

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

**Coety Primary School
Heol Yr Ysgol
Coity
Bridgend
CF3 6BL**

School Number: 672/2109

Date of Inspection: 21-23 February 2005

by

**Mrs M E Evans
W202/78828**

Date: 27 April 2005

Under Estyn contract number: T/163/04P

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Coety Primary School was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Coety Primary School took place between 21-23 February 2005. An independent team of inspectors, led by Mrs M E Evans undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

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

Year groups and key stages

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

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

Primary phase:

Year	R	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.Coety Primary School is a local authority community school which serves the village of Coity on the outskirts of Bridgend. The catchment area includes the village of Coity and areas of Brackla and Pencoed; 53 per cent of pupils attend as a result of parental choice. The school considers its catchment area to be neither prosperous nor economically disadvantaged with a small percentage of relative prosperity; nine per cent of pupils are registered as being entitled to receive free school meals, which is lower than the national average of 19 per cent.
- 2.The school caters for pupils from 4-11 years; reception children are admitted to the school after their fourth birthday. There are currently 131 pupils on roll. The number of pupils on roll has declined slightly during the last three years. All pupils are from English speaking homes and Welsh is taught as a second language. Five per cent of pupils are from ethnic minority backgrounds but do not require support in learning English as an additional language.
- 3.The nature of the intake is neither advantaged nor disadvantaged and comprises the full range of ability. There are 21 pupils (15 per cent) on the school's special educational needs (SEN) register; there are no pupils with a statement of SEN. Baseline assessments are undertaken within the first half-term of entry to the school and results indicate an average attainment for many children.
- 4.The school was last inspected in January 1999 and produced an action plan to improve curricular provision and standards of achievement.

The school's priorities and targets

- 5.The school's main aims are:
 - to create a safe, happy and caring environment where pupils feel supported and valued;
 - to help pupils develop to the maximum of their ability by educating the whole person, intellectually, physically, morally, spiritually and emotionally;
 - to encourage high standards of behaviour and compliance with the school rules for the happiness, health and safety of everyone;
 - to encourage pupils to respect religious and moral values and be tolerant of the views of other religions, races and cultures;
 - to ensure pupils have equal access to the curriculum irrespective of gender, race, ability or disability.
- 6.The school's main priorities and targets for 2005 are:
 - to improve standards in mathematics at the end of key stage 2;
 - to involve pupils in the evaluation of their own work;
 - to identify the key skills to be taught across the curriculum;
 - to improve assessment techniques;
 - to set up a School Council for pupils;
 - to involve governors and parents in the school's self-evaluation process;

- to review self-evaluation procedures.
- 7.The school's analysis of the National Curriculum (NC) Assessment results, school based tests results and comparative data is the basis for target setting to improve standards.
- 8.The school successfully gained the Basic Skills Agency 'Quality Mark' in November 2003.

Summary

9. Coety Primary School is a good school with some outstanding features, including the high standards of pupils' behaviour and their positive attitudes to work. There was a close match to judgements made in the school's self-evaluation report to those made by the inspection team, but in two key questions the team's judgements exceeded those of the school.

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?	1
5 How effective are leadership and strategic management?	1
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

Standards

Subjects and Areas of Learning Early Years

Language, literacy and communication	Grade 2
Personal and social development	Grade 1
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

Subject	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Welsh second language	Grade 2	Grade 2
Design and technology	Grade 3	Grade 3
History	Grade 2	Grade 2
Religious education	Grade 1	Grade 1

10.Overall, pupils' standards of achievement in lessons were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	80%	8%	0	0

- 11.Pupils' standards of achievement in lessons are well above the Welsh Assembly Government targets which are for 95% of pupils to attain grade 3 and above, and of those, 50% to attain grade 2.
- 12.The overall quality of the educational provision for children under five is appropriate to their needs and they make very good progress towards the Desirable Outcomes for Children's Learning.
- 13.Children under-five make very good progress in developing key skills in activities within each area of learning. They achieve good standards in language and literacy skills and use speaking and listening skills very confidently. Their early reading, writing and numeracy skills are used effectively in a range of activities and they confidently use information and communication technology (ICT) to support their learning.
- 14.In both key stages, pupils' standards and progress in achieving key skills are good overall. Standards achieved in writing in all subjects are good, although the use of extended writing is limited. Pupils achieve good standards in reading and use these skills effectively in lessons, particularly when researching topics to find information. Speaking and listening skills are exceptionally good; pupils listen attentively and speak confidently and clearly. Pupils make effective use of numeracy skills in different subjects. Their use of a range of ICT to support learning across the curriculum is good.
- 15.Pupils' competence in using bilingual skills is good; they take part in Welsh conversations with confidence and enthusiasm. They read Welsh texts clearly and accurately and make good attempts to write sentences using known language patterns.
- 16.In key stage 1, the 2004 National Curriculum teacher assessment results indicated that standards achieved by pupils in the core subjects of English, mathematics and science were well above local and national averages. The core subject indicator of 100 per cent was much higher than the 2003 national average of 79 per cent.
- 17.In key stage 2, the National Curriculum tests results were well above local and national averages in the three core subjects; the core subject indicator of 88 per cent was above the 2003 national average of 71 per cent.
- 18.When compared with similar schools locally and nationally on the basis of free school meal entitlement, results in both key stages are in the top 25 per cent of best performing schools.

19. Pupils' understanding of how well they are progressing and what they need to do to improve is at an early stage of development. Pupils are involved in assessing their own progress and setting targets for improvement in English.
20. Levels of attendance of an average 95 per cent are above the national average of 94 per cent and the school is very effective in monitoring and following up absences. Punctuality at the start of the school day and individual lessons is good.
21. Pupils' behaviour and attitudes to learning are outstanding and have a positive effect on standards achieved and the quality of life in the school. Pupils make very good progress in learning to take responsibility for their own work and in working in pairs or collaboratively in a group.
22. Pupils make very good progress in their personal, social, moral and wider development. They have a very good understanding of equal opportunities issues and of the need for respect for diversity within society.

The quality of education and training

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
11%	78%	11%	0	0

24. The overall quality of teaching in lessons is higher than the Welsh Assembly Government targets. The quality of teaching of children under-five is good. Throughout the school, teachers have good knowledge and understanding of subjects and areas of learning they teach. Teachers make very good use of their expertise to teach subjects, such as Welsh second language in key stage 1 and music, physical education and religious education in key stage 2, by exchanging classes. Lesson planning is well structured with clear learning objectives which are shared with the pupils. A range of teaching techniques and strategies are used effectively to promote pupils' learning.
25. The quality of assessment and recording in the early years is good and there are effective systems which provide a clear picture of children's progress. In both key stages, assessment procedures are very effective in assessing pupils' achievements and progress. The quality of reports to parents is good and they meet statutory requirements. They provide detailed information of pupils' progress in their core subjects but are less informative about what pupils can do in the foundation subjects.
26. Learning experiences are very effective in ensuring equality of access and opportunity for all pupils. The overall quality of the educational provision for children under five is good and succeeds in promoting the Desirable Outcomes in all areas of learning. In both key stages, the majority of the schemes of work are effective in providing for progression and continuity in pupils' learning but there are gaps in the programmes of study for design and technology. The whole school planning for the teaching of key skills is in the process of being developed.

27. Pupils' learning experiences are enhanced through a good range of educational visits and opportunities to participate in out-of-hours activities, including sport and music. The provision for pupils' spiritual, moral, social and cultural development is outstanding and pupils respond extremely well to this area. They achieve high standards in their personal and social development and understand the school's expectations for good behaviour and positive attitudes.
28. There are effective partnerships between the school and parents, the community and other schools in the local cluster. Parents and others in the community make a significant contribution to pupils' learning and play an important part in promoting high standards.
29. Learning experiences successfully promote pupils' bilingual skills through the use of incidental Welsh. Y Cwricwlwm Cymreig is integrated into most subjects and succeeds in promoting pupils' understanding of the language and culture of Wales.
30. The school is in the process of developing a programme of work for the education for sustainable development, including re-cycling schemes and environmental projects. Work-related education is good.
31. The quality of care, educational support and personal guidance for pupils is outstanding. The school ensures that all pupils are equally valued and treated with respect and understanding. There are very good procedures for promoting equality and the well-being, health and safety of pupils. However, the lack of storage for cleaning equipment and materials poses a risk to the health and safety of pupils and staff.
32. The quality of provision for pupils with additional learning needs is good; it complies with the National Assembly Government framework for inclusive education and with the SEN Code of Practice. Pupils receive good support and make steady progress in their learning towards targets set in their individual education plans (IEPs); they achieve good standards according to their level of ability.

Leadership and management

33. The quality of leadership and strategic management is good with outstanding features, in particular the high commitment of the head teacher and staff to improve pupils' standards of achievement. There are clear aims and policies, including a commitment to equality of opportunity for all, which promote a positive ethos and high standards. The head teacher provides efficient, caring leadership and ensures a clear sense of purpose and direction for the work of the school.
34. The governing body is supportive of the school and effectively fulfils its regulatory and statutory obligations. Governors help to set the school's strategic direction but are at an early stage in regularly monitoring the quality of provision and standards of achievement.

- 35.The school's self-evaluation report clearly identifies strengths and areas for further improvement. There are effective systems for monitoring provision and standards and subject leaders are developing action plans for their subjects which ultimately feed into the School Development Plan (SDP).
- 36.The overall provision for staffing, accommodation and learning resources is good and has a beneficial impact on pupils' standards of achievement. Pupils are well supported by qualified and experienced staff who are effectively deployed. The provision and quality of resources are good and staff and pupils make effective use of all available books, materials and equipment.
- 37.The school has suitable accommodation for the number of pupils on roll. Good use is made of all available space to provide an attractive working environment for pupils. The quality of the inside accommodation is generally good. Classrooms and shared areas are enhanced by good quality displays which celebrate pupils' achievements. The accommodation and facilities for staff are unacceptable; they share a very small room with the secretary and office equipment which is too small to comfortably accommodate all of them. The staff toilets remain inadequate despite the best efforts of the school to make improvements; this was a key issue for action at the last inspection. In addition, there is no specific room for the caretaker to store cleaning equipment and materials.
- 38.Resources are managed efficiently and budget planning reinforces the aims of the school, ensuring good value for money. Targets for improvement are set and are incorporated into the SDP which is a useful working document for prioritising areas for improvement over a three year period.
- 39.The school has made good progress since the previous inspection and has met the targets set in an action plan, which address the key issues from the previous inspection report, apart from the provision of better toilet facilities for staff.

Recommendations

R1 Improve standards of achievement in subjects and key skills where there are shortcomings;

R2 Continue to involve pupils in the self-evaluation of their work and in setting targets for improvement;

R3 Continue to develop a whole school policy for the planning of key skills across the curriculum;

R4 Further develop the roles of governors in monitoring educational provision and standards of achievement and in their involvement in the school's self-evaluation process;

R5 Improve the accommodation and toilet facilities for staff and address the health and safety issue of the lack of suitable storage for cleaning equipment and materials.

All these issues have been identified by the school in the self-evaluation report and in the SDP as areas for development.

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

40.The findings of the inspection team match the judgement made by the school in the self-evaluation report. Pupils achieve good standards and make good progress in acquiring knowledge, understanding and skills.

41.Pupils' standards of achievement in lessons observed during the inspection are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	80%	8%	0	0

42.Pupils' standards of achievement are well above the Welsh Assembly Government targets which are for 95 per cent of pupils to achieve grade 3 or more and of those, 50 per cent to achieve grade 2 during the inspection. All pupils, including those with SEN, achieve good standards in their knowledge, understanding and skills according to their level of ability.

43.Standards of achievement in the areas of learning for children under five are judged as follows:

Language, literacy and communication	Grade 2
Personal and social development	Grade 1
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

44.The overall quality of the educational provision for the under-fives is appropriate to their needs and children make very good progress towards the Desirable Outcomes for Children's Learning. Baseline assessments indicate that attainment on entry is average for most children. They make very good progress in all the areas of learning and by the age of five, the majority of children achieve, and some exceed, the Desirable Outcomes.

45.Children under-five make good progress in using key skills in activities within the areas of learning. Four year old children confidently take part in creative play activities which are effective in promoting language skills and they make good progress in developing speaking, listening, reading and writing skills. They develop their numeracy skills and knowledge of mathematics through a range of practical activities as well as through scientific and technological investigations. They use computer equipment confidently and competently in order to enhance their learning.

46.Standards of achievement in the five subjects inspected are judged as follows:

Subject	Key stage 1	Key stage 2
English	Grade 2	Grade 2
Welsh second language	Grade 2	Grade 2
Design and technology	Grade 3	Grade 3
History	Grade 2	Grade 2
Religious education	Grade 1	Grade 1

47. In both key stages, pupils have very good speaking skills which they use effectively in a range of situations. Pupils are confident and speak clearly and audibly when responding to questions, describing events and taking part in discussions. Pupils in year 5 and 6 are very articulate when expressing opinions and explaining ideas. Their listening skills are exceptionally good; they listen attentively with interest and respond very well to instructions, to questions and to the views of other pupils.

48. Pupils read a variety of books and benefit from taking part in class and group reading sessions. Pupils in both key stages make good use of reference books and the Internet to find information about a range of topics. By the end of both key stages, many pupils read accurately, with good expression and with an understanding of a variety of texts in different subjects.

49. Pupils make good progress in improving their written work in a variety of forms for different purposes across the curriculum. The general presentation, spelling and handwriting are of a good standard. Their use of good quality extended writing in subjects such as English, Welsh and history is limited.

50. Pupils' standards in numeracy across the curriculum are good. They make good use of their numerical skills and measure and calculate accurately in a range of activities. They use data handling skills well to record the results of investigations and surveys, such as finding out pupils' favourite fruits for the healthy fruit tuck shop. Pupils confidently handle numbers in mental, oral and written tasks.

51. There are good examples of pupils using ICT to support their learning in both key stages. Pupils make good use of a range of programs to record, illustrate and present their writing and produce graphs, tables and data bases in a range of subjects. They confidently use the Internet and CD ROMs to find information. Their use of ICT to support learning in design and technology and history is underdeveloped.

52. Pupils make good use of problem solving skills in a range of tasks when asking questions, making predictions and coming to decisions. They use creative skills well when writing imaginatively, discussing ideas in groups and taking part in drama activities.

53. Pupils' competence in using bilingual skills is good and they willingly take part in Welsh conversations with confidence and enthusiasm. They read Welsh texts clearly and accurately and make good attempts to write sentences using known language patterns.

54. In key stage 1, the 2004 NC teacher assessment results indicate that standards achieved by pupils to attain level 2 and above in the core subjects of English, mathematics and science were above local and national averages. The core subject indicator of 100 per cent was higher than the 2003 national average of 79 per cent. The proportion of pupils who achieved level 3 was well above the national average except in science where it was in line with the average.
55. In key stage 2, the NC test results indicate that proportions of pupils attaining level 4 and above were well above local and national averages in the three core subjects; the core subject indicator of 88 per cent was above the 2003 national average of 71 per cent. The number of pupils who achieved level 5 in English and science was well above the national average but below in mathematics. Teacher assessments are in line with test results.
56. When compared with similar schools locally and nationally, where up to 16 per cent of pupils are entitled to free school meals, the results in both key stages are in the top 25 per cent of best performing schools.
57. The school's National Curriculum results have improved year on year with an improvement in the core subject indicator since 2000. The school's tracking system is successful in monitoring pupils' progress and identifying individual needs. A range of effective teaching strategies have been implemented to raise the quality of learning and standards of achievement. All pupils, including those with SEN, make good progress towards the targets for improvement set by the school in relation to national criteria.
58. Pupils' understanding of how well they are progressing and what they need to do to improve is at an early stage of development. They are involved in assessing their own progress and setting targets for improvement in English. All pupils succeed very well regardless of their social or ethnic background.
59. All pupils, including higher achieving pupils, make good progress towards fulfilling their potential and suitably challenging work is provided for them. Good use is made of information from baseline assessments and appropriately challenging targets are set for children under five to achieve. Pupils with SEN make good progress towards the targets in their IEPs and achieve good standards relative to their abilities. All pupils are well placed to move on to their next stage of learning.
60. Pupils are highly motivated and work with enthusiasm. They manage their time well and complete their work within the allotted timescale. Pupils listen attentively and ask thoughtful questions so that they are clear about what is expected of them. This has a positive effect on standards of work and progress. In lessons pupils begin working immediately on tasks that have been set and do not waste any time. This establishes good working practices for the future. Pupils develop their skills in different styles of working due to the varied opportunities provided by the school. They work effectively as individuals and co-operate and share ideas and tasks when working in pairs and small groups.
61. Pupils are very well behaved. They understand what is expected of them and are considerate and courteous to each other, to staff and to visitors. Older pupils are

sensitive to the needs of the younger ones, for example, the 'Helping Hands' pupils willingly assist the younger pupils in the dining hall at lunchtime. Pupils move sensibly in and around the school with minimum disruption in congested areas.

62. The average rate of attendance for the three terms prior to the inspection was 95 per cent which is higher than the national average of 94 per cent. Absences are caused mainly by illness but an increasing number of parents take family holidays in term time, although the school actively discourages them. This is having an adverse effect on the overall attendance rate. Almost all the pupils attend school regularly and are punctual. A significant number achieve 100 per cent attendance and are rewarded termly and at the end of the year.
63. As a result of pupils working independently at school and when continuing or researching projects at home, they know how and where they can find the information they need. Pupils use the Internet and library as well as visiting museums and exhibitions. Some of the older pupils have begun to identify how to improve their own learning and share their perceived strengths and areas for development with their teachers. They have begun to discuss personal goals and targets and this increases their understanding of how to improve. Pupils in year 5 and 6 work responsibly in a designated study area without adult supervision to practise their ICT and research skills. This helps them to develop the ability to organise themselves and establish positive learning habits that will support them in the future.
64. All pupils are friendly, polite and courteous and from the earliest stages, children are confident enough to engage visitors in conversation. Older pupils are extremely well-mannered and keen to be of assistance. Pupils' behaviour, both during and outside lessons, is outstanding. As a result of the high expectations set by all the adults in the school, even the youngest pupils know what is expected of them. This has a positive impact on their standards of achievement because there are no disruptions in lessons and teaching time is not wasted on managing challenging behaviour.
65. Pupils play together very well and relationships with each other are very good. Older pupils take care of the younger children and there is no evidence of bullying, racism or oppressive behaviour. Pupils report that bullying is extremely rare. They say that they feel confident that any concerns they have will be listened to and dealt with promptly. Relationships with adults who work in the school are very secure.
66. Pupils make excellent progress in their personal, social, moral and wider development. This is an outstanding feature of the school. Pupils co-operate in pairs or small groups and encourage each other both during lessons and at all other times. They recognise the needs of others and support one another with consideration and respect. This results in increased self-confidence when pupils face challenging tasks, growing enthusiasm for personal development and a positive mental attitude to lifelong learning.
67. Pupils have an extremely good understanding of equal opportunity issues because the concept is embedded strongly in the culture of the school. This not only increases their knowledge and understanding of the needs of others, but also

impacts on their self-belief for achieving success in their own lives. Through work in religious studies and wider experiences that the school provides, pupils learn to understand other beliefs and cultures and demonstrate a high level of respect for those from other religious backgrounds.

68. Pupils develop a sense of belonging within the school and the local community. Pupils' understanding of their own community, the working world and the importance of their Welsh heritage is enhanced by the number and variety of visitors to the school, visits to places of interest, and activities within the nearby locality. The involvement of grandparents as storytellers is particularly effective and pupils respond enthusiastically to true stories from the past. Pupils are involved in community projects such as the village fete. Celebrations, such as the Christmas service held in the local church, are open to invited members of the community and are very well attended.

The quality of education and training

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

Grade 2: good features and no important shortcomings

69.The findings of the inspection team match the judgement made by the school in the self-evaluation report.

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
11%	78%	11%	0	0

71.The quality of teaching of children under five is good. Staff have a secure knowledge and understanding of the Desirable Outcomes for Children’s Learning and plan a good range of experiences within the six areas of learning.

72.The quality of teaching in lessons is higher than Welsh Assembly Government targets. Teachers have good knowledge and understanding of subjects and areas of learning they teach, including recent developments, particularly in ICT. They make very good use of their expertise to share the teaching of subjects, such as Welsh in KS1 and music, physical education and religious education in KS2, through the exchange of classes.

73.Lesson planning is well structured with clear learning objectives which are shared with pupils. Resources are used effectively to support the teaching and learning. Key skills are referred to but the planning does not specify how the skills are used to support learning. Classroom and support assistants are actively involved in the planning and are appropriately deployed to support pupils’ learning.

74.A good range of teaching techniques and strategies are used effectively to promote pupils’ learning. Lessons are well structured with a good mix of oral work, paired and group work and individual tasks. Time limits for tasks are effective in ensuring that work progresses at a good pace. Introductions to lessons often consolidate previous learning and encourage pupils to participate in discussion. Good quality questioning encourages pupils to explain their thinking and extend their understanding. Homework is set regularly and succeeds in supporting pupils’ learning.

75.In lessons, work is challenging and well matched to the needs of all pupils with appropriately differentiated tasks set for them as individuals, pairs or groups with extension activities planned for higher achieving pupils. There are many opportunities for pupils to work collaboratively in pairs or groups and to take responsibility for their own learning. Teacher intervention is effective in supporting pupils who need help with their learning.

76. Throughout the school, teachers establish very good working relationships with pupils and have high expectations of their behaviour and learning. All pupils are treated equally, irrespective of their race, gender or disability. Pupils of all levels of ability, including gifted and talented and those with SEN, are very well catered for. Pupils with SEN are well supported by learning support staff and their work is closely monitored to ensure that they make good progress towards the targets in their IEPs.
77. Plenary sessions at the end of lessons succeed in consolidating pupils' skills and knowledge and assessing their understanding. Pupils are beginning to be involved in assessing their progress by setting targets for improvement in English.
78. All teachers make good use of incidental Welsh in lessons and in a range of school activities, such as St. David's Day celebrations, to promote pupils' bilingual skills.
79. Assessment procedures and their use are good with outstanding features and this represents an improvement since the last inspection. The school has further improved its systems for the assessment, recording and reporting of pupils' achievements and has worked hard to improve the accuracy of teacher assessments. There has been a significant development in tracking pupils' progress. Data is used effectively to identify any underachievement or anomalies between groups of pupils or weaknesses in particular areas.
80. Procedures throughout the school are very well organised and the assessment policy is explicit in its expectations for assessments to be undertaken in each year group. It also offers clear guidance to teachers on levelling pupils' work, using National Curriculum criteria, in core subjects.
81. Teachers assess pupils in all subjects including the foundation subjects. The core subjects are assessed in more detail through structured activities that are levelled and retained in a portfolio of work. Teachers also use diagnostic tests in mathematics and English for all pupils in Key Stage 2 in order to identify where help and support are needed and set realistic but challenging targets.
82. There are thorough assessment procedures for children who are under five. Early baseline assessments are carried out in the reception class and parents are informed of the school's findings and invited to discuss any issues. The school provides appropriate learning experiences to meet the needs of the children and address any areas requiring specific provision or expert intervention.
83. Information on pupils is shared between the feeder playgroup and the reception class teacher, between reception and year 1 and between year groups. Similarly, there are very good arrangements with the local secondary school for providing detailed information on pupils.
84. Marking of pupils' work is carried out regularly with positive comments and guidance on how they may improve their work. Pupils are beginning to self-evaluate and share their views on how well they are doing with their teachers. Younger pupils write down what they feel they have achieved over the course of a week and older pupils have individual targets in English. Pupils in some year

groups, where the system is well established, are involved in setting their own individual targets. Most lessons include an opportunity for pupils' evaluation of their own work and the work of others.

85. Reporting procedures are good. Parents have appropriate opportunities to meet with teachers to discuss their children's achievements and progress. They also have the opportunity to respond to the end of year written report should they wish to do so. Reports to parents are of a good quality and include individual handwritten comments on core subjects. These clearly state what pupils know, understand and can do. The next stage of learning or 'way forward' is clearly identified for the core subjects. This represents an improvement since the last inspection where suggestions for improvement were not included. In some foundation subjects, comments are still too descriptive and focus too heavily on work covered rather than a judgement on what the pupil knows or is able to do. Parents of pupils with SEN are encouraged to be involved in their children's education and are kept fully informed of targets, progress and achievement.

86. Records and reports are freely available to all who have a legitimate reason to view them. Statutory requirements for the assessment and reporting on the National Curriculum are met.

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

87. The findings of the inspection team match those of the school in its self-evaluation report. The school has effectively addressed the previous inspection's shortcoming in physical development for the under-fives with the provision of a new secure area with soft-play surface and new climbing equipment.

88. The overall quality of the educational provision for the under-fives is appropriate to their needs and four year old children make very good progress towards the Desirable Outcomes for Children's learning. There is a good range of learning experiences in each area of learning which allows children to make steady progress.

89. The curriculum in both key stages meets the needs of all pupils well; they are appropriately challenged and supported. Work for pupils with SEN is appropriately differentiated and they receive the support they require. The school provides equal opportunities for both girls and boys in all activities and the small minority of pupils from other ethnic groups are included very well. The school does not have a policy for provision for gifted or talented pupils as none have been currently identified in the school. There is no policy or guidance to help teachers identify any that may join the school.

90. The curriculum is broad and balanced and meets all legal requirements. There are appropriate policies for the teaching of sex education, drugs awareness and personal and social education. The school takes good account of the Personal and

Social Education Framework. The school ensures that effective curriculum planning caters for differing needs of mixed age classes through a two-year planning cycle and differentiated work. In subjects such as history and religious education all pupils follow a common theme, at the appropriate level of challenge, on a four-year cycle.

91. Policies and most schemes of work are of a good standard. The scheme of work for design and technology does not ensure continuity and progression in the programmes of study for the designing and making process across the key stages.
92. Overall, the school ensures that pupils acquire the necessary basic and key skills. However, these are not always explicit in the schemes of work and lesson planning. There is no whole school policy for the planning of key skills across the curriculum. The school has correctly identified the need to carefully plan and monitor the teaching of key skills across all curriculum subjects.
93. A good range of extra curricular activities that include rugby, netball, rounders and basketball enhances the curriculum. Pupils are provided with opportunities to learn the recorder and receive tuition in playing stringed instruments. A vast number of outside visitors contribute significantly to curricular enrichment. Science Lab, the Musical Clown and Crucial Crew make concepts come alive for pupils and stimulate learning. Pupils develop a strong sense of history through working with the Coity Castle Re-enactment Group. The school has planned the formation of a schools council as one of its immediate priorities to further develop pupils' independence.
94. The school's provision for the spiritual, moral, social and cultural development of pupils is outstanding. As a result, pupils demonstrate a high level of spiritual awareness, confident social skills and a clear understanding of moral issues. The history and religious education curriculum enables older pupils to develop a mature understanding of the need to eradicate prejudice and injustice. Opportunities for all pupils to be involved in charity work allow them to develop a strong desire to address social injustice. Pupils successfully reflect on the differing cultures of others and increase their understanding through their work in history and religious education.
95. The school has effective partnerships with parents and the wider community. The school has close links with its feeder playgroup and the reception teacher visits the local playgroup to share information. Pre-school children and their parents visit the school prior to entry. There are close links with secondary schools for induction of pupils, information sharing and meeting teachers. Pupils in year 6 gain from the enhanced extra curricular provision of French lessons with the foreign language teacher at the secondary school. Pupils benefit from links with other schools in the local cluster for sporting activities. There are no partnerships with teacher training institutions or colleges as a result of the school's limited accommodation and unsuitable staff facilities. It is for this reason that student placements have not been encouraged.
96. The community supports the school very well and there is a very successful Parent Teacher Association. There are very good links with the local church and chapel

and with the Village Association. Educational visits and visitors from the community help to raise the pupils' awareness of the world of work both past and present and help strengthen the school's links with the community. Pupils benefit from working with specialists such as authors, poets and storytellers as well as the police and emergency services. Members of the community willingly share their experiences. The head teacher's management skills are enhanced through her link with the financial manager of a national company.

97.The school has a clear policy for the teaching of Y Cwricwlwm Cymreig which includes the promotion of bilingual skills. A good range of learning experiences in Welsh and the use of the language incidentally through the day ensure that pupils succeed in developing bilingual competence. Y Cwricwlwm Cymreig is successfully promoted across the curriculum and good opportunities are provided for pupils to learn about their Welsh heritage and culture.

98.Pupils develop an understanding of sustainable development, global citizenship and an awareness of conservation issues through the many school initiatives, such as recycling projects and their work on planning the local park and tree planting with the Village Association. Aspects are covered within geography topics and through talks by visitors to the school.

99.Opportunities for pupils to develop the skills required to support economic development are good. All pupils have the opportunity to take responsibility by undertaking monitor roles. Pupils help to raise money for good causes. The school has identified the need to establish a school council so that pupils have a better understanding of decision-making processes. Pupils in year 5 and 6 use their skills and knowledge well to develop their entrepreneurial skills. They successfully run the daily fruit tuck shop and weekly video club as well as producing and selling the termly school magazine.

100.The school gives good attention to national priorities for lifelong learning and community regeneration. The school premises are used for adult evening classes and by senior citizens. Pupils in turn see adults as life long learners. Learning experiences are effective in encouraging pupils to take responsibility for their own learning and understand the need to be flexible, enterprising and adaptable.

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

Grade 1: Good with outstanding features

101.The findings of the inspection team exceed the Grade 2 judgement made by the school in the self-evaluation report, owing to the several outstanding features in this area.

102.Pupils are cared for guided and supported particularly well in a very supportive and happy environment. The school has a very positive ethos and every pupil is valued and included. When required, the school seeks the help and guidance of external agencies and ensures that parents and carers are fully involved in discussions about the care of their children.

103. The school has positive partnerships with parents. There is good daily informal contact and regular Parent Teacher Association newsletters keep parents well informed about events. Most parents, at the meeting prior to inspection, praised the school for the good quality education provided for their children including those with special needs. However, a number of parents, in response to the pre-inspection questionnaire, would value more information about the topics being taught and ways in which they can support their children at home. A small number of adults provide valuable support in the classroom and with out of school activities.
104. Induction arrangements for the early years are carefully planned and implemented. Effective procedures are in place to support pupils who join the school at a later stage. All pupils quickly learn the routines and settle well into school life. There are very well established transition arrangements with the receiving secondary schools. Year 6 pupils are involved in cross phase French lessons taught by the local secondary school languages teacher which enable them to settle and learn well in year 7.
105. The school has a very effective personal and social education policy and programme of work which are integrated into all aspects of the school's activities. There is good provision for health education and suitable attention is given to sex education and drugs awareness.
106. There are effective policies and procedures to monitor pupils' attendance and punctuality, behaviour and performance. Pupils have responsibilities as House Captains and help to resolve conflicts. Teachers apply policies for behaviour management consistently and all adults in the school are very good role models. Pupils' attendance is carefully monitored: parents receive printout information of the child's attendance should it fall below 95 per cent. There are very good assessment procedures which track pupils' progress, identify any learning needs and provide appropriate support, including the use of specialist services when required.
107. Pupils' behaviour is monitored very closely and when required action is taken to support pupils who may be experiencing difficulties. Arrangements to encourage pupils to behave well are extremely effective. This is evident in the very high standards of pupils' behaviour.
108. The adults in the school are well aware of pupils with particular needs and are very knowledgeable about procedures in the event of accidents and emergencies, such as how to help pupils with identified allergic reactions. There is a comprehensive health and safety policy: risk assessments are systematic and all staff are alert to issues relating to the well being of pupils. However, there is a health and safety risk to pupils and staff as a consequence of cleaning equipment and materials being stored in the toilets due to lack of suitable storage.
109. There is an effective policy and very clear procedures for child protection. The head teacher is the nominated person with responsibility for child protection and there is a named link governor. Teachers and support staff are fully aware of procedures and their responsibilities.

- 110.The quality of provision for pupils with SEN is good and complies with the requirements of the Code of Practice and the National Assembly Government framework for inclusive education. The special educational needs co-ordinator (SENCO) works closely with teachers and parents to ensure good quality support for pupils and achievable targets in their IEPs. Record keeping is thorough, well organised and up to date. Systems for assessing and identifying the learning and behavioural needs of pupils are good. Initial concerns are recorded by teachers and discussed with the SENCO.
- 111.The school's assessment and tracking system is effective in monitoring pupils' progress and identifying their learning needs. As a result, individual pupils are provided with the appropriate support at an early stage. The results of baseline assessments are used to identify learning needs and provide the appropriate support. Pupils' progress is reviewed regularly and monitored through meetings of SEN staff, teachers and parents who play a vital role in supporting their children.
- 112.The learning support teacher withdraws groups of pupils for extra support in language. These sessions are valuable in providing extra help for pupils to achieve the targets in their IEPs. Pupils are well supported in lessons and are well integrated; they are provided with appropriate tasks which allow them to work at their own pace and level of ability. There are a good range of resources and pupils make appropriate use of ICT to support their learning.
- 113.The school works closely with the Behaviour Support Service to provide good support for pupils whose behaviour may impede their progress and those of others.
- 114.All pupils with SEN, including those with disabilities, are provided with equal access to the curriculum through well planned tasks which ensure that pupils work at the appropriate level of ability. Liaison between the SENCO, class teachers, SEN support staff and outside agencies is effective.
- 115.The school has well planned and documented procedures for dealing with race equality, disability discrimination and equal opportunities. All pupils are encouraged and enabled to take part in the activities provided by the school. The school supports and guides pupils well, taking account of their social, educational, ethnic or linguistic background. There are no pupils with physical disabilities currently attending the school but there is a suitable accessibility plan that takes account of the school's site and buildings.
- 116.In discussion, pupils indicate that misbehaviour or incidents of bullying are not tolerated and teachers will very quickly deal with concerns. No incidents of anti-social behaviour were noted during the inspection. There are very effective policies and arrangements to eliminate racism, oppressive behaviour, bullying and harassment.
- 117.The school is outstanding in its effort to promote diversity and equal opportunities. A very good range of activities are provided for pupils through personal and social education and religious education which enable them to develop an understanding

of diversity and equal opportunities, to value the contributions of others and by providing learning opportunities for pupils which guard against racism.

Leadership and management

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

Grade 1: good with outstanding features

118. The findings of the inspection team exceed the Grade 2 judgement made by the school in the self-evaluation report, due to the outstanding quality of leadership and management by the head teacher, deputy and curriculum leaders, who have high expectations of pupils' achievements.
119. There are clear aims, values and policies, including a commitment to equality of opportunity for all, which promote a caring ethos and high standards. The school achieves its aims of creating a safe, happy and caring environment where pupils feel supported and valued and providing opportunities for all pupils to develop intellectually, physically, morally, spiritually and emotionally towards achieving their full potential.
120. The head teacher provides highly efficient, caring leadership and ensures a clear sense of purpose and direction for the work of the school. The staff work as an effective team and achieve their mission statement to encourage pupils to develop to their full potential through creating a caring, happy environment. The head teacher, staff and governors are highly committed to improving pupils' standards of achievement.
121. The school makes very good use of assessment data to evaluate standards and plan for improvement. A detailed analysis is made of pupils' assessment results, including the results of baseline, National Curriculum and school based assessment tests. Challenging targets for improvement are set which are very effective in enabling pupils to achieve high standards.
122. The school's performance management policy is highly effective in raising the quality of professional expertise and identifying priorities for improving standards of teaching and learning. The sharing of expertise in subjects such as Welsh second language, music, physical education and religious education is very effective in improving standards. Staff development needs are closely linked to school improvement priorities.
123. The school takes good account of national priorities, local partnerships and developments within the local cluster of schools. Recent initiatives include physical activity within the cluster, such as joining with other schools for rugby training, and promoting healthy schools. Initiatives such as setting up the Healthy Fruit Tuck Shop are extremely effective in helping pupils to contribute and influence decisions that affect them as well as promoting their understanding of citizenship.

124. The governing body is supportive of the school and effectively fulfils all its regulatory and statutory obligations. The governors are well informed through regular reports from the head teacher and understand their roles and responsibilities. They are very successful in helping to set the school's strategic direction through their work in setting and costing targets for improvement in the SDP. There is a well organised committee structure for managing aspects such as finance.
125. Governors make regular visits to the school and formal links with subject leaders have been made but their involvement in the school's self-evaluation process and their roles in monitoring the quality of education and pupils' standards of achievement are at an early stage of development.

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

Grade 2: Good with no important shortcomings

126. The findings of the inspection team match the Grade 2 judgement made by the school in the self-evaluation report.
127. The self-evaluation report, produced by the school before the inspection, clearly addresses each of the seven key questions of the inspection framework. It identifies strengths and areas to improve. In all of the key questions, the inspection team agreed with the school's identification of its strengths and areas for improvement and also found outstanding features in key questions 4 and 5.
128. The school's self-evaluation process is closely linked to monitoring and assessment systems and provides an effective framework for evaluating standards and quality in order to plan future developments. It clearly identifies strengths and areas for further improvement. The process does not yet fully involve the contribution of pupils, parents and governors.
129. The roles of senior staff and subject leaders in monitoring the quality of provision and standards of achievement are well established. The monitoring system enables leaders to evaluate the quality of teaching, curriculum planning and standards of pupils' work effectively. Subject leaders are successful in monitoring and evaluating the subjects and areas of learning for which they are responsible and produce informative subject development plans which ultimately feed into the SDP.
130. A detailed analysis is made of National Curriculum assessments, baseline assessments and school based tests. This information is used effectively to identify pupils who require further support and to set targets for improved standards of achievement. Pupils are beginning to be involved in evaluating their own progress and achievements in order to set targets for improvement, for example, in English.

131. Parents and people in the community play an important role and take an active part in school life and are encouraged to make suggestions for improvement.
132. Key areas for improvement are identified from performance indicators and from the self-evaluation report and are built into the SDP, giving a clear focus for school improvement. Action plans have clear priorities and targets, actions to be undertaken, success criteria, responsibilities, planned expenditure and monitoring and evaluation commentary. The targets are realistic and appropriate and have been incorporated into the SDP as a result of the self-evaluation process. The head teacher's reports to governors contain detailed evaluations of progress towards achieving the targets.
133. Careful financial planning ensures that resources are provided to meet the school's objectives. The school's self-evaluation procedures ensure that areas for improvement are identified and targets are set for improvement, including the budgeting for appropriate resources. These actions have a positive effect on educational provision and measurable improvements in standards.
134. The school has made good progress since the previous inspection and has met most of the targets set in the action plan, which addresses the key issues from the last inspection report. However, despite the school's efforts to make improvements, the issue of providing better toilet facilities for staff has not been wholly accomplished.

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

Grade 2: Good features and no important shortcomings

135. The findings of the inspection team match the judgements made by the school in the self-evaluation report.
136. There are sufficiently qualified, specialist and experienced teaching staff but barely enough classroom support staff; all staff are appropriately deployed. Specialist teaching in Welsh, religious education, music and physical education is used to good effect to improve standards. This is particularly evident in religious education. Members of staff receive professional development through performance management, in service training and attending training courses.
137. Teaching staff are ably supported by a full time classroom assistant who is shared by means of a rota system and there is a full time support assistant for one pupil with SEN. The ratio of adults to pupils for the under fives is adequate but the school has correctly identified the need to provide further support for the reception class teacher. It aims to address this through its forthcoming early years expansion programme.
138. The school has adequate accommodation for the number of pupils on roll. Although the school building is old and classrooms are difficult to organise because of its layout, good use is made of all available space to provide a

suitable environment for pupils' learning needs. A newly appointed caretaker keeps the school clean and tidy and the building is fairly well maintained. The school has worked hard to fund improvements to the building itself and refurbishment of the interior. There are good quality displays of pupils' work which celebrate their achievements and contribute to an attractive learning environment.

139. Although the school accommodation meets the needs of pupils including those with disabilities, there is very limited space for the withdrawal of pupils for specialist teaching or support.
140. The outside accommodation is good with sufficient playground space, extensive grassed areas and a playing field. Planted flower tubs and attractive gardens enhance the school's outdoor environment.
141. Accommodation and facilities for staff are unacceptable. Toilet facilities are inadequate despite the best efforts of the school to address the problem for the health and well-being of members of staff. This was a key issue at the last inspection. Teachers also share a staff room with the school clerk and all the office equipment which is too small to comfortably accommodate them all. In addition, there is no specific room for the caretaker to store cleaning equipment and materials.
142. The school has sufficient good quality learning resources to meet the needs of the curriculum. Efficient and effective use is made of all available resources. Resources are well-matched to priorities identified in the school development plan and are reviewed regularly to ensure value for money. Resources available are suited to the educational context, age and ability of the pupils.
143. The school has purchased large climbing equipment and provided a suitable outdoor play area for the reception class in order to address the issue of improved provision for the physical development of the under fives, identified in the last inspection report. The play area and the equipment are effective in developing children's physical skills. The new interactive whiteboards that the school has acquired are also having a positive impact on teaching and learning across the curriculum.
144. Very good use is made of human resources outside the school in the form of storytellers, practising authors, historical drama groups and other visitors. Similarly the interesting locality with its castle, church, chapel and other historical and cultural places of interest is used to best effect.
145. Spending is well managed to support the work of the school. The head teacher and finance committee monitor the budget closely and budget setting is closely linked to the priorities identified in the SDP. The school's financial management also complies with recommendations of the most recent financial audit. The school has correctly identified the need to prioritise further resources for pupils with SEN and non-fiction books in the library.

146. The school has used its underspend from the previous year to increase the working hours of one of the classroom support staff in order to improve pupils' learning. Despite needing more support staff, particularly in reception and in key stage 1, standards are high. The school makes best use of resources under difficult circumstances. It offers a quality curriculum that enables pupils to make good progress and achieve high standards. The school provides good value for money.

Standards achieved in subjects and areas of learning

EARLY YEARS

The overall quality of educational provision for the under-fives is appropriate to their needs and children make very good progress towards the Desirable Outcomes for Children's Learning.

Standards of achievement in the areas of learning for children under five in the reception class are judged as follows:

Language, literacy and communication	Grade 2
Personal and social development	Grade 1
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

Good and outstanding features

Language, literacy and communications skills

147. In the reception class, four-year old children achieve good standards in language, literacy and communication skills. They are confidently developing their language skills and enjoy taking part in the role-play activities in the play areas, such as in the toy shop. They take part in conversations and listen attentively to others, taking account of what they say. They take turns to speak clearly and audibly and use an increasing range of vocabulary.

148. Children develop their reading skills well; they have a good knowledge of phonics and can read words and sentences in Big Books, such as 'I Want My Mum', and in their reading books. They successfully follow text in stories and rhymes and enjoy sharing books with others. Children recognise and name the days of the week; they read their own names and begin to write them correctly; they know letters by their shape and sound, which they use successfully in their early attempts at writing.

149. Children achieve good standards in writing and many can copy under the teacher's script; they are aware of the need for capital letters and full stops. The writing corner provides inspiration for children to use their emergent writing skills to write messages, lists and letters.

150. Children are familiar with Welsh language conversation patterns and respond with confidence to oral activities. They read the Big Book 'Tedi Twt' together and make good attempts to follow the text and correctly read familiar words and phrases.

Personal and social development

151. Children achieve very good standards and make outstanding progress in developing personal and social skills; they have very positive attitudes to their

work. They work well together in groups and pairs, taking turns and sharing equipment appropriately.

152.They respond well to expectations of behaviour and to the school's provision for moral and social development. They have a good awareness of Welsh culture through visits to places in the locality and the incidental use of Welsh. Personal and social skills are developed successfully during 'Circle Time' discussion sessions. They have a good understanding of health and hygiene matters.

Mathematical development

153.Children achieve good standards and increase their knowledge and understanding of number during oral work. They count to 20, some to 50 and order numbers on the number line to 10. They count sets of objects and record the appropriate numeral. Many understand the concept of more than/less than and can indicate which set has more or less. Children use mathematical language appropriately and use apparatus to aid calculations. They enjoy singing number rhymes and action songs, which support their understanding of number concepts.

154.They recognise and name 2-D and some 3-D shapes correctly. During their shopping play activities, children use toy calculators and cash tills to calculate prices and costs and are becoming familiar with the value of coins. They understand the passing of time and the sequence of events in the day. Children begin to use non-standard measures confidently during practical activities.

Knowledge and understanding of the world

155.Children achieve good standards and demonstrate their knowledge and understanding of the environment by talking about their families and where they live, and by describing events in their lives in the past and the present.

156.They explore and select appropriate materials to make collage pictures, using cutting and sticking skills successfully. They use a computer and mouse control confidently to draw pictures, design patterns and to select different options on screen.

157.Children develop their knowledge and understanding of scientific concepts. They confidently investigate the effect of air and wind by experimenting with balloons, streamers and bubbles.

158.They develop manipulative skills well, using scissors and a range of tools for different activities. They investigate a range of 'Mother's Day' cards and the variety of materials used to make and decorate them. They successfully design their own cards including ideas for decoration.

Physical development

159.Children achieve good standards and confidently develop their physical skills when using the safe-play area. They successfully ride and manoeuvre a range of wheeled vehicles and toys safely with good co-ordination and control. They use the climbing frame with confidence and develop the physical skills of climbing, sliding, balancing and crawling in and around the apparatus with ease.

160.They use small apparatus, such as balls, hoops, quoits and bean-bags well to develop throwing, catching and rolling skills with good control.

161.Children’s fine motor skills are well developed; they handle tools and construction equipment competently and make good use of malleable materials, such as dough, to make shapes and models.

Creative development

162.Children achieve good standards and use paint and brushes confidently to produce a variety of artwork. They experiment with paint mixing techniques and observe how a colour becomes lighter or darker with the addition of white or black. They paint effective circular patterns with the colours they produce and explain clearly how the colour changes towards the centre of the circle. Children develop their cutting skills and successfully use glue and glue sticks to make effective pasta and mosaic collage pictures. Their drawing and mark making skills are developing well and they successfully draw pictures of themselves with discernable facial features.

163.In music, they enjoy singing a variety of songs and nursery rhymes. They confidently explore sounds and clapping patterns; they play a range of untuned instruments to accompany their singing and perform at a fast or slow pace.

Shortcomings

164.There are no important shortcomings, although the use of ‘pathways’ would enhance children’s physical development during outdoor play.

ENGLISH

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

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

Good and outstanding shortcomings

Key stage 1

165.Pupils achieve very good speaking skills; they speak clearly and confidently in lessons, using an extensive range of vocabulary. By the end of the key stage, pupils confidently contribute to discussion and express their opinions clearly. They participate with enthusiasm in discussion about stories they read in Big Books, such as ‘The Wolf’s Story’ and respond accurately to questions, showing a very good level of understanding. During plenary sessions, pupils confidently evaluate their work and offer clear suggestions for improvement.

166.Pupils’ listening skills are good and often outstanding. They listen carefully to questions and instructions and respond effectively to what they have heard. They listen attentively with concentration to stories, poetry and fables. They listen with interest to other pupils’ views and opinions and ask relevant questions to clarify their understanding.

167. Standards in reading are good. Pupils use a range of methods and strategies to help them read new words including letter sounds, word recognition and picture and contextual cues. By the end of the key stage, many pupils are reading fluently and discuss the contents of their books, re-tell the main events of stories, correctly sequence events and predict how stories will end. Pupils make good progress through the key stage, especially in their reading from the text of story books which they read and discuss as a class, showing good comprehension. The use of the home/school reading system is successful in raising standards.
168. The standard of pupils' writing is good. Effective use is made of literacy strategies to identify word patterns, phonics and direct speech, which pupils use in their own writing. Year 1 and 2 pupils successfully write character profiles using a good range of descriptive vocabulary. Pupils make good progress in improving sentence structure in their development towards independent writing, with appropriate punctuation. They make good use of word books and dictionaries to improve spelling.

Key stage 2

169. Pupils have very good speaking skills and confidently contribute to discussion to express their thoughts and opinions clearly; many pupils are very articulate by the end of the key stage. Pupils make reasoned and evaluative comments using a range of imaginative vocabulary. They listen very attentively and purposefully, responding appropriately to questions and instructions. They work well together in pairs and groups to share their ideas and opinions.
170. Standards in reading are good and pupils make good progress in improving their fluency and accuracy. They discuss the plots and characters of the books they read and explain clearly the structure and sequence of story writing. Their comprehension skills are good and they are beginning to use inference and deduction. They discuss the books they read and have a clear understanding of the texts. Towards the end of the key stage, pupils are acquiring a greater understanding of higher order reading skills by scanning text to look for relevant information. They make good use of reference books to find information on a range of topics. Pupils competently use CD-ROMs and the Internet to find information about various subjects.
171. The standard of pupils' writing is good. By the end of the key stage, pupils write capably about imaginary and factual events. They understand the grammatical structures in writing and most write in well constructed sentences with appropriate punctuation. They write for a range of purposes including stories, poetry, descriptive writing, letters, reports and note-taking. They make good use of dictionaries to aid spelling and a thesaurus to find appropriate vocabulary.
172. Pupils plan and draft their writing effectively to develop ideas and improve their writing. They make good use story boards and computers to organise and structure their writing. Good use is made of Interactive Whiteboards to read text. They use computers confidently, including the use of word processing and graphic design and illustration to write newspaper reports and to enhance their work.

Shortcomings

173. In both key stages, pupils' use of extended writing to develop ideas, stories, experiences, interests and classroom activities is limited.

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

Good and outstanding features

Key Stage 1

174. All pupils respond well to incidental spoken Welsh at specific times during the day. Pupils ask simple questions of each other in role-play situations, using an appropriate range of phrases and vocabulary. They use the names of a range of colours, foods, animals, body parts and clothes. They respond well to questions about the weather and how they feel. Year 2 pupils suggest appropriate clothes to wear for different weather conditions. All pupils sing a range of simple rhymes and songs with confidence and good intonation.

175. Pupils' listening skills are good and they respond well to adults and other pupils. They listen with concentration and interest to stories in class Big Books, such as 'Yn Y Siop', and respond well to questions showing good understanding.

176. Pupils make good attempts to read together from Big Books, such as 'Yn Y Siop' and are keen to discuss aspects of the story and predict events. They repeat the text with good pronunciation. In pairs, they confidently take turns to read the dialogue aloud and show good understanding.

177. Pupils use their knowledge of sentence patterns and vocabulary appropriately to write their own sentences. They write accurate sentences in response to questions.

Key Stage 2

178. Pupils work well in pairs in role-play situations to ask and answer questions often developing conversations by expressing comments in response. They hold sustained conversations showing a developing grasp of vocabulary and intonation. They respond well to questions and to commands.

179. Pupils read word cards and short phrases accurately, developing an increasing knowledge of vocabulary and sentence patterns. Year 3 pupils read the story 'Mynd I Siopa' with confidence and good understanding; they translate each paragraph correctly. They read their own written work with appropriate accuracy and intonation.

180. Pupils write in a range of styles including dialogue and report writing. They make good attempts to write descriptions of clothes and people and write scripts using known sentence patterns. Their writing is mainly accurate with

appropriate attention to spelling and punctuation. Good use is made of dictionaries to find vocabulary and to check spellings.

181. In both key stages, pupils show a positive attitude to learning Welsh and have a good awareness of Wales and its heritage through the promotion of *Y Cwricwlwm Cymreig*.

182. Pupils make good use of ICT, videos and word games to consolidate vocabulary and to record their use of Welsh.

Shortcomings

183. Pupils in key stage 2 do not extend their writing sufficiently when using known sentence patterns.

DESIGN AND TECHNOLOGY

Key Stage 1 – Grade 3: Good features outweigh shortcomings

Key Stage 2 – Grade 3: Good features outweigh shortcomings

Good and outstanding features

Key Stage 1

184. Pupils successfully investigate and evaluate a range of products including toy puppets. They use terms such as fabric, joints, seams, stitches and thread when describing how they are made.

185. Pupils design their own puppets. They use sketches and words to record their plans, labelling the body parts carefully and accurately. Pupils confidently talk about their ideas to solve design tasks.

186. Pupils make good use of their developing knowledge of design technology to explain that there are many different types of puppets. They know that the puppets they examine are made of different materials and constructed in different ways.

187. Pupils begin to evaluate the effectiveness of different types of materials and styles of construction. Pupils know that some materials are stronger, more flexible or stretchy than others and that some construction methods are more appropriate than others. They begin to see that stitching is a very effective way of joining fabric.

188. Pupils also choose suitable materials for making masks and make appropriate decisions about how to decorate them.

Key Stage 2

189. Pupils have a clear understanding of the requirements of the tasks they are asked to complete. They make checklists when designing and making their own biscuits and other food products and choose their own combinations of ingredients when making fruit salads. They accurately communicate their ideas using sketches and drawings.

190. Pupils identify the challenge and indicate how they will address it when making pencil pots and mobiles. They describe the stages in the design process when planning and evaluating their work.
191. Pupils know that structures can fail when fully loaded and they understand the need to make them stable. They know that they can do this by broadening the base of a structure. They make good progress in developing new vocabulary and use the term triangulation when explaining their work. This links effectively with their work in mathematics
192. Pupils have a good understanding of different methods of joining materials and choose the most appropriate method for their purposes when they design and make a coat for Joseph.

Shortcomings

In both key stages:-

193. Pupils do not consistently develop their understanding of control technology.
194. Pupils do not regularly use ICT in their design work.
195. Pupils' knowledge and understanding of mechanisms is underdeveloped.

HISTORY

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

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

Good and outstanding features

Key Stage 1

196. Pupils make effective use of a wide range of good quality artefacts that help them understand the process of change. They quickly learn to ask probing questions about them and this establishes good historical enquiry skills.
197. Pupils develop a very good sense of chronology through the effective use of timelines and sequencing skills. They accurately sequence in order of time a range of artefacts, homes and methods of transport and describe changes over time.
198. As a result of listening attentively to well told stories from history and participating in a wide variety of historical re-enactments, pupils show a good knowledge and understanding of how people lived in the past. They also develop their imaginative skills and pupils in year 2 begin to empathise with children growing up in Victorian Britain. They imaginatively portray how a child might have felt living in a workhouse, through writing in the form of diary extracts.
199. Pupils make very good links between their understanding in history and their work on the local area in geography. They use their understanding of the age of buildings to help them in their evaluation of change.

Key Stage 2

200. Pupils clearly understand that historians discover more about the past by asking questions and using a range of historical sources to find the answers. They use their good understanding of this to develop their questioning techniques when speaking to many visitors, including grandparents, about the past. In their study of the Victorians, older pupils also pose well-constructed hypothetical questions for important historical figures like Lord Shaftesbury and Dr Barnardo and this helps them to become increasingly aware of their significance in shaping history.
201. Pupils increase their knowledge and understanding of the Victorian way of life by effectively using role-play to develop empathy with Victorian schoolchildren. They note similarities and differences between these children and themselves and many pupils are struck by the similarities between Victorian ‘school drill’ and modern concentration techniques of ‘brain gym’ for ‘active learning’. They examine appropriate sources of information, such as photographs, when describing the features of a Victorian schoolroom and comparing it with a classroom of today. Pupils also develop their research skills effectively by using library books and the Internet.
202. Pupils study school rules in the Victorian period and this helps them to develop a very good understanding of the special culture of Wales. Pupils write imaginatively in the character of a Welsh speaking Victorian child about their experiences of the ‘Welsh Not’. Their studies also contribute effectively to their excellent personal and social development and understanding of equality and discrimination.
203. They increase their understanding about the past by making a large number of visits to many local museums, historical sites and exhibitions. They welcome visitors who re-enact different historical periods and situations and help foster pupils’ great enthusiasm for the subject. Pupils explain clearly what they discovered on their visit to the Victorian schoolroom at ‘The Museum of Welsh Life, St Fagan’s’.

Shortcomings

204. Pupils in key stage 2 make insufficient use of extended writing to support their arguments and interpretations of historical events.
205. Pupils do not consistently use ICT to best effect for enhancing, organising and displaying their work

RELIGIOUS EDUCATION

Key Stage 1 – Grade 1: Good with outstanding features

Key Stage 2 – Grade 1: Good with outstanding features

Good and outstanding features

Key Stage 1

206. Pupils have an exceptionally good understanding of the importance of religious beliefs to Christians, Jews and others. They have a clear understanding that religious beliefs are based on certain principles. They explain some of the principles of Christianity with insight and very good understanding. Pupils are very aware that Jesus is a role model for Christians who try to follow his teaching. When discussing what they should give up for Lent, pupils show that they have a detailed understanding of why Christians practise self-denial at this time.
207. Pupils know that prayer is important to many people, including Christians and Jews. They confidently explain that prayer can take place in many settings and that the home is the centre of religious celebration for many Jews. Pupils have an extensive knowledge of Judaism and describe in detail the celebration of Shabbat and the significance and symbolism of many of the Jewish religious artefacts.
208. When they reflect on the needs of others during a quiet moment pupils clearly show their high standard of spiritual awareness.
209. Pupils further develop their sound knowledge of Christian worship through their detailed studies of the local church and chapel. They describe in detail the features of the local church and the purpose of some of the items. They also demonstrate their considerable ability to reflect on their personal beliefs by their thoughtful written responses to favourite parts of the church.

Key Stage 2

210. Pupils show a sense of wonder when considering great human achievements and this results in an extremely high level of spiritual awareness. They reflect very thoughtfully on their relationships with their friends and discuss their personal qualities.
211. Pupils have an excellent understanding of the use of symbols to explain religious concepts when they describe prejudice as darkness. They know that light is used to represent joy, understanding or the Holy Spirit and that many religious people see evil, tragedy or sadness as the absence of light. They use this knowledge to describe a number of occasions when light is used in religious ceremonies.
212. Pupils have a very good knowledge of the major religions found in Britain today. They describe clearly some of the religious practices of Muslims and Jews. They explain with outstanding maturity the importance of respecting or tolerating the beliefs of others even those with which they cannot agree.
213. When studying the theme of dark and light in religious education the responses of pupils are outstanding. They have an extremely well developed understanding of issues surrounding racial discrimination and religious intolerance. They discuss the key points in the speech of Martin Luther King with maturity and insight and admire the determination of Rosa Parks.

Shortcomings

214. There are no shortcomings.

School's response to the inspection

The inspection team recognise that we have made good progress since the last inspection in addressing the key issues from the previous inspection report. All staff and governors have worked hard to maintain the high standards achieved in the last inspection. This is reflected in the National Curriculum results which indicate pupils' standards to be well above local and national average for the core subjects in both key stages and when compared to similar schools locally and nationally, results in both key stages are in the top 25% of the best performing schools.

It was pleasing to note that pupils' behaviour and attitudes to learning were judged to be outstanding and that they make very good progress in learning. Our assessment procedures and their use were judged to be good with outstanding features ensuring high standards throughout the school.

It was also pleasing to note that the inspection team acknowledged the hard work of parents, all staff and governors in working as an effective team to create a very positive ethos within the school which enables our children to develop and reach their full potential.

I was particularly pleased that the report noted that out of the 7 areas and subjects inspected 6 were judged to be good or very good with some outstanding features. The report acknowledges the outstanding quality of leadership of the senior management team and curriculum leaders and their commitment to raising standards. Also acknowledged is the good provision for children with special educational needs and the emphasis the school places on equal opportunities and diversity.

An action plan will be put in place to address the recommendations made in the report which are to:

Improve standards of achievement in subjects and key skills where there are shortcomings ; Continue to involve pupils in the self-evaluation of their work and in setting targets for improvement ; Continue to develop a whole school policy for the planning of key skills across the curriculum ; Further develop the roles of governors in monitoring educational provision and standards of achievement and in their involvement in the school's self-evaluation process ; Improve the accommodation and toilet facilities for staff and address the health and safety issue of the lack of suitable storage for cleaning equipment and materials.

These recommendations will be addressed in our post inspection action plan/School Development Plan. A copy of the school's action plan in response to the inspection recommendations will be sent to all parents. The governors' annual report to parents will report on the progress we are making with the inspection recommendations.

Appendix A

Basic information about the school

Name of School	Coety Primary School
School type	Community
Age-range of pupils	4-11
Address of school	Heol Yr Ysgol Coity Bridgend
Post-code	CF35 6BL
Telephone number	01656 652049

Headteacher	Miss M E Ellis
Date of appointment	September 1985
Chair of governors/ Appropriate authority	Cllr. Mrs E Dodd
Registered inspector	Mrs M E Evans
Dates of inspection	21-23 February 2005

Appendix B

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	0	26	15	18	23	23	11	15	131

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	0	6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	27:1
Pupil: adult (fte) ratio in nursery classes	n/a
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	27
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Summer 2004	93	95	95	95
Spring 2004	95	95	95	95
Autumn 2003	95	95	96	96

Percentage of pupils entitled to free school meals	9
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results

End of Key Stage 1:

National Curriculum Assessment KS1 Results 2004			Number of pupils in Y2						22
Percentage of pupils at each level									
			D	W	1	2	3	4	
English:	Teacher Assessment	School	0	0	0	59	41	0	
		National	0	4	14	63	20	0	
En: reading	Teacher Assessment	School	0	0	0	59	41	0	
		National	0	4	14	55	27	0	
En: writing	Teacher Assessment	School	0	0	0	86	14	0	
		National	0	5	14	69	11	0	
En: speaking and listening	Teacher Assessment	School	0	0	0	14	86	0	
		National	0	3	12	63	22	0	
Mathematics	Teacher Assessment	School	0	0	0	59	41	0	
		National	0	2	11	63	24	0	
Science	Teacher Assessment	School	0	0	0	77	23	0	
		National	0	2	10	66	22	0	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	100	In Wales	79

- 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 2004							Number of pupils in Y6			16		
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher Assessment	School	0	0	0	6	0	0	12	44	37	0
		National	0	0	0	0	1	6	16	45	31	0
	Test/Task	School	0	0	6	0	0	0	6	37	50	0
		National	0	2	1	0	0	5	12	38	40	0
Mathematics	Teacher Assessment	School	0	0	0	6	0	0	0	62	31	0
		National	0	0	0	0	0	4	19	46	30	0
	Test/Task	School	0	0	6	0	0	0	0	69	25	0
		National	0	2	1	0	0	4	18	42	33	0
Science	Teacher Assessment	School	0	0	0	6	0	0	0	50	44	0
		National	0	0	0	0	0	2	13	49	35	0
	Test/Task	School	0	0	6	0	0	0	0	50	44	0
		National	0	2	0	0	0	1	9	48	39	0

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	81	In the school	87
In Wales	70	In Wales	72

- 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 D

Evidence base of the inspection

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

Before the inspection:

- meetings were held with the head teacher and staff, the governing body and with the parents; nine parents attended the pre-inspection meeting;
- questionnaires were distributed to all parents and the 36 completed questionnaires were carefully analysed;
- a scrutiny was made of school documentation.

During the inspection:

- evidence of lessons observed was based on approximately 15 hours of inspecting 27 lessons across the age groups;
- other observations included assemblies, registration, extra-curricular activities, lunch and break times;
- discussions were held with the head teacher, class teachers, support staff and non-teaching staff about their roles and responsibilities;
- discussions were held with pupils about aspects of their work and life in school; inspectors listened to a representative sample of pupils read;
- a scrutiny was made of a sample of pupils' work from each year group as well as work in the classrooms and on display around the school.

After the inspection:

- meetings were held with the head teacher, the staff and the governing body to provide oral feedback on the inspection findings.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mrs M E Evans Registered Inspector	Context Summary and recommendations Key Questions 1,2,5 and 6 Early Years English Welsh second language
Mrs J Marsden Team Inspector	Key Questions 3 and 7 and contributions to Key Questions 1 and 2 Design and technology History Religious education
Mrs C Lewis Lay Inspector	Key Question 4 and contributions to Key Questions 1 and 3

The contractor was:

Lincolnshire Inspection Team
37 Park Drive
Grimsby
N E Lincolnshire
DN32 0EG

Acknowledgement

The Registered Inspector and team wish to thank the governors, head teacher, staff and pupils for their co-operation and courtesy before and during the inspection.

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

**Coety Primary School
Heol Yr Ysgol
Coity
Bridgend
CF3 6BL**

Summary for Parents

School Number: 672/2109

Date of Inspection: 21-23 February 2005

by

**Mrs M E Evans
W202/78828**

Date: 27 April 2005

Under Estyn contract number: T/163/04P

Basic information about the school

Name of School	Coety Primary School
School type	Community
Age-range of pupils	4-11
Address of school	Heol Yr Ysgol Coity Bridgend
Post-code	CF35 6BL
Telephone number	01656 652049

Headteacher	Miss M E Ellis
Date of appointment	September 1985
Chair of governors/ Appropriate authority	Cllr. Mrs E Dodd
Registered inspector	Mrs M E Evans
Dates of inspection	21-23 February 2005

A SUMMARY REPORT FOR PARENTS

Coety Primary School was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Coety Primary School took place between 21-23 February 2005. An independent team of inspectors, led by Mrs M E Evans undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

- 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

Summary

Coety Primary School is a good school with some outstanding features, including the high standards of pupils' behaviour and their positive attitudes to work. There was a close match to judgements made in the school's self-evaluation report to those made by the inspection team, but in two key questions the team's judgements exceeded those of the school.

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?	1
5 How effective are leadership and strategic management?	1
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

Standards

Subjects and Areas of Learning, Early Years

Language, literacy and communication	Grade 2
Personal and social development	Grade 1
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

Subject	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Welsh second language	Grade 2	Grade 2
Design and technology	Grade 3	Grade 3
History	Grade 2	Grade 2
Religious education	Grade 1	Grade 1

Overall, pupils' standards of achievement in lessons were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	80%	8%	0	0

Pupils' standards of achievement in lessons are well above the Welsh Assembly Government targets which are for 95% of pupils to attain grade 3 and above, and of those, 50% to attain grade 2.

The overall quality of the educational provision for children under five is appropriate to their needs and they make very good progress towards the Desirable Outcomes for Children's Learning.

Children under-five make very good progress in developing key skills in activities within each area of learning. They achieve good standards in language and literacy skills and use speaking and listening skills very confidently. Their early reading, writing and numeracy skills are used effectively in a range of activities and they confidently use information and communication technology (ICT) to support their learning.

In both key stages, pupils' standards and progress in achieving key skills are good overall. Standards achieved in writing in all subjects are good, although the use of extended writing is limited. Pupils achieve good standards in reading and use these skills effectively in lessons, particularly when researching topics to find information. Speaking and listening skills are exceptionally good; pupils listen attentively and speak confidently and clearly. Pupils make effective use of numeracy skills in different subjects. Their use of a range of ICT to support learning across the curriculum is good.

Pupils' competence in using bilingual skills is good; they take part in Welsh conversations with confidence and enthusiasm. They read Welsh texts clearly and accurately and make good attempts to write sentences using known language patterns.

In key stage 1, the 2004 National Curriculum teacher assessment results indicated that standards achieved by pupils in the core subjects of English, mathematics and science were well above local and national averages. The core subject indicator of 100 per cent was much higher than the 2003 national average of 79 per cent.

In key stage 2, the National Curriculum tests results were well above local and national averages in the three core subjects; the core subject indicator of 88 per cent was above the 2003 national average of 71 per cent.

When compared with similar schools locally and nationally on the basis of free school meal entitlement, results in both key stages are in the top 25 per cent of best performing schools.

Pupils' understanding of how well they are progressing and what they need to do to improve is at an early stage of development. Pupils are involved in assessing their own progress and setting targets for improvement in English.

Levels of attendance of an average 95 per cent are above the national average of 94 per cent and the school is very effective in monitoring and following up absences. Punctuality at the start of the school day and individual lessons is good.

Pupils' behaviour and attitudes to learning are outstanding and have a positive effect on standards achieved and the quality of life in the school. Pupils make very good progress in learning to take responsibility for their own work and in working in pairs or collaboratively in a group.

Pupils make very good progress in their personal, social, moral and wider development. They have a very good understanding of equal opportunities issues and of the need for respect for diversity within society.

The quality of education and training

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
11%	78%	11%	0	0

The overall quality of teaching in lessons is higher than the Welsh Assembly Government targets. The quality of teaching of children under-five is good. Throughout the school, teachers have good knowledge and understanding of subjects and areas of learning they teach. Teachers make very good use of their expertise to teach subjects, such as Welsh second language in key stage 1 and music, physical education and religious education in key stage 2, by exchanging classes. Lesson planning is well structured with clear learning objectives which are shared with the pupils. A range of teaching techniques and strategies are used effectively to promote pupils' learning.

The quality of assessment and recording in the early years is good and there are effective systems which provide a clear picture of children's progress. In both key stages, assessment procedures are very effective in assessing pupils' achievements and progress. The quality of reports to parents is good and they meet statutory requirements. They provide detailed information of pupils' progress in their core subjects but are less informative about what pupils can do in the foundation subjects.

Learning experiences are very effective in ensuring equality of access and opportunity for all pupils. The overall quality of the educational provision for children under five is good and succeeds in promoting the Desirable Outcomes in all areas of learning. In both key stages, the majority of the schemes of work are effective in providing for progression and continuity in pupils' learning but there are gaps in the programmes of study for design and

technology. The whole school planning for the teaching of key skills is in the process of being developed.

Pupils' learning experiences are enhanced through a good range of educational visits and opportunities to participate in out-of-hours activities, including sport and music. The provision for pupils' spiritual, moral, social and cultural development is outstanding and pupils respond extremely well to this area. They achieve high standards in their personal and social development and understand the school's expectations for good behaviour and positive attitudes.

There are effective partnerships between the school and parents, the community and other schools in the local cluster. Parents and others in the community make a significant contribution to pupils' learning and play an important part in promoting high standards.

Learning experiences successfully promote pupils' bilingual skills through the use of incidental Welsh. Y Cwricwlwm Cymreig is integrated into most subjects and succeeds in promoting pupils' understanding of the language and culture of Wales.

The school is in the process of developing a programme of work for the education for sustainable development, including re-cycling schemes and environmental projects. Work-related education is good.

The quality of care, educational support and personal guidance for pupils is outstanding. The school ensures that all pupils are equally valued and treated with respect and understanding. There are very good procedures for promoting equality and the well-being, health and safety of pupils. However, the lack of storage for cleaning equipment and materials poses a risk to the health and safety of pupils and staff.

The quality of provision for pupils with additional learning needs is good; it complies with the National Assembly Government framework for inclusive education and with the SEN Code of Practice. Pupils receive good support and make steady progress in their learning towards targets set in their individual education plans (IEPs); they achieve good standards according to their level of ability.

Leadership and management

The quality of leadership and strategic management is good with outstanding features, in particular the high commitment of the head teacher and staff to improve pupils' standards of achievement. There are clear aims and policies, including a commitment to equality of opportunity for all, which promote a positive ethos and high standards. The head teacher provides efficient, caring leadership and ensures a clear sense of purpose and direction for the work of the school.

The governing body is supportive of the school and effectively fulfils its regulatory and statutory obligations. Governors help to set the school's strategic direction but are at an early stage in regularly monitoring the quality of provision and standards of achievement.

The school's self-evaluation report clearly identifies strengths and areas for further improvement. There are effective systems for monitoring provision and standards and subject leaders are developing action plans for their subjects which ultimately feed into the School Development Plan (SDP).

The overall provision for staffing, accommodation and learning resources is good and has a beneficial impact on pupils' standards of achievement. Pupils are well supported by qualified and experienced staff who are effectively deployed. The provision and quality of resources are good and staff and pupils make effective use of all available books, materials and equipment.

The school has suitable accommodation for the number of pupils on roll. Good use is made of all available space to provide an attractive working environment for pupils. The quality of the inside accommodation is generally good. Classrooms and shared areas are enhanced by good quality displays which celebrate pupils' achievements. The accommodation and facilities for staff are unacceptable; they share a very small room with the secretary and office equipment which is too small to comfortably accommodate all of them. The staff toilets remain inadequate despite the best efforts of the school to make improvements; this was a key issue for action at the last inspection. In addition, there is no specific room for the caretaker to store cleaning equipment and materials.

Resources are managed efficiently and budget planning reinforces the aims of the school, ensuring good value for money. Targets for improvement are set and are incorporated into the SDP which is a useful working document for prioritising areas for improvement over a three year period.

The school has made good progress since the previous inspection and has met the targets set in an action plan, which address the key issues from the previous inspection report, apart from the provision of better toilet facilities for staff.

Recommendations

R1. Improve standards of achievement in subjects and key skills where there are shortcomings;

R2. Continue to involve pupils in the self-evaluation of their work and in setting targets for improvement;

R3. Continue to develop a whole school policy for the planning of key skills across the curriculum;

R4. Further develop the roles of governors in monitoring educational provision and standards of achievement and in their involvement in the school's self-evaluation process;

R5. Improve the accommodation and toilet facilities for staff and address the health and safety issue of the lack of suitable storage for cleaning equipment and materials.

All these issues have been identified by the school in the self-evaluation report and in the SDP as areas for development.

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

Acknowledgement

The Registered Inspector and team wish to thank the governors, head teacher, staff and pupils for their co-operation and courtesy before and during the inspection.