

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

**Edwardsville Primary School  
Cardiff Road, Edwardsville,  
Treharris, Merthyr Tydfil.  
CF46 5NE**

**School Number: 6752353**

**Date of Inspection: 30/01/06**

**by**

**Dr. Eric Peagam  
14943**

**Date of Publication: 31/03/06**

**Under Estyn contract number: 1117305**

**The purpose of Estyn is to improve quality and standards in education and training in Wales. Estyn is responsible for inspecting:**

- \* nursery schools and settings maintained or used by local education authorities (LEAs);
- \* primary schools;
- \* secondary schools;
- \* special schools;
- \* pupil referral units;
- \* independent schools;
- \* further education;
- \* adult community-based learning;
- \* youth support services;
- \* LEAs;
- \* teacher education and training;
- \* work-based learning;
- \* careers companies; and
- \* the education, guidance and training elements of Jobcentre Plus.

**Estyn also:**

- \* provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
- \* makes public good practice based on inspection evidence.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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)

This and other Estyn publications are available on our website: [www.estyn.gov.uk](http://www.estyn.gov.uk)

Copies of this report are available from the school. Under the School Inspections Act 1996, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

**© Crown Copyright 2006: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.**

Edwardsville 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 Edwardsville Junior School took place between 30/01/06 and 01/02/06. An independent team of inspectors, led by Eric Norman Peagam 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

<b>Contents</b>	<b>Page</b>
<b>Context</b>	1
<b>Summary</b>	2
<b>Recommendations</b>	6
<b>Standards</b>	7
Key Question 1: How well do learners achieve?	7
<b>The quality of education and training</b>	10
Key Question 2: How effective are teaching, training and assessment?	10
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	11
Key Question 4: How well are learners cared for, guided and supported?	13
<b>Leadership and management</b>	15
Key Question 5: How effective are leadership and strategic management?	16
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	16
Key Question 7: How efficient are leaders and managers in using resources?	16
<b>Standards achieved in subjects and areas of learning</b>	18
Under 5s	18
English	21
Welsh second language	22
Mathematics	23
Information technology	24
Physical education	26
<b>School's response to the inspection</b>	26
<b>Appendices</b>	27
1 Basic information about the school	27
2 School data and indicators	27
3 National Curriculum assessments results	28
4 Evidence base of the inspection	29
5 Composition and responsibilities of the inspection team	29

## Context

### The nature of the provider

1. Edwardsville Primary School, located in Treharris, on the outskirts of Merthyr Tydfil, provides education for 361 boys and girls aged from four – 11. The school mainly serves Treharris and the surrounding villages, but a minority of pupils, who have identified special educational needs (SEN) comes from a wider area to attend the special unit in the school. The school reports that the area from which pupils are drawn is economically mixed, but with a slightly above average proportion of pupils entitled to free school meals.
2. There is a full range of ability on intake; most pupils have attended some form of pre-school education. Around 30% of pupils have SEN, but there are no pupils with statements of special educational need. Almost all pupils' home language is English. Pupils are mainly taught in 14 single year-group classes, but with one mixed Y5/6 'booster' class with 7 pupils and a special class containing 14 pupils from Y3-Y6.
3. The school, as such, has not previously been inspected, having been formed by amalgamation under the newly appointed headteacher in January 2005. However, the infant and junior schools that were amalgamated were inspected in December 1999 and February 2000 respectively. At that time, although there were some issues for each school, the overall provision was found to be good.

### The school's priorities and targets

4. The school's mission statement is based on 'achieving excellence in a quality *C.H.I.L.D.* environment (Caring, Happy Individuals Learning and Developing together for the future).
5. The vision statement aspires to the development of all aspects of individual potential through establishing the school as 'a beacon of light and hope at the heart of the community'. This supports a range of specific aims detailing provision, partnership and aspirations.
6. Current targets in the school development plan (SDP) include:
  - Establishing a shared vision for the school
  - Raising standards in core subjects;
  - Establishing and developing the policy for assessment, recording and reporting;
  - Improving resources in information and communications technology (ICT), including developing the accommodation to meet changing needs.
7. In addition, a range of supplementary targets are identified, relating to staff and pupil organisation and developing whole-school policies in light of the amalgamation.

## Summary

8. Edwardsville Primary School is a new school that has managed the transition from two separate units to establish itself as an effective school that achieves good standards and provides pupils with a wide range of good experiences. The creation of a coherent and unified school has been carefully and successfully managed, and although there are still outstanding issues, the school has identified these as priorities for development planning. The inspection team agreed with most of the school's judgements about its work, including the standards achieved. Where there were differences, these arose as a result of the school placing insufficient emphasis in its self-evaluation on the outstanding features of aspects of its provision.

### Table of grades awarded

9. The inspection team judged the school's work as follows:

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?	2
5 How effective are leadership and strategic management?	1
6 How well do leaders and managers evaluate and improve quality and standards?	2
7 How efficient are leaders and managers in using resources?	1

### Standards

10. Standards of achievement are good overall and in nearly all subjects inspected. They are very good in information technology. Pupils' standards of achievement in lessons overall, exceeds the Welsh Assembly Government's all-Wales targets for 95% of standards to be satisfactory and 50% to be good (reflected by grade 2).

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

11. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. Standards achieved in Knowledge and Understanding of the World are very good.
12. The standards achieved in each area are as follows:

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

Creative development	2
Physical development	2

### Grades for standards in subjects inspected

13. In Key stage 1 and Key stage 2, in the subjects inspected, the standards of achievement are good overall. Individual subject grades are as follows:

Subjects	Key stage 1	Key stage 2
English	2	2
Welsh	2	3
Mathematics	2	2
Information technology	1	1
Physical education	2	2

14. In 2005, the standards achieved by pupils in end of Key stage 1 teacher assessments in the core subjects of English, mathematics and science were in line with local and national averages and when compared with similar schools.

15. In Key stage 2, in 2005, pupils' attainments in English, mathematics and science teacher assessments were below local and national averages as well as those for similar schools. However, when the assessments for pupils in the special needs unit are discounted, the results are in line with those achieved nationally and above those for similar schools.

16. The school sets and generally meets targets for overall attainment and for individual pupils. Individual targets are shared with pupils and parents, and play an appropriate part in planning.

17. Pupils' standards and progress in the key skills of speaking, listening, reading, writing, numeracy across the curriculum, are good. In using information and communications technology (ICT), pupils demonstrate very good standards. Creative development and problem-solving skills are good and pupils have a good understanding of the issues involved in sustainable development and healthy living. However, the lack of consistent use of Welsh in informal contexts limits the development of their bilingual skills.

18. Pupils with SEN make good progress towards the targets in their individual education plans (IEPs). In core subject assessments, girls outperformed boys, reflecting a trend that was evident in the results of the erstwhile junior school, but this is not reflected in foundation subjects. There are no identifiable groups of pupils who achieve differently from their peers.

19. Development of personal, social and learning skills overall is a strong area of the school. This is reflected in the pupils positive attitudes to others and the pupils' tendency to behave responsibly, which are particularly good features. The limited opportunities that they have to experience and consider aspects of diversity mean that they have few opportunities to show respect and tolerance for a range of views and cultures, but overall, their attitudes to those who are different in any way are positive. Most pupils attend regularly and arrive punctually, but, overall, attendance and punctuality need to be improved.

## The quality of education and training

The quality of teaching in the subjects inspected	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Percentage at each grade	19	64	17	0	0

20. The percentage of good (graded 2) and very good (graded 1) lessons is well above the Welsh average. The quality of relationships and the rapport that teachers have with their pupils are particularly strong, but there are good strengths in all aspects of teaching and classroom management. Overall, teachers are confident and knowledgeable in subjects across the curriculum, but there are some uncertainties in Welsh that inhibit the development of pupils' bilingual skills.
21. In the best lessons, teachers share the objectives with the pupils at the outset and review them at the end. Very effective use is made of questioning in oral work to ensure that pupils have understood and a good range of learning tasks are offered that are well matched to individual and group needs. Pupils are encouraged to evaluate and monitor their work against agreed targets and this is beginning to work effectively. However, marking is inconsistent and does not always provide pupils with the information they need in order to improve their performance.
22. The school has an effective system for assessing and recording pupils' standards and progress in the core subjects and is extending this practice to other subjects. This is increasingly playing a significant part in longer-term planning. Reports to parents give a good indication of the progress made, but do not always relate this to the next steps in pupils' learning.
23. The curriculum provided by the school is another significant strength; it meets requirements and has a number of outstanding features and few shortcomings. Pupils' basic and key skills are very well promoted as is their social development, including the provision for personal and social education (PSE). Spiritual, moral and cultural development are well promoted. There is a very good range of extra-curricular and off-site activities and very good use is made of visits and visitors to enrich the curriculum.
24. Response to Welsh Assembly Government (WAG) initiatives has been very positive in terms of Y Cwricwlwm Cymreig; education for sustainable development, global citizenship, and healthy schools has been very good; while policies for promotion of awareness of the world of work and bilingualism are in place, provision is still developing.
25. The arrangements for learning support, including withdrawal sessions, are good and contribute well to meeting the additional learning needs of pupils, including those with identified special needs. Consequently, pupils with SEN make good progress in a broad range of areas of learning. There is good language support for those who require it, but for some pupils this means a loss of curriculum entitlement when it clashes with lessons in other subjects.

26. There is good provision for pupils who are gifted and talented. In particular, opportunities to develop creative and sporting skills are good. This includes individual and group instrumental tuition as well as coaching in physical skills.
27. Links with parents, the community and schools are very effective. The overwhelming majority of parents are very supportive and have excellent relationships with the school. The prospectus and governors' reports provide good information and meet requirements. Other forms of communication are very effective, and parents have confidence in the home-school agreement.
28. Pupils are well cared for within the context of a safe and secure environment, having particular regard to the potentially difficult site. There is a good range of policies to underpin good practice and all statutory requirements in this area are met.

### **Leadership and management**

29. Leadership and strategic management are outstanding features of the school. The governors and headteacher have addressed the task of creating a coherent new school from the two distinct establishments with enthusiasm, skill and determination underpinned by very effective planning. A clear vision has been agreed and this supports an appropriate range of challenging aims. These aims, including a commitment to equal opportunities and inclusion, are very well reflected in the work of the school.
30. Management responsibilities at all levels are very effectively carried out. Subject leadership is very good and organised to validate and draw on the expertise and knowledge developed in both Key stages. Effective performance management systems are in place and supported by the staff, so they play an important part in school improvement. In addition to ensuring a smooth transition to a single school, governors have planned for future staffing requirements.
31. The governing body (GB) is very effective, and fully involved in setting the strategic direction of the school. Governors have a good understanding of the effectiveness of the school, including a secure knowledge of the stage of development of the subjects and areas of management for which individual governors take responsibility. They have a secure involvement in the identification of priorities for improvement through the self-review process and in developing the annual SDP that flows from this. Self-review is broadly based and there are increasingly effective systems to take account of the views and aspirations of parents, pupils and other stakeholders.
32. The school has made significant progress since its inception in terms of both the primary task of creating an effective coherent school and driving up standards within it.
33. Overall staffing, accommodation and resources are very good. There is an appropriate number of well-qualified and effective staff. Resources are sufficient and, in many respects, good. This is especially true for information technology, but some resources for Welsh need to be improved. Resources are well deployed overall, but the length of some lessons, particularly in Welsh, means that time is not always used as effectively as it could be. The school makes very effective use of its spacious accommodation and community resources are well used to augment the school's own. Decisions about spending are very well

matched to the school's priorities. Overall, the school offers very good value for money.

## **Recommendations**

Although there are no serious shortcomings in the work of the school, in order to improve the school in the areas inspected, the staff and governing body need to:

- R1. improve attendance and punctuality across the school;
- R2. ensure that the school's marking and assessment policies are consistently applied so that:
  - marking supports pupils' learning through enabling them to identify what they need to do to improve;
  - planning for individual pupils consistently reflects their previous learning;and
  - reports to parents identify the next stage in their children's learning;
- R3. review the structure for the teaching of Welsh and ensure consistent incidental use of the language in lessons and elsewhere;
- R4. ensure that SEN support is organised so that pupils receiving support do not lose any of their curriculum entitlement in other subjects;
- R5. address any shortcomings in standards identified in the report.

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

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

35. Standards of achievement are good overall and in nearly all subjects inspected. They are very good in information technology. Overall, pupils' standards of achievement in lessons exceeds the Welsh Assembly Government's (WAG) all-Wales targets for 95% of standards to be satisfactory and 50% to be good (reflected by grade 2).

36. Pupils' standards of achievement observed in lessons in the areas of learning and subjects inspected are as follows:

Standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Percentage at each grade	9	80	11	0	0

37. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the *Desirable Outcomes for Children's Learning*. The early years provision is seen by parents as a significant strength of the school and this is reflected in the good overall standards. Standards achieved in *knowledge and understanding of the world* are very good.

38. The standards achieved in each area are as follows:

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

39. Comparison between attainment on entry and that at the end of the children's time in the reception class, measured by standardised baseline assessment, shows that pupils make good progress, especially since many arrive needing support in language development.

40. In Key stage 1 and Key stage 2, in the subjects inspected, the standards of achievement are good overall. Individual subject grades are as follows:

Subjects	Key stage 1	Key stage 2
English	2	2
Welsh	2	3
Mathematics	2	2
Information technology	1	1
Physical education	2	2

41. As this is a new school, there is only one set of teacher assessments (2005) available so that year-on-year comparisons are not possible.
42. In 2005, the standards achieved by pupils in end of KS1 teacher assessments in the core subjects of English, mathematics and science were in line with local and national averages and when compared with similar schools. However, the proportion of pupils attaining higher levels in English is below national and local averages with fewer pupils reaching this level than in mathematics or science.
43. In KS2, in 2005, pupils' attainments in English, mathematics and science teacher assessments were below local and national averages as well as those for similar schools. However, when the assessments for pupils in the special needs unit are discounted, the results are in line with those achieved nationally and above those for similar schools.
44. In the foundation subjects inspected, the school has made significant improvements in standards since it opened, especially in ICT, where very good resources and increased teacher confidence have resulted in very high standards. In physical education, involvement in an area-wide initiative and a clear SDP focus have also significantly raised standards, albeit from a low base. In Welsh, where there are some issues in organisation, the school has not yet achieved its objectives as there has been insufficient time since the school was opened a year ago. As a result, the standards in Welsh in KS2 are not as high as they are in other subjects, although the shortcomings are outweighed by the strengths.
45. The school sets targets for overall attainment and for individual pupils. Individual targets are shared with pupils and parents, and play an appropriate part in planning. The school fell short of its targets this year, but recognises that this was, in part, due to over-reliance on limited data
46. Comparison with other schools does not give a constant indication of how well pupils are achieving since the results can be significantly affected by the number of Y6 pupils in the SEN class. However, when the effect of these pupils on the results is discounted, the school achieves better results than the majority of schools serving similar areas.
47. Pupils' standards and progress in the key skills of speaking, listening, reading, writing, and numeracy across the curriculum are good overall, although less strong in oral communication. The school has been awarded the Basic Skills Quality Mark which has been achieved in the year since amalgamation. In using information and communications technology (ICT), pupils demonstrate very good standards. Creative development and problem-solving skills are good and pupils have a good understanding of the issues involved in sustainable development and healthy living. However, the lack of consistent use of Welsh in informal contexts limits the development of their bilingual skills.
48. Pupils with SEN make good progress towards the targets in their individual education plans (IEPs). In core subject assessments, girls outperformed boys, reflecting a trend that was evident in the results of the erstwhile junior school, but this is not reflected in foundation subjects. There are no identifiable groups of pupils who achieve differently from their peers.
49. Pupils in both Key stages are well motivated and eager to learn. The majority work hard and productively within the framework provided for them. Their positive attitude to the school is strongly reflected in the very high level of responsible

behaviour and the respect shown to one another. Good behaviour has been underpinned by the introduction of Peer Mediators and this is evident in the lack of conflict or aggressive behaviour in the playground.

50. Attendance is below the level expected with current levels at 92.5%. This is particularly an issue in YR and Y1, where they are below 90.0%. The poor attendance in the Summer Term 2005, which stood at 91.5%, is accounted for by parents taking their children on holiday during term time. This is a particular problem.
51. Most pupils attend regularly and are punctual. There is very little unauthorised absence. However, a significant minority arrives late for morning school.
52. Development of personal, social and learning skills is a strength of the school. The pupils are respectful and courteous and offer support to others less fortunate than themselves. They learn to act independently, individually as well as in groups, in a range of activities that promote their life-long learning skills.
53. Pupils have limited opportunities to experience and consider aspects of diversity at first hand, but their attitudes to those who are different in any way are positive. They develop an awareness of the local community through participating in a variety of ways but their understanding of the world of work is less secure as a result of the limited opportunities to extend their knowledge of the workplace.

## The quality of education and training

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

**Grade 2** good features and no important shortcomings

The quality of teaching in the subjects inspected	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Percentage at each grade	19%	64%	17%	0%	0%

54. The percentage of good and very good lessons is well above the Welsh average; good and very good teaching is seen across the school and in most subjects.
55. In the best lessons, teachers share the objectives with the pupils at the outset and review them at the end. Very effective use is made of questioning in oral work, both to draw out pupils' own ideas and to check that they have understood.
56. Teachers provide a good range of learning tasks that are well matched to individual and group needs. Lessons have a good balance of oral, written and practical, tasks. They are conducted with good pace with teachers' high expectations reflecting and drawing on pupils' high levels of motivation. Teachers identify the resources needed to support learning tasks and ensure that these are available, often as a result of their own very successful creative efforts. The good classroom relationships and particularly the rapport established by teachers with their pupils ensure that classrooms demonstrate a well-managed, highly imaginative learning environment with constant good behaviour.
57. Pupils are encouraged to evaluate and monitor their work against agreed targets and this is beginning to work effectively. However, marking is inconsistent and does not always provide pupils with the information they need in order to improve their performance.
58. Occasionally, teaching falls below this high standard when insecure subject knowledge or a lack of confidence reduces the clarity of the teaching and leads to rushed presentation or where inappropriate worksheets or other strategies are used that limit pupils' abilities to develop their communication skills effectively. This is particularly the case where the lesson is too long for the learning activity to be sustained throughout.
59. The new whole-school assessment policy is clear and comprehensive and has resulted in improvements both to procedures and their effectiveness. An impressive electronic tracking system gives all stakeholders the opportunity to view both cohort and individual pupils' progress.
60. Good use is made in YR of the information supplied by the feeder Nursery, and parents contribute to this with an informal pre-school assessment.
61. The thorough analysis of baseline and standardised tests is a particular strength. Data is used effectively to identify pupils who are underachieving or who need additional support and also to inform future short-term and long-term planning. There is evidence to prove that early intervention with for example the 'Catch-up' programme has resulted in improving standards. Group reading sessions have improved the continuous assessment of reading.

62. Good use is made of nationally recognised assessment materials in core subjects. Pupils are assessed as to whether they have met the learning objectives. Levelled samples of work together with class mark books are transferred to the next teacher.
63. Target books have recently been introduced from YR to Y6, in the first instance to support writing activities and handwriting skills. Pupils have begun to evaluate their work by using the 'skills ladder' as an aide-memoire and self evaluation tool.
64. The school has a marking policy, but it is inconsistently followed. Although teachers' marking gives supportive comments, the practice of setting goals for pupils to improve their work is not yet embedded. There is good practice in the early years where children are continually assessed. The teacher and learning support assistants work together to evaluate whether learning objectives have been met and identify the next step in the child's learning.
65. Parents attend planned meetings in the autumn and spring terms. Annual written reports to parents meet statutory requirements. However they do not indicate clear targets for improvement nor provide opportunities for parents or pupils to comment.

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

<b>Grade 1:</b> Good with outstanding features
--

66. The findings of the inspection team differ from the school's self evaluation in that the school judged this key question as Grade 2. This is mainly the result of the impact of developments since the self-evaluation was carried out.
67. The school caters efficiently and effectively for a wide range of pupils' needs, and provides equal access to a broad and balanced curriculum. The curriculum provided by the school is stimulating and enriched by many relevant practical experiences. The curriculum for pupils in the SEN class and withdrawal groups is very well differentiated to meet their needs. In the early years, the quality of the curriculum is good and clearly addresses the *Desirable Outcomes for Children's Learning* and children enjoy a good range of relevant experiences.
68. The headteacher and his colleagues have worked very hard since the school amalgamation to implement a full curriculum in all subjects and ensure continuity and progression throughout the school. The process of differentiating the schemes of work to fully meet the needs of the school is ongoing. Grouping arrangements for the morning session booster class are very effective with provision well linked to the classroom curriculum. There is effective provision for gifted and talented pupils, with opportunities to develop sporting and creative skill being particularly well developed.
69. The overall provision for pupils to develop and apply their key skills of speaking, reading, writing and numeracy are good, in ICT they are outstanding. The school has received recognition from the Basic Skills Agency for its work. Curricular provision fully meets the statutory requirements of the WAG.
70. Pupils participate in a very wide range of extra-curricular activities. Pupils report that they value very highly the opportunities offered by lunch-time and afternoon

clubs such as football, disco dancing, Welsh, ICT and the Duke of Edinburgh scheme. The ICT and Welsh clubs, for instance, often contribute effectively to pupils' standards of work in class. Residential visits make an outstanding contribution to both the classroom curriculum and the pupils' personal and social development.

71. The school's curricular provision for personal and social education (PSE) is good and is based on the ACCAC guidelines. There are many opportunities both in the curriculum and in the life of the school to extend their awareness of health and the environment in particular. The strong links between circle time and the school council ensures concerns and suggestions are fully considered.
72. Learning experiences successfully promote pupils' spiritual, moral social and cultural development. One of the outstanding features is the very good progress pupils make throughout the school in their social development. There are very good relationships between all members of the school community. Staff provide very good role models and pupils are encouraged to be considerate and helpful of each other.
73. Pupils' spiritual, moral and cultural development is good. Pupils' moral awareness is actively developed both in the curriculum, with many opportunities to discuss moral dilemmas in lessons and circle time. Pupils are actively involved in helping others and many charities benefit from the support of pupils.
74. There are many well planned opportunities for pupils to develop an appreciation of their own cultural heritage and those of others. A very good range of visits and visitors make a significant contribution to cultural development, particularly to their knowledge of the culture of Wales.
75. Overall, daily acts of collective worship make a good contribution to pupils' spiritual, moral social and cultural development. Pupils' spiritual awareness develops well with opportunities in class assembly or in the curriculum in art for instance to foster this. On occasion, class assemblies provide very effective opportunities to develop pupils' spiritual and moral development. At times, pupils' ability to reflect on issues and to empathise with others when sharing emotive issues is very evident.
76. The partnership with the local and wider community is often very good and a wide range of visitors contribute significantly to the breadth and richness of the school's curriculum. Community organisations such as the police, fire service, and religious groups provide additional curricular support. Dragon Sports provide valuable opportunities for pupils to widen their curricular experiences in physical education.
77. Visitors such as the BBC Chorus contribute very well to pupils' curricular experiences and performing skills in music. There are good pastoral and curricular links with the receiving secondary school. There are strong links with local schools providing good sporting links in particular. Links with Treharris Nursery are good. The school regularly provides training for students undertaking vocational qualifications at Merthyr College.
78. The school promotes opportunities to raise pupils' awareness of the workplace through visits and the contribution of visitors to the school, but the impact of this is limited at present.
79. Pupils' awareness of the need for sustainable development and healthy living is very good and is a strength of the school. The school has been awarded a

Bronze Eco-Award and the school Eco-Committee is currently promoting a 'War on Waste' programme. There are also many recycling initiatives in operation.

80. Economic awareness is well developed by a range of initiatives. The pupils develop entrepreneurial skills by being involved with the school council and the running of the fruit and milk tuck shop, while the playground committee has been responsible for the budgeting and purchasing of resources for sporting and playground activities.
81. Provision appropriately reflects national priorities for lifelong learning and the school is an active partner in the regeneration project at the Millennium Park which is situated at the site of the Deep Navigation Pit at Treharris.
82. The school has a strong Welsh ethos and Y Cwricwlwm Cymreig features very prominently in the life and work of the school. Pupils' sense of belonging, as well as their knowledge of the heritage, literature and the creative arts of Wales is particularly striking. Pupils' bilingual skills are less well developed as there is limited promotion of incidental Welsh, although the school has systems to encourage this.

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

<b>Grade 2:</b> Good features and no important shortcomings
---

83. The Inspection team's findings match the judgement made by the school in the self-evaluation report.
84. The school makes good provision for the care, support and guidance of pupils. A relationship of respect between pupils and teachers permeates and pupils are happy in the warm community that has been created. A range of policies linked to the pastoral care of pupils gives staff good guidance.
85. Recent parental questionnaires and the inspection questionnaires show very positive responses. Parents appreciate having easy access to the school, their views being carefully considered, and receiving regular informative letters. They see the staff as approachable, helpful and hardworking.
86. Induction procedures for pupils entering the YR class are very good. Small groups of children visit once a week and interact with the current class. Closer to the summer holidays children visit twice a week. Parents are encouraged to stay during the last visit. The curriculum is discussed and school procedures and rules are made known. All pupils and parents are encouraged to complete a home task based on a story. Work in September builds on this.
87. There are effective links between the school and Afon Taf Comprehensive School to ease the transition of Y6 pupils. Both Y5 and Y6 visit the school. Y7 pupils return to speak to Y6. Good transitional subject links exist with the English, science and physical education departments. Past pupils return on work experience and support children in reading and mathematics activities.
88. The school provides an effective PSE programme. Good support from agencies, for example the South Wales Police, the Fire Services and Kerb Craft, helps to promote pupils' health and safety.
89. The school is part of the all-Wales Healthy Schools programme which helps all at Edwardsville to develop healthily, in their emotional well-being and relationships, as well as through healthy eating and exercise.

90. A successful Peer Mediation structure has helped pupils find their own solutions to problems; it has raised self-esteem and made the playground a happier place.
91. Pupils' behaviour is constantly and effectively monitored. Pupils know and conform to classroom and school rules. Good behaviour is praised and staff reward effort and thoughtfulness with stickers. Weekly Gold Star assemblies celebrate achievements.
92. Attendance and punctuality are appropriately monitored and the school has an explanation for the low attendance last summer. The educational welfare officer investigates when an individual pupil's attendance falls below 85%. Punctuality is monitored through the system where pupils arriving late report at the Secretary's office. However, the absence of any system to contact parents of absent children on the first day of absence means that occasional truancy cannot be quickly detected.
93. Safety inspections and risk assessments are carried out regularly. Some health and safety matters were raised with the headteacher during the inspection and were acted upon immediately.
94. The headteacher is the designated member of staff responsible for child protection. All members of staff are familiar with procedures to be followed. Members of staff have received First Aid training and there are good systems to ensure that all members of staff are aware of children who may need medication in an emergency.
95. Pupils with SEN are very well catered for both within the KS2 specialist unit and throughout the school. Learning needs are very effectively diagnosed and appropriate programmes based on IEP targets are followed through.
96. Good provision includes in-class support and withdrawal, including a Y5/6 'booster group' taken by the deputy headteacher every morning. In addition, pupils with additional language needs are supported by an LEA language support teacher, whom the school buys in additionally from its own resources.
97. Good care is taken to ensure that pupils with SEN are integrated with their peers as far as possible, particularly for activities in the non-core foundation subjects. However, the timetabling of language support means that for some pupils there is a loss of curriculum entitlement when they regularly miss all or part of lessons in other subjects.
98. The school is proactive in combating social disadvantage and stereotyping and presents pupils with equality of access and opportunity across the full range of its provision.
99. There are very good systems for eliminating oppressive behaviour, including the peer mediation scheme, and they are very effective in ensuring that pupils do not display any such behaviour nor is there evidence of any racist attitudes.
100. Although the school provides pupils with limited first-hand exposure to the range of ethnic, cultural and religious diversity within the wider society, pupils are effectively encouraged to view positively those who are different from themselves and this is reflected in their active support for schools in Africa and Sri Lanka.
101. The school has taken steps to ensure accessibility for disabled persons to the premises, but has so far been unable to overcome all the difficulties presented by the site.

## Leadership and management

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

**Grade 1** good with outstanding features

102. The findings of the inspection team do not fully reflect the school's self-evaluation judgement (grade 2). This is partly because the school did not attribute sufficient weight to the already outstanding features and partly because the positive effect of some management innovations are now more apparent than they were at the time when the school conducted its self-evaluation.
103. Inevitably much of the focus since amalgamation has been on developing whole-school approaches and policies, but the school has not been deflected from improving provision and standards. The governors and headteacher recognised the importance of the task of creating a coherent new school from the two distinct establishments and have approached this with high-quality planning, tact and diplomacy in such a way as to engage and validate the work of staff from both the contributing schools. As a result, there is a very strong sense of unity and common purpose, based around the agreed vision and reflecting the school's aims very well. These realistic and challenging aims underpin the school's commitment to high standards, inclusion and equality of opportunity for staff and pupils, and are reflected in all areas of its work
104. The headteacher provides very good leadership and his particular skills are very effectively complemented and supported by those of the deputy headteacher and staff in leadership roles throughout the school. Management at all levels is very effective; subject leadership is well established and draws effectively on the prior experience and knowledge of staff in each key stage. Subject monitoring is well established and coordinators have a clear view of strengths and areas for development in their subjects, identifying and promoting strategies for improvements. There are good systems for performance management that contribute both to school development planning and to arrangements for continuing professional development of staff.
105. The governing body is very effective and fully involved in setting the strategic direction of the school. In addition to ensuring a smooth transition to a single school, governors have addressed the requirements to plan for a new teaching and learning responsibility (TLR) structure. Governors monitor the work of the school well; they have a good understanding of the effectiveness of the school including a secure knowledge of the stage of development of the subjects and areas of management for which individual governors take responsibility.
106. In addition, strategic planning has taken good account of national initiatives, including education for diversity, economic awareness and sustainable development, and the consistent promotion of key skills across the curriculum.

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

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

107. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
108. Managers and curriculum coordinators have an effective system of assessing and recording pupils' progress in the core subjects and are extending this to other subjects. Coordinators, to aid assessment moderation, retain portfolios of work. There is evidence of the very good team-work developed by managers and coordinators throughout the school and across all phases.
109. On amalgamation, the school conducted an effective audit using quality assurance data, drawing both on prior knowledge and information and structured systems for evaluating strengths and weaknesses, and going on to identify opportunities for and threats to further development. Good account was taken of the views of staff and governors, and parents and pupils were consulted. Priorities for improvement were identified and there is a clear link between the school self review and the SDP.
110. A culture of self -evaluation has developed well in the school. The headteacher, staff and governors are fully committed to raising standards and improving the school. Effective use is made of assessment data and external moderation, including that provided by the LEA. The school's self-evaluation document was detailed, comprehensive and searching. In no case did inspectors find unidentified shortcomings and the governors were able to present a clear picture of the school's strengths and areas for development
111. As well as identifying what needed to be done, the governors made sensible decisions about priorities for improvement taking account of the existing situation as well as local and national initiatives. As a result, significant improvements in standards in physical education and information technology have been achieved; improvements planned in standards in Welsh are still being worked on.
112. In consequence, the school has made good and demonstrable improvement since its inception and is well placed to continue to develop.

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

**Grade 1:** Good with outstanding features

113. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
114. There is an appropriate number of well qualified and effective staff at the school. The school makes very good use of their skills and classes are arranged to provide maximum benefit from these. This includes the encouragement of teachers to move to classes outside the key stage in which they were experienced to contribute to the cohesion and stability of the school. At times, however, the arrangements for specialist teaching are insufficiently thought out, resulting in infrequent, overlong lessons in Welsh as a second language.

115. Resources are sufficient and well deployed; especially those for ICT, which are outstanding and very well used to support standards across the curriculum. In most other subjects, resources are good and sufficient to meet the needs of the curriculum. Although there have been improvements in resources for Welsh, the range of reading materials needs to be improved.
116. The excellent accommodation available to the school represents a considerable strength and the internal space is very well used to provide spaces for a good range of learning activities. Although the school occupies a difficult site on the side of a steep hill, very good use is made of outside play areas and spaces for environmental study.
117. Performance management is having a positive impact on the school, especially through the identification and provision of appropriate continuing professional development. The headteacher and staff are committed to their own development and the development of the school as a unit.
118. The governing body is very effective in its support for the school. Their support for the school in securing the efficient transition from two schools to one is a particularly strong feature. Governors are fully involved in decisions relating to the provision of resources and these are appropriately costed into the SDP. Decisions about spending are very well matched to the school's priorities
119. In light of the standards achieved, the quality of the educational experiences offered and the efficient use of resources, overall the school offers very good value for money.

## Standards achieved in subjects and areas of learning

### Under 5s

120. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. Standards achieved in knowledge and understanding of the world are very good.

### Language, Literacy and Communication skills.

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

##### Good features

121. Children sit attentively on the carpet and listen to stories, totally engrossed. They listen well to their peers and to adults' instructions.
122. They use appropriate language in their role play, in the garage and the Post Office, in individual play, with peers and with adults. They speak about their families and experiences with confidence.
123. They understand that books convey information or tell stories. They know that the cover tells you the name of the author and the title. They understand the convention of reading from left to right. They recognise a question mark and its purpose. The more-able children read a favourite book with enjoyment and good recall of the story.
124. They are beginning to recognise sounds of letters. The majority recognise their own names. They suggest words that begin with, for example, the letter 'g'.
125. They practise their writing skills by making letter shapes in the air, making writing patterns on white boards and chalking on the playground. They write birthday cards and show their purpose by decorating them with hearts and kisses. The majority write their names.
126. They develop the beginnings of bilingualism by answering the register in Welsh, responding to greetings and singing Welsh songs.

### Personal and social development

#### Grade 2: good features and no important shortcomings.

##### Good features

127. Children speak with confidence to an adult stranger and show good relationships with their peers when they play and work together. They listen with interest and enjoy watching their classmates retelling or acting a story.
128. They understand the importance of sharing and say sorry when they are in the wrong. They take turns on the scooters and bicycles, the computer and the torch in the cave. They show a great deal of care of living things in their classroom in their understanding that the hyacinths and daffodils they are growing need watering.

129. They show increasing independence; for example by selecting activities after formal group work, in the correct use of a knife and fork at lunch-time and by dressing themselves and zipping up their coats at the end of the school day.
130. They accept responsibilities well by recognising that the writing table's a mess! and tidying up independently. They understand why they have to wash their hands before lunch and after painting, and do so without prompting.
131. They show understanding and empathy for feelings of happiness and anger and awareness of the need to be safe. They show great respect during prayer time.

## **Mathematical development**

<b>Grade 2:</b> Good features and no important shortcomings
---

### **Good features**

132. Children have a good range of mathematical positional language such as inside and outside, underneath, in, on and beside. When they play with water they understand and use the language of capacity such as full, empty and half full and half empty.
133. Pupils recognise, follow and create patterns. They recognise two-dimensional shapes such as triangles and three-dimensional shapes such as cubes, and use them in their pattern making and building. They sort objects according to colour and size.
134. They order numbers from one to 35 and count backwards from 12 to zero confidently. They recognise the written numbers to ten and fill in missing numbers in sequence patterns. More-able children find the number that is one less than or one more than a given number. They physically demonstrate numbers to ten using cubes.
135. They understand the purpose of money and use it in the Post Office in their classroom.
136. They enjoy singing number songs and rhymes in English and Welsh.

## **Knowledge and understanding of the world**

<b>Grade 1:</b> good with outstanding features
--

### **Outstanding features**

137. Children confidently describe how bulbs are planted in soil and that they grow if you give them water; that they take up water through the roots and the shoots grow first; that flowers grow from bulbs and daffodils are worn on Welsh days; and that artificial flowers used as decorations are not real.
138. They understand that some metal objects stick to a magnet and that a battery lights up the bulb that makes a torch shine. When they use their musical instruments they know that rice in their shakers makes a quieter sound than pasta and that metal shakers make a louder noise than plastic shakers.

### **Good features**

139. Children have a secure understanding of the passing of the seasons. They confidently observe that the trees are bare of leaves during the winter, but that these will grow again in the spring.
140. They understand that special foods are eaten on special occasions during the year; for example Christmas pudding on Christmas Day and noodles during Chinese New Year.
141. Children understand the convention of money and that in the Post office you would need money to buy stamps to send a letter.
142. They understand that recipes are needed to identify the ingredients and processes for preparing food; for example that tomatoes are needed to make tomato soup.
143. They know that lions live in hot countries and that giraffes have long necks to eat the leaves on trees. They know that domestic farm animals such as cows do not live with lions. They know that cows give us milk and that a kitten is a young cat.

### **Physical development**

<b>Grade 2:</b> good features with no important shortcomings
--

### **Good features**

144. Children develop their skills of co-ordination and balance well, by marching, jumping, including star-jumping, stamping their feet, clapping their hands, and hopping on one leg.
145. They build on their spatial awareness by bouncing on hoppers in and out of obstacles and steering their scooters and tricycles carefully, successfully avoiding each other.
146. They develop good hand- eye skills by throwing bean bags at skittles and knocking them over with increasing accuracy.
147. Their fine motor skills develop well by handling felt pens, large and small brushes, chinks and cutting and sticking. They colour within lines with increasing accuracy and show good pencil control in their writing patterns.
148. They show increasing dexterity when they operate the mouse to move the cursor around the screen. They handle small jigsaw pieces well. They handle musical instruments correctly. They roll and cut clay and fill and empty water containers.

### **Creative development**

<b>Grade 2:</b> good with no important shortcomings
---

### **Good features**

149. Children enjoy creating music by making loud sounds and quiet sounds using shaking and striking instruments and by using body sounds. They follow a conductor in a crescendo and a rullentando. They sing a number of songs, including Welsh songs, sweetly and in tune.

150. They experiment with printing using sponges, blocks and bubbles and make independent choices of the colour, textures and shapes they use. They experiment with rubbings of natural and man-made materials such as bark and bricks. They learn weaving techniques by threading pieces of material in and out of green fencing mesh to create an outside display.
151. The children show great creativity in their role-play, at an individual level and with their peers, and respond imaginatively to adult participation. They enjoy the established role-play areas of the garage, the home and the Post Office, but their individual creative and imaginative skills are at their best when they play with the interest boxes such as the *Birthday box* or *The Owl and the Pussy Cat box*.

## English

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

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

### Good features

152. In KS1, pupils listen carefully to their teachers' explanations and to other pupils' contributions. They listen attentively to stories and retell them simply using their own words. Younger pupils perform confidently and enthusiastically in their role-play with more-able pupils speaking clearly and confidently. In the story of Edward and the White Queen pupils speak using appropriate voices recalling the actual words from the story very well.
153. Standards in reading in KS1 are good. Pupils enjoy reading and display a good understanding of the characters in the stories. They read aloud with understanding and expression paying good attention to punctuation. More-able pupils read with a high degree of fluency. They are developing some useful investigational skills when studying non-fiction texts to find information independently.
154. Pupils in KS1 write for a good range of purposes, making good progress from emergent to independent writing. Pupils respond well to the stimuli and often write easily, retelling stories for instance by sequencing events correctly. They write well-presented poems on many different subjects, such as *winter* or *Narnia*. Generally, pupils' writing is well organised and they demonstrate a well-developed awareness of punctuation.
155. Pupils in KS2 listen purposefully to their teachers and others. The more-able pupils answer questions fully, speaking clearly and confidently. Pupils with SEN listen very attentively and contribute willingly to class discussions, using a good range of vocabulary to explain themselves. Older more-able pupils recall and retell stories such as *Bedd Gelert* fluently.
156. Pupils in KS2, including those with SEN, read aloud well. Most pupils have good understanding of the basic skills and have well developed strategies for dealing with unfamiliar words. Pupils of all abilities pay good attention to punctuation when reading. Older, more-able pupils read widely and they have a number of favourite authors. They are confident in discussing plot and character. They read silently at speed with good understanding of the text or read aloud fluently with good levels of expression. When closely studying the text of the

story The Ice Palace, younger pupils demonstrate good comprehension of the events, vocabulary and structure of the language of the story.

157. Pupils in KS2 write for a good range of purposes. They develop and use a range of styles to produce good examples of letters, newspaper articles, poems, stories and other narrative writing. Older pupils produce writing that is varied in content, well structured and of good quality. Pupils of all abilities make good progress in understanding and using the conventions of grammar through the key stage. Older pupils experiment with simile and metaphor to produce poems about Wild White Horses well. Pupils use their writing skills well across the curriculum, for instance writing empathetically in their letters about the plight of evacuees when studying *Carrie's War*.
158. Standards in spelling are generally good. Pupils use appropriate strategies for spelling words and make good use of dictionaries. They make good use of the school's well-stocked library.
159. Pupils' handwriting develops well across the school. Pupils write neatly and fluently, using a legible script.
160. Pupils in both key stages use their word-processing skills effectively to produce a first draft, edit and make best copies of their stories and poems.

### **Shortcomings**

161. At times, in both key stages pupils' spoken responses are indistinct and limited in content. A number of pupils do not express themselves fluently or coherently.

## **Welsh second language**

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

**Key Stage 2 – Grade 3:** Good features outweigh shortcomings

### **Good features**

162. The school has a strong Welsh ethos and this contributes positively to pupils' attitudes to the Welsh language. When incidental Welsh is spoken during the course of the day, pupils demonstrate good understanding of straightforward instructions and questions. They pronounce well and know a range of hymns, songs and rhymes in Welsh.
163. In KS1, pupils listen attentively. They listen carefully to each other when asking and answering questions when working in pairs. They listen well to stories in Welsh, demonstrating good understanding of the vocabulary. Their familiarity with spoken Welsh is developing well; they understand a good range of everyday vocabulary and use a basic sentence pattern confidently.
164. Older pupils of all abilities in KS1, respond well to commands and greetings, asking and answering simple questions, about *Beth sydd yn y Bocs?* Pupils undertake role-play confidently using their good knowledge and understanding of basic sentence pattern and a good range of vocabulary to order food in the 'café'.
165. In KS1, pupils make good progress with their reading and writing skills. Younger pupils recognise the words for a number of animals and label pictures correctly. Older pupils read and write sentences about food correctly. They make good use of their incidental Welsh and apply their vocabulary to other curriculum areas such as making graphs or to role play familiar stories.

166. In KS2, pupils use a generally appropriate range of vocabulary and sentence patterns to respond to questions and engage in conversation. They use the negative and positive forms of response to questions about their likes and dislikes, using the past and present tense. More-able pupils speak fluently and confidently.
167. Pupils of all abilities in KS2 make good progress with their writing. They write for a range of purposes, using examples of variety of sentence pattern and a good range of relevant vocabulary. Older pupils write short passages about a range of subjects such as clothes, sport and the weather independently. They make good use of dictionaries. They read their own work accurately and with good understanding. They read simple books generally well. The more-able pupils read clearly and confidently in formal settings. Pupils make good use of ICT to enhance their learning, for instance making good use of video to record their spoken language as a weather commentator.

### Shortcomings

168. In both key stages, a significant number of pupils need prompting when reading words and phrases and their reading lacks fluency.
169. In KS2, pupils use and understanding of incidental Welsh are insufficiently extended as they progress through the key stage.
170. In KS2, pupils' confident and fluent use of the spoken language is insufficiently developed as they progress through the key stage. Many lack skill in spoken Welsh without the support of the written word.

## Mathematics

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

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

### Good features

171. In KS1 pupils begin to develop good skills in mental arithmetic. They carry out problem-solving exercises in small groups and individually. They confidently work in larger groups when using the interactive whiteboards.
172. By the end of KS1, pupils work out bonds to ten, using *more than* and *less than*. They use a range of strategies and resources, including number squares and lines, skilfully. They recognise and count numbers to a hundred and the more-able pupils explain strategies for subtraction and simple multiplication.
173. In Y1, pupils sort two-dimensional shapes by properties, such as number of sides and angles. The more-able pupils sort shapes using *Venn* diagrams, applying appropriate vocabulary such as *straight*, *curved* and *corners* to sort correctly. By the end of KS1, they name a range of three-dimensional shapes accurately.
174. In KS2, pupils continue to develop their mental skills. Younger KS2 pupils successfully carry out addition and subtraction problems involving money. They identify coins correctly and calculate the appropriate change, showing good skills of estimation in their problem solving.
175. Pupils use mathematical terms correctly when explaining their work. They work confidently with practical activities, as in Y4 where they show good

standards in weighing, making appropriate estimations to support their conclusions.

176. In upper KS2, the majority of pupils have a good understanding of multiplication and division facts. They demonstrate this in regular mental activities, supported with the use of the interactive whiteboards, responding well to the challenging work. Y5 pupils learn to apply their knowledge of sequencing patterns in a range of problem-solving exercises.
177. In Y6, pupils explain reflective symmetry and recognise that one rotation is equal to 360 degrees. They draw and measure angles and know that the sum of the angles in a triangle is equal to 180 degrees, and equivalent to that represented by a straight line.
178. Pupils' work demonstrates that a good range of mathematical activities is undertaken, and good progress is made across the key stages. Pupils show an enthusiasm for mathematics and with teacher support, regularly use ICT programs to further their understanding of number and develop their problem-solving skills.

## Information technology

**Key Stage 1** – Grade 1: Good with outstanding features

**Key Stage 2** – Grade 1: Good with outstanding features

### Outstanding features

179. The consistent use of a wide range of ICT resources throughout the school and across the curriculum, coupled with skilled teaching, ensures the pupils successfully experience a wide variety of activities. They are confident and enthusiastic and as a result, work produced across the key stages, shows many outstanding features.

### Good features

180. Pupils in both key stages are developing confidence when using a range of ICT equipment. They enter and store information and communicate their ideas in different forms, including the use of video animation, *PowerPoint* and interactive whiteboard presentations. This is an outstanding feature of the school.
181. In KS1, pupils present and communicate their ideas in different forms. They write sentences and add pictures to text. They are developing good keyboard skills and confidently use a mouse to make appropriate amendments using the shift and backspace keys.
182. Y2 pupils access the internet as a source of information, using passwords and web links confidently, under teacher supervision.
183. They programme the *Roamer* to follow a given path, using good mathematical knowledge and vocabulary, to assist them.
184. In KS2, pupils extend their skills, applying their knowledge across the curriculum. In Y3, pupils access information on the internet to advance their knowledge of Roman Britain.
185. In Y5, pupils produce databases of the children in their class, using census material of Treharris, as a model for their work. They use word-processing skills

to produce questionnaires related to their data and produce graphical representation of their results.

186. Pupils plan, organise and create 'stop-frame' animation stories and make video presentations in Welsh on local and national weather conditions.
187. In Y6, pupils incorporate downloaded patches from the internet and video representation in complex *PowerPoint* presentations of their knowledge of World War 2.

## Physical education

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

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

### Good features

188. Standards in physical education have improved significantly throughout the school since its inception as a result of the school's involvement in the area-wide *Physical Education and Sport in Schools (PESS)* initiative.
189. Pupils at both key stages show good awareness of the importance of preparation for exercise. They participate seriously in warm-up activities, with and without music and describe the effect of exercise on their bodies. From the earliest stages, they learn to handle apparatus safely, choosing appropriate apparatus and activities and being aware of the need to take account of their own and others' spatial needs.
190. In KS1, pupils make good progress in developing gymnastic skills as they explore the eight basic shapes using the floor and a range of low apparatus.
191. They show good awareness of the range of movements possible when they create a dance routine, drawing on what they learned from the visit of the Powys Dance Company. They combine these with the shapes previously learned, to make a well structured sequence.
192. Older KS1 pupils extend their work with shapes to more complex apparatus offering a range of heights and surfaces. They name and reproduce the basic shapes and combine a series of these with travel to form a sequence. They understand the elements of control and identify the characteristics of good gymnastics work. They review their work, recalling what they have learned and what aspects they found easy or difficult.
193. This work is extended in key stage 2 and, by Y6, pupils successfully plan, develop, execute, evaluate, review and revise their gymnastic work, making effective use of ICT.
194. Pupils in KS2 make very good progress in swimming, following a skills-based course. The great majority reach the expected standard of 25 metres and many swim greater distances. They extend their skills in a range of activities related to water safety and survival.
195. They develop a range of skills in outdoor pursuits, particularly through their time at the *Dolygaer* residential centre. Younger pupils undertake walking activities while Y6 pupils learn safely to enjoy a good range of adventurous pursuits.
196. Pupils develop good skills in dance, building on basic movements and shapes to create their own dance sequences and performing a range of formal dances

including traditional dances from Wales and Hungary. Pupils who attend the after-school dance club develop very good skills and are currently entered for an externally accredited examination in modern dance.

197. Pupils develop very good skills in self-assessment and in assessing and evaluating each other's work. They identify ways in which their performance can be improved and enthusiastically undertake the work necessary to achieve this improvement.

198. The skills and understanding required for organised games develop well, both through mini-games activities and through participation in full-scale games. Pupils represent the school successfully in a range of inter-school sports activities.

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

The governors were very pleased with the outcome of the inspection. Over the past year, a considerable amount of effort has gone into the creation of a school of which we are rightly proud of and pleased with. The recognition of the progress and achievements we have made provides a welcome 'pat on the back' and a boost in morale for all concerned with Edwardsville Primary.

The Governors are pleased to note the confirmation that the school has managed the transition from two separate units to establish itself as a coherent, well managed, effective school that achieves high standards, encourages good experiences and provides 'good value for money'.

We are also pleased that the views of the inspection team reflect our own evaluation of the good work of the school. In particular, it is pleasing to note that the school has continued to improve since writing the Self-Evaluation Report in the autumn term, in particular to offer outstanding features with regard to: the provision for pupils and the community; the effectiveness of leadership and strategic management, and the efficiency of our leaders and managers in the use of resources.

Although the report recognises that there are no serious shortcomings in the work of the school, the Governors are grateful for the recommendations offered for future improvement. We are keen to implement a range of strategies to address these minor shortcomings and have already identified appropriate actions.

## Appendix 1

### Basic information about the school

Name of School	Edwardsville Primary School
School type	Community
Age-range of pupils	4-11
Address of school	Cardiff Road Edwardsville, Treharris, Merthyr Tydfil
Post-Code	CF46 5NE
Telephone Number	01443 410662
Headteacher	Mr. C Davies
Date of appointment	January 2005
Chair of Appropriate Authority	Mrs. P Jones
Registered Inspector	Dr Eric Peagam
Dates of inspection	30 <sup>th</sup> January– 1 <sup>st</sup> February 2006

## Appendix 2

### School data and indicators

Number of pupils in each year group								
Year group	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	39	47	53	49	51	58	62	361

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	14	6	17

Staffing information	
Pupil:teacher ratio excluding special classes	21.8: 1
Average teaching group size	24.8
Teacher (fte): class ratio	1.13:1
Pupil: adult ratio in special classes	7: 1

Percentage attendance for three complete terms prior to the inspection		
Term	Reception	KS1/2
Autumn 2004	91.1	95.5
Unauthorised absence	0.0	0.1
Spring 2005	90	92.4
Unauthorised absence	0.2	0.3
Summer 2005	85.7	91.1
Unauthorised absence	1.0	0.9

Percentage of pupils entitled to free school meals	28%
Number of pupils excluded during 12 months prior to inspection	1

### Appendix 3 National Curriculum Assessment Results

#### National Curriculum Assessment

**KS 1 Results 2005 (National 2004)** Number of pupils in Y2: 45

#### Percentage of pupils at each level

			W	1	2	3	4
English:	Teacher Assessment	School	7	13	74	7	0
		National	4	13	63	20	0
En: reading	Teacher Assessment	School	9	13	70	9	0
		National	3	11	63	23	0
En: writing	Teacher Assessment	School	7	11	76	7	0
		National	5	14	69	11	0
En: speaking and listening	Teacher Assessment	School	2	15	57	26	0
		National	4	14	55	26	0
Mathematics	Teacher Assessment	School	7	7	59	28	0
		National	2	11	63	24	0
Science	Teacher Assessment	School	2	11	52	35	0
		National	2	10	65	23	0

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

In the school	82	In Wales	81
---------------	----	----------	----

**KS 2 Results: 2005 (National 2004)** Number of pupils in Y6: 62

#### Percentage of pupils at each level

			< 3	3	4	5 (+)	> 4
English	Teacher Assessment	School	18	11	39	32	71
		National	7	15	46	31	78
Mathematics	Teacher Assessment	School	11	16	45	27	72
		National	7	15	47	32	78
Science	Teacher Assessment	School	11	4	58	26	84
		National	4	11	51	34	85

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by teacher assessment

In the school:	65	Excluding pupils in SEN unit	71	In Wales:	72
----------------	----	------------------------------	----	-----------	----

## Appendix 4

The inspection was carried out by a team of three inspectors over a period of four days, and the report was based on evidence from:

- pre-inspection meetings held with the headteacher, staff and the governing body;
- the analysis of 147 returned parents' questionnaires and a meeting with 18 parents;
- the observation of 53 lessons or part lessons and observation of extra-curricular activities;
- a scrutiny of pupils' work and hearing pupils read;
- an examination of assessment records and reports to parents;
- observation of registration procedures;
- the scrutiny of school documentation, teachers' plans and assessment records;
- observation of pupils' behaviour in and around the school at break-times, lunch-times and before and after school;
- attendance at assemblies;
- discussions with the headteacher and other staff;
- post-inspection meetings with senior management and governing body.

## Appendix 5 Composition and Responsibilities of the Inspection Team

Inspector	Type	Aspect Responsibilities	Subjects
Eric Peagam	Rgl	Context, Summary, Key Questions 1, 2 and 5. Contributions to Key Question 4.	Physical education
John Foley	Lay	Key Question 7. Contributions to Key Questions 1 and 3.	
Ann Williams	Team	Key Question 4. Contributions to Key Question 2.	Early years
Delyth Parris	Team	Key Question 3.	English Welsh second language
Glyn Scott	Team	Key Question 6. Contributions to Key Question 4.	Mathematics Information technology
Nikki Dargie	Peer Assessor	Colin Davies	Nominee

### Acknowledgement

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

### Contractor:

Baker-Phillips Educational Communications Ltd.  
 Oaks Lea, Higher Knolton, Overton, Wrexham. LL13 0LF