been maintained over the last three years and show an improvement since the last inspection.

39. In the national tests and teacher assessments at the end of key stage 2, 73 per cent of pupils achieved level 4 or above in English. In mathematics, 84 per cent achieved level 4 or better and 96 per cent pupils achieved at least level 4 in science. In comparison with similar schools, the school's results were slightly above the national average in all three core subjects. In English, 29 per cent achieved the higher level 5 and 39 per cent achieved level 5 in mathematics. In science, 33 per cent achieved this higher level. The school's results are normally in the top 25 percent nationally, but dipped in 2005 due to the large number of pupils with special educational needs in the year group and the high pupil mobility. Generally girls perform better in tests and assessments than boys. The trends in the school's performance shows an improvement since the last inspection and generally high levels of pupils' achievement.
40. Pupils' personal, social and learning skills are good. They are well motivated in all classes and work productively. Pupils' good behaviour contributes effectively to their good progress and development. No incidents of bullying or racism were seen during the inspection. No pupils been excluded in the past academic year. Pupils relate well to adults and to each other. Pupils' spiritual, moral and cultural development is good. Pupils have a good understanding of their own Welsh culture and are developing a good understanding of cultural diversity.
41. The level of attendance has reduced slightly since the previous school inspection and is currently averaging just above 92 per cent. This is about the same as the LA average, below the national average and well below the average for similar schools (based on free school meals entitlement). Unauthorised absence is consistently below 0.5 per cent. There are no significant or unexplained variations in attendance levels across the school. Punctuality is good at the start of, and throughout, the school day allowing lessons to start promptly without delay or disruption.
42. Pupils have good independent learning skills and they nearly always concentrate well in class and get on with their work. The regular setting of homework is a feature throughout the school. Pupils are encouraged to complete their set homework tasks promptly and to take an increasing level of responsibility for their own learning. Pupils are well prepared to play an active part in the local community, although at present, their lack of good ICT skills means they are not fully prepared for the next phase of their learning. Pupils are developing a good understanding of environmental issues, such as sustainability and recycling that affect their community.

The quality of education and training

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

Grade 2: Good features and no important shortcomings.

43. The inspection team agrees with the school's evaluation of this question.

44. The quality of teaching observed in lessons during the inspection is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
23%	66%	11%	0%	0%

45. The quality of teaching in the school is consistently good and there are no important shortcomings. Nearly a quarter of teaching was judged to be outstanding and the key features of these lessons were:

- very good planning, including key and basic skills;
- high levels of challenge;
- teachers' very good subject knowledge, which they use effectively;
- excellent relationships with pupils;
- very good encouragement of independent learning;
- outstanding classroom management; and
- very good ongoing assessment.

46. Teachers use a good range of strategies and resources to stimulate and challenge pupils. Basic and key skills are taught well and relevant links are made in subjects right across the curriculum. The teaching of bilingual skills is appropriate, but underdeveloped in some classes where several opportunities were missed to develop pupils' language skills. However, most teachers make good use of incidental Welsh in lessons and this is particularly effective at the end of key stage 2. Learning support assistants are well trained and this enables them to become integrated fully into the staff team, giving good support to teachers and learners.

47. Occasionally in lessons seen during the inspection, there were some minor shortcomings. In these lessons the pace was sometimes slow and the teacher's questioning was unclear. The use of ICT to support learning is uneven across the school and this is not helped by the fact that many resources are old. One or two occasions, opportunities to engage pupils in discussion are missed.

48. The overall quality of assessment is good with no important shortcomings. The school has an outstanding system for tracking pupils' progress in the core subjects. Assessment procedures are rigorously and consistently applied. Fortnightly assessments are undertaken in the core subjects and the information used well to shape planning. Results from standardised tests are used effectively to identify those pupils in Year 2 requiring additional support to help them 'catch up' in their English.

49. The assessment of children under five is very effective with children's progress in the areas of learning regularly monitored. Baseline assessment is carried out when children first enter school. This provides a starting point from which teachers begin to plan strategies to meet the pastoral and learning needs of children within their care.
50. Day-to-day assessment is based largely on whether pupils meet the learning objectives for the lesson. These are shared with pupils at the start of each session and teachers explain what they are looking for. The quality of oral feedback is good. The school's recently updated marking policy gives clear and useful guidance on good practice. Teachers mark work regularly and comments are generally encouraging. In literacy, marking often links to the targets set for pupils. In some cases, particularly in the foundation subjects, the marking is less rigorous in guiding pupils towards improvement.
51. In discussion with their teachers, pupils set their own targets in literacy and as a result know how to improve their work. However, the setting of individual targets for pupils is not yet extended to mathematics and science.
52. The school complies with statutory requirements on assessing and reporting pupils' achievements. Parents meet teachers twice a year to formally review their children's work. They receive annual reports and these provide sufficient information about how well their children are doing. They also indicate what pupils need to do to improve their work, although there is no room on the reports for parents to respond in writing. All pupils have records of achievement that include good descriptions of pupils' academic and personal and social achievements.

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

Grade 2: Good features and no important shortcomings

53. The inspection team agrees with the school's evaluation of this question.
54. The school responds effectively to pupils' learning needs and provides equal access for all pupils to a broad and balanced curriculum. A particular strength of the provision is the careful planning in the core subjects to ensure that the curriculum is relevant to the needs of all pupils. Overall the curriculum provided by the school is interesting and when it includes many practical experiences it has a very positive effect on pupils' learning. The school meets all statutory requirements for the curriculum.
55. The overall quality of educational provision for under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning.
56. The provision of a good range of extra-curricular activities enriches pupils' experiences and has a positive effect on standards. Pupils participate

enthusiastically in a very wide range of sports clubs as well as those for writing, recorder, art, and technology. Activities such as the science club are purposefully planned and contribute very effectively to pupils' standards of work. The school makes good use of its strong links with the immediate locality. The frequent use of the local museum, Cilfynydd Environmental Centre and the local area for fieldwork has a positive effect on standards in the classroom. Older pupils benefit from residential provision to develop their musical skills.

57. The school promotes pupils' personal and social education well and meets national guidelines. Effective partnerships with the school nurse and local police ensure that pupils are made aware of health, sex, relationship and drug awareness issues. There are good relationships between staff and pupils and there are regular opportunities for pupils to voice their opinions or ask for advice.
58. The school's provision for pupils' spiritual, moral, social and cultural development is good. The school enhances pupils' social development through opportunities to take responsibility and become involved in decision making. Pupils work and play together co-operatively, learning to accept responsibility. Pupils' moral awareness is actively developed both in the curriculum and in collective worship, with many opportunities to discuss moral dilemmas, particularly in religious education. There are many occasions for pupils to develop an appreciation of their own cultural heritage and those of others. Events such as Welsh concerts, the Eisteddfod and assemblies contribute effectively to pupils understanding of their cultural heritage. Pupils' awareness of the traditions of other faiths and cultures is developing well, with regular visitors from other cultures and through their work in geography contrasting different lifestyles in Wales and Egypt.
59. The school has built a strong partnership with parents and involves them fully in the education of their children. Many parents give the school strong support and are involved in successful fundraising for the school. Parents provide useful daily help in most classes with reading, the preparation of materials and other activities.
60. Partnership with the local community is strong. Pupils' personal development and curriculum experiences are enriched by links with visitors and places in the locality. In particular, pupils benefit from links with local volunteers who contribute positively to the curriculum, through leading dance classes for instance. Visitors from the community include those from other cultures who share their beliefs and cultural traditions, and contribute well to standards in religious education.
61. The school's provision for work-related education is outstanding. Numerous vocational aspects contained in the schools' comprehensive personal and social education programme and visits to the school by members of the community and local industry help broaden and enrich pupils' work related education. Links with local industry and businesses are extensive and very well established.

62. *Y Cwricwlwm Cymreig*, the Welsh dimension in the curriculum, features prominently in the life and work of the school. Well-planned opportunities are provided in subjects across the curriculum to raise pupils' awareness of their Welsh heritage and culture. The use of pupils' bilingual skills in the life and work of the school is less well developed.
63. The school has high expectations of all its pupils and enthusiastically promotes equality of access to the curriculum. Any incident of stereotyping is promptly and appropriately challenged. Policies for promoting and practising equal opportunity, equality of access and racial equality are formally adopted and effectively implemented.
64. The school has no specific policy on sustainable development and global citizenship. However, many practical examples of promoting sustainable development are visible in and around the school. Through these initiatives, the conservation garden and relevant curriculum subject lessons, the pupils develop a greater awareness and understanding of this area.
65. Pupils' understanding of global citizenship is well developed and is enhanced by the schools' links with Uganda. The school promotes healthy eating and is part of the Healthy Schools initiative. Pupils' entrepreneurial skills are developing very well with pupils involved with several initiatives including the Dynamo project and mini-enterprise.

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

Grade 2: Good features and no important shortcomings.
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66. The inspection team agrees with the school's evaluation of this question.
67. The school effectively plans for and provides a happy, safe, secure, welcoming and caring environment for pupils to learn and play. Pupils are well cared for, guided and supported. The vast majority of parents consider pupils are very happy in school, and they are satisfied with the help and guidance provided for their children. In discussion, members of the school council express satisfaction with the care given to pupils. Teachers identify and react constructively to individual pupils' needs, and the deployment of available support staff is organised appropriately to meet these needs and requirements. External support services are used appropriately and effectively.
68. Relationships between pupils, staff, parents and members of the local community are strong and constructive. Parents are invited to attend two formal parents' meeting per year (three for pupils in year 6) to discuss their child's progress. The school informally seeks parents' views and opinions on a range of relevant matters. The very supportive 'parents fund-raising group' raises considerable funds for the school. Frequent letters to parents informs them about school events and activities. The school has a good home-school

agreement for its pupils. The school's involvement with local employers is very well established.

69. The family atmosphere within school and the induction arrangements helps pupils joining the school to settle quickly and happily. The 'moving up day' arrangement for pupils changing class at the end of each year is effective. The 'buddy' scheme helps the few very shy and reserved pupils to settle into school quickly. The links with the high school and the transfer arrangements for pupils moving from year 6 to the high school are established. However, these arrangements are not as comprehensive as they should be.
70. Systems for recording attendance are robust and accurate. The school expects high standards of behaviour and does not tolerate bullying or inappropriate behaviour. All staff consistently implement the schools' rules and the behaviour and anti-bullying policies.
71. The school gives a high priority to pupils' health, welfare, safety and security, and the personal and social education programme contains numerous 'health and safety' related topics. The school buildings provide a safe and secure environment for pupils to learn and play. Risk assessments are undertaken regularly and fully documented. However, only one member of school staff is currently trained in emergency first aid and others who were previously trained need their training updated. Good procedures are in place to fully meet the needs of pupils who are unwell or who have suffered an injury whilst in school.
72. There are good procedures for the protection of pupils. The head teacher is the designated child protection co-ordinator. A good child protection policy is in place and all staff have received relevant training and update briefings. All school staff are aware of the signs of possible child abuse and the specific procedures they must closely follow. Suitable complaint and appeal procedures are in place.
73. The provision for pupils with additional learning needs is good with outstanding features. The assessment and record keeping system for identifying and recording pupils' progress is exemplary. In the early years, children with additional learning needs are identified quickly and assessed carefully. The process of diagnosing and tracking pupils' individual needs is very well developed with regular screening, monitoring and methodical record keeping.
74. The additional support provided by the school, which makes a generous contribution from their own budget, is very effective. There is effective withdrawal teaching support for small groups and individuals, which is well linked to the classroom curriculum. Pupils benefit from the proficiency of the teacher and a very well planned curriculum, which is clearly focussed on their learning needs. A strength of the provision is the high degree of expertise available in the school from both the special needs co-ordinator and the language support teacher who show a very good understanding of pupils with a range of needs.

75. The provision for pupils for whom English is an additional language is good and pupils make good progress.
76. The individual programmes given to pupils with SEN are of good quality and well matched to pupils needs. Targets set are routinely included in lesson planning and reviewed termly. Generally, pupils make good progress and achieve the targets set for them. Class teachers work well with support staff carefully constructing and reviewing the targets set. The individual plans are useful documents well used by all staff.
77. One of the outstanding features is how positively the school works to involve parents in their child's support programme and in their understanding of the provision the school is making. The school works very well in partnership with a variety of specialist support services, including the educational psychologists. Pupils benefit from effective support from the peripatetic teachers of speech and language and of specific learning difficulty.
78. The school has well-developed strategies to deal with pupils whose behaviour impedes their progress. There is effective contribution from the Behaviour Support Team who provide support for the pupils with more complex behaviour difficulties. Bullying or inappropriate behaviour is considered a serious matter and is not tolerated. During discussion, pupils confirm that incidents of bullying are rare and any that are reported are dealt with promptly and effectively. Teachers encourage pupils to report any incident of bullying or inappropriate behaviour straight away. The pupils' use of bully boxes is effective. There are no recorded pupil exclusions for at least the last year.
79. The school has an effective race equality policy and pupils' multi-cultural education is well developed. The pupils from minority ethnic groups who attend school are fully integrated and accepted without question. No discrimination, animosity or indifference is shown towards any pupil.
80. The school considers equal opportunity as a priority. Gender equality, racial equality and challenging stereotypes are strongly encouraged and practised. All equality related policies fully meet statutory requirements. Pupils' backgrounds, cultures and religions are explored and explained to all. Parents indicate that school is effective in promoting equality and diversity and they consider this aspect to be a particular strength of the school. Celebration of diversity is a regular feature during school assemblies.

Leadership and management

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

Grade 2: Good features and no important shortcomings

81. The inspection team agrees with the school's evaluation of this question.
82. The head teacher makes an excellent contribution to the life and work of the school. She is a positive, committed, enthusiastic, and well-informed professional who provides strong and effective leadership. Under her guidance, the senior management team has established a very clear direction for the future to which governors, staff, parents and pupils all subscribe. The head teacher has built a co-ordinated team with common purpose of improving provision in all aspects of school life and raising standards even further.
83. Subject leaders are knowledgeable, committed and clearly understand their subjects well. They are involved in policy-making and review their schemes of work regularly. Monitoring in some subjects is done through scrutiny of pupils' work, the review of teachers' planning and through lesson observations. Monitoring in literacy and numeracy is outstanding. This enables co-ordinators to prioritise areas for developments in an informed way. Monitoring in some foundation subjects is at an early stage of development. Although co-ordinators have produced portfolios of pupils' work, not all are effective in demonstrating the standards achieved by pupils in a way that will bring consistency to standards.
84. Managerial systems to support, develop and improve the performance of individual staff are very effective. The school implements performance management procedures successfully. Procedures are in place to ensure that individual staff member's professional development is shared with others and has a positive effect on raising standards.
85. The school sets targets to improve standards at all levels of school life. In conjunction with the LA, the school sets and, in some instances, exceeds overall targets for cohorts of pupils to achieve at expected and challenging levels. It identifies pupils who need support because of their difficulties and produces appropriate targets for them. The school recognises that it is at an early stage in developing strategies and targets to extend its more able pupils. The school takes good account of national priorities and these are integrated in its strategic development.
86. The governing body is supportive and well informed about the life and work of the school. The head teacher regularly provides governors with good quality information about the school's performance and activities. They have good knowledge of the aims and vision for the school. Whilst they follow the head teacher's professional advice, they also challenge opinions and decisions in

order to help set the strategic direction of the school. They meet regularly and have a well-established committee structure.

87. Governors monitor the effectiveness of the school's provision well. They are fully involved in the school's self evaluation process and demonstrate a good understanding of the school's strengths and areas for development. The governing body fulfils its legal and statutory requirements.

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

Grade 2: Good features and no important shortcomings

88. The inspection team agrees with the school's evaluation of this question.
89. The school has developed good self-evaluation procedures. These are well implemented by teachers who work well as a team to bring about improvements in the quality of education. The head teacher and staff have established good monitoring and assessment procedures in the core subjects. They regularly review performance, track the progress of individuals and identify trends over time. From such analysis, clear areas for improvement are noted in the School Development Plan. However, foundation and RE subject leaders do not have enough time to evaluate and monitor standards. As a result areas for development within these subjects are sometimes not tied closely enough to improving standards.
90. Overall, the self-evaluation report is a good working document and informs the School Development Plan. Governors and staff were fully involved in its creation. Pupils play an increasingly important role in the self-evaluation process. Their views, as expressed through the school council, are taken seriously and have led to improvements in the school environment, for example, in the setting up of 'friendship circles' on the playground. The governing body displays a good awareness of how the school is performing. It receives regular updates from leaders on subject developments and several governors visit the school regularly to gain first-hand experience of what the school provides.
91. Since the last inspection, the school has made good progress in addressing the issues raised, aside from the constraints imposed by old accommodation. In particular, the hall continues to restrict opportunities for pupils, notably in physical education, despite continuous efforts by the school to remedy the situation.

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

Grade 2: Good features and no important shortcomings.

92. The inspection team agrees with the school's evaluation of this question.
93. The school is adequately staffed with appropriately qualified teachers. All teachers have good subject knowledge that is relevant and up-to-date. All support staff make a valuable contribution in classes and are effectively deployed. The contribution of support staff in the early years unit is outstanding. The school secretaries, caretaker and mid day staff make valuable contributions to school life as part of their normal routines.
94. The statutory arrangements for teachers' preparation, planning and assessment times are good. However, the school is at an early stage of evaluating the full effect of this provision.
95. The quality and quantity of resources for the under-fives is good, however there are insufficient 'Big Books' to help develop pupils' reading skills. In the majority of subjects inspected, the quality and quantity of resources is good, but there are shortcomings in the resources for geography, ICT and Welsh. There are insufficient Welsh language books to further develop the reading skills of pupils in key stage 2. Currently the school is adding to and updating its information technology hardware and software, as there is a lack of up-to-date computers and software at the school to develop pupils' technological skills. Resources are effectively located and are appropriately accessible to pupils and all staff.
96. Outside, the school buildings the hard surface playing areas provide suitable space for a range of games and activities. A large grass playing field, a short walking distance from the main school site, provides a suitable area for sporting activities such as football, rugby and athletics. An impressive conservation garden is adjacent to the hard surface play area. The classrooms are located in two separate buildings and the size of each of the classrooms is adequate for the number of pupils on roll. Storage space is very limited in most areas of the school. Overall, very good use is made of what is available. The recently decorated classrooms and the colourful displays around the inside of the school enhance and stimulate learning. The premises are very well maintained by the caretaker and kept in a clean and tidy condition.
97. There are, however, a number of important shortcomings in the accommodation. The soft surface play area outside the nursery is secure but not freely accessible. The teaching and learning in three junior block classrooms, mainly separated with glass partitions, is often adversely affected by the noise and activities in the adjoining classrooms due to inadequate sound insulation. The school hall is very small for the number of pupils on roll and provides insufficient space to accommodate whole school assemblies, pupil lunches, school events or the full range of indoor PE lessons, for

example. Disabled access to the building is limited and there is currently no toilet adapted for the use of the disabled.

98. The head teacher and governors frequently review the finances for the school' are prudent in their spending and seek best value for money. Timely and appreciated financial advice on managing the school budget is provided by the LEA. The parent/teacher association is very active providing generous funding to the school for prioritised resources. The school gives good value for money.

Standards achieved in subjects and areas of learning

English

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

Key stage 2 – Grade 2: Good features and no important shortcomings

Good features

99. Pupils' standards of speaking and listening are good. Pupils listen attentively throughout the school and they show great interest in what they are being taught by their teachers and what their classmates have to say. In all classes, the vast majority of pupils are articulate. They express themselves well using extensive vocabulary and increasing complex sentence structures. In key stage 1, pupils fully recount stories and books they have read, keeping to the correct sequence.
100. Pupils in key stage 2 adapt their language effectively to suit different occasions. They ask pertinent questions and when creating sociograms¹ to show the relationships of the characters to one another in 'The Tempest', older pupils ask complex questions of their classmates and adults. The majority of pupils listen thoughtfully to extend their understanding of the different topics they are studying.
101. All pupils make good progress in their reading and standards are good. They are familiar with the way books are organised and their level of difficulty. By the end of key stage 1, pupils read reasonably accurately and a few read with expression. They understand what they have read and are able to make predictions about what is likely to happen in the remainder of the book. In key stage 2, pupils read well to find out information. More able pupils in year 6 talk knowledgeably about their favourite books and authors. Pupils support each other and follow the text when others are reading.
102. Pupils in key stage 1 recognise individual letters and sounds. They blend simple sounds together to make words. They create short pieces of writing and make good progress in drawing up lists, recounting stories or events, and in recording observations. Pupils in year 2 suggest good ideas for stories. They write enthusiastically in response to stimuli that have inspired them. They are all eager to read the work of others.
103. At the beginning of key stage 2, there is evidence of good quality writing as pupils write for a good range of purposes. Towards the end of the key stage, pupils achieve well when they write at length, with ease and confidence. For example, when they express their feelings as they creatively write about 'a day in the life of a parlour maid'. They use imaginative imagery and a good range of vocabulary and this helps to increase their confidence.

¹ Diagrams showing social relationships in a group of people.

104. The handwriting of most pupils by the end of key stage 2 is legible and well organised.

Shortcomings

105. In key stage 2 occasionally, some pupils' contributions to discussions are limited and they become less eager to express their views and opinions. They do not readily give reasons for their answers or explain and justify what they mean.

Welsh second language

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

106. Standards are good at both key stages. Pupils respond well to the variety of incidental Welsh spoken in situations throughout the day. In class, they answer readily when their teacher speaks simple phrases in Welsh and demonstrate a good understanding of instructions given during lessons.
107. In both key stages pupils listen attentively. They listen carefully to questions, concentrating on known sentence patterns. They work well together in pairs and they have a good recall of a range of songs, hymns and prayers.
108. In key stage 1, pupils' familiarity with the spoken word is developing well. They understand a range of everyday vocabulary and sentence patterns. Pupils pronounce words well when they confidently answer questions about the weather, demonstrating a sound understanding of the language. They make good attempts at the pronunciation of new vocabulary in their conversations about food for a picnic.
109. Pupils of all abilities make generally good progress in their reading and writing skills. In year 1, they make good progress in writing simple sentences using an increasing vocabulary about colours, the weather, ailments and parts of the body. In year 2, pupils write for an increasing range of purposes with their independent writing developing well using a variety of sentence pattern. They read questions when asking for information about pets and write the replies accurately.
110. In key stage 2, pupils use a generally good range of vocabulary and sentence patterns to respond to questions and engage in conversation. They are developing a command of the negative and positive forms of responding to questions and answer questions about their likes and dislikes using the past and present tense. The majority of pupils pronounce well, speak generally confidently when using known speech patterns. When reading their own work aloud younger pupils speak with expression.

111. Pupils are developing good comprehension of much of the language they use. They have good recall of the meaning of words and demonstrate good understanding of the familiar texts and books they read. Pupils of all abilities make good progress with their writing. They write for a range of purposes, using examples of a variety of sentence pattern and a good range of relevant vocabulary.

Shortcomings

112. Pupils' reading of familiar and unfamiliar texts lacks fluency.
113. Pupils do not always extend their learning of Welsh by using their knowledge of a number of oral language patterns in a wider context.

Mathematics

Key stage 1 – Grade 2: Good features and no important shortcomings Key stage 2 – Grade 2: Good features and no important shortcomings
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Good Features

114. In key stage 1, pupils in year 2 have an appropriate knowledge of numbers to 20 and most add or subtract when working on problems. They develop a good awareness of the language associated with 2D and 3D shapes. They describe the properties confidently and further consolidate their understanding through appropriately structured activities. Pupils have a good understanding of lines of symmetry. They participate enthusiastically in small groups to develop their thinking skills.
115. Pupils work out 10 more and 10 less than given two- or three-digit numbers. More able pupils show that they can double and half numbers and they can link this work to simple fractions. Pupils know about odd and even numbers and most are secure in their understanding of place value. Pupils know how to measure length using a variety of different standard and non-standard measures. They learn to tell the time on the hour and half-hour. Pupils collect data and produce bar graphs, which they interpret in different ways.
116. In lower key stage 2, pupils further develop their mental arithmetic skills. They know their times tables up to 12 and use them well for multiplying and dividing numbers. Less able pupils are making good progress in subtracting single digit numbers from two-digit numbers, while more able pupils multiply two-digit numbers by two-digit numbers accurately. Pupils measure using metres and kilograms. They also understand about money and use a wide range of coins in their work. Pupils have a good understanding of angles. They also understand about lines of symmetry and can apply this knowledge in other curricular areas.
117. In upper key stage 2, pupils generally achieve good standards and the achievement of more able pupils is sometimes outstanding. Pupils in year 6

have a secure understanding of fractions, decimals and percentages. They use this knowledge effectively when solving problems. They explore number sequences and extend their methods of computation progressively across the key stage.

118. Pupils' abilities in mental and oral arithmetic are of a high order throughout the school. They have rapid mental recall of number facts, which they then apply to solving more complex problems. Pupils in year 6 use their mental skills very effectively when working out the areas of quadrilaterals using formulae, for example. Pupils understand how to identify prime numbers and use this information to detect number patterns and sequences in a 10x10 number square.

Shortcomings

119. There are no important shortcomings.

Geography

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

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

Good features

120. Pupils in both key stages have a broad geographical vocabulary and a good knowledge of maps and plans. They develop a good awareness of their own locality and features of other localities in Wales and around the world.
121. Pupils have a good knowledge of environmental issues and sustainable development. This starts well in key stage 1 when pupils, after learning about the roles of people who help them in school, define their own roles in keeping the school clean and tidy.
122. Pupils are developing a good understanding of different localities. For example, pupils in year 2 describe the difference between the island of Coll in Scotland and the scenery around Pontypridd. They can identify correctly which features are natural and which are man-made. Pupils plan imaginary journeys around the island of Coll, using different means of transport. They understand some of the barriers to certain types of transport, for example, cars cannot reach some parts of the island because there are no roads.
123. Through regular visits out into their own locality and further afield, pupils come to recognise important features and incorporate them onto their own maps of their route to school. They construct these maps with accurate keys and use simple grid references. Pupils identify a number of places in Wales and locate them accurately on maps.
124. Younger pupils in key stage 2 draw on their knowledge and understanding of sources of geographical evidence to identify the land use and different

occupations around Pontypridd. They make good comparisons of the human and physical features of the town. Pupils use their understanding of the tourist industry to suggest suitable landmarks in Pontypridd to recommend to visitors.

125. Pupils in year 5 have a good understanding and knowledge of the world and have a detailed knowledge of village life in India. They draw on their understanding to draw detailed maps of land use and the different occupations in the village. In their study of Cardiff Bay, pupils identify important features, such as the Barrage, which have changed the environment.
126. By the end of year 6, pupils draw accurately on their geographical knowledge to classify picture of Cardiff Bay into different categories, such as leisure activities, commercial properties and residential area. They ask the right kind of questions to find out the information they need. Pupils also understand well how places change due to physical and human processes.

Shortcomings

127. There are no important shortcomings.

Art

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

128. Pupils in both key stages are developing a good appreciation of how different artists work, including those from Wales. Pupils in years 1 and 2 produce vivid miniature landscapes in the style of Peter Prendergast, while pupils in years 5 and 6 draw humorous caricatures of rugby players following a study of Sir Kyffin Williams.
129. Pupils demonstrate good paintbrush control. In years 1 and 2, they do so when painting large three-dimensional models of mini-beasts. Many know how to handle a brush to achieve different effects. By year 4, pupils are able to exercise fine control, for example while painting small tile pieces for a mosaic.
130. Younger key stage 1 pupils explore colour and texture imaginatively, for instance when creating images of flowers. In so doing, they develop their knowledge of colour and colour mixing and improve their observational skills.
131. Pupils experiment well with paint, collage, printmaking and pastels. Many pupils in year 1 and year 2 create good, symmetrical patterns of butterflies. Older pupils explore fabrics in a study of Indian art to good effect.

132. Pupils' drawings in both key stages reveal a good eye for detail. For instance, pupils in years 1 and 2 explore shapes and record carefully the Victorian stonework in the school building.
133. Pupils in both key stages approach their art lessons with confidence, enjoyment and imagination. For example, pupils in years 3 and 4 improvise well by using glue spreaders as palette knives to produce hard cut lines.

Shortcomings

134. In key stage 2, pupils' skills and techniques in representing work in three-dimensions are under developed.
135. Pupils' skills in recording information while investigating are limited by a lack of sketchbooks.

Religious education

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

136. In both key stages, pupils develop a sound knowledge and understanding of the beliefs and practices of Christianity and other world faiths, such as the Moslem and Jewish faiths as required by the locally agreed syllabus.
137. In key stage 1, pupils recall knowledgeably the celebrations of the Christian calendar and the important events in peoples' lives that take place in church such as baptism and christenings. Visits to the local chapel and church ensure they have a good understanding of their use as places of worship. Pupils are familiar with stories from the Old and New Testament. They know many stories about Jesus such as the story of Christmas and the loaves and fishes. Older pupils rewrite the story of Moses and the plagues of Egypt at length well. They have good recall of why the Jewish festival of the Passover is held. More able pupils are developing a good idea of why symbols are used and their meaning in festivals such as the Passover.
138. In key stage 2, younger pupils are developing a good knowledge of Judaism. They identify the main customs and practices of the Passover well. They make good progress in understanding concepts such as new life. Through their visit to the local chapel pupils have a generally good understanding of its use as a place of worship and use appropriate vocabulary to describe its features.
139. Older pupils in particular demonstrate positive attitudes to the subject, often discussing aspects of their work with high levels of interest both in other world faiths and their life experiences. They describe the significance of light in worship well and give examples from Hindu and Christian festivals. They are

well informed about the religious beliefs of and practices of Islam and the life of Mohammed. Pupils compare aspects of the holy books of Islam, Christianity and Judaism knowledgeably.

140. Older pupils of all abilities show a mature depth of understanding of the significance of Moses receiving the Ten Commandments and the importance of these commandments to the Hebrews. They appreciate the need for firm rules in all situations, and discuss these ideas with interest and thoughtfully relate them to their own lives.

Shortcomings

141. There are no important shortcomings.

School's response to the inspection

The school takes great pleasure in the inspectors' statement that Coedpenmaen Primary School is a good school, and that aspects of the school are outstanding.

The school is pleased also that the inspection team agreed with the vast majority of the contents of its Self Evaluation Report. This gives the school greater confidence to further develop its self-evaluation procedures.

The school is delighted that the report acknowledges the excellent working relationships that foster learning. It pleases the school also, that the inspectors note the very good provision for pupils with additional learning needs, and the effective recognition and respect of diversity.

The school will prepare a post inspection action plan in order to address the recommendations in the report. Issues will be prioritised carefully and appropriate strategies agreed to meet the requirements.

The inspection was conducted professionally, thoroughly and fairly and the experience was a positive one, which raised the self- esteem of staff and pupils.

Appendix 1

Basic information about the school

Name of school	Coedpenmaen County Primary School
School type	Community
Age-range of pupils	3-11
Address of school	Coedpenmaen Close Pontypridd Rhondda Cynon Taff
Postcode	CF37 4LE
Telephone number	01443 486828

Head teacher	Miss A M Bowden
Date of appointment	January 2001
Chair of governors/ Appropriate authority	Mrs. K. Dumphy
Registered inspector	Mr Stephen Dennett
Dates of inspection	12-14 June 2006

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	28	29	19	25	54	49	49	37	290

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	10	3	11.4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	29.2:1
Pupil: adult (fte) ratio in nursery classes	14:1
Average class size, excluding nursery and special classes	29.2
Teacher (fte): class ratio	1.14:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Spring 2005	92	91.3	92.7
Summer 2005	84.4	88.1	91.4
Autumn 2005	91.7	95.2	93.3

Percentage of pupils entitled to free school meals	16
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2005			Number of pupils in Y2:		23		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School	0	0	7	66	28
		National	0	4	13	63	28
En: reading	Teacher Assessment	School	0	0	10	59	31
		National	0	3	11	63	23
En: writing	Teacher Assessment	School	0	0	10	72	17
		National	0	5	14	69	11
En: speaking and listening	Teacher Assessment	School	0	0	10	62	28
		National	0	4	14	55	26
Mathematics	Teacher Assessment	School	0	0	3	55	41
		National	0	2	11	63	24
Science	Teacher Assessment	School	0	0	0	69	31
		National	0	2	10	65	23

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

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

National Curriculum Assessment KS2 Results 2005				Number of pupils in Y6		49					
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	2	24	45	29
		National	1	0	0	0	1	5	16	46	30
Mathematics	Teacher assessment	School	0	0	0	0	0	2	14	45	39
		National	0	0	0	0	1	3	17	46	31
Science	Teacher assessment	School	0	0	0	0	0	0	4	63	33
		National	0	0	0	0	0	1	11	50	37

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	n/a
In Wales	70	In Wales	n/a

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

Appendix 4

Evidence base of the inspection

- A team of three inspectors spent a total of 11 inspector days at the school.
- Pre-inspections meetings were held with staff, parents and governors.
- Forty-three questionnaires were returned by parents and analysed.
- The school's self-evaluation report and a comprehensive range of other documents were examined.
- The head teacher acted as nominee and provided additional information as required.
- Thirty-five lesson observations were undertaken.
- Samples of pupils work from across the age and ability ranges were examined.
- Inspectors talked to pupils and listened to them read.
- Inspectors attended a meeting of the school council and observed pupils at lunch times and break times.
- Inspectors attended daily acts of collective worship.
- Post-inspection meetings were held with the staff and the governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Stephen Dennett, Rgl	Summary, Context, Recommendations and Appendices Contributed to: Key Question 1 Key Question 2 Mathematics, Geography.
Mr Kerry Jones, Lay Inspector	Contributed to: Key Question 1 Key Question 3 Key Question 4 Key Question 7
Mrs Delyth Parris, Team Inspector	Contributed to: Key Question 3 Key Question 4 Welsh, Religious Education
Mrs Carolyn Thomas, Team Inspector	Contributed to: Key Question 5 Key Question 7 English
Dr Russell Grigg, Team Inspector	Contributed to: Key Question 2 Key Question 6 Art
Mrs Anthea Finn	Peer Assessor
Miss Alyson Bowden	Nominee

The contractor was:

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Acknowledgement

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