

**Inspection under Section 28 of the
Education Act 2005**

A Report on the Quality of Education in

**Cymmer Junior School
High Street
Cymmer
Porth
Rhondda Cynon Taf
CF39 9EY**

School Number: 6742092

Date of Inspection: 04 June 2007

by

**Edward Goronwy Morris
78283**

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Cymmer Junior School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Cymmer Junior School took place between 04/06/07 and 06/06/07. An independent team of inspectors, led by Edward Goronwy Morris undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **Standard** inspection.

Year groups and key stages

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

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

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Cymmer Junior School is a local authority maintained community school located on the outskirts of Porth in the Rhondda Valley. The majority of pupils are drawn from the immediate area. English is the first language spoken. No pupils speak Welsh as their first language. Local housing is a mixture of two large council estates and some private housing. Considerable long-term unemployment and economic deprivation exists in the catchment area. Forty eight per cent of the pupils are registered as entitled to receive free school meals. This is significantly higher than the local education authority's (LEA) average of 26.8 per cent and the all-Wales average of 19.7 per cent. Pupils represent the full ability range. Information from National Curriculum Assessments at key stage 1 indicates that pupils' attainment on entry to school is close to the national average.
2. The school receives pupils from two feeder schools, Cymmer Infants and Rhiwgarn Infants. There are currently 173 pupils on the school register from year 3 to year 6. Fifty one pupils have been identified as having special educational needs (SEN), including 15 on school action plus and one pupil with a statement of special educational need. One pupil is 'looked after' by the local authority. There are a very small number of pupils from ethnic minority backgrounds. No pupils receive support for learning English as an additional language (EAL).
3. There are 8 full-time teachers at the school including the head teacher. In addition, there is one teacher who works part time. Pupils are arranged into six mainstream classes. There is also a LEA designated class for pupils with Emotional, Behaviour and Learning Difficulties. The head teacher took up his post in September 1997. A new deputy head teacher was appointed in October 2006. In 2005 the school succeeded in attaining the Basic Skills Agency's Quality Mark and the Investors in People standard. The school was last inspected in June 2001.

The school's priorities and targets

4. The school aims to create an attractive and pleasant working environment where children and staff have the opportunity to flourish in a climate of learning which seeks to develop – integrity, honesty, truth, compassion and tolerance.
5. The school's main priorities and targets outlined in the school development plan for 2006-2007 include:
 1. Leading staff and Governing Body through inspection
 2. Improving standards in identified subjects (Science, Design Technology, Information Technology, History, Geography)
 3. Improving standards through development of Critical Skills
 4. Reviewing and evaluating school policies to ensure Cymmer is an inclusive school
 5. Continuing to develop the supportive monitoring system
 6. Improving lunchtime ethos by developing lunchtime supervisors
 7. Enhancing curriculum through provision of an Information and Communications Technology (ICT) suite
 8. Developing Link2Learn network.

Summary

6. Cymmer Junior School is a good school with many strengths. The school has a very positive ethos and works hard to make every pupil feel valued and included. As a result pupils are very well behaved, friendly, polite and considerate. They make good progress and achieve well. Good progress has been made since the last inspection. Standards in art, music and physical education have improved significantly.
7. The findings of the inspection team concur with the opinion of the school in its self-evaluation report in all seven key questions. Issues identified by the school as requiring further attention are similar to those identified by the inspection team.

Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	Grade2
2 How effective are teaching, training and assessment?	Grade 2
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	Grade 2
4 How well are learners cared for, guided and supported?	Grade 2
5 How effective are leadership and strategic management?	Grade 2
6 How well do leaders and managers evaluate and improve quality and standards?	Grade 2
7 How efficient are leaders and managers in using resources?	Grade 2

Grades for standards in subjects inspected

Inspection Area	Key Stage 2
English	Grade 2
Mathematics	Grade 2
Welsh second language	Grade 2
Music	Grade 2
Art	Grade 2
PE	Grade 2

8. Pupils including those with special educational needs (SEN), regardless of their ability, gender, or social background make good progress and achieve agreed learning targets and goals.
9. Standards in the key skills of listening, reading and writing and numeracy are good. Pupils' speaking, ICT and problem solving skills have good features which outweigh shortcomings.

10. Pupils have a good understanding of everyday Welsh commands and greetings; however, their confidence speaking bilingual words and phrases has good features which outweigh shortcomings.
11. Pupils' assessments in the three core subjects indicate consistent improvement over the past three years. Teacher assessments in 2006 indicate that 72 per cent of pupils attained the Core Subject Indicator compared to the national average of 74 per cent. When these results are compared with similar schools with over 32 per cent of pupils eligible for free school meals, the school is in the top 25 per cent. Although boys outperformed girls in 2006, the results were in line with the school's predictions based on pupils' prior performance.
12. The ability of the majority of pupils to work independently under the teacher's leadership is good. However, pupils' ability to make their own decisions together with their understanding of what they need to do to improve their own work have not been sufficiently developed.
13. Pupils are very well behaved. They are friendly, polite and considerate. The vast majority demonstrate a high degree of self-discipline and maturity.
14. At 90 per cent, the average rate of attendance for the three terms prior to the inspection is below the LEA and all Wales averages.
15. Pupils make good progress in developing their personal and social skills, and in their moral and wider development. They show a positive attitude to learning and are keen to participate in lessons, showing good respect to other pupils and staff. They understand the importance of keeping healthy.
16. Pupils show a good understanding of equal opportunities issues and of aspects of diversity within society.
17. Pupils make outstanding progress in becoming aware of the need to participate within their community, and their development of work related activities.

The quality of education and training

18. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
22%	68%	10%	0%	0%

19. This is a significant improvement from the last inspection and compares well with the national picture reported by Her Majesty's Chief Inspector in her annual report 2005-2006. Nationally, the quality of teaching is good in 79 per cent of lessons, including 17 per cent of lessons with outstanding features.
20. Good teaching was seen in all classes. A particularly strong feature of the teaching is the successful way in which teachers establish very good working

relationships that foster learning. The effective involvement of classroom assistants in the learning process has a very positive impact on pupils' learning.

21. In lessons where there are outstanding features teachers organise and plan lessons particularly well, ensuring differentiated tasks, which ensure that all pupils take an active role in their learning. They stimulate and challenge pupils through lively presentations and purposeful questioning and foster independent learning by pupils.
22. Teachers' use of incidental Welsh is developing well and promotes the development of pupils' bilingual skills. However, there is generally insufficient regular use of Welsh on an informal basis to develop pupils' bilingual skills progressively.
23. Where there are shortcomings in the teaching the balance between teacher input and pupil learning activities is inappropriate and the range of teaching methods is limited. As a result, the active engagement of all pupils is not always secured and insufficient opportunities are given for pupils to take charge of their own learning.
24. The arrangements for assessment and reporting on the National Curriculum meet statutory requirements. Comprehensive records are kept of pupils' achievements and pupil progress is tracked against National Curriculum levels. The reports to parents and other agencies are thorough and of good quality.
25. Pupils receive good and positive feedback on their work; however, the guidance provided for further development does not always consider how the pupils become more independent learners.
26. The curriculum provided is broad and balanced, meets statutory requirements and is suitably differentiated to meet the needs of the range of pupils. The school actively encourages and enables pupils to be healthy.
27. Provision for the inclusion of key skills across areas of the curriculum has strengths which outweigh shortcomings. The school recognises the need to further extend opportunities for pupils to develop the key skills with a particular focus on pupils' speaking, ICT, bilingual and problem solving skills.
28. Overall, provision for pupils' social, moral, spiritual and cultural development is good. The school's provision for equal opportunities is very good. The school makes every effort to tackle the social disadvantage of some of its pupils.
29. Pupils have a very good idea of the world of work. Their awareness of this, their own community many aspects of Welsh life and culture are raised through educational visits and visitors to school.
30. Pupils' are developing a sound understanding of sustainable development and global citizenship. The school attends well to national priorities for life long

learning and community regeneration. The School Council develops pupils' understanding of decision-making.

31. The quality of the care, support and guidance provided to pupils is good. The school has a very positive ethos and works hard to make every pupil feel valued and included. Teachers know their pupils well and are sensitive to their individual needs.
32. The school has a very positive partnership with parents and carers. Parents expressed positive views about the school and strong appreciation that the head teacher and staff respond positively to concerns. Induction arrangements for pupils moving from key stage 1 to key stage 2 and on into key stage 3 are carefully planned and implemented.
33. There are appropriate policies and procedures in place to monitor pupils' attendance and punctuality, behaviour and performance. Teachers apply policies for behaviour management consistently and all adults in the school are very good role models. Pupils' attendance and punctuality is carefully monitored.
34. The provision for pupils with additional learning needs is good, both in mainstream classes and in the Special Needs Class for Emotional, Behaviour and Learning Difficulties pupils.
35. The school has a clear and comprehensive policy with regard to behaviour. Pupils are well supervised and all adults are alert to issues relating to the well being of pupils. These procedures are effective and contribute greatly to a smooth learning environment within the school.
36. The school has well planned and documented procedures for dealing with race equality, disability discrimination and equal opportunities. In discussion, pupils say that misbehaviour or incidents of bullying are not tolerated and teachers deal very quickly with concerns. Pupils are positively encouraged by staff to recognise and respect diversity.

Leadership and management

37. The school has a positive ethos and explicit aims and values which is reflected in the warm and friendly atmosphere, which is immediately evident to school visitors.
38. The head teacher provides purposeful and sensitive leadership. He is very well supported by the deputy head teacher. There is a strong sense of, and a commitment to teamwork and relationships between staff and pupils is very positive. This impacts positively on pupils' personal, social and educational development.
39. The Governing Body complies with statutory requirements and discharges its duties and responsibilities very well. It is very well led and is fully and

appropriately involved in helping to set the school's strategic direction. Governors are well informed about the school's work.

40. Good procedures are in place to evaluate and improve quality and standards. The school's self-evaluation procedures are inclusive. The self-evaluation report produced by the school before the inspection is of good quality. The senior management team has an accurate picture of strengths and areas for improvement. Curriculum leaders perform their duties conscientiously but there is an inconsistency in approach. Curriculum leaders perform their duties conscientiously. The school recognises the need to further develop their role to focus more specifically on pupil achievement.
41. The School Development Plan is a useful, clearly written document which focuses on appropriate priorities for improvement. The link between the self-evaluation process and the priorities listed in the School Development Plan is not evident.
42. Good progress has been made since the last inspection. All the key issues have been addressed. The school recognises the need to continue to improve pupils' key skills and to further strengthen the self-evaluation process.
43. The school makes good use of available resources. The school is well staffed, with a sufficient number of appropriately qualified teachers to deliver the curriculum and other activities. Teachers are very well supported by Learning Support Assistants.
44. Learning resources are well managed. There are a variety of attractive displays in the corridors and classroom walls, which create an environment conducive to learning.
45. The building itself is contained on many levels interconnected by steps. Despite its ageing condition, the school makes good and effective use of its accommodation.
46. The Governing Body regularly revisits and evaluates its spending procedures in order to ensure good value for money.

Recommendations

In order to improve the school further, the head teacher, governors and staff need to:

- R1 Continue to improve key skills with a particular focus on pupils' speaking, ICT, bilingual and problem solving skills;
- R2 Continue to implement strategies to further improve pupil attendance;
- R3 Create more opportunities for pupils to take greater and increasing responsibility for their own learning;
- R4 Strengthen the self-evaluation process by developing the role of subject leaders in monitoring pupils' achievements.

Note: The school has already identified R1, R3 and R4 as priorities within its own self-evaluation report and school development plan.

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

47. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
48. Pupils' standards of achievement in the lessons observed in the subjects inspected were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	84%	10%	0%	0%

49. These percentages are higher than the Welsh Assembly Government's all Wales targets for 2007 i.e. that 98 per cent of standards should be Grade 3 or better and 65 per cent Grade 2 or better. Standards show a good improvement from those at the previous inspection.

Grades for standards in subjects inspected

Inspection Subject	Key Stage 2
English	Grade 2
Mathematics	Grade 2
Welsh as a second language	Grade 2
Music	Grade 2
Art	Grade 2
PE	Grade 2

50. Pupils including those with special educational needs (SEN) succeed, regardless of their ability, gender, or social background. They all make good progress and achieve agreed learning targets and goals.
51. Pupils show good listening skills across all areas of the curriculum. They respond appropriately and quickly to instructions and requests by other pupils and adults in the lessons, and during other activities. Pupils' speaking skills are less well developed. They lack confidence to use a range of appropriate and relevant vocabulary and sentence structures when expressing themselves in class.
52. Pupils' reading skills are progressing well, and many show increased confidence and attainment over a period of time. They read a wide range of materials, both for pleasure and information. They make good use of their writing skills across the curriculum.
53. Pupils apply their mathematical skills well across various subjects. Many pupils make good use of various methods of gathering information and present these in relevant and appropriate contexts.

54. Pupils' ICT skills are not consistently used to promote their learning across the curriculum. Some effective use is made for example in the use of the digital camera, however, pupils do not make sufficient independent use of ICT to further investigate topics and gather relevant information across all subjects.
55. Most pupils work effectively with others in their lessons, but they show insufficient initiative when attempting to solve problems and rely too much on teacher direction. Consequently, the effectiveness of some pupils to work independently and establish their own learning pathways and avenues of investigation is restricted.
56. Pupils show good awareness of bilingual skills and respond appropriately to simple requests and greetings. Their confidence in their own oral ability, however, is not sufficiently secure. Consequently, pupils' bilingual competence and skills have good features which outweigh shortcomings.
57. Pupils' assessments in the three core subjects indicate consistent improvement over the past three years. Teacher assessments in 2006 indicate that 72 per cent of pupils attained the Core Subject Indicator i.e. the expected level 4 or above in the three subjects of English, mathematics and science compared to the national average of 74 per cent. When these results are compared with similar schools with over 32 per cent of pupils eligible for free school meals, the school is in the top 25 per cent. Although boys outperformed girls in 2006, the results were in line with the school's predictions based on pupils' prior performance.
58. The ability of the majority of pupils to work independently under the teacher's leadership is good. The vast majority of pupils show awareness of their lesson objectives through discussing the type of work expected of them in their lessons. They are aware of targets set for them within subjects by their teachers. However, there are few opportunities for pupils to take on responsibilities for themselves. As a result their skills in solving problems and making their own decisions have not been sufficiently developed.
59. Pupils are very well behaved. The school has high expectations of behaviour. There is an atmosphere of mutual respect and pupils know what is expected of them. Pupils are friendly, polite and considerate. They relate well to adults. Pupils move sensibly in and around the buildings. The vast majority demonstrate a high degree of self-discipline and maturity.
60. Pupils work and play together very well and their relationships with each other are very good. Pupils in years 5 and 6 are trained to be play leaders. This enriches their social development and their awareness of the need to provide support and help to younger pupils at the school. They have a strong sense of fairness. They understand that bullying is unacceptable behaviour and are aware of what to do should it occur. When asked, pupils say they are confident that any misbehaviour reported to an adult in the school will be dealt with immediately.

61. At 90.00 per cent the average rate of attendance for the three terms prior to the inspection is below the LEA and all Wales averages. The majority of pupils attend school regularly and are punctual. Absences are caused mainly through illness and family holidays in term time but the overall figures have been adversely affected by the persistent absences of a small number of pupils.
62. Pupils make good progress in developing their personal and social skills, and in their moral and wider development. They show a positive attitude to learning and are keen to participate in lessons, showing good respect to other pupils and staff. They respond with enthusiasm to teacher requests and work well with each other in pairs or small groups when undertaking specific tasks. Pupils show awareness of spiritual development through personal reflection at school assemblies. They carry out their responsibilities in a very conscientious manner be it through helping in the class or through their actions as members of the School Council.
63. Pupils show a good understanding of equal opportunities issues and of aspects of diversity within society. Their contributions to Religious Education and Personal and Social Education lessons, and in collective worship illustrate their respect and understanding of other cultures and faiths.
64. Pupils show very good awareness of community matters, and of the world of work through their involvement within the School Council. They demonstrate a very good understanding of democracy and attend meetings of the school Governing Body to observe how a democratic organisation operates. The effect of these experiences is evident in the thoroughly organised and efficient manner in which they conduct their School Council meetings in school. The pupils have shown good work practices in organising fund raising such as the production of a school calendar and Christmas Cards. These features are strengths of the school, and their impact can be measured in the degree of outstanding progress made by pupils in becoming aware of the need to participate within their community, and their development of work related activities.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

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

66. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
22%	68%	10%	0%	0%

67. This is a significant improvement from the last inspection and compares well with the national picture reported by Her Majesty's Chief Inspector in her annual report 2005-2006. Nationally, the quality of teaching is good in 79 per cent of lessons, including 17 per cent of lessons with outstanding features.

68. Across the school, teachers' planning is thorough so that pupils, in general, are challenged and motivated in a wide range of appropriate learning experiences. Time limits for the completion of tasks and teacher interventions are appropriate for the age and ability of all pupils.

69. A particularly strong feature of the teaching is the successful way in which teachers establish very good working relationships that foster learning. All children are valued and relationships are very positive. All pupils are treated equally in accordance with the school's equal opportunities policy.

70. In lessons where there are outstanding features teachers organise and plan lessons particularly well, ensuring differentiated tasks, which ensure that all pupils take an active role in their learning. They stimulate and challenge pupils through lively presentations and purposeful questioning and foster independent learning by pupils.

71. Good features seen in the teaching include clear learning objectives that are shared with pupils, well-paced lessons and purposeful use of resources. The effective involvement of classroom assistants in the learning process has a very positive impact on pupils' learning.

72. Teachers have good knowledge and understanding of the subjects they teach, and are aware of recent developments. Teachers work closely with classroom support assistants to ensure that all adults are fully involved in the planning, teaching and assessment processes. Homework is set on a regular basis, and tasks are appropriately linked to classroom work.

73. Teachers' use of incidental Welsh is developing well and promotes the development of pupils' bilingual skills. The school plans provide good formal support for pupils to develop their bilingual skills, and the daily Welsh lessons

during afternoon registration are a good example of this. However, there is generally insufficient regular use of Welsh on an informal basis to develop pupils' bilingual skills progressively. This adversely affects pupils' confidence to use these skills fluently in informal situations around the school.

74. Teachers plan effectively to meet pupils' individual needs, and to monitor and review their progress. Teaching of pupils with SEN is consistently good.
75. Where there are shortcomings in the teaching, the balance between teacher input and pupil learning activities is inappropriate and the range of teaching methods is limited. As a result, the active engagement of all pupils is not always secured and insufficient opportunities are given for pupils to take charge of their own learning.
76. The quality of assessment is good. The school has a clear policy, and has adopted consistent strategies and procedures for assessing pupils' achievements, progress and attainment.
77. Comprehensive records are kept of pupils' achievements against specific criteria as well as recording statistical information, which measures and indicates rates of progress over a period of time. The data, together with teacher assessment and professional dialogue, serve to establish appropriate future teaching groups, which match pupils' abilities in specific subjects.
78. The school has created portfolios of pupils' work in English and mathematics and these serve to provide exemplars of work matching the levels of National Curriculum. They are used effectively to support moderation of pupils' standards of achievement. The school uses National Curriculum level descriptors to fully assess pupils' progress in all subjects.
79. Learning objectives for lessons and success criteria are shared by teachers with pupils and regularly used for joint assessment at the end of lessons. As a result, pupils become more aware of areas for improvement. Some pupils evaluate their work in written form, although this initiative is at an early stage of development.
80. Teachers ensure that all pupils are assessed fully during the course of lessons through observation of their work or discussion. The quality of teachers' questioning to ensure that pupils understand key points is a strong feature.
81. Pupils' self-assessment of their work is an aspect which has as yet not developed sufficiently. Pupils receive good and positive feedback on their completed written work, following regular and up to date marking of their work and books. In the best practice, it helps pupils to understand how they can improve their work. This procedure is consistent with the school's marking policy. However, the guidance provided for further development does not always consider how the pupils can make their own decisions on the next steps to take in developing their own learning strategies, as independent learners.

82. There are detailed targets for all pupils with SEN, including clear success criteria and suitable approaches to teaching and learning. These targets serve the pupils well as a means of identifying their progress.
83. The reports to parents and other agencies are thorough and of good quality. Parents are offered many structured and informal opportunities to discuss their child's progress with the staff. Parents report that they find school assessments useful in identifying their children's progress.
84. The arrangements for assessment and reporting on the National Curriculum meet statutory requirements.

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

Grade 2: Good feature and no important shortcomings

85. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
86. The curriculum provided is broad and balanced, meets statutory requirements and is suitably differentiated to meet the needs of the range of pupils at the school.
87. Provision for the inclusion of key skills across areas of the curriculum is has strengths which outweigh shortcomings. The school recognises the need to further extend opportunities for pupils to develop the key skills with a particular focus on pupils' speaking, ICT, bilingual and problem solving skills. Teachers' short term planning indicates the inclusion of key skills within the lessons, however, opportunities for pupils to develop their skills as independent learners are limited.
88. The school makes effective use of community resources such as local sport clubs facilities, to enhance pupils' experiences. Pupils visit the nearby Rhondda Heritage Centre to enhance their understanding of local history. They are actively involved in an art project to design flags for use on a new road layout within the locality.
89. The school provides a good quality Breakfast Club facility for the pupils. This is particularly effective in providing social opportunities for pupils from the Emotional, Behaviour and Learning Difficulties class to interact with other pupils. The after school clubs enhance pupils' opportunities to further develop their sporting, leisure, mathematical, and reading interests. The pupils appreciate these opportunities and facilities.
90. Overall, provision for pupils' social, moral, spiritual and cultural development is good. The periods of collective worship meet statutory requirements but there are insufficient opportunities for spiritual development through reflection on personal and other people's values and beliefs.

91. Visits from the community police liaison officer and school nurse support the school's personal and social education programme. They help pupils understand the dangers of drugs and alcohol abuse. The pupils value this input and state that it helps them understand issues and adopt good personal and moral values.
92. The school's behaviour code provides pupils with a good basis for developing appropriate personal skills and for adopting good behaviour in a variety of situations. Pupils take part in sporting events and drama workshops that encourage them to develop socially as well as acquiring respect for others and conforming to rules. Older pupils benefit from professional sports coaching and from residential experiences where they take part in outdoor pursuits activities that enhance their team building skills and physical development.
93. A small number of volunteers, including a member of the Governing Body, help out at school to listen to pupils read. This helps to improve the standard of reading at the school. The school benefits from links with local colleges which provide teacher training and nursery nurse students. There are good effective links with cluster schools in the locality that share policy making. The school provides placements for pupils from the local High Schools to undertake work experience.
94. The school has made extensive provision to enhance parents' basic skills through the establishment of a Family Literacy Scheme, and provides information to parents through regular newsletters and other community information. However, the response of many parents to supporting the school is disappointing. The school is currently redoubling its efforts to involve its parents in school activities.
95. Pupils have a very good idea of the world of work. Their awareness of this and their own community is raised through educational visits and when visitors engage them in active learning. For example pupils gain first hand experience of the construction industry. They examine site plans and discuss health and safety issues prior to visiting the route of the new road layout
96. Pupils' involvement in projects such a Safer routes to School and Read a Million Words and of working with professional musicians and engineers enrich their educational experience.
97. The pupils receive regular, daily incidental Welsh lessons for short periods, but further use of the language and the development of bilingual skills informally during the day is infrequent and inconsistent despite an array of appropriate display of phrases and vocabulary on classroom walls. The Cwricwlwm Cymreig makes a valuable contribution to pupils' understanding of Welsh culture and fully embraces all aspects of curriculum planning.
98. The school's provision for equal opportunities is very good. Pupils, irrespective of their social background, gender, disability or ethnicity are positively encouraged and included in all appropriate school activities. The

school makes every effort to tackle the social disadvantage of some of its pupils.

99. Pupils' understanding of sustainable development and conservation issues are effectively developed through their study of recycling schemes.
100. Pupils are provided with good opportunities to develop their awareness of cultural differences within their immediate environment and further afield. Their awareness of global citizenship is raised through their involvement in the annual Operation Christmas Child appeal and the Send my Friend to School project.
101. Opportunities for pupils to develop the skills required to support economic development are very good. All pupils have opportunities to take responsibility for example as classroom monitors and older pupils are prefects. Pupils are involved in mini enterprise projects through the school's links with Education Business Partnership's 'Mind your own Business' scheme. They help raise money for good causes by selling items produced. Pupils in years 5 and 6 run the daily fruit tuck shop.
102. The School Council is effective. It helps pupils' develop their understanding of decision-making in a positive way. They manage a substantial budget and make mature spending decisions such as the purchase of a digital camera to record work and activities. They have very recently been successful in securing a grant for the development of the school garden and are involved in discussions with the Groundwork Trust and garden centre for plants and materials.
103. The school attends well to national priorities for life long learning and community regeneration. A small number of parents completed the first Family Learning project organised by the neighbouring college of further education. As a result parents gain an insight into strategies used in school and pupils see adults as lifelong learners. Pupils are enrolled in the Children's University scheme. They are involved in the Safer Route to School initiative and take part in community projects such as litter picking.

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

Grade 2: Good feature and no important shortcomings

104. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
105. The quality of the care, support and guidance provided to pupils is good. The school has a very positive ethos and works hard to make every pupil feel valued and included. Teachers know their pupils well and are sensitive to their individual needs.

106. The school has a very positive partnership with parents and carers. Their views are sought through questionnaires and the school responds positively to concerns. At the pre inspection meeting and in the questionnaire the vast majority of parents confirmed this. They expressed positive views about the school and strong appreciation that the head teacher and staff respond positively to concerns.
107. Communication with parents is good. Termly school newsletters and class newsletters written by pupils keep parents well informed about school life. The school encourages parents in the education of their children. Regular curriculum information sheets and home school tasks provide parents with useful information about topics being taught and strategies to help their children. The small but very hardworking Parents Association organises fundraising and social events that help pay for resources and gifts for the pupils. A small number of adults provide good quality support in school that is highly valued and contributes to the standards achieved by pupils.
108. Induction arrangements for pupils moving from key stage 1 to key stage 2 are carefully planned and implemented. The head teacher and staff visit the feeder infant schools and teach some sessions. Year 2 pupils visit with their teachers and with their parents. They attend a welcome assembly with their parents in the summer term. Year 5 pupils have a role as buddies and help the new pupils settle in to life in the school. There are effective procedures including a buddy system 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.
109. There are well-established transitions arrangements with the receiving secondary school. The schools are involved in a cluster transition plan. Key stage 3 teachers teach year 6 pupils and they are involved in cross phase projects in English, mathematics and science to ensure continuity and progression. A small number are involved in an intensive Welsh project funded by the Welsh Language Board.
110. There are appropriate policies and procedures in place to monitor pupils' attendance and punctuality, behaviour and performance.
111. Targets for attendance are set and the school works very closely with the education welfare officer (EWO) in the small number of families that give concern including legal action for non-attendance. The vast majority of pupils arrive on time. The Breakfast Club is very well attended and has improved punctuality for a small number who previously arrived late. Pupils with good and improved attendance are rewarded each half term and at the year end.
112. The school has a clear and comprehensive policy with regard to behaviour, and pupils are aware of school rules and show good discipline in keeping to the rules throughout the day. All classes use appropriate strategies to ensure that pupils stay focused on their tasks. These procedures are effective and contribute greatly to a conducive learning environment. Pupils have responsibilities as Play Leaders to help maintain good relationships in the playground. Teachers apply policies for behaviour management consistently

and all adults in the school are very good role models. Mid day supervisors have a role in the reward system. The weekly celebration assembly includes a reward for the *Trier of the Week* for improved behaviour and attitudes. The school followed the appropriate procedures in the case of temporary exclusion.

113. The school actively encourages and enables pupils to be healthy. The school is in its fourth year of the Healthy School scheme. It promotes health and fitness for pupils through the Physical Education and School Sports scheme and a wide range of extra curricular activities including residential visits to outdoor pursuit centres. The school has a fruit tuck shop and healthy options such as salad and fruit are available at lunchtime. The Breakfast Club supports the school's healthy eating policy. It provides a range of sugar free cereals and fruit juice and milk. Pupils understand the importance of healthy eating and a balanced diet. They say there is a good selection of dinners.
114. The school has appropriate arrangements that contribute to the well-being of all pupils. The adults in the school are all aware about procedures in the event of accidents and emergencies. There is an appropriate health and safety policy: risk assessments are systematic and all staff are alert to issues relating to the well being of pupils. Pupils are well supervised at playtimes and lunchtimes and there are appropriate arrangements for transfer of pupils at the end of the day.
115. There is an appropriate policy and sound procedures for child protection that follow LEA guidance. The head teacher and his deputy are the nominated persons and the chair is the nominated governor. Teachers, support and ancillary staff are fully aware of their responsibilities.
116. The provision for pupils with additional learning needs is good, both in mainstream classes and in the Special Needs Class for Emotional, Behaviour and Learning Difficulties pupils. The school procedures are in keeping with the Code of Practice for SEN in meeting the needs and identifying the support necessary for those pupils who have additional learning needs.
117. Pupils' individual education plans are clear, specific and relevant with specific targets which are effectively monitored on a regular basis by the special educational needs co-ordinator (SENCo). Appropriate new criteria for success is set after pupils have reached their target.
118. The school provides effective support to pupils with SEN within mainstream classes through appropriate differentiation of tasks and resources. The support offered to pupils on a withdrawal basis is thorough and linked to the targets within their individual education plans. The SENCo provides effective support to mainstream staff in respect of planning and ensuring that individual education plans targets are met. Classroom assistants' awareness of the needs of the pupils ensures that they provide outstanding support to enable pupils with SEN to achieve their targets.

119. The effective use of standardised tests informs the degree of progress in reading and this information is used to inform the school of particular areas of difficulties which may be in need of improving. Results of standardised tests indicate that pupils with SEN make very good progress in their literacy skills.
120. The school ensures that parents are regularly informed of their children's developments and they are invited to discuss progress towards their children's individual education plans targets on a termly basis. The school SENCo is given time, as required, to monitor SEN issues, and regularly attends a number of relevant courses, linked to SEN developments. The information is passed forward to all members of staff. There are effective links in place with support services such as Social Services, and the LEA Support Services as well as with the local high schools into which the pupils transfer at the end of key stage 2.
121. The school ensures that pupils who are looked after by the local authority receive an appropriate personal education plan. The school meets all statutory requirements and ensures that all relevant meetings regarding the educational provision for these children are attended by a member of staff.
122. The school has a clear policy in respect of teaching the more able and talented pupils. Appropriate strategies are used to ensure that these pupils are suitably challenged in their lessons.
123. 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. There are appropriate policies for areas such as bullying, disability and fire prevention. There are no pupils who require wheelchair access currently attending the school but there is a suitable accessibility plan that takes account of the school site and buildings. One pupil with restricted mobility copes well in school.
124. In discussion, pupils say that misbehaviour or incidents of bullying are not tolerated and teachers deal very quickly with concerns.
125. Pupils are positively encouraged by staff to recognise and respect diversity. They learn about other faiths and cultures through the curriculum. The annual European Week is extended to other countries to cover world and sporting events as appropriate.

Leadership and management

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

Grade 2: Good features and no important shortcomings

126. The findings of the inspection team match the judgement made by the school in the self-evaluation report
127. The school has a positive ethos and explicit aims and values. The school's mission statement 'Living and Learning Together' promotes shared values about learning, behaviour and relationships and is reflected in the warm and friendly atmosphere, which is immediately evident to school visitors.
128. The head teacher provides purposeful and sensitive leadership. He is very well supported by the deputy head teacher. There is a strong sense of, and a commitment to teamwork and relationships between staff and pupils is very positive. This impacts positively on pupils' personal, social and educational development.
129. The school takes full advantage of local and national initiatives, for example, the Family Learning, Community First Litter Picking and the Physical Education and School Sports projects. The school has gained accreditation through the Basic Skills Agency Quality Mark and Investors in People together with Healthy Living.
130. Whole-school targets set for pupils at the end of key stages are challenging and realistic and are based on an assessment of the likely performance of each pupil.
131. Effective Performance Management arrangements have been introduced and performance objectives agreed. Classroom observations by team leaders are supportive in helping staff to realise their performance management objectives. Positive support is provided for staff development and learning that helps to ensure continuing improvement of provision.
132. The school meets statutory requirements for reducing teachers' workloads. All staff have appropriate time during the school week for planning and preparation and this is used effectively. The head teacher ensures that the teachers have a fair workload and administrative tasks are kept to a minimum.
133. The Governing Body complies with statutory requirements and discharges its duties and responsibilities very well. It is very well led and is fully and appropriately involved in helping to set the school's strategic direction. Governors carefully consider the school development plan and are effectively involved in planning, monitoring and reviewing expenditure. The work of committees makes significant contribution to governing the school.

134. Governors are well informed about areas of the school's work through their link roles. The Governing Body is kept fully informed by the head teacher who provides termly reports to assist governors well in monitoring the school's performance. The chair works closely with the head teacher and one governor provides valuable weekly reading support.
135. Other than a minor omission in the school prospectus, that has been brought to the attention of the school, statutory requirements are met.

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

Grade 2: Good features and no important shortcomings

136. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
137. Elements of the self-evaluation process have been in place in the school for some time. The senior management team has an accurate picture of strengths and areas for improvement.
138. Curriculum leaders perform their duties conscientiously but there is an inconsistency in approach. In the best examples they monitor their subjects through classroom observations and the scrutiny of teachers' planning and pupils' work. The practice of listening to representative groups of learners is particularly effective in helping subject co-ordinators to form judgements about pupil achievements. The school recognises the need to develop a greater focus on pupil achievement rather than provision in order to come to a firm conclusion on whole school standards. Good use is made of the school's own assessment data and National Curriculum assessments to bring about improvements in standards in the core subjects.
139. The school's self-evaluation procedures are inclusive. Staff, parents and governors were involved in producing the self-evaluation document. The views of governors, staff, parents and pupils are also sought through questionnaires. The School Council provides valuable opportunities for pupils to make their views known on a number of issues.
140. The self-evaluation report produced by the school before the inspection is open and honest and carefully considers each of the seven key questions of the inspection framework. It matches the grades awarded by the inspection team in all seven key questions. Issues identified by the school as requiring further attention are similar to those identified by the inspection team.
141. The School Development Plan is a useful, clearly written document which focuses on appropriate priorities for improvement. Challenging targets for improvement have been set in each of the core subjects. However, the link between the self-evaluation process and the priorities listed in the School Development Plan is not evident.

142. The head teacher and governors ensure that all identified priorities are adequately resourced.
143. Good progress has been made since the last inspection. All the key issues raised during the last inspection have been addressed. The school recognises the need to continue to improve pupils' key skills and to further strengthen the self-evaluation process.

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

Grade 2: Good features and no important shortcomings

144. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
145. The school is well staffed, with a sufficient number of appropriately qualified teachers to deliver the curriculum and other activities. However, there are no subject specialists in some areas, although the school makes good use of teachers' commitment and input in these areas.
146. Teachers are very well supported by Learning Support Assistants who are well qualified and provide very good support for the pupils. All Learning Support Assistants know the pupils well and are aware of their varying needs. Their input contributes greatly to the standards achieved by pupils, and is a strength of the school.
147. The school secretary provides effective support through managing the daily procedures efficiently, and the school caretaker and other auxiliary staff carry out their duties diligently, and to good effect.
148. The school makes effective use of appropriate support from other professionals such as health workers, educational psychologists and Education Welfare Officers.
149. The school manages its learning resources well. There is a range of materials to meet the varying needs of pupils across all abilities and age ranges. The resources are regularly reviewed and the need of new resources is checked against identified school priorities and budgetary provision. However, full and appropriate use is not made of ICT equipment. The school's computers are not networked which restricts pupils' access.
150. The library is well stocked with a range of suitable reference and research material. Pupils make regular and effective use of the library to take reading books home. This contributes well to the progress made by many pupils in their reading development. The school makes good use of learning resources within the immediate locality to enhance pupils learning.

151. There are a variety of attractive displays in the corridors and classroom walls, which create an environment conducive to learning. This helps to motivate the pupils to reach good standards in their lessons.
152. The building itself is contained on many levels interconnected by steps, but despite its ageing condition, the school makes good and effective use of its accommodation. There is a spacious and well-utilised school hall, and good provision for an Art Room and an ICT Suite. Although the yard is enclosed and safe, the school does not benefit from having a school field. Efforts are made however to use local sports clubs facilities while all football or rugby games have to be played on other schools' fields and council facilities for organised tournaments.
153. The school ensures that planning preparation and assessment time is available for all staff, and this meets requirements. These procedures are effective in maintaining standards of teaching and achievement in the pupils. planning and preparation time is well covered by Learning Support Assistants, and they have all received accreditation as Higher Level Teaching Assistants. They contribute well to the standards achieved by the pupils.
154. The Governing Body ensures effective and careful monitoring of the school's budget and identifies priorities in the School Development Plan. Curriculum Leaders undertake effective monitoring and auditing of resources used in their subject area. The school regularly revisits and evaluates its spending procedures in order to ensure good value for money.

Standards achieved in subjects and areas of learning

English

Grade 2: Good features and no important shortcomings

Good features

155. Pupils show good listening skills across all areas of the curriculum. They respond appropriately and quickly to instructions and requests by other pupils and adults in the lessons, and during other activities. The more able speak fluently and confidently demonstrating an extensive vocabulary.
156. Many pupils arrive in the school with low reading abilities but standardised test results indicate that they make significant progress in a short period of time. Most pupils show good phonic knowledge of letter sounds and basic reading strategies. Older pupils use a wider range of appropriate reading strategies and make good use of the context to identify the meaning of unfamiliar words when reading. Pupils scan given texts to identify information, which they use appropriately to make informed decisions on aspects they like or dislike.
157. Pupils write an evaluative account of a poem stating its manner of expression and main message. Older pupils produce well thought out poems evoking feelings of empathy with an evacuee departing from his family.
158. Younger pupils correctly identify the elements of writing presented within an adventure story. They use appropriate vocabulary and phrases to create imaginative situations, which reflect an adventure. They make effective use of imaginary place names such as Snake Pass or Wildcat Den to suggest possible dangers within these areas.
159. Most younger pupils write a series of predicted events in a story as interpreted from visual and written information on the cover of a book. Many pupils write a letter using correct layout and conventions.
160. Many pupils use correct punctuation within their written work, including correct use of speech marks. They distinguish correctly between first, second and third person sentences, and use them effectively in their own writing
161. Older pupils use a thesaurus effectively to discover the meaning of words, which are similar to the ones they use in their own writing. They also use a dictionary to good effect to spell unfamiliar words.
162. The most able pupils use an etymological dictionary appropriately to discover and state clearly the origin of given words.

Shortcomings

163. There are no important shortcomings. However, a number of pupils lack confidence orally and use a limited range of vocabulary and sentence structures when expressing themselves in class.
164. Less able pupils are over dependent on a phonic approach when attempting to read an unfamiliar word and make spelling errors, which revolve around incorrect vowels sounds or vowel combinations.

Welsh second language

Grade 2: Good features and no important shortcomings

Good features

165. Generally, pupils make good progress and respond well to simple greetings and instructions. They listen attentively in lessons and the majority use appropriate vocabulary when participating in question and answer sessions.
166. Pupils in years 3 and 4 sing simple songs with good diction and respond enthusiastically to questions about themselves and their families, their likes and dislikes and the weather. They demonstrate a good recall of previously learned vocabulary to describe the clothes they wear. The majority ask and answer questions using appropriate sentence patterns.
167. They read from a Big Book with appropriate intonation and read single words and phrases on flash cards, worksheets correctly. They use appropriate vocabulary and sentence patterns when they write for various purposes.
168. The majority of pupils in years 5 and 6 demonstrate good recall of previously learned vocabulary and sentence patterns when discussing holidays. The more able show great enthusiasm, use the past tense of the verb correctly and provide extended responses. They speak clearly with good diction.
169. Pupils read correctly from laminated cards which provide them with an appropriate structure for writing their own postcards. The majority write using the sentence patterns correctly. The more able write with humour and originality.

Shortcomings

170. There are no important shortcomings; however, less able pupils have an insecure grasp of the vocabulary and sentence patterns they use. As a result they lack confidence in speaking and are often unsure of the different responses needed to various oral questions.

Mathematics

Grade 2: Good features and no important shortcomings

Good features

171. Pupils of all ages including those with special educational needs make good progress in their mathematics.
172. Pupils in years 3 and 4 write in hundreds, tens and units correctly and recognise odd and even numbers. The more able identify square numbers. Most use number bonds and multiplication table facts successfully and respond quickly to questions about doubling and halving. They demonstrate a good understanding of coins as fractions of a pound and add decimals in the form of money accurately.
173. They make sensible predictions when weighing and, read scales accurately to the nearest 100g. They recognise and name common three dimensional shapes correctly and describe their properties. They understand about and draw simple lines of symmetry accurately. They use bar graphs effectively to record data.
174. By the end of the key stage, most pupils demonstrate a quick recall of multiplication table facts and correctly identify common multiples. They use the four rules of number confidently and accurately. They understand the relationship between vulgar fractions, decimals and percentages.
175. They understand and use correctly the different units of measurement for time, weight, length and capacity. They quickly find perimeters and areas of simple shapes. Pupils correctly identify and classify two-dimensional and three-dimensional shapes. The more able have a good mathematical vocabulary when describing their properties. They recognise and name the key features of a graph and interpret information presented in the form of graphs and charts correctly. They read and plot co-ordinates accurately

Shortcomings

176. There are no important shortcomings, however, less able pupils' ability to solve problems and to describe their mental strategies are limited.

Art

Grade 2: Good features and no important shortcomings

Good features

177. In all classes, pupils produce good quality work, which is stimulating and attractive, and enhances the visual environment of the school.
178. All pupils successfully explore and experiment with a variety of art media and show confidence when creating and expressing new ideas. They have a good understanding of a variety of techniques such as collage work, painting with watercolours or acrylic paint, or creating effective three dimensional work. They use a computer art package to good effect when depicting patterns and colours of the sky as a proposed background to a collage.
179. Pupils use sketchbooks to good effect to produce initial designs and to improve their observations and recording of landscapes and portraits and still life drawings.
180. They investigate patterns within a variety of contexts and use their observations to design impressive and colourful wallpaper patterns. Pupils identify patterns and features on local chapels. They make effective use of their observations, to design and make their own patterns.
181. Many pupils show good close control on rolling clay and using slip and cross hatching techniques to create their three dimensional ceramic tile designs based on local chapel windows, and also to design and create badges based on Celtic designs. They show confidence experimenting with a variety of shaping tools provide imaginative patterns in their ceramic tiles and clay sculptures.
182. Pupils visit an art gallery and they enrich their understanding of artists' styles and use of media through these visits. This has a positive effect on the standard of work produced by the pupils. They become aware of the work of famous Welsh artists, such as Kyffin Williams, Peter Prendergast or Cefyn Burgess and base specific aspects of their work on the landscape paintings of these artists. Pupils observe and reproduce effectively the atmosphere expressed within the paintings, and show good awareness of colours within the community in their work. An impressive feature of this aspect is the use of colours as used in landscape paintings, to serve as a basis to create attractive weaving patterns and designs.
183. Pupils show good teamwork through designing a collage based on a character in the story of 'The Changeling' as part of a community art project.

Shortcomings

184. There are no important shortcomings; however, pupils' awareness of multi-cultural aspects of art is underdeveloped.

Music

Grade 2: Good features and no important shortcomings

Good and outstanding features

185. Pupils sing a range of songs enthusiastically and energetically. Most sing in tune, form their words clearly, breathe correctly and maintain good posture. They maintain a steady beat and sing simple part songs effectively.
186. As they progress through the school pupils acquire a good knowledge and understanding of the musical elements. Most pupils make steady progress in listening, composing and performing.
187. Pupils in year 4 enjoy singing. They demonstrate a good understanding of dynamics and the ability to alter tempo when singing as a class. They work with increasing confidence in preparing accompaniments using tuned and untuned instruments. They create, select and organise sounds effectively to create an appropriate mood to illustrate the story of Cantre'r Gwaelod.
188. Pupils in years 5 and 6 recognise an ostinato as a simple melodic phrase.
189. They echo clapping patterns accurately in a four beat rhythm and create their own versions on simple instruments. Using tuned and untuned percussion instruments, they play along successfully with a track of 'I Wanna Sing Scat'.
190. They maintain a steady beat, correctly identify changes in rhythm in the various verses and present their performance of jazz with enjoyment.

Shortcomings

191. There are no important shortcomings; however, there are a number of pupils who do not demonstrate sufficient control when playing instruments.

Physical education

Grade 2: Good features and no important shortcomings

Good features

192. Pupils show awareness of safety and mark out any areas that might be hazardous on the schoolyard prior to participation in lessons. They approach their work in a disciplined manner and wear appropriate clothing. All pupils describe and explain clearly the effect of physical exercise on their bodies.
193. Many pupils show initiative when creating a variety of body movements during warming up activities depicting basic body actions of their 'sporting heroes'.

194. Pupils make good progress in their dance and gymnastics skills. They show good body balances using various parts of the body, and work well with partners or within small groups to demonstrate a series of well thought out sequences of movements incorporating balancing activities. A number of pupils take part in dance presentations within the community and this impacts positively on their standards in school.
195. Many pupils show good control and correct body shape and technique when throwing and catching a ball in games such as rounders. They suggest appropriate ways of improving their techniques and show good discipline in small team competitions.
196. Many pupils suggest challenging activities to improve their speed and concentration in catching a ball and demonstrate these techniques and skills confidently to the group. Most pupils move their feet quickly and appropriately in line with the flight of a ball enabling correct technique for catching in a clean and correct manner.
197. All pupils benefit from taking part in sporting activities as part of a team. The school has been successful in local small-sided rugby competitions and a number of pupils play football for their local teams within the community.
198. Pupils take part in a wide variety of sporting after school clubs and, including football, rugby and netball. These after school activities have a positive effect on pupil standards in physical education.

Shortcomings

199. There are no important shortcomings; however, pupils do not always demonstrate good spatial awareness.

School's response to the inspection

The Governing Body, Staff and pupils welcome and celebrate the inspection team's findings. We are pleased that the inspection team agreed with the school's own self-evaluation and that Cymmer Junior School has been recognised as a good school with many strengths and that good progress has been made since the last inspection. We are very pleased that the hard work of the staff has been recognised and that this hard work leads to pupils being very well behaved, friendly, polite and considerate, and that pupils make good progress and achieve well.

The inspection team recognised the fact that the overall standards of achievement in lessons and the quality of teaching across the school compares well with the Welsh Assembly Government's targets and with the national picture reported by Her Majesty's Chief Inspector in her annual report 2005-2006. This acknowledges the abilities and dedication of our teaching staff, learning support assistants, volunteer helpers and all who work at the school.

The head teacher would like to thank the inspection team for the professional manner in which they conducted the inspection and feels that the recommendations in this report will help the school improve further.

The report makes four recommendations; three of the four were already highlighted in the school's self-evaluation. The Governing Body will put in place an action plan to address the recommendations and shortcomings highlighted in the report and strategies will be agreed to further raise standards. This will form part of the annual School Development Plan and governors will report to parents on the progress of the action plan through the governor's annual report to parents.

Appendix 1

Basic information about the school

Name of school	Cymmer Junior School
School type	Community
Age-range of pupils	7 - 11
Address of school	High Street Cymmer Porth Rhondda Cynon Taf
Postcode	CF39 9EY
Telephone number	01443 682168

Head teacher	Mr Anthony Jablonski
Date of appointment	1 st September 1997
Chair of governors/ Appropriate authority	Mr Dudley Lloyd
Registered inspector	Mr Goronwy Morris
Dates of inspection	04/06/07 – 06/06/07

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils					36	50	46	41	173

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	1	8.45

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	22.8:1
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	3:1
Average class size, excluding nursery and special classes	28.3
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Summer 2006	N/A	N/A	88.5%
Autumn 2006	N/A	N/A	90.8%
Spring 2007	N/A	N/A	89.5%

Percentage of pupils entitled to free school meals	48%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2006							Number of pupils in Y6		46		
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	7	22	43	28
		National	0	0	1	0	1	4	15	47	33
Mathematics	Teacher assessment	School	0	0	0	0	0	4	13	43	39
		National	0	0	1	0	1	3	15	47	32
Science	Teacher assessment	School	0	0	0	0	0	0	7	59	35
		National	0	0	1	0	0	2	11	51	35

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

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

Appendix 4

Evidence base of the inspection

Three inspectors spent eight inspection days at the school.

The inspectors visited:

- 23 lessons or parts of lessons;
- every class;
- daily acts of collective worship.

Members of the team met as a team at the start of the inspection and with:

- staff, governors and parents prior to the inspection;
- senior management, teachers, support staff, the school council and groups of pupils during the inspection.

The team also considered:

- the school's self-assessment report;
- 54 responses to a parents' questionnaire;
- comprehensive documentation prepared by the school prior to and during the inspection;
- a wide range of pupils' previous and present work.

The head teacher, in his role as nominee, was part of every team meeting. After the inspection, meetings were held with staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team Members	Responsibilities	Subjects/areas of learning
Mr. Goronwy Morris Registered Inspector	Context Summary and recommendations Key questions 1,2, 5 and 6	mathematics Welsh second language music
Mrs. Caterina Lewis Lay Inspector	Contributions to Key Questions 1,3,4 and 5	
Mr. Glyn Griffiths Team Member	Key question 3,4 and 7; and contributions to Key Questions 1 and 2	English art physical education
Mr. Tony Jablonski Head teacher Nominee	Contributions to all questions by providing information.	

Contractor

Evenlode Education Ltd
Little Garth
St John's Close
Hawarden
Flintshire
CH5 3QJ

Acknowledgement

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