

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

***HCOED-YR-ESGOB CP SCHOOL
COED-YR-ESGOB
LLANTRISANT***

School Number: 674-2124

Date of Inspection: 13-15 October 2003

HBy

Registered Inspector

MR ALAN RICHARDS

Date: 1 December 2003

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Under Estyn Contract Number: CT78/03P

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CURRICULUM NOMENCLATURE AND KEY STAGES

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

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

{PRIV ATE }	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 (KS) 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.

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1. CONTEXT

The school and its priorities

Coed-yr-Esgob Primary School is a local education authority (LEA) maintained school which was built in 1974 and is situated on a pleasant site, in the village of Llantrisant, located some three miles from the M4 motorway.

The school has 153 pupils on roll taught in seven mixed-age classes. Of the seven classes two are learning support classes which provide for pupils with severe learning difficulties. Children under five attend school on a full-time basis. The number of pupils on roll has shown an increase of 10 over the past three years.

The area from which pupils are drawn is neither prosperous nor economically disadvantaged. The broad nature of the school's intake is neither advantaged nor disadvantaged. Approximately 22 per cent of pupils are entitled to receive free school meals, a figure that is below the local authority average but above the average for Wales.

The school has assessed 27 pupils as having special educational needs (SEN). No pupil has a statement of SEN.

The school's aims are summarised using the acronym DASSH. The school aims: to provide a disciplined environment where children are given every opportunity to achieve what they are capable of achieving; to be a place where children feel and are safe; to have a colourful environment that stimulates them; most of all to be somewhere where children will be happy because without this learning will not be achieved.

The school development plan (SDP) includes as priorities for 2003-2004 the introduction of a pre-school programme and the development of the early years play area; planning a visit to Ireland for pupils in Year (Y) 5 and Y6; achieving the Basic Skills Quality Mark; updating a number of policies and continuing the performance management cycle.

The building of the early years play area was on-going during the inspection. The school was last inspected during the summer term 1998.

2. MAIN FINDINGS

The main findings of the report

Coed-yr-Esgob Primary School is a warm, caring and friendly school where pupils feel secure. It is well regarded by parents and the community. Pupils' behaviour is very good and their positive attitudes and good relationships, with each other and adults, ensure that the school is a very happy community. The school has a number of very good and good features; it has shortcomings in some aspects.

Educational standards achieved by pupils

- The educational provision for the under fives has some weaknesses but there is evidence that these shortcomings can be put right.

- Standards in the six areas of learning are as follows:

Area of learning/experience	Nursery	Reception
Language, literacy and communication	Satisfactory	Satisfactory
Personal and social development	Good	Good
Mathematical development	Satisfactory	Satisfactory
Knowledge and understanding of the world	No judgement made	Satisfactory
Physical development	No judgement made	Satisfactory
Creative development	Unsatisfactory	Unsatisfactory

- In the lessons observed in Key Stage (KS) 1 pupils' standards of achievement were satisfactory or better in all lessons. They were very good in eight per cent of lessons, good in 50 per cent of lessons and satisfactory in the remaining 42 per cent. In KS2 standards of achievement were satisfactory or better in all lessons. They were very good in four per cent of lessons, good in 46 per cent and satisfactory in 50 per cent of the lessons observed.
- Standards of achievement in the learning support classes which provide for children under five, and pupils in KS1, are consistently good and sometimes very good.
- Standards of achievement in the National Curriculum (NC) subjects and religious education, in KS1 and KS2, are as follows:

Subject	KS1	KS2
English	Speaking/listening-Good Reading/writing-Satisfactory	Speaking/listening-Good Reading-Satisfactory Writing-Good
Mathematics	Satisfactory	Good
Science	Good	Good
Welsh	Satisfactory	Satisfactory
Design and technology	Satisfactory	Satisfactory
Information technology	Good	Good
History	Satisfactory	Satisfactory
Geography	Satisfactory	Satisfactory
Art	Satisfactory	Satisfactory
Music	Satisfactory	Good
Physical education	Good	Good
Religious education	Satisfactory	Good

- In the KS2 NC assessments and tests in 2003 the percentage of pupils achieving the national benchmark of level four or above exceeds the average for Wales in each of the NC core subjects English, mathematics and science. The percentage of pupils achieving the higher level five exceeds the average for Wales in English and mathematics and is slightly below the Welsh average for science.
- When the school's test results in 2003 are benchmarked against the performance of similar schools in Wales in 2002, the school performs above the highest performing group of similar schools in mathematics and science and slightly below the average performing group of similar schools in English.
- Overall, children under five achieve satisfactory standards in the key skills of speaking, listening, reading, writing, numeracy and ICT. Children with SEN achieve good standards in all the key skills in relation to their stage of development.

- In both key stages, standards of achievement in the key skills are good to satisfactory. In KS1 and KS2, standards are good in speaking and listening and satisfactory in reading. Reading strategies do not ensure that pupils are sufficiently challenged to achieve their full potential in applying their skills of reading to all subjects. Standards of achievement in writing, numeracy and ICT are satisfactory. Overall pupils have insufficient opportunities to apply the key skills across subjects in order to extend their application and pupils' understanding.
- Pupils with SEN in mainstream classes are making good progress towards achieving the targets set in their individual education plans (IEPs). In the learning support classes, pupils make consistently good progress and many are achieving very good standards relative to their age and abilities.

Ethos of the school

- Provision for pupils' spiritual, social and cultural development is good. Provision for their moral development is very good.
- Daily acts of collective worship, and visits to local places of worship, provide pupils with opportunities for prayer and quiet contemplation to which they respond with understanding and reverence. Most pupils are confident and co-operate well with each other and adults. Pupils show responsibility and initiative in the daily activities of the school but the same opportunities are not always provided for them to acquire independence in their learning.
- Pupils have a good knowledge and understanding of aspects of the culture and heritage of Wales. The school has a policy to promote racial equality and pupils learn about other faiths in religious education lessons. However, their understanding of other cultures and global citizenship is generally underdeveloped.
- Pupils have a very good understanding of right and wrong. They show a great respect for each other, and adults, and work together as members of the school community in a very positive manner. The standard of their behaviour is consistently very good.
- Attendance is satisfactory. The overall rate of attendance is increasingly affected by the number of family holidays taken during term time.

Quality of education

- The quality of the teaching of the under-fives ranges from very good to unsatisfactory. The teaching of pupils with SEN is consistently good. Where teaching is unsatisfactory it does not ensure that work is appropriately matched to the developing needs of nursery and reception children.
- In KS1 and KS2, the overall quality of teaching ranges from very good to unsatisfactory. Teaching is satisfactory or better in 92 per cent of the observed lessons. It is very good in six per cent of lessons; good in 40 per cent; satisfactory in 46 per cent and unsatisfactory in eight per cent of lessons.
- Where the quality of teaching is good and very good, the expectations set for pupils are high and work is well-matched to their needs and abilities. Pupils are challenged effectively in their learning and they make good progress in their knowledge and understanding of topics and their application of skills.
- In those lessons where teaching is satisfactory, teaching techniques and organisational strategies do not always provide a sufficiently wide range of opportunities to extend

pupils' thinking and learning. In the small number of lessons where teaching is unsatisfactory, lessons lack adequate pace and do not challenge pupils effectively.

- Arrangements for the assessment of pupils' progress are generally good. The school makes effective use of a range of in-house data to identify pupils' needs, track pupils' progress and target support to individual pupils. The recording and reporting of pupils' progress are satisfactory in quality and meet statutory requirements. Adequate use is not always made of records to inform planning and teaching. Reports to parents do not always identify strategies to support all pupils' improvement.
- The quality, breadth and balance of the curriculum are satisfactory overall. The curriculum for the under fives takes insufficient account of the Desirable Outcomes for Children's Learning and planning is over-reliant on the school's schemes of work for NC subjects. Provision does not ensure that all children meet all areas and experience adequately.
- In KS1 and KS2, the curriculum meets statutory and local requirements. Policies and schemes of work have been prepared in all NC subjects and religious education. Many of these are of good quality.
- Short-term planning does not always ensure that all aspects of subjects are taught in sufficient depth, and with adequate progression, within and across key stages. While opportunities for the teaching of the key skills are identified in schemes of work their application to subjects is not taught consistently across all classes.
- All pupils have full access to the school curriculum. They have opportunities to take part in a wide range of educational, cultural and sporting activities, in school, and within the local and wider community.
- The support and guidance provided to pupils and arrangements made for their welfare are good. The school has an effective policy for personal and social education.
- The school has a strong caring ethos. It is a well-ordered community within which pupils feel secure, valued and happy. Pupils benefit from very good relationships with both teaching and non-teaching staff. All pupils are treated equally and receive timely, appropriate and helpful support and guidance from staff when this is necessary to their welfare.
- Child protection procedures are established and these are known to all staff and understood by them. Procedures for recording fire drills are not fully implemented. No formal risk assessment arrangements are in place.
- Provision for pupils with SEN is good in the mainstream classes and very good in the learning support classes. Effective co-ordination, planning, teaching and assessment arrangements ensure that pupils make consistently good, and, sometimes, very good progress.
- Partnership with parents and community, schools and other institutions is very good. The analysis of the questionnaires completed by parents, before the inspection, and views given in the pre-inspection meeting, indicate that the school is highly regarded by parents.
- The quality of information provided for parents, including the school prospectus for new parents, is good. The prospectus contains a home-school agreement that is signed by all parents. A very active Parent Teacher Association (PTA) organises fundraising and social, family-oriented events and provides substantial financial support to the school. A well-supported pre-school group meets twice a week.

- The expertise of parents and other adults is welcome in school and is used well to support pupils' learning. The school is an integral part of the community and has well-established links with the parish and local organisations. Visits to local places of worship, and their involvement in community events, enhance pupils' knowledge and personal and social development.
- Links with neighbouring schools and some schools in Europe are good. Transfer arrangements between the school and the partner secondary school are well established and ensure that pupils' have a smooth transition from primary to secondary school. Good links have been established with a higher education institution and a local further education college.
- Partnership with industry is good. The school has an effective policy for developing links with business and industry. These links have assisted pupils' education and school development.

Management

- The quality of self-evaluation and planning for improvement is satisfactory. The school has a cycle of self-evaluation, and performance management, which includes gathering information from surveys, and the monitoring of NC subjects, alongside the data which are maintained on pupil progress.
- The SDP lists school priorities, over a three-year period and annually, and outlines how these priorities are to be addressed. However, the plan is not sufficiently set within the context of school performance. Links between the information collected through the self-evaluation process and planning for development are unclear. The school's system of review does not ensure that all available evidence on the school's strengths and shortcomings is used effectively to determine priorities and plan for improvement.
- Overall, the leadership and efficiency of the school are good. Leadership ensures the commitment of the school team, pupils and parents to high standards.
- The governors, headteacher and staff work in effective partnership to support and promote school development. The governing body has an efficient committee structure. Governors have a good knowledge of the life of the school. They receive information on, and approve school policies, the attainment of pupils in NC assessments and tests, and the SDP.
- The overall management of resources is efficient and the finance committee of the governing body oversees the school budget effectively. Staffing and accommodation provision is good. The overall quality of learning resources is satisfactory. Provision for ICT is good. The school provides satisfactory value for money.
- The school runs efficiently on a day-to-day basis. Procedures for recording pupil attendance do not fully comply with the Welsh Assembly Government Circular 3/99.

Progress since the last inspection

- Overall standards of achievement remain satisfactory in a number of subjects. In KS1, older, more able pupils achieve good standards in aspects of art and music. In KS2, standards of achievement in writing, mathematics, science and music have improved and they are now good. Older pupils in KS2 achieve good standards in aspects of geography. Pupils in both key stages continue to be insufficiently challenged in reading and they do not have sufficient opportunities to achieve their full potential in applying reading skills to their work in all subjects.

- Procedures for assessing and recording pupils' progress have been strengthened. Pupil assessments are recorded against NC attainment targets.
- The school now has a comprehensive set of written policies. The school prospectus contains all required information. Effective links have been developed with commerce and industry.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

- The standards of achievement of children under five range from very good to unsatisfactory.
- In the nursery year, children's personal and social development is good and their language, literacy and communication, and mathematical development, is satisfactory. It was not possible to make a judgement in relation to pupils' knowledge and understanding of the world and their physical development. Children's creative development is unsatisfactory.
- In the reception year, children's personal and social development is good. Their language, literacy and communication, mathematical development, knowledge and understanding of the world, physical development are satisfactory. Children's creative development is unsatisfactory.
- Children in the learning support classes which provide for children under five, and pupils in KS1, achieve good, and sometimes, very good standards.
- In the lessons observed in KS1, pupils' standards of achievement were very good in eight per cent of lessons, good in 42 per cent of lessons and satisfactory in the remaining 50 per cent.
- In KS2, standards of achievement were very good in four per cent of lessons, good in 46 per cent of the lessons observed and satisfactory in 50 per cent of lessons.
- In English, in both key stages, standards of achievement are good in speaking and listening and satisfactory in reading. Standards of achievement in writing are satisfactory in KS1 and good in KS2.
- Standards of achievement in mathematics are satisfactory in KS1 and good in KS2. Standards in science are good in both key stages.
- In KS1 and KS2, standards of achievement are good in information technology and physical education. In both key stages, standards are satisfactory in design and technology, history, geography and art.
- Standards of achievement in music and religious education are satisfactory in KS1 and good in KS2. In KS1, older, more able pupils achieve good standards in aspects of history, art and music. Older, more able pupils achieve good standards in aspects of geography in KS2.
- In the KS2 NC assessments and tests in 2003, the percentage of pupils achieving the national benchmark of level four or above in the core subjects of the NC exceeds the average for Wales in all subjects.

- In English, 81 per cent of pupils achieved level four or above compared with the all-Wales average of 79 per cent. In mathematics and science, 100 per cent of pupils achieved level four or above compared with the all-Wales averages of 73 per cent and 85 per cent, respectively, for each subject.
- The percentage of pupils achieving the higher level five exceeds the average for Wales in English and mathematics and is slightly below the Welsh average for science.
- When the school's test results in 2003 are benchmarked against the performance of similar schools in Wales in 2002, the school performs above the highest performing group of similar schools in mathematics and science and slightly below the average performing group of similar schools in English.

3.2 Standards Achieved in Key Skills across the Curriculum

The standards achieved by pupils in the key skills across the curriculum are good to satisfactory.

- In both key stages, pupils achieve good standards in the key skills of speaking and listening. Across all subjects pupils express their thoughts and ideas clearly and they speak confidently when responding to questions and during class discussion. They listen attentively, and with understanding, sometimes for extended periods of time.
- In KS1 and KS2 standards in the key skill of reading are satisfactory. In both key stages, pupils' understanding of the use of non-fiction materials as a means of researching knowledge across the curriculum is unsure and they are insufficiently challenged in applying their skills of reading to all subjects.
- Standards in writing across the curriculum are satisfactory in both key stages. When undertaking factual and descriptive writing tasks in relation to their learning in subjects most pupils write accurately. However, with some exceptions, their skills in using a range of writing effectively across the curriculum are more limited.
- Pupils achieve satisfactory standards in using numeracy skills in KS1 and KS2. They collect and record information effectively as part of class surveys and estimate and measure accurately when making models. In both key stages, pupils' abilities to apply their skills of numeracy across subjects are insufficiently developed.
- In KS1 and KS2, pupils' use of ICT across the curriculum is satisfactory. Pupils are able to search a CD-ROM and the Internet for information related to their class topic.
- In some subjects, use is made of spreadsheets to input data and pupils are able to create bar charts and temperature graphs. However, while pupils, in each key stage, have a good knowledge and understanding of aspects of ICT, their skills in using this knowledge across the curriculum are less well developed.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

The overall provision for pupils' spiritual, moral, social and cultural development is good. The quality of the school's provision for pupils' moral development is very good.

- Provision for pupils' spiritual development is good. Daily acts of collective worship, which meet statutory requirements, are held as a school community. During collective worship, pupils have opportunities to gain an insight into values and beliefs and to reflect

on their own experiences. Visits to local places of worship provide pupils with opportunities to reflect and to further develop their spiritual awareness.

- The school makes very good provision for pupils' moral development. Very good use is made of collective worship, lessons and school activities to foster pupils' understanding of moral principles and their significance to pupils' everyday life. There is a very positive ethos in the school and the pupils have a very good understanding of the difference between right and wrong and the importance of showing respect towards their fellow pupils, staff and adults who visit the school.
- The school's provision for encouraging social development is good. Most pupils are confident and co-operate well with each other, and with adults, in lessons and within the school community. Pupils are afforded a range of opportunities to take part in out-of-school activities and these make a positive contribution to their personal and social development. Pupils are encouraged to show responsibility and initiative in the daily, general activities of the school but the same opportunities are not always provided for them to acquire independence in their learning during lessons.
- Overall, the life and work of the school make good provision for pupils' cultural development. Schemes of work and school activities ensure that pupils are supported in gaining a knowledge and understanding of the traditions, culture, history and geography of Wales. Opportunities for pupils to learn about the diversity and richness of other cultures are limited.
- The school has a policy to promote racial equality that appropriately informs provision for pupils' moral and social development.

4.2 Behaviour and Attitudes

The behaviour and attitudes of pupils are consistently very good. Their very positive approach to their learning is a strong feature of the school.

- There is a policy in place that describes the school's strategies for encouraging positive behaviour. A clear set of rules, displayed in all classrooms and the hall, defines the school's expectations of all of its pupils.
- Relationships between staff and pupils are very good and are based on mutual respect, courtesy and dignity. Pupils are attentive in class and well motivated.
- Pupils play well together. Older pupils have a caring attitude towards younger members of the school community. Children in the learning support classes play alongside their peers who treat them with care and consideration. A buddy bench was recently purchased for the playground where pupils can sit if they need a friend.
- Effective sanctions are in place to deal with bullying, name calling and racism. The headteacher has introduced team-building initiatives that have proved very effective in dealing with negative behaviour of this kind.
- The headteacher meets regularly with teachers and support staff so as to ensure a consistency of approach in behaviour management and to provide, and update, training as necessary and appropriate.

4.3 Attendance

Attendance is satisfactory.

- On the basis of the information available for the three terms prior to the inspection the average rate of pupils' attendance is 91.39 per cent. This figure is below the local authority average and the average for Wales.
- The main cause of pupil absence is illness although the overall rate of attendance is increasingly affected by the number of family holidays taken during term time.
- Weekly newsletters, and individual letters, are used appropriately and effectively to inform parents of the detrimental effects of absence and lateness to their children's education. Effective procedures are in place to monitor and follow up absences. The school works closely with the education welfare officer to address the few cases of persistent non-attendance.
- Pupils respond well to the reward system for full attendance that has been introduced recently. Almost all pupils arrive punctually at the start of the day but lessons do not always begin on time.
- Whilst the running of a tuck shop provides Y6 pupils with valuable opportunities to develop initiative and enhance their mathematical skills they have not learnt to manage their time effectively and often miss the beginning of lessons following afternoon break.
- Registration procedures are clearly stated in the school's attendance policy. However, there are inconsistencies in both calling and marking registers and, as such, the implementation of the policy does not fully comply with the requirements of Welsh Assembly Government circular 3/99.

5. QUALITY OF EDUCATION

5.1 Teaching

The overall quality of teaching ranges from very good to unsatisfactory.

- The quality of teaching for the under-fives ranges from very good to unsatisfactory. Teaching ensures that the provision for children's personal and social development is good.
- Where the teaching of the under-fives is good or very good, supported by well thought out activities, children are able to handle, explore and use a range of materials, and tools, with developing confidence, knowledge and understanding.
- In too many sessions, the teaching of the under-fives does not ensure that work is appropriately matched to the developing needs of nursery and reception children and the provision is unsatisfactory.
- In these sessions, there is an over reliance on direct teaching, followed by over directed activity, that do not engage children and do not provide them with adequate opportunities to explore and experiment with their learning in order to promote their knowledge and understanding effectively.
- In KS1 and KS2 the quality of teaching is satisfactory or better in 92 per cent of the lessons observed. It is very good in six per cent of lessons; good in 40 per cent; satisfactory in 46 per cent and unsatisfactory in eight per cent of lessons.
- Teachers have a good knowledge and understanding of the subjects they teach and where the quality of teaching is good or better, lessons are planned well.

- Where the quality of teaching is good and very good, the expectations set for pupils are high and work is well matched to their needs and abilities. Pupils are challenged effectively in their learning and they make good progress in their knowledge and understanding of topics and their application of skills.
- In those lessons where teaching is satisfactory an appropriate range of teaching techniques and organisational strategies is not always used to provide a wider range of opportunities to extend pupils' thinking and learning and to further build on their previous progress.
- The quality of teaching is unsatisfactory in a small number of lessons. In these lessons, teaching lacks pace and does not challenge pupils effectively. While pupils are very well behaved, they have little opportunity to engage in class discussion and purposeful activities and make limited progress relative to their abilities.

5.2 Assessment, Recording and Reporting

The quality of the assessment of pupils' achievements is good; arrangements for the recording and reporting of pupils' progress are satisfactory in quality and meet statutory requirements.

- Children under five complete a baseline assessment and the outcomes of this assessment inform planning. Teachers complete the Four Counties Foundation Profiles to record children's progress in the six areas of learning and experience.
- In KS1 and KS2, the assessment of pupils' progress in English and mathematics is well developed. Good use is made of test information to inform teachers' judgements about pupils' progress in relation to NC levels in the core subjects.
- The school has a wealth of in-house assessment data that are analysed and used effectively to identify pupils' needs, track pupils' progress and target support to individual pupils.
- There are good examples of marking being used effectively to support individual pupil progress but comments are sometimes too general to sufficiently assist improvement.
- Pupils' progress is recorded conscientiously in school records but the information available in these records is not always used to inform teachers' short-term planning and ensure that work is appropriately differentiated and matched to extend the more able pupils across the school.
- Records of progress for pupils in the learning support classes, and for pupils with SEN, are well maintained and used effectively.
- Parents have opportunities to discuss their children's progress on three occasions each year. The school encourages pupils to accompany their parents to the first annual consultation in order to enable them to understand more fully their current level of progress and the targets and expectations set for their future learning.
- Annual reports to parents meet statutory requirements. They include comments by the headteacher and provide opportunities for parents to respond to the progress reported. They do not always identify specific strategies to support pupil improvement.
- Arrangements for the assessment and recording of pupils' progress in the NC foundation subjects are underdeveloped.

5.3 Curriculum

The quality, breadth and balance of the curriculum are satisfactory overall.

- Provision for the under-fives does not ensure that all children meet all six areas of learning and experience adequately. The planning of the areas of learning and experience takes insufficient account of the Desirable Outcomes for Children's Learning and is over-reliant on the schemes of work for NC subjects.
- In KS1 and KS2, the curriculum meets statutory and local requirements and broadly reflects the aims of the school. Policies and schemes of work have been prepared in all NC subjects and religious education. Many of these are of good quality.
- Short-term planning is inconsistent and does not always ensure that all aspects of subjects are taught in sufficient depth in all classes. Opportunities for the teaching of the key skills are identified in schemes of work but pupils do not have sufficient opportunities to apply these skills progressively in their learning across subjects.
- Pupils are set homework tasks on a regular basis and these contribute positively to pupils' progress in English and mathematics.
- The school has a policy for personal and social education that reflects national guidelines and provides an effective framework for supporting and guiding pupils within the school community.
- Extra-curricular activities are provided in cricket, dance, netball and rugby and these contribute to pupils' physical, personal and social development.
- The school is socially inclusive and there is equality of access and opportunity for all pupils including those with SEN.

5.4 Support, Guidance and Pupils' Welfare

The support and guidance provided to pupils and arrangements made for their welfare are good.

- The school has a strong caring ethos. It is a well-ordered, supportive community where pupils feel valued and happy.
- Pupils benefit from very good relationships with both teaching and non-teaching staff. Staff know their pupils well and all pupils are treated equally. Pupils with SEN are included in all aspects of the life of the school and display good self-esteem.
- The school has an appropriate policy for personal and social education and gives due recognition to the Disabilities Discrimination Act (2002). The existing sex education policy is awaiting review by the governing body.
- The designated child protection officer has undertaken updated training provided by the local authority. Adequate child protection procedures are in place and the training has been shared with staff.
- A member of the non-teaching staff has a current first aid certificate of qualification. The school has appropriate arrangements for the safe storage of medicines.
- Procedures for recording fire drills and accidents are not suitably implemented. No formal risk assessment arrangements are in place.

5.5 Provision for Pupils with SEN

Mainstream classes

Provision for pupils with SEN in the school's mainstream classes is good.

- The school has an appropriate and effective policy for SEN that fully reflects the SEN Code of Practice for Wales.
- Pupils' needs are identified systematically through class records, in the early years and Y1, and using diagnostic tests in Y2 and KS2. The IEPs, written to address pupils' needs, are clear and concise and are used purposefully to monitor pupils' progress. Pupils are involved effectively in setting their targets for their IEPs.
- Pupils with SEN in the mainstream classes are very well supported and make good progress. Pupils in KS1 and KS2 are involved in a Soundworks project. Pupils in Y2 and KS2 receive individual support from a reading support teacher. The headteacher provides reading support to identified groups of pupils on a weekly basis.
- Liaison with parents is good. They are kept well informed of their children's progress by the SEN co-ordinator (SENCO) and are fully involved in any decisions regarding their child's education. In addition to the two parents' evenings, held annually, a third meeting is held in the spring term specifically for those pupils who have a special educational need.
- The school's links with outside agencies are good and include the educational psychology service, the health visitor, physiotherapist, speech therapist and school doctor. There is a link governor for SEN who visits the school regularly and is kept informed of pupil progress and current issues.
- The SENCO who has a full-time teaching commitment provides good support to all staff. Class teachers are provided with helpful written guidance on their responsibilities for pupils with SEN. The SENCO discusses and monitors the progress of pupils with staff, reviews IEPs and manages a range of information efficiently. No non-contact time is available to the SENCO to support the monitoring of provision.

Learning support classes

One learning support class provides for children under five and the other for pupils in Y1 and Y2, all of whom have severe learning difficulties. Provision in both classes is very good.

- The caring ethos within both classes, together with the commitment and dedication of teachers and support assistants, ensures that all children settle quickly on admission and are happy and secure within their learning environment.
- Children and pupils in both classes have full access to the curriculum, undertake a range of activities and make good to very good progress.
- Effective use is made of ICT, science investigations, art, music and structured play to develop pupils' motor control, co-ordination, listening skills and social interaction. Language development and role-play build appropriately on the work undertaken by the visiting speech therapist. Literacy and numeracy activities planned for older pupils are well matched to their age and ability.
- Progression and continuity between the two classes are good. There are effective systems in place for recording and tracking progress including video tapes, photographs, and files for individual children and pupils.

- All children and pupils are fully included in school activities during assemblies, playtimes and lunch breaks. Individual pupils are integrated within mainstream classes when this is appropriate to their learning needs and progress.
- Relationships with parents are very good. A home-school book facilitates a daily dialogue with those parents whose children are brought to school by organised transport. Staff within the two classes work well as a team and the very good contribution of support staff is instrumental in the successful running of the classes.

5.6 Partnership with Parents and Community, Schools and Other Institutions

The quality of the partnership with parents and community, schools and other institutions is very good; it is a strong feature of the school.

- In their responses in the pre-inspection questionnaire, and during the pre-inspection meeting, the overwhelming majority of parents are appreciative of the work of the school. They endorse its high expectations and appreciate the approachability of staff. They particularly value the support for pupils with SEN.
- The quality of information provided for parents, including the school prospectus for new parents, is good. Weekly newsletters and information about pupils' achievements keep parents very well informed about school activities and events. The school prospectus contains a home-school agreement that is signed by all parents.
- The school endeavours to encourage parents in the education of their children. Twice-weekly pre-school group sessions are very well attended. A significant number of pupils and parents benefit from the family literacy and numeracy workshops held at the school. At the pre-inspection meeting, a small number of parents expressed the view that they would appreciate more information about the subjects taught.
- A very active PTA organises fundraising and social events that are family oriented. The Association provides substantial financial support to the school. Monies raised are used to enhance resources, and the school environment, including the purchase of television equipment and the development of the outdoor play area.
- The expertise of parents and other adults is welcome in school and used well to support pupils' learning. Their involvement in the Soundworks reading project, community dance and sport, practical activities and educational visits has made a valuable contribution to raising pupils' standards of achievement.
- The school is an integral part of the community and has well-established links with the parish and local organisations. Visits to local places of worship enhance pupils' learning and understanding. The school supports community events such as the annual Beating the Bounds ceremony. Class assemblies, school concerts and celebrations are open to invited members of the community and are well attended. The annual summer fair is very much a community event.
- There are good links with neighbouring schools and schools in the wider community. Pupils are involved in a range of inter-school competitions. Pupils' European awareness is enhanced through the school's involvement in a Comenius project with partner schools in Ireland and Italy.
- Transfer arrangements between the school and the partner secondary school are generally well established and ensure that pupils have a smooth transition between primary and secondary school.

- There is some sharing of subject expertise. Visiting staff from the secondary school teach Y6 pupils and there are developing links between teachers in ICT and art. Trained Y12 students provide support to KS2 pupils involved in the Soundworks project. Male students are particularly good role models for the boys.
- The school is in partnership with a higher education institution and a local further education college. The school provides effective training opportunities and work experience for initial teachers and nursery nurses to the mutual benefit of pupils, staff and students.

5.7 Partnership with Industry

The quality of the partnership with industry is good.

- There is a written policy for partnership with industry. The headteacher has been involved in a short business placement. As yet, no member of staff has been attached to business and industry organisations.
- Educational visits and visitors to school from the community, business and industry help to increase pupils' awareness of the world of work, past and present. Pupils' experiences include working with professional sports coaches and dance professionals. They take part in sports challenges and the community dance production. Pupils' skills in music and design and technology are enhanced through their work with musicians and master builders.
- Pupils in Y6 are developing business acumen and self-confidence through running the tuck shop.
- The school benefits from generous donations from local and national organisations that enhance resources and improve the school environment. This support has enabled the school to develop and equip an outside play area, improve the drainage of the rugby pitch and purchase storage containers.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

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

- The school follows an annual cycle of self-evaluation making use of questionnaires to gather information from pupils on aspects of the school's life and work.
- A policy for performance management is in place and the implementation of this policy is assisting the process of self-evaluation within the school. Subject co-ordinators monitor work in the core subjects on a termly basis and the foundation subjects annually.
- The SDP lists school priorities, over a three-year period, and annually, and outlines how these priorities are to be addressed. However, the plan is not set within the context of the school's strengths and shortcomings. The relationship between the content of the SDP and the post-inspection action plan, prepared following the last inspection, is unclear.
- Many of the targets set within the SDP are of a general nature. They are insufficiently related to the evidence gathered by the school and the quantitative information that it has available to evaluate aspects of its performance.

- Progress in the implementation of the SDP is discussed with staff and the governing body on a regular basis.

6.2 Leadership and Efficiency

Overall, the leadership and efficiency of the school are good.

- The quality of leadership ensures the commitment of the school team to achieving high standards.
- The school has a clear set of aims and values that provides equality of opportunity for all and is reflected in the very positive attitudes which permeate the life and work of the school.
- Governors, headteacher and staff work in an effective partnership to support and promote school development. The governing body has a good knowledge of the life of the school. Individual governors visit classes periodically to gain an insight into the work of pupils and staff.
- The governing body has an efficient committee structure. Sub-committees and the full governing body receive and approve a range of reports, subject and school policies presented to them by the headteacher, and deputy headteacher, on a regular basis. The governors receive an annual report, and analysis, of pupil and school performance in the national assessments and tests.
- The overall management of resources is efficient and the finance sub-committee of the governing body oversees the school budget effectively. The SDP relates the budget to school priorities but this link is not always sufficiently clear and specific and is not set within the context of the budget as a whole. The school provides satisfactory value for money.
- In planning for the financial year 2003-2004, the governing body took a decision to utilise a budget surplus to fund an additional teacher in order to ensure manageable class sizes during the academic year 2003-2004. Given the commitment of the surplus to this expenditure the governing body is concerned about the level of funding to be made available to the school in 2004-2005.
- The school runs efficiently on a day-to-day basis and the school's support officer makes a significant contribution to the effectiveness of routine administration and organisation.
- Procedures for recording pupil attendance do not fully comply with the Welsh Assembly Government circular 3/99.

6.3 Staffing, Accommodation and Learning Resources

Staffing and accommodation provision is good. The overall provision of learning resources is satisfactory.

- All teachers are suitably qualified and have a relevant job description. There are sufficient teachers to meet the needs of the school curriculum.
- Procedures for Performance Management are in place. Objectives for the continuing professional and personal development of teachers have been established. Staff are trained both in school and off site to meet their development needs.
- The provision of learning support assistants is good. Assistants deployed in the learning support classes have clearly defined roles and responsibilities.

- Overall, the accommodation is in a good state of repair and the caretaker ensures a high standard of cleanliness in all areas of the school building. All available space is utilised to support teaching and learning. A recently erected annexe provides a valuable additional teaching area.
- The range and quality of learning resources are satisfactory. Some books and learning materials are dated. Provision for information technology is good. Staff and pupils are proud of the well-equipped ICT suite.
- The quality of display is uneven across the school. In some classes display is used effectively to reflect work currently being undertaken and to support pupils' learning including their knowledge and understanding of Welsh. Overall, display does not always reflect a broad curriculum and celebrate a variety of pupils' achievements.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

Children under five have full-time provision and are taught in two mainstream classes and a learning support class. Nursery and reception children are taught together in one mainstream class and reception children are taught with Y1 and Y2 pupils in the other class. The learning support class provides for nursery and reception children.

The educational provision for the under-fives has some weaknesses but there is evidence that the shortcomings can be put right.

Mainstream classes

Nursery (3-4 year olds)

Good features

- Children are making satisfactory progress in the development of their language, literacy and communication skills. They are beginning to respond to direct questions when sharing information and ideas and are increasingly using their communication skills to express their needs and in imaginative play situations. Children know, and participate in, a limited range of action rhymes. They are able to recall the words and actions with increasing accuracy.
- The children are able to use basic Welsh vocabulary to answer the register, for greetings and to celebrate birthdays.
- Children's personal and social development is good. They have good relationships with adults, can respond to praise and are gaining in confidence. Children interact well with each other and display good levels of self-control and an understanding of the need to take turns. They are beginning to take responsibility for their personal hygiene and most children are able to undress themselves, in a given time, in preparation for physical education sessions.
- Children are making satisfactory progress in acquiring mathematical skills. Most children are able to recognise and name colours and many are able to count confidently to five. A small number of children have a developing understanding of the value of numbers and are able to collect and count three objects accurately. Several in the group are able to

recognise at least two regular two-dimensional shapes and through access to water play some children are beginning to understand the concepts of full and empty.

- From scrutiny of available evidence and observation, it is not possible at this stage in the school year, to make an overall judgement in relation to planning and developing nursery children's knowledge and understanding of the world.
- The building of the early years play area, which was on-going during the inspection, limited opportunities for nursery children to develop their gross motor skills. For this reason, it is not possible to make an overall judgement in relation to nursery children's physical development. They can handle paint brushes, coloured pencils and scissors for a limited number of appropriate purposes. Most children can respond to different movements involving marching and hop, skip and jump. The majority are beginning to show an understanding of spatial awareness.
- Children sing their favourite songs selecting instruments to accompany their singing. Children are able to make choices about colour and medium to create birthday cards. Many routinely use paint to create their own pictures.

Shortcomings

- Children's listening skills are underdeveloped and they have yet to learn the importance of listening to others. They make little use of the books available to them and show little enthusiasm for working at the writing table to experiment with a sufficient range of mark-making implements. Few children actively engage in other available resources-shop, home corner, dressing-up that promote language and literacy and communication.
- The range of planned mathematical activities is limited and provision does not adequately promote progress in all aspects of mathematical development.
- Children have too few opportunities to complete jigsaws, create models with interlocking pieces or complete tasks with construction kits to assist in developing their manipulative skills.
- Children's creative development is unsatisfactory. They do not engage in an appropriate range of planned activities to sufficiently promote their early creative development.

Reception (4-5 year olds)

Good features

- Children make satisfactory progress in the development of their language, literacy and communication skills building on their previous knowledge and understanding. Children construct sentences to describe events and some are able to use language appropriately to share feelings. Many children are able to recall and discuss the main events of a story. Children are able to recognise and name a number of letters and most can write their Christian name unaided. Children's pencil control and left to right orientation are developing with increasing accuracy. All children are able to overwrite and many can underwrite.
- Children are able to use basic Welsh vocabulary for greetings and registration and to name colours and celebrate birthdays.
- Children's personal and social development is good. They interact effectively with one another and show increasing confidence and an awareness of the needs of others. Children are beginning to take increased responsibility and to show independence such as preparing the milk for nursery children. All are able to dress and undress themselves and

take care of their personal hygiene. Voluntary helpers and support staff engage children in social activities such as cooking in one class.

- Children's mathematical development is satisfactory. They progress with routine counting, sorting and matching and have an increasing understanding of the value of numbers. Many are able to order numbers to ten. Children are able to recognise patterns and identify and name 2-D shapes. More able children have a developing awareness of the names of 3-D shapes. Children are beginning to apply mathematical vocabulary correctly when completing prepared worksheets.
- Children's knowledge and understanding of the world are satisfactory. Children have an increasing knowledge of the days of the week and seasonal change. They have a developing awareness of the passing of time and understand that they have a lunch break and return for the afternoon. Through class topic work children understand different methods of transport and know that all living things need care. Children have regular access to computers to support their learning.
- Children's physical development is satisfactory. All children show a developing understanding of the importance of spatial awareness and move with increasing co-ordination. They are able to respond to different movements, distinguish between curling and stretching and complete set tasks displaying increasing concentration and physical control. Children continue to handle a variety of small tools such as pencils, scissors and paint brushes with increasing confidence and control.
- Children experiment with 3-D shapes, and paint, to create printed irregular patterns. They sing as part of morning worship and can handle musical instruments to accompany favourite songs.

Shortcomings

- Opportunities for children to extend their listening skills, appreciate books and engage in a range of writing tasks are underdeveloped.
- Overall, the range of planned mathematical activities is limited and provision does not adequately promote progress in all aspects of mathematical development.
- Children have too limited opportunities to investigate and solve problems.
- Children's creative development is unsatisfactory. There are insufficient opportunities for them to express their own ideas and extend their creativity.

Learning support class

Nursery and reception (3-5 year olds)

Provision for the under-fives is appropriate to their needs and successfully promotes progress in each of the Desirable Outcomes for Children's Learning.

Good features

- Speaking, listening, and other emergent literacy and numeracy skills, receive appropriate attention to meet the diverse needs of the group. Children make good and very good progress in each of these areas of learning.
- Children respond to, and benefit from, very good relationships with their teacher and support assistant. Their personal and social development is very good. Positive relationships help to develop children's individual confidence. They interact effectively, understand the need to take turns and are beginning to appreciate the importance of caring

and sharing. Routines are firmly established. Children are beginning to take responsibility for their personal hygiene.

- Through well thought out activities, children are able to handle, explore and investigate using a range of materials and tools. They have a developing awareness of the properties of magnets and enjoy discovering which materials and objects are not magnetic. Children are introduced to appropriate vocabulary during such activities. Children are confident in using computers and show increasing concentration and understanding when using programmes to support their learning.
- Children use large pieces of apparatus to develop physical control. They are beginning to follow instructions and demonstrate that they have a developing awareness of personal space. Children routinely use paint and a range of other media to create individual pieces.

Shortcomings

- There are no significant shortcomings.

English

Standards of achievement in speaking and listening in both key stages are good and in reading they are satisfactory. Standards in writing are satisfactory in KS1 and good in KS2.

Good features

In KS1:

- Pupils listen attentively to teachers, other adults and each other. They respond orally, with confidence, in class and group activities sharing ideas with understanding and clarity.
- Pupils make satisfactory progress in reading. Most use appropriate reading strategies and have adequate decoding skills. By the end of the key stage, pupils read with increasing expression and have a good literal understanding of texts.
- More able older pupils demonstrate that they are able to use a dictionary to aid their work in comprehension activities. Most pupils are able to use the classification system in the school library to find books independently.
- Pupils achieve satisfactory standards in writing prayers, menus and messages associated with current class topics. Some older pupils achieve good standards when writing letters as part of their work in history. Standards in spelling and handwriting are satisfactory.

In KS2:

- Pupils listen effectively in class lessons and most are able to contribute to class and group discussions confidently and clearly.
- Most pupils read with fluency and expression. They have sound literal comprehension of the text and the more able can discuss authors, titles, book layout and content to a satisfactory standard.
- Pupils are able to use classification systems independently to find books associated with the tasks that they are undertaking.
- Pupils achieve good standards when writing narrative pieces, poems, play scripts, instructions and reports. Older pupils show a good command of adjectives and their use of language is imaginative.

- Pupils understand the function of parts of speech and punctuation. They use grammatical terms appropriately in their writing and most spell accurately. Standards of handwriting are satisfactory.

Shortcomings

- In both key stages, pupils are unclear as to what constitutes fiction and non-fiction. They are unable to evaluate text, provide informed opinions or make inferences and deductions.
- In KS1, pupils produce too few pieces of extended writing of a good standard.

Mathematics

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

Good features

In KS1:

- Pupils have a grasp of number bonds commensurate with their age. They have a sound understanding of addition and subtraction to 20. Pupils are able to recognise coins and carry out simple money calculations.
- Pupils know the days of the week and months of the year and can identify these in sequence using 'before' and 'after'. Most pupils can recognise and name 2-D shapes and some are beginning to recognise and name some 3-D shapes.

In KS2:

- Pupils show an increasing understanding of number and demonstrate a good knowledge of number facts and tables. They are able to use numbers with increasing accuracy in more complex calculations and problem-solving situations.
- Most pupils can interpret data and use calculators to solve questions relating to them. Older pupils have good skills in using a variety of mental methods of computation and can explain the strategies used.
- By the end of KS2, pupils are able to confidently apply their understanding and skills to independently complete and discuss work on co-ordinates, symmetry, complex tessellations, metric measures, fractions and decimals.

Shortcomings

- In KS1, pupils' understanding and skills in practical investigations, and organising and checking their work, are limited.
- Across the school, pupils' abilities to select and use mathematical equipment and materials are underdeveloped.

Science

Standards of achievement are good in KS1 and KS2.

Good features

In KS1:

- Pupils show a good knowledge and understanding of the things that they observe in their investigations and are able to give and write simple explanations and descriptions of their findings.
- They can sort and classify basic scientific information accurately and make simple comparisons in relation to humans, and other animals, and materials and their properties.
- Pupils are able to use appropriate vocabulary in describing simple characteristics of electricity, moving things and light and sound.
- Pupils with SEN achieve very good standards in recognising and using magnifiers effectively to investigate the properties of fruit and in describing their findings accurately.

In KS2:

- Pupils are able to carry out scientific investigations confidently and show a good understanding of their findings in discussion and written work.
- Pupils have a good knowledge and understanding of the characteristics of humans and other animals and are able to write accurately about aspects of nutrition and healthy living. They have a good knowledge of plants and life processes.
- Pupils can identify the differences between solids, liquids and gases and are able to appropriately discuss how changes can occur in materials.
- They have a good knowledge and understanding of the properties of electricity and light. Pupils are able to write accurately about features of the solar system and aspects of forces and motion.
- Across both key stages, pupils are developing a sound understanding of environmental issues and sustainability through their involvement in the development of the school garden and paper recycling.

Shortcomings

- There are no significant shortcomings.

Welsh second language

Standards of achievement are satisfactory in KS1 and KS2.

Good features

In KS1:

- Most pupils can listen to and use simple greetings appropriately at the beginning and end of teaching sessions and when meeting adults during the school day.
- They are able to use Welsh vocabulary to describe colours, parts of the body and items that they see in the classroom.
- Pupils can understand and respond to questions in Welsh using basic sentence constructions to explain who they are, their likes and what they are wearing.
- Most pupils can read and write Welsh vocabulary and simple sentences accurately when recording lesson topics and activities.

In KS2:

- Most pupils use greetings confidently and some are able to comment on the weather and how they feel using appropriate vocabulary and sentence patterns.
- Pupils listen to questions carefully and some are making good progress in using extended sentences to describe their likes and dislikes.
- Older pupils are able to tell the time accurately and use this skill appropriately in reading and writing simple sentences.
- Some pupils are able to present interesting extended pieces of writing related to class discussions.

Shortcomings

- Within and across both key stages pupils are making uneven progress in oracy, reading and writing as they are insufficiently challenged both within lessons and in their use of incidental Welsh.

Design and technology

One lesson was observed in KS2. From evidence in pupils' books and a number of completed pieces, standards of achievement are satisfactory in both key stages.

Good features

In KS1:

- Pupils understand the properties of materials. They can cut, fix and join materials to make their intended constructions.
- Pupils are able to use an appropriate range of simple mechanisms to make models with moving parts such as a teddy bear.
- Over time pupils undertake a range of cooking activities and are successful in making fruit kebabs.
- Pupils can explain their ideas clearly. They accurately complete sheets that support them through each stage of the making process. Pupils are able to evaluate their work in words and pictures.

In KS2:

- Pupils make satisfactory progress in understanding the properties of materials and using simple mechanisms to make models with moving parts.
- In planning and making their constructions pupils are able to understand that individual pieces are contributing to a larger model as in the work being undertaken on a model of Llantrisant Church.
- Pupils are able to select materials and components that are appropriate to undertaking specific tasks. They are able to evaluate the design process and the finished product effectively. Older pupils write extended evaluations and are able to make suggestions for improvements.

Shortcomings

- Across the school pupils' skills are not developed sequentially. Pupils' limited access to a range of tools, kits and materials restricts their progress in both key stages and their standards of achievement by the end of KS2.

Information technology

Standards of achievement are good in both key stages.

Good features

In KS1:

- Pupils display good mouse control. Most are able to change font and colour and import clip art. Pupils can use a word processor to produce a greeting for a card and print it.

- Pupils are able to use simulation games to support their learning appropriately. They demonstrate effective use of the pen in drawing pictures using the Writing Tablet programme. Pupils are able to click and drag to label a picture.

In KS2:

- Pupils can change font and colour confidently. They can download photographs and add captions. Most are able to rotate words and pictures.
- Pupils are confident in searching a CD-ROM and looking at databases when researching class topics. Older pupils are able to search the Internet for information related to their work.
- When handling information pupils are able to make good use of spreadsheets to input data and create bar charts and temperature graphs to illustrate their findings in some aspects of their work.
- Some pupils are able to write and send e-mails internally and make effective use of the Compose programme for writing simple musical compositions.

Shortcomings

- There are no significant shortcomings.

History

Overall, standards of achievement are satisfactory in KS1 and KS2. Older, more able pupils in KS1 make good progress.

Good features

In KS1:

- Pupils are developing an awareness of chronology and are able to sequence events and objects using common words and phrases such as “a long time ago”, “now/then”, “before/after”.
- They have a satisfactory knowledge and understanding of historical topics including schools past and present.
- Pupils are able to compare and contrast aspects of life today with life in the past. They show good understanding in discussing the work of Florence Nightingale and comparing her experiences in the Crimean War with the work of nurses in hospitals today.

In KS2:

- Pupils have an increasing awareness of chronology and are able to place the historical periods that they are studying on a timeline.
- Lower KS2 pupils are able to accurately recall facts about the Second World War and show a good understanding of the problems of food shortage and the need for rationing.
- Pupils in Y4 and Y5 have a sound knowledge and understanding of life in Britain under the Romans and produce work of a satisfactory standard in writing about life in the Roman army, Roman roads and Roman jewellery.
- Upper KS2 pupils are able to describe conditions in Victorian Britain in their writing and show some understanding of class differences during the 19th century. They are examining extracts from log books to gather information about life in schools during this period.

Shortcomings

- In both KS1 and KS2, pupils' skills of historical enquiry are insufficiently developed.

Geography

No lessons were observed in KS1. On the basis of the evidence presented, standards of achievement are satisfactory in KS1. Overall standards in KS2 are satisfactory with older pupils achieving good standards.

Good features

In KS1:

- Pupils study different areas of the school and they are able to draw simple plans to depict these areas.
- Pupils have a developing knowledge of their local environment. They are able to identify, discuss and record the different types of buildings, shops and houses they pass on their route to school.
- Following a visit pupils are able to discuss Porthcawl as a seaside town. They are able to contrast its location and characteristics with Llantrisant and the features of the surroundings of their school.

In KS2:

- Lower KS2 pupils identify and discuss environmental problems in and around the school. They are able to talk about the busy and quiet areas of the school with understanding.
- In their lessons, lower KS2 pupils continue to develop their knowledge of the physical features of their local area strengthening their understanding of how it contrasts with Porthcawl.
- Upper KS2 pupils confidently discuss the physical and human features of their locality. They are able to discuss the advantages and disadvantages of living in Llantrisant. Pupils have used their increasing knowledge and personal views to compile informative visitors' guides on the local area. These have a clear geographical focus.
- Older pupils have a good understanding of St Lucia as a less economically developed country and the implications of this. They are able to recall some of the country's significant features including levels of rainfall and its attraction as a holiday destination.
- Some KS2 pupils are able to identify two major towns on a map of Wales. Older pupils in KS2 can locate and name two significant mountain ranges in Wales and name the river Ely in their more immediate environment. More able pupils in Y5 and Y6 are able to identify a number of countries on a world map and can use the map to relate national and international news stories to their location.

Shortcomings

- Pupils across the school do not progressively develop a sufficiently wide range of geographical knowledge and skills.
- Overall, pupils have an insufficient understanding of global citizenship.

Art

One lesson was observed in KS1 and one in KS2. On the basis of a scrutiny of classroom displays and pupils' previous work, overall standards of achievement are judged to be satisfactory in both key stages. Older, more able pupils in KS1 make good progress.

Good features

In KS1:

- Pupils can identify, match and mix colour confidently.
- They produce colourful paintings of a birthday cake and create designs for a wedding dress as part of their work on festivals and celebrations.
- Pupils in the learning support class make good progress when experimenting with a variety of techniques including bubble-blowing in paint and using objects such as a sponge and shoe, whisk and straw, paper towel and feather to create their paintings. They create autumn collages and fruit prints.

In KS2:

- Pupils are able to produce tones of colour in order to create shades in various colours.
- They are able to work with pastel to produce varying shades of colour to form a background for their drawing of an animal.
- Pupils are able to produce self-portraits, and portraits of their friends, in pencil, displaying a variety of facial expressions of a satisfactory standard.
- Older pupils study the work of Monet and gain a satisfactory understanding of different techniques. Similar studies of the work of Welsh artists are undertaken.

Shortcomings

- Pupils' abilities to apply the skills of toning, shading and the use of a drawing pencil, to create depth and texture, are underdeveloped.
- Pupils have a limited understanding of printing techniques and the ways in which a range of media, including clay, can be used to create models or objects.
- The study of artists' work is limited to copying. Pupils do not create their own images in the style of the artist in order to gain an understanding of techniques.

Music

One lesson was observed in KS1/KS2. On the basis of video evidence presented by the school, overall standards in KS1 are satisfactory. Older, more able pupils in KS1 achieved very good progress in composition in the observed lesson. Standards of achievement are good in KS2.

Good features

- Standards in singing are good throughout the school.
- In KS2, pupils engage in improvisation using a range of tuned and untuned percussion instruments. They can name each instrument and use good technique when performing.
- Key Stage 2 pupils demonstrate that they can maintain a steady beat. They recognise and repeat simple rhythmic patterns and are developing an awareness of dynamics and texture.

- Pupils are able to work collaboratively to create improvised pieces. They appraise their own work, and that of their peers, making informed comments on pace and tone.
- In KS2, opportunities for pupils to see live performances by visiting professional musicians, and listen to pieces of music in lessons, contributes to pupils' good standards of achievement in appreciation.
- Pupils enhance their performance skills as members of the school choir when they take part in community events and school productions of good quality. Individual pupils play with confidence at the start and close of morning assembly. Some receive peripatetic music tuition to assist them to make progress in their skills in keyboard and guitar.

Shortcomings

- There is a lack of progression in pupils' improvisational skills.

Physical education

No lessons were observed in dance or games. Lessons in gymnastics were observed in KS1 and KS2. A swimming lesson was observed in KS2. Standards of achievement in gymnastics are good in KS1. Standards are good in gymnastics and swimming in KS2.

Good features

In KS1:

- Pupils show a good understanding of routines and the importance of warm-up activities. They use good listening skills and respond well to directions and instructions.
- Year 1 and Y2 pupils are able to distinguish between curling and stretching movements and they have a good understanding of completing these movements at both high and low levels. They are able to appraise their work and comment on the quality of their efforts.
- Pupils in the learning support class are able to follow concise instructions with increasing accuracy. They show confidence, pleasure and pride in the physical challenges that they complete.

In KS2:

- Pupils are able to use their skills confidently to build up a sequence of five moves.
- Older pupils are able to demonstrate and move with good body control. They can move from a four-point balance into a three-point balance by using a pencil roll or by twisting.
- Pupils are able to appraise their work with increasing sophistication. They give attention to detail, make critical observations and give feedback to their peers.
- During their weekly swimming lesson pupils show confidence and commit themselves fully to the challenge set for each group. Less proficient pupils rapidly gain confidence. A few of the more able swimmers are demonstrating good technique. These pupils present a good role model to demonstrate style to others.
- Pupils have a developing understanding of the importance of keeping healthy and taking care of the body.
- Appropriate attention is given to health and safety throughout gymnastics lessons in both key stages.

Shortcomings

- There are no significant shortcomings.

Religious education

Standards are satisfactory in KS1 and good in KS2.

Good features

In KS1:

- Pupils are developing an awareness of the meaning of significant events in their lives. They visited the local church to attend a mock christening and showed a good understanding of this occasion.
- Pupils achieve satisfactory standards in writing about Christian celebrations reflecting their feelings and understanding about the harvest and weddings.
- They are able to understand and recall facts about the customs of other faiths on the occasion of the birth of a baby.

In KS2:

- Pupils show a good understanding of the significance of the Passover meal and are able to relate the Feast to their knowledge of Moses and the Flight from Egypt.
- They have a good understanding of the festival of Hanukkah and achieve good standards in making a Hanukkah card and a Dreidel game.
- Pupils are able to compare and contrast the features of ceremonies of the Christian faith with similar ceremonies in the religions of Judaism and Hinduism.

Shortcomings

- In KS1, pupils' knowledge and understanding of some aspects are too general.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

The following key issues for action were identified in the last inspection report.

Seek to improve standards in subjects that are currently graded as no more than satisfactory.

In both key stages, standards of achievement remain satisfactory in reading, design and technology and art. Standards in KS1 remain satisfactory in writing, mathematics, geography and music. Older, more able pupils in KS1 make good progress in aspects of art and music. In KS2 standards of achievement in writing, mathematics, science and music have improved and they are now good. Older pupils in KS2 now achieve good standards in geography.

Review present reading strategies to ensure that all pupils are given work of sufficient challenge and achieve their full potential.

Limited progress has been made in addressing this issue. The range of fiction and non-fiction to which pupils are introduced, and which they can discuss, remains narrow. They are insufficiently challenged to achieve their full potential in applying their skills of reading to all subjects. Older and abler pupils have few opportunities to acquire higher order reading skills.

Strengthen present procedures for the assessment and recording of pupils' work, and link grading more closely to the standards of the NC.

The school has established a tracking system to assess and record pupils' progress. Pupil assessments are recorded against NC attainment targets. The system is used effectively to identify pupils requiring additional support.

Ensure that detailed written policies are produced, where necessary, and that all required information is provided in the school prospectus and other appropriate documents.

The school has a comprehensive set of written policies that provide guidance in all subjects and many other aspects of its life and work. The school prospectus contains the required information and provides helpful guidance to parents. Documents are updated at appropriate times.

Take steps to develop more effective links with commerce and industry.

Since the last inspection the school has prepared a written policy describing its approach to partnership with industry. This policy has been implemented effectively and partnership with industry is good. Strong links have been established with local organisations. These have been of educational benefit to pupils and enhanced the range of resources to support their learning.

8.2 Key Issues for Action

In order to raise standards and secure improvement the school should:

- raise standards of achievement in those subjects where standards are satisfactory;
- address the weaknesses in the educational provision for the under-fives;
- promote the use of a range of teaching techniques and organisational strategies, appropriately and consistently, in order to challenge all pupils effectively in their learning, including their application of the key skills, across subjects;
- strengthen the process of self-evaluation in order to provide a more systematic approach to reviewing and planning for improvement which makes more effective use of all available evidence on school performance in determining priorities;
- ensure that attendance registers are completed in accordance with statutory guidance.

APPENDIX

A. Basic Information About the School

Name of School	Coed-yr-Esgob Primary School
School type	LEA maintained
Age-range of pupils	3 to 11
Address of school	Coed-yr Esgob Llantrisant Rhondda Cynon Taff
Post-Code	CF72 8EL
Telephone Number	01443 237829

Headteacher	Michael Emanuel
Date of appointment	September 1994
Chair of Governors	Reverend Richard Wigham
Registered Inspector	Alan Richards
Dates of inspection	13-15 October 2003

B. School Data and Indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	25	15	17	24	12	24	19	11	147

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	0	8

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	20.4:1
Pupil : adult (fte) ratio in nursery classes	15:1
Pupil : adult (fte) ratio in special classes	14:1
Average class size, excluding nursery and special classes	25.5
Teacher (fte) : class ratio	1.14:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Spring 2003	86.3	92.6	94.6	91.6
Summer 2002	91.7	89.0	90.4	89.6
Autumn 2002	92.0	91.0	93.0	93.0

Number of pupils excluded during 12 months prior to inspection	0
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C. Results of National Curriculum Assessments and Public Examinations

END OF KEY STAGE 2: 2003

National Curriculum Assessment KS2 Results: 2003										Number of pupils in Y6: 11			
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	0	0	9	45.5	45.5	0
		National	0	0	2	n/a	1	1	6	21	48	21	0
	Test/Task	School	0	9	0	0	0	0	0	9	36.5	45.5	0
		National	0	2	2	0	n	n	5	17	48	26	n
Mathematics	Teacher assessment	School	0	0	0	0	0	0	0	0	54.5	45.5	0
		National	0	0	2	n/a	0	1	5	22	47	23	0
	Test/Task	School	0	0	0	0	0	0	0	0	54.5	45.5	0
		National	0	2	1	1	n	n	5	22	44	25	n
Science	Teacher assessment	School	0	0	0	0	0	0	0	0	63.5	36.5	0
		National	0	0	2	n/a	0	0	4	17	52	25	0
	Test/Task	School	0	9	0	0	0	0	0	0	54.5	36.5	0
		National	0	2	0	0	n	n	3	14	55	26	n

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	82	In the school	82
In Wales	63	In Wales	63

D	Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996.
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.
B	Pupils not entered for tests because they are working outside the levels of the tests.
W	Pupils who are "working towards" level 1, but have not yet achieved the standards needed for level 1.
n	Tests do not cover these levels.
n/a	not applicable.

D. The Evidence Base of the Inspection

The inspection was carried out by a team of four inspectors who spent a total of 11 inspector days at the school.

Before the inspection

- meetings were held with the headteacher and staff, the governing body and parents: 14 parents attended the pre-inspection meeting;
- questionnaires were distributed to all parents and the 24 completed questionnaires were analysed;
- policies, schemes of work and other items relating to the management and organisation of the school were examined.

During the inspection

- forty-six lessons or parts of lessons were observed across the age groups;
- other observations included assemblies, registration and extra-curricular activities;

- discussions were held with the headteacher, teaching staff and support staff regarding their roles and responsibilities;
- discussions were held with pupils as part of the evaluation of standards of achievement and to ascertain their views on their life and work in school;
- inspectors listened to a representative sample of pupils read;
- inspectors undertook a scrutiny of pupils' current work, classroom displays and a sample of pupils' previous work across the age and ability range.

Following the inspection

- post-inspection meetings were held with the headteacher, staff and the governing body to present oral reports on the findings of the inspection.

E. Composition and Responsibilities of the Inspection Team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Mr A Richards	RgI	Context Main findings Standards of achievement Standards in the key skills Pupils' spiritual, moral, social and cultural development. Quality of teaching Quality of self-evaluation and planning for improvement Leadership and efficiency Progress since the last inspection Key issues for action	Welsh (second language) science history religious education
Mrs C Lewis	Lay	Main findings Attendance Partnerships with parents and community, schools and other institutions. Partnership with industry	
Mrs B Cooke	Team	Main findings Assessment, recording and reporting Support, guidance and pupils' welfare Staffing, accommodation and learning resources	children under five mathematics design and technology geography physical education
Ms S Roberts	Team	Main findings Behaviour and attitudes Curriculum Provision for pupils with SEN	English information technology art music

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