

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

**Dolau County Primary School  
Bridgend Road  
Llanharan  
Rhondda Cynon Taff  
CF72 9RP**

**School Number: 6742083**

**Date of Inspection: 27 February 2006**

**by**

**Dr David G Evans  
78706**

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- \* special schools;
- \* pupil referral units;
- \* independent schools;
- \* further education;
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- \* youth support services;
- \* LEAs;
- \* teacher education and training;
- \* work-based learning;
- \* careers companies; and
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Publication Section

Estyn

Anchor Court

Keen Road

Cardiff

CF24 5JW or by email to [publications@estyn.gsi.gov.uk](mailto:publications@estyn.gsi.gov.uk)

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

The inspection of Dolau County Primary School took place between 27/02/06 and 02/03/06. An independent team of inspectors, led by Dr David G 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.

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

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

"There are three types of inspection.

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

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

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

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

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

This school received 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	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. The school is situated on the outskirts of the village of Llanharan, in the county of Rhondda Cynon Taff. There are currently 342 pupils on roll, which reflects a steady rise in numbers since the last inspection. Pupil numbers are predicted to rise significantly during the next three years as a result of housing developments within the catchment area.
2. The vast majority of children come from homes in which the predominant language is English. The school provides education through the medium of English and Welsh. Approximately 58% of pupils attend the Welsh department; 97% of these pupils are from non-Welsh-speaking homes.
3. The intake of pupils reflects the full range of ability from contrasting residential areas. A large number of pupils live in an area which is described as economically disadvantaged. However, the development of affordable private accommodation is having an effect on the school population and this is reflected in the free school meals (fsm) ratio, which has fallen from 26% to 15% during the last school year. Approximately 17% of children are on the Special Educational Needs (SEN) register, which is about average, of whom two pupils have a statement.
4. Additional facilities have been provided recently to accommodate the growing numbers and further developments are planned for January 2007.
5. The deputy headteacher was on maternity leave during the inspection.
6. As a result of adverse weather conditions, the school was forced to close on St David's Day during the inspection period. However, the inspection team was able to continue with the process of collecting evidence and conducting discussions with members of staff throughout the school day.
7. The school was last inspected in May 2000.

### **The school's priorities and targets**

8. The school's priorities for 2005-2006 include:
  - to raise the standards in the quality of teaching and learning in English;
  - to review the standard of Welsh second language;
  - to raise the standards of teaching and learning in Welsh;
  - to review geography;
  - to produce portfolios of evidence for moderation in the core subjects;
  - to improve target setting and tracking procedures;
  - an internal audit of the Foundation Phase provision and facilities;
  - to review physical education;
  - develop sustainable development and global citizenship;
  - continue to improve the school ethos;
  - improve management systems; and
  - improve systems of resource management.

## Summary

9. Dolau County Primary School is a good school with a number of outstanding features. The school cares very well for its pupils and helps them to achieve good standards through a stimulating environment. The school has an outstanding ethos of equality and inclusion for all. The way the staff work as a team is an outstanding feature. Progress since the last inspection is good. The headteacher's leadership is an outstanding feature.

### 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?	1
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?	1
7 How efficient are leaders and managers in using resources?	2

## Standards

### Subjects and/or Areas of Learning For Under-fives

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

10. In Key Stage 1 (KS1) and Key Stage 2 (KS2), standards in the subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh first language	Grade 2	Grade 2
Welsh second language	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Design Technology	Grade 2	Grade 2
Art	Grade 2	Grade 2

11. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.

12. Overall, pupils' standards of achievement in the subjects inspected are as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
7%	77%	16%	0%	0%

13. These figures show that the school is achieving the target set by the Welsh Assembly Government (WAG) for 2007 which expects 98% of standards of achievement to be at least grade three or above in all classes. The figures are well above the target of 65% of standards of achievement to be grade two or better.
14. The under-fives make good progress with no important shortcomings in Welsh and English communication skills, in numeracy, personal and social education, problem-solving and creative skills. Their standards in the use of Information and communication technology (ICT) are good with outstanding features.
15. In KS1 and KS2, pupils' standards and progress in Welsh and English communication skills, in numeracy, personal and social education skills, in problem-solving and creative skills are good with no important shortcomings. Their standards in the use of ICT are good with outstanding features.
16. Pupils with additional learning needs, including those with SEN, make very good progress and achieve the targets set for them. They work well in classes and are able to cope with the work they are given.
17. In KS1 in 2005, the standards in teacher assessments in Welsh and mathematics in the Welsh-speaking unit were above national and Local Education Authority (LEA) averages. Standards in science were marginally below the national average and marginally above the LEA average. In the English-speaking unit, standards in English, mathematics and science were below the national and LEA averages. When compared with similar schools, the results for the Welsh-speaking unit are in the second quartile for Welsh and mathematics and near the median for science. In the English-speaking unit, the results for English, mathematics and science are in the lowest quartile. Results in Welsh, mathematics and science have been fairly consistent and shown an improving trend over the last few years, apart from a slight dip in 2003; while English results, although improving, have been quite low. There are significant differences between the performance of boys and girls in English in 2005.
18. In KS2 in 2005, standards in Welsh, English, mathematics and science were above national averages; results in English, Welsh and science were above the LEA averages. When compared with similar schools in Wales, Welsh is in the upper quartile, English in the second quartile, and mathematics and science in the third quartiles. Between 2002 and 2005, results have improved in Welsh, mathematics and science. English results have been consistently above national averages since 2003. In 2005, boys outperformed the girls in English, mathematics and science.
19. Pupils succeed regardless of their social, ethnic or linguistic background. All pupils, regardless of their age, ability or ethnicity make good progress in their acquisition of new skills, knowledge and understanding and achieve the targets the school sets for them.

20. Pupils' overall progress and development in bilingual competence are good with no important shortcomings.
21. Pupils have positive attitudes to learning, they are interested in their work and they demonstrate good levels of concentration.
22. Pupils' behaviour and respect for others is good with no important shortcomings. They have a clear understanding of what the school expects of them and they generally conduct themselves sensibly both in lessons and around the school.
23. The progress pupils make in their personal, moral, social and wider development is good with no important shortcomings.

#### **The quality of education and training**

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

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
12%	81%	7%	0%	0%

25. The quality of teaching far exceeds the WAG target for 50% of teaching to be grade one or two by 2007.
26. Outstanding teaching was observed across the school, with the vast majority of teaching being good or better and this has been a key factor in enabling the school to improve since the last inspection.
27. There are a number of examples of outstanding practice, which include:
  - teachers and support staff establishing very effective relationships with pupils;
  - teachers using a very good range of teaching methods and resources;
  - teachers planning and monitoring the emerging, learning needs of pupils;
  - teachers and support staff ensuring that all learners have equal opportunities; and
  - very effective use of the new interactive whiteboards.
28. In the less effective lessons:
  - lessons do not develop at an appropriate pace;
  - the expectations are not sufficiently ambitious nor the work sufficiently challenging; and
  - behaviour management is insufficient to sustain pupils' concentration.
29. The overall quality of assessment is good with no important shortcomings. Assessments are correct and fully meet statutory requirements.
30. Pupils' work is marked effectively and regularly. Teachers' marking is supportive, their comments focus clearly on subject content and they identify the next steps in learning for their pupils.
31. There are portfolios of pupils' levelled work in some subject areas, but the school acknowledges that this is an area for further development.
32. The school is currently working to ensure that pupils have a greater understanding of the purposes of assessment and to involve pupils more effectively in assessing their own work.

33. Reporting procedures are good. Parents have regular formal opportunities to visit the school and to discuss their child's progress.
34. The school strives to meet learners' aspirations and pupils' learning needs by providing them with an outstanding curriculum that is broad, balanced, coherent and progressive, to which all pupils have equal access. It fully meets statutory requirements. Provision for the development of pupils' basic and key skills is good.
35. Provision for developing pupils' bilingual skills is good and based on the effective co-operation of the Welsh and English units.
36. Provision for pupils' personal development is an outstanding feature and benefits from very strong links with many outside agencies.
37. A wide range of stimulating extra-curricular activities enriches pupils' experiences and expands their horizons very effectively. It is an outstanding feature of the school.
38. The school strongly promotes equal opportunities. Pupils, irrespective of their social background, gender, disability or ethnicity are positively included in all appropriate school activities. This is an outstanding feature of the school.
39. Pupils show a very good understanding and awareness of other cultures. The school has been involved in the Comenius project for several years and has developed strong links with schools in 17 countries. This is also an outstanding feature of the school's provision.
40. The school has very strong links with parents, who are very supportive of the school. The school also has very good links with local industry and the Education Business Partnership (EBP). The entrepreneurial skills of pupils are effectively promoted through mini-enterprises.
41. The school gives very thorough attention to policies, procedures and record keeping, which guide the very high standards of care and welfare in the school. The overall quality of pastoral care is an outstanding feature. Induction arrangements to settle children into the reception year are very well established and organised. There are strong links with the secondary school to ease the transition of pupils to the school of their choice.
42. The provision for pupils with additional learning needs, including those with SEN, is of an outstanding quality. The 'Catch Up' programme is an outstanding feature of the school's provision. A further outstanding feature is the way in which teachers and support staff work as a team to provide support for pupils' individual needs.
43. The school recognises the range of children's backgrounds and all pupils are treated equally, with dignity and respect. The school has clear policies on equal opportunities and diversity, which are promoted very effectively through the curriculum.

### **Leadership and management**

44. The headteacher's leadership, which is outstanding, has been instrumental in moving the school forward during the last few years. He gives a very clear direction in all aspects of school life and co-ordinates the work of teachers,

- support staff, the governing body and parents very effectively and leads by example. He is an outstanding role model for other members of the staff.
45. The senior management team (SMT) is very effective, meets regularly and its members are very committed to promoting and maintaining developments in school.
  46. The school takes very good account of national and local priorities and works very closely in partnership with other providers.
  47. The leadership team sets itself and the rest of the school very challenging, but realistic targets and goals. There is a high degree of staff involvement in the process. The leadership structure is clear and lines of accountability are very strong.
  48. The governing body has a good understanding of its role and has been fully involved in setting the school's strategic direction. A number of governors make regular visits to see the school at work. Some governors have successfully linked up with subject leaders, but the school acknowledges that this is an area for further development. The governing body fulfils its statutory requirements.
  49. A culture of self-evaluation and an emphasis on continuous improvement are deeply embedded in the school and are outstanding features of its provision. All the stakeholders associated with the school are fully committed to raising standards and improving the school's provision.
  50. The School Development Plan (SDP) is a comprehensive and detailed document, which focuses very clearly on the strategic leadership and management of the school.
  51. The school's self-evaluation report is a very well structured and comprehensive document. It clearly identifies the school's strengths and areas for improvement. It focuses very clearly on pupils' standards and progress since the last inspection.
  52. Subject co-ordinators monitor the provision in their subjects and produce well-focused reports, which identify clear priorities for development. Whilst monitoring is firmly established in the core subjects, this good practice does not, as yet, extend to all the foundation subjects. The school has made good progress since the last inspection.
  53. The school has an adequate number of well-qualified, experienced teachers who have the necessary knowledge and expertise to teach all aspects of the school's curriculum.
  54. A good number of support staff are employed by the school. They are used well within the classrooms, have clear roles and make a good contribution to classroom activities.
  55. The quality and quantity of resources are good overall and appropriate for the learning needs of the pupils.
  56. Although the accommodation is appropriate for the number of pupils on roll, classrooms for the children under five are small and this often has an impact on their learning. However, the outdoor play area for the under-fives is of outstanding quality and a notable feature of the school. One health and safety issue was identified during the inspection.

57. The school makes very effective, efficient and economic use of its resources. Governors have a good regard for the principles of 'best value'. Budgeting is very closely linked to the learning needs of the pupils and to the school's priorities for development. The school provides good value for money.

## Recommendations

In order to improve the school needs to:

- R1 continue to maintain the good standards and respond to the challenge of targeting excellence across the school;
- R2 further develop assessment procedures and practices;
- R3 further develop the role of governors in monitoring educational provision and standards of achievement;
- R4 further develop the monitoring role of co-ordinators in the foundation subjects; and
- R5 address the health and safety issue discussed with the school.

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

58. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
59. Standards of achievement in the areas of learning and the subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	77%	16%	0%	0%

60. These figures show that the school is achieving the target set by WAG for 2007 which expects 98% of standards of achievement to be at least grade three or above in all classes. The figures are well above the target of 65% of standards of achievement to be grade two or better.
61. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.

62. Standards of achievement of the under-fives are as follows:

<b>Areas of Learning</b>	<b>Nursery</b>	<b>Reception</b>
Language, literacy and communication	2	2
Personal and social development	2	2
Mathematical development	2	2
Knowledge and understanding of the world	2	2
Creative development	2	2
Physical development	2	2

63. In KS1 and KS2, in the subjects inspected, the standards of achievement are as follows:

<b>Subject</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
Welsh first language	Grade 2	Grade 2
Welsh second language	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Design technology	Grade 2	Grade 2
Art	Grade 2	Grade 2

64. The under-fives make good progress with no important shortcomings in Welsh and English communication skills, in numeracy, personal and social education skills, problem-solving and creative skills. Their standards in ICT are good with outstanding features.
65. In KS1 and KS2, pupils' standards and progress in Welsh and English communication skills, in numeracy, personal and social education skills, in problem-solving and creative skills are good with no important shortcomings. Their standards in the use of ICT are good with outstanding features.
66. Pupils with additional learning needs, including those with SEN, make very good progress and achieve the targets set for them. They work well in classes and are able to cope well with the work they are given.
67. In KS1 in 2005, the standards in teacher assessments in Welsh and mathematics in the Welsh-speaking unit were above national and LEA averages. Standards in science were marginally below the national average and marginally above the LEA average. In the English-speaking unit, standards in English, mathematics and science were below the national and LEA averages. When compared with similar schools, the results for the Welsh-speaking unit are in the second quartile for Welsh and mathematics and near the median for science. In the English-speaking unit, the results for English, mathematics and science are in the lowest quartile. Results in Welsh, mathematics and science have been fairly consistent and shown an improving trend over the last few years apart from a slight dip in 2003; while English results, although improving, have been quite low in recent years. There are significant differences between the performance of boys and girls in English in 2005.
68. In KS2 in 2005, standards in Welsh, English, mathematics and science were above national averages; results in English, Welsh and science were above the LEA averages. When compared with similar schools in Wales, Welsh is in the upper quartile, English in the second quartile, and mathematics and science in the third quartile. Between 2002 and 2005, results have improved in Welsh,

mathematics and science. English results have been consistently above national averages since 2003. In 2005, boys outperformed the girls in English, mathematics and science.

69. Pupils succeed regardless of their social, ethnic or linguistic background. All pupils, regardless of their age, gender, ability or ethnicity make good progress in their acquisition of new skills, knowledge and understanding and achieve the targets the school sets for them.
70. Pupils' overall progress and development in bilingual competence is good with no important shortcomings. They are developing a very good knowledge of the cultures of Wales and the wider world through '*Y Cwricwlwm Cymreig*'.
71. Pupils have positive attitudes to learning, they are interested in their work and they demonstrate good levels of concentration. They usually work hard in lessons, readily volunteer to answer questions and show enthusiasm both in the classroom and in extra-curricular activities. Pupils from different groups are equally well motivated.
72. Pupils' behaviour and respect for others is good with no important shortcomings. They have a clear understanding of what the school expects of them, and they generally conduct themselves sensibly both in lessons and around the school. Pupils get on well with each other and with adults. They are friendly, very courteous to visitors and support each other well. Pupils report that incidents of aggressive behaviour or bullying are rare and the school addresses such matters immediately.
73. Pupils' development of the capacity to work independently is good with no important shortcomings. They take an active part in the life and work of the school through the school council, their work in lessons and their involvement in a variety of extra-curricular activities.
74. The progress pupils make in their personal, moral, social and wider development is good with no important shortcomings. Relationships are very strong and this enables pupils to express and explore their views openly. Pupils successfully develop their personal values, together with respect and understanding of the values of others. Through participation in lessons, the school council and extra-curricular activities, pupils successfully develop the skills to work as part of a team and as members of the school community. They take a mature responsibility for their actions and demonstrate a high degree of honesty and fairness in their dealings with others.
75. Pupils' awareness of equal opportunity issues is good with outstanding features. As they progress through the school, pupils gain increasing respect for varied cultural traditions, diverse beliefs, attitudes and values.
76. Pupils prepare well for effective participation in the workplace and the wider community. They are developing a good understanding of issues such as sustainability and recycling; and they raise substantial funds for local and national causes.
77. The average rate of attendance for the three terms prior to the inspection was 90.9%, with unauthorised absence at 1.2%. The governing body has set a formal target for attendance to be 94%. The majority of pupils are punctual at the start of the school day, but a few are persistently late and this, together with

the number of pupils taken on holidays during term time, is a cause for concern. Parents are regularly reminded of the need to inform the school of their children's absence, and the majority comply with the school's guidelines. Good arrangements exist with the appropriate authorities to monitor pupils whose level of attendance is a cause for concern.

## The quality of education and training

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

#### Grade 2: Good features and no important shortcomings

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

79. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	81%	7%	0%	0%

80. The quality of teaching far exceeds the WAG target for 50% of teaching to be grade one or two by 2007.

81. Outstanding teaching was observed across the school with the vast majority of teaching being good or better and this has been a key factor in enabling the school to improve since the last inspection. There are a number of examples of outstanding practice, which include:

- teachers and support staff establishing very effective working relationships with pupils;
- teachers using a very good range of teaching methods and resources which secure the active engagement of the learners;
- teachers planning meticulously and monitoring the emerging, learning needs of individual pupils;
- teachers and support staff actively ensuring that all learners have equal opportunities and are very fairly treated; and
- very effective use of the new interactive whiteboards which is enabling teachers to be more innovative in their classroom practices.

82. Teachers demonstrate good subject knowledge and a good understanding of recent educational initiatives. In most lessons, teachers build effectively on pupils' prior knowledge and understanding. They habitually identify clear learning objectives in their planning and share them well with their pupils.

83. Lessons generally proceed at a brisk pace and effectively capture pupils' attention and interest. Pupils say that they enjoy their lessons because the work is so interesting and they find their teachers friendly and approachable.

84. In the majority of lessons, teachers use good questioning techniques. Explanations are generally clear and the resources well chosen. Support staff are effectively briefed and class routines are securely established.

85. Consistent, fair and firm behaviour management is a real strength of teaching, which enables teachers to ensure that pupils' inappropriate behaviour does not impede their own or others' progress.
86. Teachers and support staff make great efforts to use Welsh regularly throughout the school day and this effectively promotes pupils' bilingual competence.
87. In the less effective lessons:
  - lessons do not develop at an appropriate pace;
  - the expectations are not sufficiently ambitious nor the work sufficiently challenging; and
  - behaviour management is insufficient to sustain pupils' concentration.
88. The overall quality of assessment is good with no important shortcomings. Assessments are correct and fully meet statutory requirements, including those for pupils with additional learning needs. Teachers make good use of a wide range of assessments to match work to pupils' needs and set targets for learners, particularly in the core subjects.
89. Pupils' work is effectively and regularly marked. Teachers' marking is supportive, their comments focus clearly on the subject content and they identify the next steps in learning for pupils.
90. There are portfolios of pupils' levelled work in some subject areas, but the school acknowledges that this is an area for further development, particularly in the foundation subjects.
91. The school has developed an effective tracking system and individual pupil targets are set using information from a range of sources. Pupils are often involved in setting their own targets.
92. The school is currently working to ensure that pupils have a greater understanding of the purposes of assessment and to involve pupils more effectively in assessing and evaluating their own work.
93. Reporting procedures are good. Parents have regular formal opportunities to visit the school and to discuss their child's progress and they can make written responses to reports if they choose. Annual reports meet statutory requirements and they indicate clear targets for improvement.

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

<b>Grade 1: Good with outstanding features</b>
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94. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
95. The school strives to meet learners' aspirations and pupils' learning needs by providing them with an outstanding curriculum that is broad, balanced, coherent and progressive, to which all pupils have equal access. It meets all statutory requirements.
96. Clear policy documents and schemes of work ensure continuity and progression throughout the school. The school's planning strategies are very well focused

and regularly evaluated to ensure clear direction, progression and continuity in learning.

97. The overall quality of provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning. A good range of relevant experiences and practical activities is provided which stimulates children's interest, skill and enjoyment in the six areas of learning under appropriate themes.
98. Provision for the development of pupils' basic and key skills is good and is threaded effectively through the breadth of teachers' planning in subjects across the curriculum. Constant attention is given to the development of pupils' literacy, numeracy, ICT and problem-solving skills across all areas of the National Curriculum (NC), including religious education. However, whilst opportunities for extending basic and key skills are broadly identified in short-term planning, there are some examples of inconsistency and existing good practice is not always shared effectively.
99. Provision for pupils' personal development is an outstanding feature and benefits from very strong links with many outside agencies. The school has responded very positively to the appropriate guidelines for personal and social education. The school has a clear policy and pupils have very good opportunities during class discussions, called 'circle time', to discuss emotions and feelings, the importance of friends and the consequences of, for example, bullying. The involvement of the school council during these sessions is particularly effective.
100. A very wide range of stimulating extra-curricular activities enriches pupils' experiences and expands their horizons very effectively. It is an outstanding feature of the school. The very good range of after-school clubs, both sporting and cultural, gives pupils opportunities to improve and extend their talents. Many visitors come to the school to speak to pupils and to make them aware of community life, business activities and humanitarian issues. Numerous visits, including residential ones, are organised and these complement and extend the curriculum very well and contribute very effectively to pupils' overall development.
101. The provision for developing pupils' bilingual proficiency is good and based on the effective co-operation between the school's Welsh and English units. Pupils have regular opportunities to develop their skills in both languages in a range of contexts across the curriculum, including in the annual St David's Day Eisteddfod. Study of the culture and heritage of Wales through '*Y Cwricwlwm Cymreig*' is firmly embedded in the life and work of the school.
102. The school benefits from a wide range of links with many providers and interested parties in the area. There are very positive links with three local comprehensive schools and with other primary schools in the area. Links with teacher training institutions such as the University of Wales Institute, Cardiff, (UWIC) and other training institutions are very strong, as are links with social and health services. The police and emergency services support the curriculum through their involvement in personal and social education.
103. There are very effective links with the community. Pupils participate in concerts in local chapels and they regularly visit local homes for the elderly. Members of

the community also come to the school to talk to the children about their work and the history of the community. The school also receives generous sponsorship in the form of goods and services from local businesses and factories.

104. The school strongly promotes equal opportunities. Pupils, irrespective of their social background, gender, disability or ethnicity are positively included in all appropriate school activities. This is an outstanding feature of the school.
105. Homework is regularly set and well targeted. Pupils in both key stages have good opportunities to develop and research projects in areas such as history, science and geography.
106. The school promotes pupils' spiritual, moral and social development very effectively. Pupils are encouraged to develop a clear sense of what is right and wrong and to support each other throughout the school day. There are many opportunities for pupils to take part in acts of collective worship, which fully meet statutory requirements, through singing and praying; but not enough time is always given for reflection.
107. Pupils show a very good understanding and awareness of, and respect for, other cultures. This is an outstanding feature of the school. The school has been involved in the Comenius project for several years and has developed strong links with schools in 17 countries, including Greece, Poland and Latvia. During the last year a Comenius week was held when each class adopted a specific country and developed successful links. This exciting project develops a wide range of personal and social skills and provides outstanding curricular opportunities, which very effectively promote pupils' knowledge and understanding of other cultures. Staff from the school have also visited several of the Comenius countries and the professional experiences received further enhance the quality of curricular provision.
108. The school has a very strong partnership with parents, who are very supportive of the school. The responses from the pre-inspection parental questionnaire indicate that parents are satisfied with their children's work and the values promoted by the school. The school has organised an after-school ICT course for parents and grandparents and the school has also participated in the 'Grandparents On-line' initiative. The Parent Teacher Association (PTA) plays an active role in supporting the work of the school. It organizes social events, supports staff with various classroom activities, arranges educational visits and contributes to the school's resources. Parents receive regular information from the school through reports, newsletters and open evenings. The school prospectus and annual governors' report to parents meet WAG guidelines.
109. The school has very good links with local industry and the EBP. These have resulted in numerous visits, workshops and activities, such as the Starlab Planetarium, Mega Mechanics and the Young Investigator Science Club, which broaden and enrich pupils' experiences. Pupils visit local factories and industrialists visit the school to talk to pupils about their work. Several members of staff have received placements in businesses through the EBP in order to raise their personal understanding and awareness of the world of work.
110. The school is developing pupils' understanding of sustainable development through participation in recycling and conservation schemes, which, although in

their infancy, are effective. The school has also successfully completed the second phase of the Healthy Schools initiative.

111. The entrepreneurial skills of pupils in Y6 are effectively promoted through the mini-enterprise project. Pupils are responsible for designing, planning, marketing, financing and making their products before finally selling them at the annual PTA fair; this initiative raised £600 towards school funds in the last summer term.

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

<b>Grade 1: Good with outstanding features</b>
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112. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
113. The school gives very thorough attention to policies, procedures and record keeping, which guide the very high standards of care and welfare in the school. Staff are fully aware of their responsibilities and roles and demonstrate consistently high levels of pupil support. The school gives individual pupils immediate and clear direction. It helps them to be very happy in school and to achieve well. The overall quality of pastoral care is an outstanding feature.
114. Relationships between staff and pupils are very good and contribute significantly to pupils' self-esteem and confidence. Staff know their pupils very well and have a high level of concern for their welfare and well-being. The school is a happy and caring community where all pupils are valued. There is a strong, very effective ethos of including all pupils in everything the school offers. Endeavour and success are celebrated very effectively. These are outstanding features of the school's provision.
115. The school succeeds in its aim of creating an ethos that encourages positive values and attitudes. There is a very good relationship established between the school and the parents. The school regularly seeks the views of parents through questionnaires and surveys, which are carefully analysed.
116. Induction arrangements to settle children into the reception year are very well established and organised. Pupils settle in quickly and feel safe and secure. Parents are fully involved in the process and share in their child's first experience of school. Arrangements to settle pupils into school life at later stages are equally as good. There are strong links with the secondary school to ease the transition of pupils to the school of their choice.
117. The school regularly promotes pupils' personal and social skills firmly in line with national recommendations. 'Circle Time' encourages everyone to contribute and, over time, shy children gain confidence. Pupils have consistent opportunities to discuss a range of personal and social matters and this has a positive impact on their emotional, personal and social development. Pupils are very well aware of school rules and they follow these very carefully because they naturally want to conform to the school's code of conduct. There are also regular opportunities to carry responsibilities and take initiatives, such as acting as representatives for the school council.

118. Pupils' attendance is monitored regularly by the school and appropriate action is taken. Although good features outweigh shortcomings regarding overall rates of attendance, the school regularly writes to parents reminding them of their responsibilities with regard to attendance and punctuality.
119. Day-to-day arrangements relating to the health and safety of staff and pupils are very good: there are regular fire drills and risk assessments. All teachers have first-aid certificates, which are due to be reviewed this year. The headteacher keeps a vigilant eye on safety arrangements and there have been improvements since the last inspection. One health and safety issue was identified during the inspection.
120. The school makes every effort to ensure that the entrance area is safe at the start and end of the school day. However, there is a risk posed by cars being parked too near to the school gate and very occasionally vehicles enter the front part of the school.
121. Arrangements for child protection are securely in place and training needs are well met by senior staff. All staff are aware of procedures and policy. The headteacher is the designated member of staff responsible for child protection, together with a member of the governing body. The headteacher and the deputy regularly attend courses on child protection; and all the appropriate information is then disseminated to staff.
122. The provision for pupils with SEN is of outstanding quality and fully meets the requirements of the Code of Practice for Wales. Early identification of pupils with SEN is an outstanding feature of the school's provision and there is very good, purposeful support by the language support teacher, class teachers and the SEN co-ordinator (SENCO). The SENCO works very effectively with class teachers, support staff and the governor with responsibility for SEN.
123. An outstanding feature is the way in which teachers and support staff work as a team to provide outstanding support for pupils' individual needs. The withdrawal support sessions for pupils with SEN are very well linked to the classroom activities. When pupils are withdrawn from lessons, they follow a structured programme and their progress and achievement are very good in relation to their age and ability.
124. The individual education plans (IEPs) are of very good quality and they contain relevant targets. These are reviewed on a termly basis and parents are fully informed and involved at all stages within the Code of Practice. The school invites parents to attend and contribute to discussions about targets and other aspects of the annual reviews. There are very good links with outside agencies and the school has invested well in learning resources to support pupils with SEN. The 'Catch Up' programme, in line with the current focus on language skills, is an outstanding feature of the school's provision.
125. The school recognises the range of children's backgrounds and all pupils are treated equally, with dignity and respect. The school has very good procedures for challenging stereotyping, including organised mixed groups for a range of sporting activities. The school fully complies with statutory requirements regarding equal opportunities, racial and disability discrimination.
126. The school has clear policies on equal opportunities and diversity, which are promoted very effectively through the curriculum. Boys and girls receive the

same opportunities, and race relations are promoted very well through religious education, personal and social education and other lessons.

127. The school has very effective behaviour management strategies and reward systems to eliminate oppressive behaviour. No instances of oppressive behaviour, bullying or any form of harassment were seen during the inspection.

## **Leadership and management**

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

#### **Grade 1: Good with outstanding features**

128. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
129. The headteacher's leadership, which is outstanding, has been instrumental in moving the school forward during the last few years. He gives a very clear direction in all aspects of school life and co-ordinates the work of teachers, support staff, the governing body and parents very effectively. As a result, agreed aims and values are very well reflected in the work and ethos of the school. The headteacher leads by example and he has had a great impact on the school since his appointment. He is an outstanding role model for other members of the staff.
130. The SMT is very effective, meets regularly and its members are very committed to promoting and maintaining developments in school. The headteacher is keen to ensure that members of staff have an opportunity to become members of the SMT, either as observers or as active participants.
131. The school takes very effective account of national and local priorities and works very closely in partnership with other providers. One outstanding feature is the way in which the school has actively promoted the development of pupils' basic skills. Another is the way in which the school has organised and implemented the requirements to provide teaching staff with time for planning, preparation and assessment (PPA).
132. The leadership team sets itself and the rest of the school very challenging, but realistic targets and goals. There is a high degree of staff involvement in the process and they, in turn, are very well aware of their senior managers' high expectations. The leadership structure is clear and, although managers have a good measure of autonomy and responsibility, lines of accountability are very strong and progress is monitored and evaluated on a regular basis.
133. The school has successfully established rigorous procedures for monitoring the performance of individuals and teams. Targets reflect a balance between the needs of the individual and the whole school. They are regularly set and reviewed with very good support and training provided. The school very closely monitors improvements in performance, with particular emphasis on the impact on pupils' standards in the core subjects.
134. The school has very effective policies and practices for the promotion of equality for all. All staff are aware of their responsibilities; they value all pupils and provide opportunities for everyone to succeed.

135. The governing body has a good understanding of its role and has been fully involved in setting the school's strategic direction. It has taken several strategic decisions that have had a positive effect on the quality of education in the school; for example, improving and increasing the provision for ICT.
136. Through written and oral reports from the headteacher and staff, including analyses of standards, governors are well informed about the work of the school. A number make regular visits to see the school at work and attend school functions. Some governors have successfully linked up with subject leaders, but the school acknowledges that this is an area for further development.
137. Governors make good use of the information they receive to carefully inform their debates and arrive at considered decisions. The governing body fulfils its statutory requirements.

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

<b>Grade 1: Good with outstanding features</b>
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138. The findings of the inspection team match the judgement of the school in its self-evaluation report.
139. The headteacher and members of the SMT have a very good overview of the school and its work. The inspection team agreed with the judgements made by the school in its self-evaluation report for each of the seven key questions.
140. A culture of self-evaluation and an emphasis on continuous improvement are deeply embedded in the school and are outstanding features of its provision. All the stakeholders associated with the school, including the headteacher, SMT, staff, governors, pupils and parents are fully committed to raising standards and improving the school's provision.
141. Following detailed analyses of all appropriate data and observations, the SMT sets about prioritising and creating a SDP that reflects the views of all stakeholders. The headteacher ensures that all members of staff and governors are fully informed of the self-evaluation results and the school's priorities for improvement. However, as yet, this information is not shared with parents. The headteacher, SMT and governors thoroughly monitor the school's progress against the targets in the SDP and evaluate it rigorously and carefully.
142. The SDP is a comprehensive and detailed document, which focuses very clearly on the strategic leadership and management of the school. It contains robust evaluations of previous priorities, notes targets that are linked very firmly to expenditure and specifies precise areas of responsibility. In addition, the SDP includes very effective strategies for evaluating the effectiveness of the implementation of its targets.
143. A very detailed analysis is made of a range of pupils' assessments, including baseline assessments in reception, and NC teacher assessments in KS1 and KS2. The school undertakes rigorous analyses of individual pupil progress and sets appropriate targets for all pupils, including those with additional learning needs. The governing body is fully informed of comparisons with similar

schools, the results of different analyses and the appropriate steps to be taken as a result of the various findings.

144. The school's self-evaluation report is a very well structured and comprehensive document. It clearly identifies the school's strengths and areas for improvement. It focuses very well on pupils' standards and progress and provides a robust evaluation of progress since the last inspection. It is based on a wide range of evidence carefully analysed by the head and SMT.
145. Subject co-ordinators monitor the provision in their subjects and produce well-focused reports, which identify clear priorities for development and support the school's self-evaluation process. Whilst monitoring is firmly established in the core subjects, this good practice does not, as yet, extend to all the foundation subjects.
146. The school has made good progress since the last inspection. It has responded very positively and effectively to the key issues identified in the 2000 report.

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

<b>Grade 2: Good features and no important shortcomings</b>
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147. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
148. The school has an adequate number of well-qualified, experienced teachers who have the necessary knowledge and expertise to teach all aspects of the school's curriculum. Their subject responsibilities generally match initial qualifications and interests. Staff are well deployed to promote teaching and learning throughout the school.
149. A good number of support staff are employed by the school. They are used well within classrooms, have clear roles and make a good contribution to classroom activities, particularly when supporting pupils with SEN.
150. An effective in-service training programme ensures that teachers' awareness of new initiatives is good. All members of staff are committed to professional development. Induction arrangements for new staff are particularly good and well organised.
151. The school administrator, midday staff and caretaker perform their duties effectively and efficiently. The school is kept very clean.
152. The quality and quantity of resources are good overall and are appropriate for the learning needs of the pupils. There is no central library at present and most of the books and resources are stored neatly in the corridors and classrooms. There is a stock of good quality fiction and non-fiction resources throughout the school; and the school has recently purchased a significant number of contemporary books. The new ICT suite, which was opened last term, is very well organised and supports pupils' learning very well. Pupils have access to a good number of computers throughout the school. The interactive whiteboards are also used very well in the classrooms and make a significant contribution to teaching and learning.
153. Although the accommodation is appropriate for the number of pupils on roll, classrooms for the children under five are small and this often has an impact on

their learning. However, the outdoor play area for the under-fives is of outstanding quality and a notable feature of the school. All classrooms and non-teaching areas have very attractive, colourful displays which create a very stimulating learning environment. This is an outstanding feature of the school. One health and safety issue was identified during the inspection.

154. The school makes very efficient, effective and economic use of its resources. Governors have good regard for the principles of 'best value'. Budgeting is very closely linked to the learning needs of the pupils. Resources are very well matched to the school's priorities and objectives. An outstanding feature is the way in which the school, through its rigorous self-evaluation process, targets its spending on the needs and development of its pupils. The school provides good value for money.

## Standards achieved in subjects and areas of learning

### Under 5s

155. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.

#### Language, Literacy and Communication

##### Grade 2: Good features and no important shortcomings

###### Good Features

156. Nursery children listen well and respond quickly to instructions. The majority speak clearly and repeat familiar rhymes and songs with enthusiasm. They talk about their experiences and participate well in role-play situations in 'the Jungle' with imagination and enjoyment. They recognise some letters and can understand clearly the flow of a story such as 'Paid Eliffant Paid'. They begin to understand that written symbols have sound and meaning. Children from homes where English is the main language make good progress in learning Welsh.
157. Reception children listen attentively to their teachers and assistants, and respond well using correct language. They ask and answer questions with increasing confidence. They discuss books enthusiastically and they make good progress in recognising letters and words. They come to understand quickly how books work and begin to act like readers. Children's writing skills develop well as they overwrite and underwrite, while some begin to write independently, for example, a letter to the zoo requesting the adoption of an animal.

#### Personal and Social Development

##### Grade 2 : Good features and no important shortcomings

###### Good Features

158. Nursery children respond well to school routines and make good progress in becoming members of the class. They play well together, learn how to take their turn and share equipment and apparatus willingly. They are aware of personal

hygiene and they wash their hands independently. They realise that they need to look after the class toys and that they must tidy up after their activities.

159. Reception children know established classroom routines and are happy and secure in school. They show confidence when undertaking activities and are sensitive to the needs and feelings of others. The majority listen, concentrate and share well. They know what characterises good behaviour and understand that taking responsibility is part of the class routine. They understand that personal hygiene is important.

## **Mathematical Development**

### **Grade 2 : Good features and no important shortcomings**

#### **Good Features**

160. Nursery children develop early mathematical concepts and language in the context of a developing range of activities; they confidently match colours, remember counting rhymes and follow instructions. They count and add objects and numbers to at least five and add one on from a specific number. They make sets of objects according to colour and form and they recognise simple two-dimensional shapes. They are aware of the purpose of money and they use basic measurement terms such as 'long' and 'short'.
161. The reception children continue to make good progress in their mathematical skills. They count confidently to 20, counting back from 10 accurately. They can identify two and some three-dimensional shapes in the classroom environment and name a range of them. When playing in the sand they understand the concept of 'more than' and 'less than', and the more able are beginning to understand concepts such as 'heavy' and 'light' when filling containers. They recognise common coins and understand that things need to be bought from a shop or supermarket. The majority use mathematical language with increasing confidence.

## **Knowledge and Understanding of the World**

### **Grade 2 : Good features and no important shortcomings**

#### **Good Features**

162. Nursery children develop a good knowledge of life and living things following their study of the life cycle of a frog. They have a good awareness of what is needed to make plants grow and understand that the weather changes with the seasons. They learn through role-play about aspects of everyday life such as floating and sinking. They understand that people engage in different types of work and discuss enthusiastically the roles of doctors, nurses and dentists within the local community. Their information technology skills develop well and they make progress as they control the mouse and understand how they can make things move on the screen.
163. Reception children understand that there are daily changes in the weather and that different weather affects what they can do and what they wear. They understand that some materials are more waterproof than others and that certain materials, such as slates and tiles, are required to keep homes dry against the rain. The more able discuss the characteristics of the seasons and what is especially typical of winter. They have a good knowledge of living things

and animals, which are part of their environment. They understand what plants, for example daffodils, need to grow and they have a good knowledge of the life cycle of caterpillars. Reception children are aware of the importance of eating a healthy diet and that regular brushing of their teeth is an important daily activity. Their knowledge and understanding of other cultures are developing well following a study of the Chinese New Year and celebrating an 'African Day' at school.

## **Creative Development**

### **Grade 2 : Good features and no important shortcomings**

#### **Good Features**

164. Nursery children know the primary colours and colour and paint with increasing control. They enjoy their experiences in the 'Jungle' area and display confidence when engaged in role-play. They talk about their ideas as they shape, mark and decorate their chocolate biscuits and discuss materials used to make a collage of Elmer the elephant. They use a variety of apparatus and their work is displayed attractively in class. They sing rhymes, songs and nursery rhymes tunefully.
165. Reception children make good choices in colour and medium when drawing plants and creatures. They use a range of media to make hats for Teddy's party and decorate and construct materials effectively. They produce pictures from observation of a good standard as they study in detail daffodils worn on St. David's Day. Children enjoy singing a variety of rhymes and songs and compose rap music based on their study of dinosaurs. They develop a good awareness of rhythm and beat.

## **Physical Development**

### **Grade 2 : Good features and no important shortcomings**

#### **Good Features**

166. Nursery children develop their gross motor control well as they successfully use a wide range of wheeled vehicles in a well-resourced outdoor area. They effectively enhance their experiences of running and jumping, climbing and going in and out of the Wendy House, making appropriate use of the space around them. Nursery children begin to gain mastery of manipulative actions; they display good hand-eye co-ordination. They confidently handle small-scale toys, jigsaws, malleable materials and a variety of suitable tools. They control the computer mouse confidently.
167. Reception children's fine motor skills develop well. They use scissors, brushes, fingers and crayons skilfully and confidently. The more able develop good pencil control as they begin to form letters and numerals correctly and attempt their own individual writing in the well-resourced writing corner. Their gross motor skills develop well. In physical education sessions, they move with confidence, controlling their bodies well. The majority show a good awareness of space and move safely, giving due attention to others.

#### **Shortcomings**

168. There are no important shortcomings.

## Welsh first language

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

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

### Good Features

169. Even though the majority of the pupils only hear and use Welsh solely at school, they are well aware of language patterns and they make good efforts to use them correctly.
170. Key Stage 1 pupils listen well to their teachers' presentations and to instructions during lessons. They respond meaningfully and, at times, in an extended fashion. Many have the confidence to question a visitor to the classroom and to speak in front of their peers and visitors.
171. The reading skills of the majority of pupils develop well in KS1. They read confidently and self-correct when appropriate. They refer to the features of a book, such as the cover and the author, and they talk with interest about the events and characters in the books they read.
172. Progress in KS1 pupils' writing skills is good. In Y2, pupils write for a number of purposes, including character descriptions. They show an increasing awareness of capital letters and basic punctuation, using them consistently.
173. Pupils' linguistic skills develop consistently throughout KS2 as they respond to a range of experiences across the curriculum. They listen with interest and they respond well to instructions and to questions. Pupils are confident when they describe their experiences and when they express their preferences.
174. Key Stage 2 pupils make good progress in their reading. The more able pupils can read confidently and with expression and they are able to discuss their favourite books and authors.
175. Key Stage 2 pupils make good progress in writing. They understand that there are different types of writing, and they write well in a number of forms and for different purposes; for example, letters, scripts and prayers. The more able pupils use correct spelling and punctuation patterns and they have a good grasp of syntax. Most pupils write neatly and the presentation of their work is good.

### Shortcomings

176. There are no important shortcomings.

## 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 Features

177. All pupils join in enthusiastically with songs and rhymes in Welsh. They are familiar with hymns and prayers that they use as part of their daily routines, including in assemblies.

178. In KS1, pupils develop a good range of vocabulary, including colours, clothes, the weather and foods. They interchange familiar phrases appropriately when describing an object and correct each other when mistakes are made.
179. Pupils in KS1 follow the meaning of simple stories read by an adult and then join in to read the story clearly themselves.
180. By Y2, pupils write simple phrases and sentences based on familiar patterns to communicate meaning. They can subsequently read their writing accurately.
181. In KS2, pupils extend their range of Welsh vocabulary. They confidently engage in simple dialogue, they engage well with stories and they are able to describe in detail the main themes explored.
182. Pupils in KS2 independently and accurately read from scripts and books. They describe the content of books and explore their meaning.
183. Key Stage 2 pupils write descriptions using short sentences and include adjectives to make their writing more interesting. Some more able pupils use more complex sentence structures. Key Stage 2 pupils produce a good range of written work in Welsh.

### **Shortcomings**

184. In both key stages, some pupils sometimes lack the confidence to speak Welsh independently and rely too heavily on adults to support them.

<b>Mathematics</b>
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**Key Stage 1: Grade 2: Good features and no important shortcomings**

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

### **Good Features**

185. Across both key stages pupils demonstrate a positive attitude towards mathematics and develop an appropriate mathematical vocabulary. They respond rapidly during mental mathematics sessions and the majority answer questions correctly.
186. In KS1, pupils have a good understanding of number bonds and place value. They confidently recognise series and patterns in numbers. They can differentiate between even and odd numbers successfully.
187. Pupils in Y2 identify the commonest coins and they can add simple sums of money to make different totals. When purchasing bananas from the 'Stondyn Ffrwythau' the more able pupils calculate change from a pound and develop appropriate strategies to support their problem-solving skills.
188. Pupils can handle data skilfully, such as conducting a survey of favourite jellies and how pupils travel to school. They record their results in graphs and diagrams.
189. Pupils in Y1 and Y2 know the names of common two- and three-dimensional shapes and the more able describe their properties, including the number of corners and sides. Pupils use both standard and non-standard units to measure length and mass. Pupils have a good knowledge of simple fractions, which help them in their understanding of the concept of time. They can tell the time to the hour, half-hour and quarter of an hour correctly.

190. In KS2, pupils have a good understanding of the four functions. The majority make effective use of their increasing knowledge of multiplication facts when multiplying and dividing. They make good progress in applying their knowledge and understanding to solve real-life problems.
191. Pupils consolidate their understanding of place value, competently handling numbers to a thousand and beyond. Older pupils recognise place value to a million and calculate accurately to two-decimal places and they round numbers accurately and sensibly.
192. Pupils in Y3 and Y4 recognise three-dimensional shapes and confidently discuss their characteristics. They identify different types of angles. They perform practical measuring and weighing activities and show a good understanding of symmetry when investigating the logos of cars.
193. Pupils in Y5 and Y6 have a good understanding of fractions and recognise the equivalence of decimals, fractions and percentages. They extend their understanding of the number system to include negative numbers.
194. Year 5 and Y6 pupils have a good knowledge of angles and the properties of irregular shapes. They name and measure a variety of angles with confidence. Pupils understand and use the language associated with angles including obtuse, acute and reflex. They have a good understanding of co-ordinates, which they use in other subjects such as geography to identify positions on a grid.
195. Older pupils can handle data in a variety of situations. They have a good understanding of both bar and line graphs and they interpret them appropriately. Across the key stage pupils reinforce and extend their understanding further when making an effective comparison of the temperature in places such as Llanharan and Roscoff and analysing how quickly pulse rates slow down following exercise. They use ICT well to support their learning and in the presentation of their work.
196. Pupils in Y5 and Y6 have a good understanding of the concepts of average, mode and median, estimation and probability and use them in relevant contexts.
197. Pupils are developing competence in interpreting time, both analogue and digital, and reading the timetables of trains and buses.

### **Shortcomings**

198. A minority of pupils lack confidence in thinking mathematically, identifying alternative mental strategies and explaining their methods.

<b>Design technology</b>
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**Key Stage 1: Grade 2: Good features and no important shortcomings**

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

### **Good Features**

199. In both key stages, pupils select and use a range of tools, materials and techniques to design and carry out their projects successfully. Finished products demonstrate a steady and consistent acquisition of knowledge, understanding and skills in all aspects of design technology as pupils move through the school.

200. Pupils in KS1 successfully discuss their ideas and suggestions in some detail before designing their own models. They investigate a variety of designs, including three-dimensional, before planning and designing their effective models.
201. Pupils in KS1 know the reasons for using different materials and they take into account the strength and colour of the materials. Pupils successfully design and make colourful cards with pop-up pictures. They use a range of different materials to join pieces together in order to allow them to move.
202. Pupils make good use of the interactive whiteboards to research the characteristics of land yachts. They share and communicate ideas confidently, evaluate the best use of materials and carefully assess environmental factors when considering the effects of wind power.
203. Key Stage 2 pupils successfully design and make moving puppets using fishing wire. They make good progress in developing various skills such as marking out, cutting, joining and assembling a range of materials.
204. In KS2, pupils have a good understanding of the importance of research before embarking upon the design and making process. They design learning aids for younger pupils and effectively evaluate the results of their research projects.
205. When creating Chinese Lanterns, pupils carefully record the design and making process, make good use of their knowledge of electrical circuits and evaluate their finished products well.
206. Older pupils gain a good awareness and understanding of mechanisms, of how gears operate together to vary speeds and of changes of rotation as they produce good working models of fairground rides.
207. Pupils apply their basic and key skills well when designing and making their products.
208. Pupils handle equipment carefully and pay appropriate attention to safety.

### **Shortcomings**

209. There are no important shortcomings.

<b>Art</b>
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**Key Stage 1: Grade 2: Good features and no important shortcomings**

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

### **Good Features**

210. Pupils of all ages develop their skills well, undertake a suitable range of experiences and produce creative work of a good standard.
211. Pupils work confidently, using different media such as print, chalk, charcoal, pencils, and pastel. They have a good knowledge of colour-mixing and a good awareness of colour, tone and texture. They successfully demonstrate a variety of techniques including painting, drawing, print-making and collage work.
212. In KS1, pupils develop their observational skills well. They are able to discuss sensibly elements such as shape and line from their observations outside the classroom and they reproduce these well in their drawings. They demonstrate their effective ICT skills by creating a variety of lines using Granada colour.

213. Pupils in KS1 show a good understanding and awareness of light and shade in their drawings of nocturnal creatures.
214. Pupils in KS2 continue to make good progress and they develop their skills well. They are confident in their use of a range of materials and media including pencil, chalk, paint and collage.
215. Older pupils in KS2 produce good quality work based on the style of Terry Setch. Their sketching skills are developing well and pupils carefully pick out an area of detail to enlarge it. They make good use of ICT programs and expertly use a digital camera to produce a collage in the style of the artist's work.
216. In KS2, pupils effectively study the work of Welsh artists, such as Mary Lloyd Jones and Will Roberts, and they use these as models for their own work. Pupils successfully use pastel, paint and powder-paint to mix shades of red and blue and they produce cold and warm colours in the style of Will Roberts.
217. Pupils have a good awareness of many established European artists such as Vincent Van Gogh, Monet and Picasso and they make good efforts to capture the essence, mood and techniques of these styles in their work.
218. Pupils achieve well in their weaving activities. They develop a good awareness of different textures that can be achieved, for example by using wool of different colours to depict the summer and winter seasons.
219. Pupils in KS2 have a good understanding of art work from other places and cultures, such as China, Mexico and Kenya and from different historical periods, such as the Celtic era.
220. They make good use of art books and they produce good quality drawings from memory, observation and from their creative imaginations.
221. Many good, and some very good, examples of pupils' achievements and finished products are attractively displayed and celebrated throughout the school.

### **Shortcomings**

222. There are no important shortcomings.

## **The School's response to the inspection**

The inspection findings recognise that the school has made good progress since the last inspection. We are pleased that the inspectors identified a number of outstanding features, notably the way in which the whole staff work as a team in raising standards; the curriculum offered to children, especially the range of extra-curricular opportunities; the promotion of equal opportunities; the acknowledgement of the 'Catch up' programme to support children, and the use of ICT throughout the school.

Pupils' behaviour was described as good and the report confirmed that pupils demonstrated positive attitudes to learning.

Whilst we were very pleased with the percentage of teaching judged to be grade 1 or 2 (93%), which was 43% above the WAG target, there was some disappointment that the percentage of grade 1 teaching was not higher. This reflects the high standards and expectations that the teaching staff set themselves.

The report also highlights the very good team work between all providers and the positive relationships that exist, especially between parents and the PTA.

The role of parents, governors and the wider community was also praised and all these factors have been instrumental in moving the school forward.

Of the recommendations R2, 3 and 4 are currently being developed and will now be formally addressed through the action plan.

The school is very proud of the report which will now be used as a baseline for further development in the pursuit of excellence. It acknowledges the dedication and contributions of all stakeholders and has had a very positive effect on staff.

All staff would like to thank the inspection team, led by Dr Evans, for the thorough and professional way in which the inspection was carried out.

## Appendix 1

### Basic information about the school

Name of school	Dolau County Primary School
School type	Nursery and Primary
Age-range of pupils	3 - 11
Address of school	Bridgend Road, Llanharan, Pontyclun.
Postcode	CF72 9RP
Telephone number	01443 237830

Headteacher	Mr GD Evans
Date of appointment	January 1997
Chair of governors	Mr L Price
Registered inspector	Dr David G Evans
Dates of inspection	27-2-06 to 02-03-06

## 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	40	45	48	40	48	32	46	43	342

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	13	6	15.8

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	22:1
Pupil: adult (fte) ratio in nursery classes	10:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	27
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Autumn 2005	90.6%	92.3%	91.1%
Summer 2005	87.1%	91.8%	90.0%
Spring 2005	90.5%	91.5%	92.1%

Percentage of pupils entitled to free school meals	15%
Number of pupils excluded during 12 months prior to inspection	1

## Appendix 3

### National Curriculum Assessment Results

#### End of Key Stage 1:

#### English Unit:

National Curriculum Assessment KS1 Results 2005			Number of pupils in Y2:		18		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School	0	11	22	50	17
		National	0	3	12	64	21
En: reading	Teacher Assessment	School	0	11	22	34	33
		National	0	4	13	56	27
En: writing	Teacher Assessment	School	0	11	22	50	17
		National	0	4	14	69	13
En: speaking and listening	Teacher Assessment	School	0	5	22	56	17
		National	0	2	11	64	23
Mathematics	Teacher Assessment	School	0	11	6	72	11
		National	0	2	10	60	28
Science	Teacher Assessment	School	0	0	17	50	33
		National	0	2	9	61	28

#### Welsh Unit:

National Curriculum Assessment KS 1 Results 2005			Number of pupils in Y2:		31		
Percentage of pupils at each level							
			D	W	1	2	3
Welsh	Teacher Assessment	School	0	0	6	67	27
		National	1	2	10	63	25
We: oracy	Teacher Assessment	School	0	0	6	67	27
		National	0	2	11	63	24
We: reading	Teacher Assessment	School	0	6	17	47	30
		National	1	2	16	59	22
We: writing	Teacher Assessment	School	0	7	17	63	13
		National	0	3	19	66	12
Mathematics	Teacher Assessment	School	0	3	7	70	20
		National	0	2	11	63	24
Science	Teacher Assessment	School	0	0	13	77	10
		National	0	2	10	65	23

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

In the school	83%	In Wales	80%
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D Pupils who have been disapplied from the statutory arrangements  
W Pupils who are working towards level 1

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

National Curriculum Assessment KS2 Results 2005			Number of pupils in Y6		32						
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	6	0	0	0	6	6	33	49
		National	1	0	0	0	1	5	16	46	30
Welsh	Teacher assessment	School	0	0	0	0	0	0	5	42	53
		National	0	0	0	0	1	4	12	48	35
Mathematics	Teacher assessment	School	3	6	0	0	0	6	6	21	58
		National	0	0	0	0	1	3	17	46	31
Science	Teacher assessment	School	0	3	0	0	0	3	6	30	58
		National	0	0	0	0	0	1	11	50	37

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment			
In the school	79%	In Wales	70%

- D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum  
A Pupils who have failed to register a level because of absence  
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:

- The inspection team included four inspectors who were present for a total of 12 inspection days. A peer assessor joined the team for the duration of the period spent in school.
- Pre-inspection meetings were held with the headteacher, staff, parents and the governing body to discuss the life and work of the school.
- 82 questionnaires were completed by parents and carefully analysed prior to the inspection.
- School documentation and samples of pupils' work were examined.
- Discussions were held with the headteacher and subject leaders.
- 43 lessons and sessions were observed.
- Pupils were heard reading and discussions were held with them about their work as part of the examination of standards.
- Examples of pupils' work were examined in each class.
- Pupils' behaviour was observed during the break times, at lunchtime and at the beginning and end of the school day.
- Attendance registers, pupils' records and teachers' planning files were inspected.
- Inspectors attended all whole-school acts of collective worship.

- Extra-curricular activities were observed.
- Post-inspection meetings were held with the head teacher, staff and the governing body.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Dr David G Evans Registered Inspector	Context, Summary, Recommendations Key Questions 1, 2 and 5 Welsh 1 <sup>st</sup> and 2 <sup>nd</sup> language
Mr M Lewis Team Inspector	Key Questions 4 and 7 design technology and art
Mr R O Phillips Team Inspector	Key Questions 3 and 6 early years and mathematics
Mrs J Davies Lay Inspector	Contributions to Key Questions 1, 3, 4 and 7
Mrs M Watts Peer Assessor	Contributions to all the Key Questions
Mr G D Evans Nominee	

The contractor was:

EPPC/Severn Crossing Ltd.  
Suite H  
Britannic House  
Britannic Way  
Neath, SA10 6JQ  
Tel: 01792 326840

### ***Acknowledgement***

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