

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

**Fochriw Primary School
Pontlottyn Road
Fochriw, Bargoed
Caerphilly, CF81 9LL**

School Number: 6762108

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by

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

- * nursery schools and settings that are maintained by, or receive funding from, 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.

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Fochriw 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 Fochriw Primary School took place between 15/01/07 and 17/01/07. An independent team of inspectors, led by Peter Mathias undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **full** 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

Contents	Page
Context	1
Summary	3
Recommendations	9
Standards	10
Key Question 1: How well do learners achieve?	10
The quality of education and training	14
Key Question 2: How effective are teaching, training and assessment?	14
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	16
Key Question 4: How well are learners cared for, guided and supported?	19
Leadership and management	21
Key Question 5: How effective are leadership and strategic management?	21
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	23
Key Question 7: How efficient are leaders and managers in using resources?	24
Standards achieved in subjects and areas of learning	25
Under 5s	25
English	28
Welsh second language	29
Mathematics	30
Science	32
Information technology	32
Design technology	33
History	34
Geography	35
Art	36
Music	37
Physical education	38
Religious education	39
School's response to the inspection	40
Appendices	41
1 Basic information about the school	41
2 School data and indicators	41
3 National Curriculum assessments results	42
4 Evidence base of the inspection	44
5 Composition and responsibilities of the inspection team	45

Context

The nature of the provider

1. Fochriw is a Community Primary School serving the former mining village from which it derives its name. It is situated at the northern edge of the Rhymney Valley. The Unitary Authority (UA) is Caerphilly. The local area is part of an economic regeneration initiative and receives 'Objective One' funding. There are 128 pupils on roll including eight full-time equivalent nursery children. Pupils come from a range of backgrounds. A high proportion of pupils are from socially and economically disadvantaged homes.
2. On entry most children have below average levels of basic skills. The school considers that on the whole children enter the school with poor social skills. The school reports that 39% of pupils are eligible for free school meals, which is well above the average for primary schools in the UA and the All-Wales average for primary schools.
3. About 33% of pupils have some degree of special educational needs (SEN). One pupil has a statement of SEN for moderate learning difficulties. No pupil was excluded in the last school year. No pupil has the National Curriculum (NC) disapplied.
4. English is the predominant language of all pupils. No pupil has Welsh as a first language. 99% of pupils are of Welsh extraction. No pupil has support in English as an additional language.
5. The school was last inspected in the Autumn Term 2001 when the current headteacher was in post. This inspection was undertaken by HMI who concluded that the Chief Inspector was of the opinion that special measures were no longer required in relation to the school.
6. During the inspection one permanent member of the teaching staff had been absent for some time. A supply teacher filled this post. The school holds the Basic Skills Quality Mark.
7. Until September 2006, the school housed a UA funded SEN unit for KS2 pupils considered to have moderate learning difficulties. It served a wider area than that of the school. In September 2006 it closed and many pupils previously in that unit remained at the school.
8. The school has an appropriate set of aims which are very wide and these are: -
 - to recognise our children and parents as valuable members of the community;
 - to cater for the individual needs of every child;
 - to develop a tolerance and respect of all things;
 - to provide a happy, caring atmosphere where views are acknowledged;

- to allow our children to expand their horizons by offering a range of activities;
- to help out children maximise their potential;
- to give children a sense of self esteem and a positive attitude towards working and learning;
- to enlighten the children of the importance of a healthy body through the development of physical activities;
- to help the children appreciate the aesthetic qualities school life has to offer and to uphold Christian values;
- to maintain an attractive environment internally and externally;
- to develop close links with parents, local bodies and outside agencies for the benefit of the children; and
- to give the children an understanding of acceptable communal and individual behaviour which allows them to blend into society.

The School's Mission Statement

9. "As a school we intend to play our part in developing responsible citizens for tomorrow."

The school's priorities and targets

10. The school's priorities for 2006/2008 are: -
- to continue to prepare for the introduction of the Foundation Phase;
 - to introduce the 'Flying Start' initiative to the school;
 - to integrate further pupils from the support class and
 - to review the provision and deployment of staff.

Summary

11. Fochriw Community Primary School is an improving school with many good features. It has made significant progress since its last inspection.
12. The inspection team agrees with six out of the seven judgements made by the school about the standards pupils achieve and about other areas of its work. Where the inspection team disagrees, the school underestimated how well it monitors and evaluates its performance and its overall effectiveness in planning for improvement.

Table of grades awarded

Key question	Inspection grade
1 How well do learners achieve?	2
2 How effective are teaching, training and assessment?	2
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	2

4	How well are learners cared for, guided and supported?	2
5	How effective are leadership and strategic management?	2
6	How well do leaders and managers evaluate and improve quality and standards?	2
7	How efficient are leaders and managers in using resources?	2

Standards

13. Overall, pupils' standards of achievement in subjects and areas of learning inspected are as follows: -

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	11%	76%	13%	0%	0%

14. Standards of achievement in lessons are above the Welsh Assembly Government (WAG) All-Wales 2007 targets of 98% to be at least Grade 3 and 65% to be Grade 2 or better.
15. The overall quality of provision for children under five is appropriate to their needs and children make good progress towards the Desirable Learning Outcomes for Children's Learning.

Subjects and/or areas of learning for under-fives

	Nursery	Reception
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

Grades for standards in subjects inspected

Inspection Area	KS1	KS2
English	2	2
Welsh second language	3	3
Mathematics	2	2
Science	2	2
Information technology	2	2
Design technology	2	3
History	2	2
Geography	2	3
Art	2	2
Music	3	3
Physical education	2	2
Religious education	3	3

16. Many children begin school with below the expected levels of basic skills and often have poor social skills. They make good progress in all areas of learning and are well prepared for the next phase of their education. Pupils with SEN achieve well.
17. Pupils' standards and progress in the key skills are Grade 2 overall (good features and no important shortcomings).
18. In communication skills in English at both key stages, standards of achievement are Grade 2. Pupils' listen, speak, read and write well in other subjects. Pupils' achievements in communication skills in Welsh are Grade 3 (good features outweighing shortcomings). In speaking and listening at both key stages standards are Grade 3. In the key skills of reading in Welsh, standards are Grade 3 in KS1 and KS2. In writing, standards are Grade 3 in KS1 and KS2. Across the school pupils do not consistently develop communication skills in Welsh although in some classes, pupils' skills and understanding are significantly higher than in other classes. Overall, pupils' bilingual skills are underdeveloped.
19. Pupils' understanding of the significant features of their Welsh heritage is Grade 3. Pupils have a secure understanding of their local history and of the history of wider Wales. However, pupils' knowledge of the significant features of Welsh literature, music, dance and art have some weaknesses and are under emphasised.

20. Pupils' mathematical skills are Grade 2 and are well used in science. Pupils' skills in information and communication technology (ICT) are also Grade 2. Across the school, pupils demonstrate good skills in utilising ICT to assist them to learn more and to present their work carefully.
21. Pupils' personal skills are well developed and are also Grade 2. Pupils invariably show sympathy with those less fortunate than themselves and respond well to the needs of others. Pupils' problem solving skills are Grade 2. Pupils throughout the school think things out for themselves particularly in science and mathematics.
22. In both KS1 and KS2, pupils' creative skills are Grade 3. While pupils know how to apply their experience and knowledge gained in art to other areas of their work, they have less knowledge and understanding of how to work creatively in music and dance.
23. Pupils work willingly with other pupils and adults. They know the targets which are set for them to aim to achieve both in their work and in their personal development.
24. Starting from a below average base, pupils achieved well in the end of KS1 national assessments for seven year olds in 2006. In English and science, the proportion achieving the expected standard (Level 2) was above the UA and national averages. In mathematics, results were just above those averages. These results are in line with those achieved over the previous three years. In the 2006 assessments, girls slightly outperformed boys in English. In mathematics and science the reverse was true with 100% of boys achieving at least the expected standards in these two subjects. When these results are compared with schools having a similar proportion of pupils entitled to free school meals, these results were well above average. The school has successfully maintained its year-on-year improvement.
25. Until recently the school provided SEN support for groups of pupils from a wider area in a dedicated unit. In the 2006 assessments for eleven year olds at the end of KS2, the proportion of pupils achieving the expected standard (Level 4) was above the UA and national averages in English, but below in mathematics and science. When the results are combined, the proportion achieving or exceeding the expected level was below the UA and national averages.
26. When the results of KS2 pupils from the SEN unit are discounted, the school's results are well above the UA and national averages as they were in the previous year. While girls outperformed boys in these assessments in 2006, the gap between the relative performance of boys and girls narrowed substantially. Since 2004, results in these assessments have shown an upward trend.
27. When these initial results are compared with schools considered to have a broadly similar proportion of pupils entitled to free school meals, results in English were above and in mathematics and science below those similar schools. When the combined results are compared to similar schools with the

SEN unit discounted, the school's performance was very high. Since 2004, the targets agreed with the UA have been met or exceeded.

28. Pupils' attitudes to their lessons and their interest in their work are Grade 2. Pupils are well motivated, work hard and wish to please their teachers. They behave well. Attendance at 93.33% over the last three years has improved and is above both national and local averages.

The quality of education and training

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
13%	74%	13%	0%	0%

29. In the lessons seen, the percentage of Grade 1 and Grade 2 lessons compares closely with the national picture reported by Her Majesty's Chief Inspector (HMCI) in her Annual Report 2005/2006. Nationally the quality of teaching is at least good in 84% with 17% having outstanding features.
30. In the nursery and reception classes, teachers have a sound understanding of the needs of these children. Children in these classes are well supported by all adults who help them.
31. Across the school, in KS1 and KS2 in the best lessons strong features include:
- a busy and purposeful approach;
 - high expectations of what pupils can achieve;
 - lively and stimulating encouragement;
 - very positive working relationships between teachers and their pupils;
 - infectious enthusiasm for learning;
 - very good subject knowledge; and
 - careful use of planning to ensure that skills are taught systematically year-on-year.
32. In the very small number of lessons where teaching has some shortcomings these include: -
- missed opportunities to develop pupils' bilingual skills;
 - lack of clarity about what pupils should aim to achieve in the lessons; and
 - a lack of pace and purpose at the beginning of lessons.
33. Arrangements to monitor pupils' long-term progress and achievement are good and meet statutory requirements in full. There are rigorous assessment procedures in place for English, mathematics, science and information technology. Assessments procedures in other subjects are less well developed as are collections of pupils' work in some subjects in order to indicate the standards pupils should aim to achieve year on year.
34. The school meets statutory requirements in reporting to parents about their children's progress. These reports are of good quality and provide useful

information. Parents of pupils are given a clear picture of what pupils need to do to improve.

35. The curriculum meets the needs of all pupils. It is broad, balanced and cohesive and is well planned. It meets the requirements of the NC and the locally agreed syllabus in religious education. Support for pupils with SEN is good and all pupils have equal access to what is taught. Support for those who have additional learning needs in literacy is good and pupils' progress is reviewed regularly.
36. Arrangements to promote pupils' spiritual, moral, social and cultural development are good overall. The promotion of pupils' social development has some significant strengths and is very effective. Provision for pupils' cultural development has some good features but also some weaknesses. Planning for *Y Cwricwlwm Cymreig* is underdeveloped. Arrangements for collective worship meet statutory requirements. There is a very good range of extra curricular activities and clubs. Links with the local community are strong. Homework provision is good and appropriate tasks are set for pupils.
37. Links with parents are effective and parents are well informed about their children's progress.
38. The quality of care, guidance and support is good with no important shortcomings. There is a positive ethos and sense of community within the school. All pupils, including those with SEN are made to feel that they are highly valued as individuals. Induction arrangements for the early years are well organised and effective. There are thorough arrangements to monitor attendance, punctuality, behaviour and performance. The school's provision for ensuring pupils' health and safety are comprehensive and are reviewed regularly. The school has carried out a detailed survey to ensure ease of access for those with physical disability.

Leadership and management

39. The headteacher has a clear vision for the school and provides a purposeful and effective lead. Staff and pupils collaborate very closely together in a supportive atmosphere where all work together willingly. There is a clear determination to help pupils to achieve well, which has helped in raising standards. There are detailed systems in place to review pupils' progress. These are well used in English, mathematics and science to set targets for pupils to achieve.
40. The school takes careful account of national priorities and local partnerships. Links with the local community and with the secondary school are strong. Arrangements to provide teachers with time during the school week to plan, prepare and assess are well managed. Pupils are developing a greater understanding of ecological and environmental issues in their own area.

41. Co-ordinators work effectively to evaluate each subject's strengths and weaknesses carefully and to plan for improvement. In some cases, this process has been delayed due to the longer-term absence of staff.
42. The governing body provides a very committed lead. Governors are generally well informed about the school's needs. They very positively and constructively hold the professional leadership to account. The chair of governors provides a sensitive and supportive lead in this. Governors carefully monitor the outcomes of their decisions. The governing body meets all of its statutory requirements in full.
43. The process of self-evaluation is robust and firmly based on first hand evidence. The views of all of those involved in the school are carefully considered. The school self-evaluation document is well constructed and provides a clear and frank analysis of the school's strengths and weaknesses. It is closely linked to the school development plan (SDP) which is well used as a working document to promote school improvement. The school's self-evaluation is accurate. Since the last inspection in December 2001, the school has made good progress. The key issues of that inspection have been well addressed.
44. Best use is made of two old buildings which provide adequate accommodation for the number of pupils on roll. Facilities have recently been enhanced by the completion of an attractive new games area for shared use with the local community (MUGA). However, outdoor play facilities for children under five are limited and uninspiring. Children are unable to have independent access to them.
45. Classrooms are colourful and contain stimulating displays of pupils' work. The school is well staffed by appropriately qualified teachers and support staff. Good use is made of a large range of resources which are well matched to the needs of the school. Day-to-day administration is efficient and effective. The caretaker and cleaning staff work hard to maintain the school in good order.
46. Overall, bearing in mind the standards of achievement of many of the pupils by the age of eleven, often from a low base, together with the overall quality of education provided, the school gives sound value for money.

Recommendations

In order to improve the school in the areas inspected the staff and the governing body need to: -

- R1 raise standards in subjects where they are currently Grade 3 (good features outweigh shortcomings); for example, in Welsh in KS1 and KS2, design technology in KS2, geography in KS2, music and religious education in KS1 and KS2;
- R2 complete the process of assembling annotated samples of pupils' work in all subjects to indicate the standards pupils should achieve year on year, which the school has identified as a priority;
- R3 take steps to improve pupils' confidence and competence in using incidental Welsh in school in their day-to-day work and play and strengthen pupils' knowledge and understanding of the richness and diversity of their Welsh heritage and culture; and
- R4 provide a more varied and stimulating outdoor environment for children's physical development.

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

A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

47. Overall, the findings of the inspection team match the judgements made by the school in its self-evaluation report. Pupils' standards of achievement in the lessons observed are as follows: -

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	11%	76%	13%	0%	0%

48. Pupils' standards of achievement in lessons are above the WAG All-Wales target of 98% to be at least Grade 3 and 65% to be Grade 2 or better.

49. Baseline assessments indicate that achievement is generally below average and many children have poor social skills when they begin school.

50. The overall quality of the education provided for children under five is appropriate to their needs and children make good progress towards the desirable learning outcomes for children's learning.

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

In KS1 and KS2 in the subjects inspected standards of achievement are as follows: -

Inspection Area	KS1	KS2
English	2	2
Welsh second language	3	3
Mathematics	2	2
Science	2	2
Information technology	2	2
Design technology	2	3
History	2	2
Geography	2	3
Art	2	2
Music	3	3
Physical education	2	2
Religious education	3	3

51. In the 2006 national assessments for seven year olds where a relatively small group of pupils took the assessments, the proportion of pupils who achieved at least the expected level (Level 2) in English was above the UA and national averages. In mathematics standards were just above both UA and national averages, in science pupils achieved above the UA and national averages. When these results are combined, pupils achieved above the UA and national averages.
52. These scores are in line with the performance of the school in the previous three years. The school has been successful in maintaining higher levels which are above the UA and national averages in this period. Since 2004, the targets agreed with the UA have been met or exceeded.
53. In the 2006 KS1 assessments, girls slightly outperformed boys in English. In mathematics and science boys outperformed girls with 100% of boys achieving the expected levels. When the school's results in 2006 are compared to schools in the UA which have the same proportion of pupils eligible for free school meals, results in English, mathematics and science are well above most similar schools. When the results in these subjects are combined, the school performed well above similar schools. Compared to previous results it is clear that the school has been successful in maintaining its year on year improvement and in tackling successfully issues of boys' under achievement.
54. The overall performance of pupils at the end of KS2 assessments for eleven year olds is more complex. For some years the school provided SEN support for groups of KS2 pupils from a wider area in a dedicated SEN unit. Recently that provision was discontinued. In the 2006 assessments for eleven year olds in English the proportion of pupils achieving the expected level (Level 4) was above the UA and national averages. In mathematics, results were below the UA and national averages. In science these results were also below the UA and national averages, although the proportion of pupils achieving the higher level (Level 5) was high. When these results are combined, the proportion of pupils achieving or exceeding the expected level was below the UA and national averages.
55. Of the relatively small group of pupils who were assessed, a significant proportion of those pupils were in the SEN unit. When the performance of those pupils is discounted, the school's results were well above the UA and national averages as they were in the previous year. From the information available, girls outperformed boys in English, mathematics and science. However, the gap between the performance of boys and girls has narrowed substantially. While results since 2004 have been below the UA and national averages, there has been an upward trend over this period.
56. When these results are compared to schools with a broadly similar proportion of pupils entitled to free school meals, the results in mathematics and science were below the majority of these similar schools. In English results were well above most of those similar schools. When the combined results without those pupils from the SEN unit provision are compared, the school's performance was very high.

57. Overall, pupils' development of key skills is Grade 2 (good features and no important shortcomings). In KS1 and KS2, pupils' standards and progress in English in the key skills of speaking, listening, reading and writing are all Grade 2. Pupils across the school speak confidently and answer questions readily. They listen carefully and respond appropriately to instructions. Pupils read well in English across both KS1 and KS2 for a wide range of purposes and have increasingly more refined research skills using dictionaries, reference books and the Internet confidently. Through a wide range of well planned and relevant activities, pupils know how to write in different styles and for different purposes, for example in history and in science.
58. Pupils' achievements in communication in Welsh are Grade 3 (good features outweigh shortcomings). Across KS1 and KS2, pupils' speaking and listening skills are Grade 3. Pupils' reading skills are Grade 3 in KS1 and KS2. In the key skill of writing in Welsh standards are Grade 3 in KS1 and KS2. Overall, most teachers do not plan sufficiently to develop communication skills in Welsh. Opportunities in many lessons are missed to develop pupils' competency and confidence to use Welsh naturally. As a result in both key stages, pupils' bilingual skills are underdeveloped, although in some classes teachers foster the language well. Where this does occur, pupils' skills and understanding are significantly higher.
59. In both KS1 and KS2, pupils' mathematical skills in other subjects are Grade 2. Pupils in KS1 use the language of shape and space well in science. They draw simple graphs in geography. In KS2 in science, pupils use their mathematical skills well to draw diagrams and charts.
60. Pupils' skills in ICT are also Grade 2. Within KS1, pupils use the 'mouse' correctly and make their way through simple programmes and graphic packages. They are beginning to compose, edit and print their work. They use simple charts to record information, for example in science when looking at how light travels through some objects but not through others. In KS2, pupils use their ICT skills widely. They research using the Internet and make multimedia presentations linked to their work in other subjects. They draft, edit and print their work accurately.
61. Pupils' understanding of the significant features of Welsh literature, music dance and art are Grade 3. They have limited knowledge of traditional tales and the range of Welsh music and dance because they have few opportunities to become familiar with them. Through a good number of visits to places of historical significance nearby and further afield, pupils' sense of the history of their locality and wider Wales is well established.
62. Pupils' personal skills are well developed and are Grade 2. As a result of the strong family ethos in the school, pupils show a positive and caring attitude to each other. They behave well and have a strong awareness of what is expected of them. They sympathise with and respond well to the needs of others.

63. Pupils' problem solving skills are also Grade 2. From the early years, pupils make decisions and choices for themselves about their daily routines. In both key stages pupils think things out for themselves in science and in mathematics. However, opportunities are missed in design technology to raise pupils' standards in this area further.
64. In both KS1 and KS2, pupils' creative skills are Grade 3. From an early age they use a wide range of media to illustrate their work. They paint in different styles and copy the work of famous artists. However, pupils have less confidence and knowledge to work creatively in music and dance.
65. Pupils work willingly with other pupils and adults in lessons and in the playground. They know the targets which are set for them within their lessons and in their general development.
66. Pupils have good attitudes to learning. They are interested in their work and sustain good levels of concentration. Pupils are motivated; they show enthusiasm for their work and school life. Almost all pupils work hard in lessons, concentrate well and make effective use of their time. In discussions, older pupils say they enjoy school. They say their teachers are helpful and make lessons fun.
67. Pupils are very well behaved overall. They know what is expected of them. Pupils are friendly, polite and considerate to each other from the earliest stages and relate well to adults. Pupils move sensibly in and around the school and demonstrate a high degree of maturity
68. Pupils work and play together very well and relationships with each other are good. Older pupils are sensitive to the needs of other pupils. The school council and trained 'Buddies' have an important role in maintaining good relationships and ensure that no one is friendless at break times or lunchtimes. They willingly help to resolve conflicts for example through the use of suggestion boxes discreetly placed around the school Pupils also have a key role in revising behaviour policies and school rules. They understand that bullying is unacceptable behaviour and are aware of what to do should it occur. When asked, pupils say they are confident that any misbehaviour reported to an adult in the school will be dealt with immediately.
69. At 93.33% the average rate of attendance for the three terms prior to the inspection was above the UA and in line with the all-Wales averages. The school exceeded the average for cluster schools in the autumn term prior to the inspection. Most pupils attend school regularly and are punctual. Absences are caused mainly through sickness and family holidays in term time. The school sets attendance targets. Pupils are keen to be part of the leading class each week. Pupils with the best attendance are rewarded at the year end.
70. Pupils make good progress in their personal, social, moral and wider development. The school provides very effective personal and social education that helps create a good learning ethos and enhances pupils' self esteem.

71. Throughout the school pupils co-operate willingly in pairs and small groups and encourage each other during lessons and at other times.
72. Pupils have a good understanding of equal opportunity issues because the concept is firmly embedded in the culture of the school. They understand that they must respect the views of others and that all people are equally important. Pupils with special needs are fully integrated into all aspects of school life.
73. Pupils develop a sense of belonging within the school and the local community. The school works closely with the community Welfare Partnership Group and pupils are involved in community regeneration projects such as the development of the recently opened MUGA adjacent to the school. They were involved in the planning and design of this very valuable facility. Pupils have opportunities to develop corporate responsibilities through their roles on School Council as well as buddies and monitors. They take their responsibilities very seriously and show great commitment to their roles.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

74. Overall, the findings of the inspection team match the judgments made by the school in its self-evaluation report.
75. The quality of teaching was judged as follows: -

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
13%	74%	13%	0%	0%

76. The quality of teaching is good or better, that is Grade 1 and Grade 2 in 87% of lessons. The quality of teaching is outstanding, that is Grade 1 in 13% of lessons. These figures compare closely with the national picture reported by Her Majesty's Chief Inspector (HMCI) in her Annual Report 2005/2006. Nationally the quality of teaching in primary schools is good in 84% of lessons with 17% having outstanding features.
77. In the nursery and reception classes, teachers and their assistants show a clear understanding of how to plan and organise for those children to take part in a full range of appropriate learning experiences. As a result, children settle well into school and achieve success, often from below average starting points.
78. Across the school, teachers have generally high expectations of their pupils. In the best lessons, teachers pass on these expectations in lively and stimulating ways and encourage pupils warmly to strive to meet them. Across the school the positive working relationships, which exist between teachers and their pupils, have significant impact on the positive way pupils behave. They wish to

please their teachers because they all feel valued as individuals. They know that all their teachers take a personal interest in each of them.

79. Throughout the school, there is a strong sense of shared enjoyment in working constructively together. Pupils with SEN are made to feel that their contributions are highly valued. As a result, they respond positively to their teachers and their assistants.
80. In the best lessons, where teaching has some outstanding features, teachers show very good knowledge of their subjects, for example about the history of the local area. They pass this interest on very effectively so that pupils share a sense of pride in their community. In science, teachers very successfully encourage pupils to investigate carefully and to feel a sense of wonder for example when they find out about how light travels.
81. A particular strength in many lessons is the careful planning which teachers make so that for example, the skills of literacy and numeracy are taught systematically and purposefully. Resources are carefully organised to support pupils' learning and the tasks set are appropriately challenging for all pupils. Teachers show confidence in using the interactive whiteboards they have to extend pupils' knowledge and understanding. They deal coolly and efficiently when 'problems' occur unexpectedly when using them.
82. In the very best lessons, teachers make their pupils very aware of what the intentions of the lessons are and the time available to complete the tasks. Lessons have a brisk pace and a clear sense of purpose because teachers question well to ensure that all understand their tasks and are busy. Pupils are successfully encouraged to respond clearly and politely and to respect the opinions of others which may differ from their own. Across the school, teachers are very mindful to ensure that all pupils are treated fairly and supportively.
83. In the very small number of lessons where the teaching has some shortcomings, teachers regularly miss opportunities to develop pupils' bilingual skills. In some lessons, teachers fail to clearly demonstrate what is expected so that pupils do not fully understand what they should aim to achieve. Occasionally the lessons are slow to get under way and pupils are passive for too long.
84. Assessment procedures for children under five are good. Staff in the nursery and reception class work in partnership and information is continually shared. Children in Nursery and Reception are assessed as soon as possible in the school year and those achieving low baseline scores receive individual support in speech and language, which is continued into the rest of the school.
85. Procedures for assessment recording and reporting in the school are good overall. They meet statutory requirements for assessing and reporting on the National Curriculum. The school shares information on pupils' achievement with those who have a vested interest such as parents and the governing body.

86. The school is rigorous in assessing pupils in core subjects and in information technology. For example, teachers formally assess pupils' standard of work through moderated assessments three times per year. Samples of work are retained in individual *Record of Achievement* files in classrooms. Teachers also carefully record pupils' individual progress in information technology and the overall progress of their class in developing key skills. This helps them to plan the most appropriate work for pupils in these subjects.
87. Information on pupils is shared appropriately between classes, across education phases and between schools.
88. Systems for assessing subjects other than English, mathematics and science are less well-developed and tend to be a general evaluation of a whole class response in meeting the learning objective. Assessment to inform teachers' future planning for the needs of individuals and groups in these subjects is therefore less effective. Collections of levelled work to assist teachers in making accurate judgements about standards of work in most subjects are underdeveloped.
89. Teachers mark pupils' work regularly and their comments generally indicate to pupils how they can improve their work. Pupils are effectively involved in setting their own targets for improvement in English, mathematics and science, and most pupils have a good idea of what they need to do next in order to progress.
90. The school carefully analyses data from tests and teacher-assessments, and from the UA, to compare results with those of other schools both within the UA and nationally. It also investigates any discrepancies that arise. Baseline data is used effectively to assess pupils' likely progress and achievement. The school rigorously tracks pupils' progress in English, mathematics and science over time and records this information in year group files. The tracking system is well used.
91. The school meets statutory requirements in reporting to parents about their children's progress. Reports are of good quality and provide useful information because they state precisely what children know, understand and can do. Reports also indicate the next stage of learning, what pupils need to do to improve and how parents can support their children. Parents are invited to discuss their children's progress at twice yearly parents meetings, though they are welcome to meet with teachers at other times if they have concerns.

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

Grade 2: Good features and no important shortcomings

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

93. 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. There are good quality learning experiences, in each area of learning which enable children to make good progress and achieve good standards. The school's curriculum fully complies with legal requirements of the NC and the locally agreed syllabus for religious education.
94. The school's response to pupils' learning needs is good with no important shortcomings. It reflects the aspirations and needs of pupils well by providing equal access to a broad, balanced and coherent curriculum that is well planned enabling pupils to build systematically on what they know and can do. There are good strategies within it, which develop pupils' personal and social skills, and good account is taken of their diverse backgrounds and needs. The school's curriculum fully complies with legal requirements of the National Curriculum and the locally agreed syllabus for religious education.
95. On the whole curriculum planning builds systematically on existing knowledge, understanding and skills. However, in the geography schemes of work, pupils cannot build systematically on what they already know and can do because the schemes are not inter-related sufficiently. In other subjects detailed medium term plans provide a clear structure. Two and four year cycles are carefully planned and implemented.
96. The support for learning throughout the school is good with no important shortcomings. The SEN policy reflects the requirements of the code of practice and the additional support provided for these pupils, enables them to feel special and included. The support for pupils with sensory, physical or challenging behaviour, such as those on the autistic spectrum, is good. These pupils are positively managed, effectively raising their level of achievement. The curriculum is challenging and interesting to pupils with a gift or talent and opportunities for extension are given. Support for those who have additional literacy or language needs is good and pupils' progress is monitored and reviewed regularly.
97. Pupils with additional language needs have full access to the whole curriculum and make good progress in their learning. Within this curriculum, activities are relevant, appropriate and match their literacy or communication problems.
98. The school's promotion of equality of access and opportunity for all learners has some significant strengths. All pupils have the choice to participate in a very good range of curricular and extra-curricular activities. The recently opened 'MUGA' is well used in this. All pupils have the opportunity to achieve high standards in all areas of school life. A variety of visitors to the school enhance pupils' understanding of the world around them. The high quality experiences provided ensure that pupils have the opportunity to acquire a range of social skills and develop positive attitudes that form a firm foundation for lifelong learning and development.
99. Arrangements to promote pupils' spiritual, moral, social and cultural development are Grade 2. Pupils' spiritual development is good and they are

encouraged to reflect and recognise the existence of forces greater than their own. There is a strong emphasis on personal responsibility and “doing the right thing”. The whole-school and class assemblies are happy occasions of a broadly Christian nature, which meet legal requirements. These assemblies offer moral guidance and promote a strong sense of community. In discussion, pupils reflect and demonstrate concern for environmental and conservation issues.

100. Provision for pupils’ moral development is good. Pupils know right from wrong and these values are positively reinforced through strategies promoting personal and social education within the curriculum. In discussion, pupils are very proud of belonging to their school.
101. Provision for pupils’ social development is very good and successfully promotes positive values and attitudes. Pupils take responsibility willingly in and around the school, for example the efficient school council, the buddy system, and eco group.
102. Provision for pupils’ cultural development has good features, which outweigh shortcomings. Planning for *Y Cwricwlwm Cymreig* is underdeveloped in some subjects and does not sufficiently support pupils’ knowledge and understanding of their cultural heritage. Teachers’ planning includes visits to places of Welsh historical interest and studying of a few Welsh artists. However, pupils’ wider understanding of the history, music and dance of Wales is under represented. Currently pupils’ bilingual skills are underdeveloped.
103. The school’s partnerships with parents, the local community, other schools and higher education institutions are highly successful and have good features that enrich the life and work of the school and enhance pupils’ learning experiences. Transfer arrangements with the secondary school to which pupils move are good.
104. Parents are highly supportive of the school and express satisfaction with the aims and values that the school promotes. They particularly appreciate the sense of community fostered by the school. Many give freely of their time supporting school activities and in fund-raising for the school. For example, the active Friends of the School have recently funded two interactive white boards and organised many social and fund-raising events which enhance links with the local community and provide the school with a valuable source of additional income.
105. The school has established successful partnerships with several institutes of higher education and regularly provides training facilities for student teachers and students undertaking childcare, vocational and nursing qualifications. Students are very well supported and make a positive contribution to the life of the school.
106. The school’s partnership with industry is good. The school has established a number of very useful links with professionals and organisations which help to raise pupils’ awareness of the world of work and further strengthen the school’s

links with the community. Pupils throughout the school gained first hand understanding of the construction industry through close observation of site clearance and construction of the MUGA. Pupils in KS2 benefit from professional sport coaching, for example in football and rugby, which supports the school's healthy living initiative. The church, police and emergency services support the school's personal, social and education (PSE) programme. One teacher has worked in industry but to date none have benefited from industrial placements.

107. Pupils benefit from a carefully planned programme of visitors and visits for education and pleasure that result in interesting work. Throughout the school, pupils' work, for example in literacy, is enhanced through working with authors, poets and storytellers. The school choir works with musicians and sound technicians to produce a high quality compact disc (CD). Y5 and Y6 pupils are involved in team building workshops. They benefit from residential visits to outdoor pursuit centres.
108. The school successfully promotes equal opportunities. Pupils, irrespective of their social background, gender, disability or ethnicity are positively included in all appropriate school activities. Pupils with SEN are fully involved in the daily life of the school.
109. Pupils throughout the school take an active part in the allotment project that helps strengthen the links with parents and the community and permeates many areas of the curriculum and aspects of the school's work. Pupils' work in science and design and technology, sustainable development as well as healthy eating and entrepreneurial skills are enhanced through this project. Pupils develop an awareness of conservation issues through recycling projects which involve parents and the local community. The school has gained bronze Eco School status.
110. Opportunities for pupils to develop skills required to support economic development are very good. Pupils often help to raise money for good causes. The School Council successfully develops pupils' understanding of decision-making. Older pupils have responsibilities as buddies and help maintain positive relationships in and out of school. Y5 and Y6 pupils learn about business and develop their entrepreneurial skills through successfully running the school tuck shop. They perform stock take, prepare orders and write cheques for payment of goods.

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

Grade 2: Good features and no important shortcomings

111. The findings of the inspection team matched the judgements made by the school in the self-evaluation report.
112. Pupils are cared for guided and supported very well in a very supportive and happy environment. The school has a very positive ethos and every pupil is valued and included.

113. The school has very positive partnership with parents. Communication with parents is very effective. Regular newsletters and other communications both formal and informal keep parents well informed about school life. There is good daily informal contact. Parents at the pre-inspection meeting felt they were well informed and valued the approachability of all adults in the school. Parents' views are sought through questionnaires and the school responds positively to concerns.
114. A significant number of adults provide valuable voluntary support in classes. Many give generously of their time to improve the school environment.
115. Induction arrangements for the early years are carefully planned and implemented, as they are for pupils moving from KS1 to KS2. There are well-established transition arrangements with the receiving secondary schools. Y6 pupils are involved in cross phase bridging units in mathematics, science and Welsh. Pupils are involved in joint initiatives such as the PE & School Sport (PESS) project as well as public performances in music and drama.
116. There are effective policies and procedures in place to monitor pupils' attendance and punctuality, behaviour and performance. Pupils have responsibilities through the School Council and as buddies to help to resolve conflicts. Teachers apply policies for behaviour management consistently and all adults in the school are very good role models.
117. Pupils' behaviour and attendance is monitored very closely and when required action is taken to support pupils who may experience difficulties. There have been no exclusions for thirteen years.
118. The school actively supports the Healthy Schools Award scheme. It promotes health and fitness for pupils through a wide range of extra curricular activities including the allotment project, residential visit to outdoor pursuit centre and the fruit tuck shop. Y5 and 6 pupils are involved in the KS3 sports project. The breakfast club is very well attended: it provides a healthy choice of cereals, toast and fruit juice and promotes a calm start to the day. Healthy options such as salad and fruit are available at lunchtime. After school sports clubs are very well attended.
119. All adults in the school are well aware of pupils with particular needs and are very knowledgeable about procedures in the event of accidents and emergencies. They are alert to issues relating to the well being of the pupils. There is a comprehensive health and safety policy and risk assessments are undertaken before educational visits.
120. There is an effective policy and sound procedures for child protection. The headteacher and his deputy are the nominated persons and there is also a named link governor. Teachers and support staff are fully aware of their responsibilities.
121. The school has well planned and documented procedures for dealing with race equality, disability discrimination and equal opportunities. All pupils are

encouraged and enable to take part in the activities provided by the school. There are effective policies for areas such as bullying, disability, fire prevention and Internet access. There are no pupils with mobility disabilities currently attending the school but there is suitable accessibility plan that takes account of the school site and buildings.

122. In discussion, pupils say that misbehaviour or incidents of bullying are not tolerated and teachers deal very quickly with concerns. They value the suggestion box.
123. The school promotes diversity and equal opportunities very well. A good range of activities are provided for pupils through personal and social, religious education as well as geography and dance which enables them to develop an understanding of diversity and equal opportunities. For example, pupils are involved in projects on India and dance from other countries.
124. The provision and support for learners with SEN has good features with no important shortcomings. Early identification of pupils with SEN is good. The school's policy is comprehensive and complies with the code of practice and the framework for inclusive education. The integration of pupils is good and through the expertise and consistency of staff, pupils make good progress. There is good provision to enable those with disabilities, to play a full part in the life of the school.
125. All pupils with SEN make good progress over time considering their individual need and circumstance. Good use is made of outside agencies such as the educational psychologist, speech and language therapist, supporting pupils requiring further diagnostic assessment. Currently, there is one pupil with a statement of special educational need. The annual report and reviews for pupils on the Code of Practice, meet statutory requirements.
126. Targets in individual educational programmes (IEPs) are stated in observable, measurable terms and can be clearly monitored and reviewed appropriately. The work within the classrooms is suitably modified to meet their needs and ability, with extension activities for the more able being set in teacher's planning. Parents are fully consulted regarding their child's SEN status through good communication arrangements but they do not always take up the invitation to be involved with the individual programmes for their children.
127. The school's behaviour management programme is positive and effective. It is based on the positive recognition of pupils' achievements and success. Good and effective provision is in place for pupils who are at risk of exclusion and the school liaises with the relevant outside agencies for further support. There have been no exclusions in the last twelve months.

Leadership and management

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

Grade 2: Good features and no important shortcomings

128. The findings of the inspection team matched the judgements made by the school in its self-evaluation.
129. The headteacher has a clear vision for the school and provides a purposeful and effective lead. The headteacher, working closely with the senior management team, successfully ensures that the school's commitment to provide a supportive and effective education for all pupils is reached. There is a very positive atmosphere across the school which reflects well the school's mission statement.
130. All staff share the headteacher's objective to help all pupils achieve well. Teachers work hard together constructively to plan and teach effectively in similar ways. For example, following the last inspection much has been achieved in raising standards in English and mathematics. This is the result of very thorough reviews, enabling teachers to plan and teach the skills of literacy and numeracy systematically and in similar ways. As a result pupils build successfully on what they already know and can do. This is reflected in the school's adjusted performance in the national assessments in which overall standards by the end of KS2 are above the national average.
131. There are detailed and effective arrangements in place to assess pupils' progress in English, mathematics and science and to judge whether or not pupils are making the progress it would be reasonable to expect of them. Arrangements to assess the standards pupils achieve in some other subjects are less well established. The school is in the process of addressing this.
132. The school takes careful account of national priorities and local partnerships. There is a well supported breakfast club. The school council is very active and influential in helping to determine the needs of pupils and to help pupils to develop a strong sense of responsibility and citizenship. Preparation for the introduction of the foundation phase is a priority within the SDP and is being purposefully addressed. The arrangements to provide teachers with time during the school week to plan, prepare and assess are effective and are well managed. Through the school's allotment scheme, pupils are developing a greater understanding of ecological and environmental issues. The school is pro-active in promoting pupils' awareness of healthy lifestyles and choices. Performance management is well established and all staff are aware of their targets for improvement. These targets are appropriately matched to the SDP.
133. There are effective arrangements in place for the headteacher and subject co-ordinators to review the quality of teaching and learning and the progress of initiatives the school is pursuing. This information is well used to identify longer-term needs and to set priorities for improvement. For example, schemes of work for all subjects have been carefully reviewed and have been brought up to date. However, in some subjects the impact of these initiatives have had insufficient time to affect significant improvement on what pupils know and can do. The school has begun, but has yet to complete, the process

of forming collections of pupils' work in all subjects to indicate and illustrate the standards pupils should achieve year on year.

134. Governors are very committed to the school and work closely with the headteacher and staff to provide a positive and effective lead. Many governors are actively involved in the day-to-day life of the school and are well informed. Governors now successfully hold the professional leadership of the school to account. The chair of governors provides a sensitive and supportive lead in this. While governors work very constructively with the school, they carefully monitor the outcomes of their spending decisions. They have high expectations of what the school should be and work hard to help the school achieve them. The governing body meets all statutory requirements in full.

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

Grade 2: Good features and no important shortcomings

135. The findings of the inspection team do not match the judgements made by the school in its own self-evaluation. This is because the school underestimated how well it monitors and evaluates its performance and the overall effectiveness in planning for improvement.
136. The process of gathering together information about the performance of the school and in identifying the school's strengths and areas for development is robust. It is firmly based around guidance from outside sources which ensure that all judgements are based on first hand evidence. The views of all involved in the school are carefully considered. For example, the school has sought the views of pupils and parents as well as staff and governors. Subject co-ordinators are well informed about the performance of their areas of responsibility and have contributed significantly to the process of highlighting what the school does well and where improvements are needed.
137. The school self-evaluation document is well constructed. It is a clear, accurate and frank analysis of the school's strengths and weaknesses. It is closely linked to the SDP which itself is well used as a working document to promote school improvement.
138. Governors and the professional staff contribute significantly to the process of linking the two documents and in carefully reviewing progress through regular 'focus meetings'. The process is also closely linked to priorities agreed through the school's performance management programme. For example, appropriate arrangements are in place to provide time for teachers to plan, prepare and assess during the taught week which was a recent school priority.
139. The inspection team agrees with the school's identification of its strengths and areas for improvement. The inspection team also agrees with nearly all of the judgements made by the school in its self-evaluation. Where the inspection team disagrees, this is because the school underestimated the quality of its own self-assessment of its overall performance.

140. Since the last inspection the school has made good progress in addressing the key issues for improvement.

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

Grade 2: Good features and no important shortcomings

141. The findings of the inspection team match the judgements made by the school in the self-evaluation report.
142. The school is very well staffed for the number of pupils on roll. Teaching and support staff are appropriately qualified and suitably experienced. Support staff provide very effective and sensitive guidance particularly for those pupils with special needs. Lunchtime supervisors undertake their duties responsibly and make a valuable contribution to the school and its ethos. Throughout the school staff work closely together to provide consistent support for children and pupils.
143. The school has created a positive learning environment for pupils. The quality and quantity of resources are good and fully meet the pupils' needs. The quantity and quality of information technology resources has been upgraded and is very good. Through generous fundraising by parents there is an interactive whiteboard in five classrooms. Throughout the school appropriate displays in classrooms and shared areas celebrate pupils' achievements.
144. The school buildings are well maintained. The interior of both buildings is clean, in good decorative order and very well maintained by the caretaker and cleaning staff. Significant improvements have been made to the accommodation, the exterior and the grounds in recent times including the covered walkway that links the two buildings. It provides easy access to the library that is available to the community and is very well used by pupils and students from the receiving secondary school. They are well supported by the librarian.
145. The school site and buildings are safe and secure. Plans are in place to develop a forest school but currently the outdoor play area for the children in the early years lacks stimulation and is in need of refurbishment to enable children to develop imaginative play.
146. Good economic, efficient and effective use is made of available resources. The new interactive white boards in the majority of classrooms and the information technology suite in the library successfully develop pupils' information technology skills and improve standards of achievement across the curriculum. Very good use is made of the MUGA.
147. Day-to-day administration is efficient and effective. The caretaker and cleaning staff work hard to maintain the school in good order. Lunchtime support staff contribute well to the orderliness and good behaviour on the playgrounds and in the dining area.

148. The management, training and deployment of teaching and support staff are good with no important shortcomings. All adults work as an efficient team.
149. Teachers' training needs are carefully identified through very thorough staff development procedures which are closely linked to teachers' performance management arrangements. The continual professional development programme is managed efficiently and the range of training contributes very well to realising the priorities identified in the SDP.
150. Bearing in mind the standards and progress made by many of the pupils by the age of 11, often from a low base, and the overall quality of education provided, the school gives sound value for money.

Standards achieved in subjects and areas of learning

Under 5s

EARLY YEARS

The under fives

Good features

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

Language, literacy and communication skills

152. Children in both Nursery and Reception classes listen well to adults and to each other. They make good progress in speaking because they have good opportunities to ask and answer simple questions, and they are regularly encouraged to evaluate their work. In their music sessions, children of both age groups name their untuned instruments and describe how to play them. They also explain how they made their own instruments from recycled materials.
153. Children in both Nursery and Reception recognise and use Welsh words, though they have had little previous experience of the language. They respond to simple commands, count in Welsh and sing Welsh songs. Some of the older children recognise 'Time for milk and biscuits' spoken in Welsh by their teacher and translate for the others.
154. Nursery children enjoy stories and they know that print carries meaning; they hold books correctly and talk about the pictures. They say how they think the characters might be feeling.
155. When looking at a new big book story with their teacher, Reception children accurately predict what will happen at the end. They quickly begin to realise that some words rhyme. Children recall the main points of the story and say which is

their favourite part. Reception children enjoy their regular group reading sessions using early readers and begin to recognise a good number of words.

156. Nursery children begin to understand the purpose of mark making as a means of communication; they begin to write their own names.
157. Reception children quickly understand that writing conveys information that can be used for different purposes; many are emergent writers. Children also dictate their story ideas for adults to scribe and overwrite or underwrite according to their stage of development. They recognise and write their own names.
158. Children in both age groups use their imagination creatively when they role-play the story of the *Dark, dark house*.

Personal and social development

159. Nursery children settle quickly into school routines and after a very short time they are able to concentrate on an activity for considerable periods of time and persevere with their tasks. They put on and remove aprons independently and line up to wash and dry their hands with minimal direction. Nursery children hang up their aprons without being told to do so and keep their coats and boots tidy in the cloakroom. Nursery children dress themselves competently.
160. Nursery and Reception children socialise well with adults at break time, remembering to say 'please' and 'thank you' when they are given their milk and biscuits. Children co-operate with one another well when working together, sharing toys and equipment amicably.

Mathematical development

161. Nursery children, new to school, match, sort order and count objects with growing accuracy. Those who have been in school for a term count a collection of six teddies with little support. Nursery children know the names of basic colours and begin to recognise 2D shapes. They correctly identify the bigger and smaller of two objects.
162. Reception children recognise numbers to ten. When asked, they select the correct number in response to its name. Children correctly match numbers to groups of objects and also draw sets of objects that match the number symbol they are given. Children are able to say correctly which number comes before and after a given number.
163. Reception children know all their colours; they are able to accurately create a repeating two-colour pattern sequence. Reception children correctly identify the longer and shorter of two objects.

Knowledge and understanding of the world

164. When exploring in the school grounds, Nursery children recognise that the outdoor environment has different features from indoors. They use their sense

of smell and touch to note the differences between plants. Nursery children successfully find hidden objects and make recognisable drawings of trees, plants and grass.

165. Children from both Nursery and Reception visit the post office to investigate the role of the postman and learn how letters are moved from one place to another.
166. Nursery and Reception children develop a sense of time passing when they talk about the seasons of the year and their birthdays.
167. Children from both age groups explore the creation of a range of sounds when making their own musical instruments. They know that pasta and rice make different sounds and that different shaped containers made from different materials also affect the sounds produced.
168. Nursery and Reception children begin to develop a good understanding of the use of information technology when using the computer and viewing images taken with the digital camera. They understand that technology can be used to operate a range of everyday items including toys. Nursery and Reception children follow oral instructions given by computer software with increasing accuracy and demonstrate good control of the computer mouse.
169. Children of both age groups begin to develop an awareness of the concept of recycling when they experiment with dissolving and reconstituting toilet tissue.

Physical development

170. Nursery and Reception children handle painting and drawing materials competently and use glue and collage materials with growing confidence. They develop good fine motor control because they are given sufficient opportunity and encouragement to use small toys and prepare their own equipment. For example when painting, they pour their own paint into containers.
171. Because of the encouragement and opportunities they are given, both Nursery and Reception children show skilful control of a pencil and clipboard, when drawing outside in inclement weather. They also play musical instruments with good control.
172. Nursery and Reception children control their bodies well when they have the opportunity to move around outside. They use large wheeled toys safely and climb confidently over the log circle.

Creative development

173. Nursery children respond to guitar music with interest and a good sense of rhythm. They begin to join in singing familiar songs and rhymes with increasing confidence. They work co-operatively in a small group to compose and play a simple accompaniment to nursery rhymes. They show an awareness of beat and they are able to make loud and soft sounds.

174. Reception children listen with interest to a recorded song and sing along with the teacher tunefully. They competently use body percussion to accompany the song 'Pass the Pebble on' and most children are able to keep a steady beat, clapping, stamping and clicking in time to the music.
175. Nursery and Reception children select untuned instruments independently from the music trolley and play them skilfully to keep the beat of a song. They ably stop and start at a given signal.
176. Nursery and Reception children paint their musical instruments attractively in different colours and pattern combinations using different types of brush strokes for effect.
177. Nursery children handle paper, glue and glitter with imagination and confidence to create colourful 3 dimensional cones of different sizes. Nursery children develop their understanding of the properties of creative materials effectively when they examine the texture of glue and sand with their fingers.
178. Children in both age groups develop a good understanding of creative techniques when printing patterns, using bubble paint, drawing with pastels and creating textured collage.

Shortcomings

Physical development

179. Children in both age groups do not achieve their full potential in their physical development because they lack experience in exploring and playing in a sufficiently stimulating outdoor environment.

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

180. KS1 pupils listen very carefully to instructions from their teachers and to the opinions expressed by other pupils. They speak clearly and confidently and show a growing vocabulary both to identify and name parts of speech such as 'synonyms' and 'alliterations' and to find alternative, more expressive adjectives. They discuss the story they are reading together enthusiastically. They identify key points in how a fable such as *The Fox and the Crow* is constructed.
181. Reading standards in KS1 are good, bearing in mind pupils' often below average starting point. Many read confidently and expressively when reading aloud with their teachers. They recall their favourite stories accurately and enthusiastically. The majority of pupils in KS1 recognise the sounds letters make and blend these sounds together to read unfamiliar words. Pupils in KS1

know the main parts of a reference book, for example identifying the contents, glossary and index accurately. They seek information using these elements quickly and effectively.

182. Pupils in KS1 write legibly and use good pencil control to follow the shapes letters make. Nearly all pupils in KS1 write neatly and carefully. They take pride in presenting their work well. Across the key stage, many pupils write well for a range of purposes and audiences. For example, they think of and then record a good range of reasons for what might be found in a wicked witch's pocket compared to a princess' pocket. They write their own poems, recipes, lists, letters and descriptions. Older pupils in Y2 show a secure understanding of simple punctuation, grammar and parts of speech.
183. Across KS2 pupils listen closely and maintain their concentration very well. They discuss readily amongst themselves, for example when looking at ways of improving their writing. They respond enthusiastically and thoughtfully to their teacher's questions, for example when comparing and contrasting the themes expressed by Roald Dahl in *James and the Giant Peach* and *Charlie and the Chocolate Factory*. They astutely identify similarities of character and situations in both stories.
184. The majority of KS2 pupils read correctly and expressively. They show obvious enjoyment when reading aloud to other pupils. They discuss the plots and characters in books they have read, for example re-telling the poem *The Highwayman* with enthusiasm. Many pupils in KS2 have well developed reference skills. They know how to find out information quickly and accurately from a range of sources including their reference library and the Internet. Some search enthusiastically for information to support their learning in other subjects. For example, when researching the history of the area they discover where Trevithick's railway engine started and finished its journey.
185. In KS2, pupils write confidently for a good range of purposes and audiences. They draw up lists of what Harry Potter might have in his pockets. They write longer adventure stories. They write well-expressed letters to local people, for example about a ban on ball games. They write well-organised poems such as *Going Deeper into the Wardrobe*. They write detailed descriptions and play scripts. Pupils in KS2 amend existing plays, for example when writing an alternative opening scene for Macbeth. They write their own stage directions and analyse the structures of stories accurately. Older pupils in KS2 show a very secure understanding of parts of speech such as conjunctions, metaphors and similes. They recognise clauses and phrases accurately. They record their work neatly and many write fluently.

Shortcomings

186. There are no important shortcomings.

Welsh second language

Key Stage 1: Grade 3: Good features outweigh some shortcomings

Key Stage 2: Grade 3: Good features outweigh some shortcomings

Good features

187. In both key stages the majority of pupils speak in Welsh lessons with intelligible pronunciation, listen attentively and respond appropriately to instructions. At the end of KS2 pupils use and understand a small range of words and simple phrases.
188. Most pupils in KS1 understand simple words and phrases and use them orally and through appropriate actions, for example when using puppets. They sing and enjoy a variety of rhymes and songs increasing their understanding and use of key vocabulary. KS2 pupils describe the weather, talk about likes and dislikes in food and respond appropriately to questions about clothes they wear and about their feelings.
189. In KS1, pupils read and understand words in everyday use displayed in the classroom and around the school. Some KS2 pupils read and understand phrases in course books and worksheets well, whilst a few more able pupils read simple texts to an acceptable level.
190. In KS1, pupils copy and understand phrases about the clothes they wear. In KS2, pupils write simple dialogue in the context of a recently taught pattern involving their likes and dislikes and the clothes they wear.

Shortcomings

191. Pupils' fluency is limited because they do not use Welsh consistently and regularly throughout the school day. Pupils' ability and confidence to start a conversation are limited and their ability to initiate and continue dialogue is limited.
192. Pupils' reading skills are underdeveloped in KS2 and they have little opportunity to read in Welsh.
193. In both KS1 and KS2, pupils' writing skills are limited. Pupils cannot naturally record their thoughts in Welsh.

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

194. Pupils' skills in number and algebra develop well through the key stages. KS1 pupils count in sequence, understand number bonds and recognise different number patterns. They record numbers accurately and use correct vocabulary

when interpreting number sentences. More able pupils in KS1 have a secure understanding of place value and add and subtract two digit numbers correctly.

195. Pupils' skills in mental calculation are very well developed. Throughout the school pupils make good progress in answering "rapid-fire" questions accurately. The majority of KS2 pupils are familiar with factors and multiples and perform calculations with them. KS2 pupils are able to use a variety of mental methods of calculation and explain their workings well.
196. At the end of KS2, pupils have a secure understanding of decimal notation in money and metric units. More able pupils recognise the connection between decimal and percentage forms of fractions and perform the process mentally. Pupils use their calculators briskly and with accuracy.
197. Pupils' understanding of shape, space and measures, develops well across the school. KS1 pupils explore the properties of two and three-dimensional shapes well and classify them according to mathematical criteria such as edges, corners and faces. Using correct mathematical vocabulary they communicate good information to the peer group. Pupils in KS1 recognise and describe symmetry in simple two-dimensional and KS2 SEN pupils match fractional parts of squares and rectangles using reflective symmetry. KS2 pupils make sensible estimates of length, circumference, perimeter and area. They use measuring instruments appropriately and calculate "hexagonal" angles correctly when using a programmable robot.
198. Throughout both key stages, pupils' standard of achievement in the development of problem-solving and investigative tasks is good. Younger KS2 pupils investigate and solve real life issues and work collaboratively to solve them, whilst older KS2 pupils are becoming confident learners, communicating and evaluating their findings in a variety of formats.
199. Pupils consolidate their knowledge of time successfully as they pass through the school working with analogue and digital clock faces. Pupils' understanding of money is well developed through the school. KS1 pupils use their problem solving skills well to read, match and convert pence (p) into pounds (£) and vice versa.
200. Pupils' handling data skills progress well throughout the key stages. Pupils collect a variety of data and produce bar or line graphs and spread sheets, appropriate to their age and ability. KS1 pupils construct pictograms to represent the "most popular lunch" whilst older KS2 pupils, interpret, discuss and synthesize their theories, in a variety of formats. They are beginning to question or justify their accurate measurements or conclusions really well.
201. Pupils' good use of the interactive white board in both key stages raises their level of understanding and ultimately their level of achievement.

Shortcomings

202. There are no major shortcomings.

Science

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

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

Good features

203. In both key stages, pupils have a good understanding of how to carry out an investigation. Within KS1, pupils make a sensible predication of what will happen before they begin an investigation. They ensure that a test is fair. They observe systematically what happens, for example, when they test how light travels through some materials but not through others. Pupils have an appropriate scientific vocabulary to explain what they see, for example when describing some materials as 'translucent'. They record their findings accurately and neatly.

204. Within KS2, pupils experiment carefully with different lenses. They observe the impact of concave lenses on a light source. Pupils carry out dramatic experiments to demonstrate light travels in straight lines. They use constants and variables appropriately when investigating how some materials reflect light better than others. Older pupils in KS2 experiment well for a wide range of purposes, for example when investigating how some liquids dissolve and when studying how ice melts. They record their findings very accurately using graphs and charts to record and express their findings.

205. In both key stages pupils have a good understanding how living things develop and what plants need to grow well. They know that some materials can be re-used and recycled while others cannot. Across KS1 and KS2 pupils measure and record data accurately. They understand that materials have different properties and list them to identify for example, which will dissolve or conduct electricity.

Shortcomings

206. There are no important shortcomings.

Information technology

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

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

Good Features

207. KS1 pupils use the mouse accurately. Older KS1 pupils generate and print their work independently using a graphics program.
208. In KS1 pupils' word processing skills develop well and are used consistently across the curriculum and through the key stages. In their work on weather, KS1 pupils use previous knowledge and demonstrate good control when importing clip art and text boxes. Pupils in KS1 find letters and use the capitals lock key and space bar well when writing simple phrases. Younger KS1 pupils explore drawing lines and dots, changing the colour and size of brush strokes.
209. Communicating and handling information develops very well through KS2. Pupils organise, refine, share and exchange information in different styles, purpose and for various audiences with increased confidence. Pupils use e-mail appropriately. All pupils use the interactive white boards well.
210. Pupils refine their reading and language development; improve spelling skills; write a menu for a café project importing appropriate graphics; make a multi-media presentation to include video, sound and animation whilst working on an animal project.
211. Graphical modelling progresses very well through KS2. Using repeating patterns pupils select, copy, paste and rotate various shapes and explore patterns and relationships. KS2 pupils use good decision-making skills to produce class and school plans.
212. Pupils successfully explore multi-media programs to discuss and interpret pictures from the Internet in a wide variety of cross-curricular subjects. Older KS2 pupils use search engines consistently in their Internet research on various subjects such as geography and history and some KS2 pupils have a good understanding of spreadsheets and their use in every day life.
213. Pupils use digital and video cameras very well in both KS1 and KS2. Pupils in a physical education session use the digital camera competently using the results to assess and refine their movement. KS2 pupils are confident users of the video camera and link it consistently to their multi-media work on presentations for other audiences.

Shortcomings

214. There are no important shortcomings

Design technology

Key Stage 1: Grade 2: Good features and no major shortcomings

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

215. Pupils in KS1 have a good understanding of the importance of careful design before starting to work. They describe the planning and the process of making pop-up cards in detail and show pictures of their work. They explain that it is important to think about ways to improve their work in the future and show examples of their previous evaluations.
216. Pupils clearly describe the techniques they need when using a range of tools. Pupils show recently photographed examples of work with food and describe how they selected different combinations and arrangements of fruit for kebabs.
217. Older pupils in KS1 competently design and make attractive finger puppets displayed in the classroom. They prepare written evaluations of how they could improve their work. Pupils clearly describe how their studies in mathematics can help when they need to calculate the length of paper or fabric.
218. In KS2, pupils in Y3 design and make attractive, good quality finger puppets. They plan carefully and provide well-drawn annotated diagrams and instructions, of how to proceed. Pupils know that some materials are stronger, more flexible or stretchy than others and that some construction methods are more reliable than others and longer lasting. They see that stitching is a very effective way of joining fabric. They evaluate their work with care and thoughtfully consider how it could be improved.
219. Pupils in Y5 create test, modify and store instructions to control events. For example, they demonstrate how they use computer software to design operating sequences and issue instructions for a fairground ride.

Shortcomings

220. Pupils' skills and understanding of how to use ICT in their work are limited because some pupils repeat skills previously learned and do not move on to the next stage of learning quickly enough. In some year groups in KS2, pupils' knowledge is insufficient because they do not have regular opportunities to build on what they have learnt.
221. Pupils have insufficient knowledge of how to use simple mechanisms to produce different types of movement.

History

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

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

Good features

222. In KS1, younger pupils know how the area around their school has changed. They know how they themselves and their clothes have altered since they were small. They compare their own toys with those given to Victorian children.

They know that Christmas celebrations were a largely Victorian invention made popular by Queen Victoria's husband Prince Albert. In KS1, pupils place their toys accurately in chronological order from the Victorian period to the present day. They see that in some cases where materials have changed, the purpose of the toys remain the same. They recognise and contrast household objects used 'a long time ago' with those in their own homes today.

223. In KS2, many pupils have a good understanding of some of the events in the Roman invasion of Britain. They place key events during this period accurately on a timeline. They know from a visit to Caerleon that life for a Roman Legionary was hard. They know that Roman hairstyles and clothes were different to those of the Celts.
224. Older pupils in KS2 know about the main events, which took place in the Tudor period. They appreciate why the Reformation took place and what were the fates of Henry VIII's wives. They explain accurately how the religious divide between the Church of England and the Catholic Church led to religious persecution during this period. They describe how Elizabeth I is now seen as a role model for women today. They compare the onset of the Great Plague to the spread of Bird 'Flu in recent times.
225. Within KS2, pupils have a good understanding of what life was like for children in Victorian society. Through visits locally and to the Museum of Welsh Life in St Fagan's, they use artefacts and information to build up an accurate picture of life in their own area during that time. They study at first hand World War II artefacts and the impact of the war on people's ways of life. For example, they record the journeys of refugees and conscripts across the world. Pupils write to the Mayor of Caerphilly to express their own debt of gratitude to the people of their area who died during the war. They write diaries of the time and produce effective multimedia presentations to illustrate what they have learnt.

Shortcomings

226. There are no important shortcomings.

Geography

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

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

227. Pupils in KS1 know their routes to school and describe and record the natural and human features they pass. They name the places they know on the way. They know where Fochriw is in Wales. They draw a simple map of the school using colour coding to make the map easier to understand. They are beginning to use symbols to add meaning to their maps. KS1 pupils express views about their environment and say what makes the place attractive. They know that people can affect the environment positively and negatively both locally and

worldwide. They are beginning to learn a little of the ways of life for people in other countries.

228. In KS2, pupils know how the local area has changed as a result of human activity. They know the names of the local collieries which were once in full production and how the village grew as a result of the movement of people to work in them. They appreciate the reasons for the development of rail communications to transport the coal to the port of Cardiff. Older pupils in KS2 compare the changes which have taken place in their own area since the closure of the mines with changes which have also taken place in Cardiff Bay. They use ordnance survey maps confidently to identify key features in the Cardiff Bay area and to see how that area has been developed recently. Some older pupils are able to compare different climatic conditions and the factors which create them, for example, in comparing the climate of Portugal with that of Britain.

Shortcomings

229. Within KS2, pupils lack a sufficient detailed appreciation of a region in a less economically developed country. They do not understand the impact of environmental change or the importance of sustainable development in sufficient detail.
230. Pupils' skills of enquiry are under-developed because of a lack of opportunities to develop these skills on a systematic basis.

Art

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

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

Good features

231. Across both key stages, pupils have a good understanding of how to mix colour and how to use it in a range of different techniques. They use a good range of media well. For example, pupils in KS1 use poster paints to create symmetrical patterns by folding and re-folding paper. They use crayons well sensitively smudging and shading to create a desired effect. They build up colourful collages and detailed drawings of their families. They carefully draw still life objects, showing a growing understanding of line and tone.
232. In KS2, pupils design three-dimensional objects, such as patterned plates, containers and Chinese hats. They use colour confidently to make these objects striking. They look carefully at the fabric designs of William Morris.
233. Older pupils in KS2 respond well to the methods of other artists for example, Matisse, Piet Mondrian and Van Goch. They copy the technique and overall effect achieved by Tim Hescot and Bj de Castro in their paintings of shadows. They look at the way a local artist Tim Pugh uses colour to create an *Autumn Meadow*.

Shortcomings

234. While there are no important shortcomings, pupils have only a limited understanding of the work of Welsh artists, sculptures and craft workers.

Music

Key Stage 1: Grade 3 Good features outweigh shortcomings

Key Stage 2: Grade 3 Good features outweigh shortcomings

Good Features

235. Pupils throughout the school sing enthusiastically and with clear diction, paying appropriate attention to breathing and quality of sound. KS1 pupils confidently sing a wide variety of songs, hymns and rhymes.
236. Instrumental performance develops very well throughout both key stages. Pupils in KS1 play a range of percussion instruments in time with music, keep a steady beat and make broad distinctions within musical elements, following simple pictorial notation. KS2 pupils focus their listening skills on elements such as pitch, rhythm, beat and dynamics whilst performing and composing using un-tuned instruments and information technology equipment.
237. KS2 pupils use good composing skills to accompany singers and other instruments. They experiment with finger clicking and use the human drum kit as an effective instrument paying particular attention to rhythm. They use their decision-making skills well in describing the various accompaniments. KS1 pupils make good use of their voices when composing firework music using long and short sounds.
238. Throughout the school, pupils' appraisal skills are developing well. KS2 pupils listen attentively to their own and others' music, including their own compositions and performances which they record. KS1 pupils sing action songs using wooden blocks and tambourines and talk about how they could improve their performance.
239. Pupils further pursue their interest in making music in extra-curricula guitar and choir clubs. These pupils learn to read conventional musical notation. A number of pupils receive weekly tuition in recorders from a peripatetic teacher. These pupils read musical notation well and play together in concerts and celebrations during the school year.

Shortcomings

240. Pupils' musical vocabulary is limited.

241. In KS2 pupils' composition using a wide range of un-tuned instruments is currently underdeveloped.

Physical education

Key Stage 1: Grade 2: Good features with no important shortcomings

Key Stage 2: Grade 2: Good features with no important shortcomings

Good Features

242. Pupils' in both key stages know and understand the importance of regular and health related exercise. They give good reasons why they need to warm up and cool down after physical exercise. The majority of pupils lift, carry and place equipment efficiently and with due regard for safety, wearing the appropriate clothing for all physical exercise.
243. Pupils' knowledge, understanding and skills of physical education develop appropriately and progressively through both key stages. In both key stages pupils use all available space and travel with a change of pace, direction and level. KS1 pupils know they need to hold a balance for a set period of time and creatively involve a wide range of body parts, working independently and in small groups.
244. Pupils' ability to plan, repeat and refine performance well. KS1 pupils improve in an aiming game and refine and adjust their movements with increased accuracy. Using tennis racquets, KS2 pupils improve their coordination skills and performance whilst practising their serving techniques.
245. Pupils swim well, showing confidence and competence.
246. Pupils' review and evaluate progress in performance accurately through the key stages. KS1 pupils make good suggestions how a small game can be improved or refined. KS2 pupils discuss their netball dodging skills accurately. Their attacking and defending skills in football are well developed. By the end of the key stage, pupils refine and control these skills effectively, and adapt them to competitive games well.
247. Pupils' acquisition and application of physical skills and techniques are good.

Shortcomings

248. There are no important shortcomings.

Religious education

Key Stage 1: Grade 3: Good features outweigh shortcomings.

Key Stage 2: Grade 3: Good features outweigh shortcomings.

Good features

249. KS1 pupils know the main features of celebrations such as Christmas and Easter and of the Bible stories Jesus told. KS2 recall a wide variety of facts about practices within other religious faiths.
250. Pupils' knowledge of Christianity develops appropriately throughout the school. KS1 pupils role play, draw and write about the miracle of the *Feeding of the Five Thousand*. They recall the main theme, well. They know that Jesus was God's son, had twelve disciples and is a very special person who loves them.
251. In KS2, pupils name the parts of the Bible and know when they were written. They recall and understand the language of the Ten Commandments, and know how and through whom they were passed down. Pupils in KS2 make explicit connections with modern-day life and school rules.
252. KS1 pupils explore the use of candles in religion. KS2 pupils develop a sound knowledge of the similarities and differences in the messages of the Bible, Torah and Qu'ran.
253. Most pupils in both key stages understand the importance of caring for and respecting each other. Older KS2 pupils readily share thoughts and feelings about improving their own behaviour and moral actions, when studying the parable of the Good Samaritan.

Shortcomings

254. In both key stages, pupils know little about places of worship outside the Christian tradition.

School's response to the inspection

The pupils, staff, governing body and parents of Fochriw Primary School wish to express their thanks to the inspection team, for the friendly, courteous, understanding and professional way they conducted the inspection.

Everyone is extremely pleased with the findings, especially the report on achievement and teaching in all the core subjects and IT. But, we also, recognise that there are areas to take forward.

An action plan to address the key issues will be incorporated into the present school development plan and also carried forward onto next school year's plan.

Appendix 1

Basic information about the school

Name of school	Fochriw Community Primary School
School type	Community
Age-range of pupils	3 – 11
Address of school	Pontlottyn Road Fochriw Bargoed
Postcode	CF81 9LL
Telephone number	01685 841236

Headteacher	Mr Glyn Hicks
Date of appointment	January 1993
Chair of governors/ Appropriate authority	Rev. Anthony DeRoy-Jones
Registered inspector	Mr Peter Mathias
Dates of inspection	15 th – 17 th January 2007

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	8	11	20	16	16	18	16	23	128

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	2	7

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	17:1
Pupil: adult (fte) ratio in nursery classes	1:8
Pupil: adult (fte) ratio in special classes	N/A
Pupil: adult ratio in other classes	11:1
Average class size, excluding nursery and special classes	20
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	KS1/ KS2	Rest of School
Autumn 2005	91.7	N/A	94.5
Spring 2006	83.3	N/A	93.3
Summer 2006	85	N/A	92.3
Percentage of pupils entitled to free school meals			39
Number of pupils excluded during 12 months prior to inspection			0

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2006			Number of pupils in Y2:		16		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School			13	75	13
		National				63	20
En: reading	Teacher assessment	School			12	69	19
		National			13.9	54.9	26.8
En: writing	Teacher assessment	School			12	75	13
		National			14.4	68.4	11.8
En: speaking and listening	Teacher assessment	School			6	75	19
		National			9.8	63.4	24.0
Mathematics	Teacher assessment	School		6	6	69	19
		National				64	23
Science	Teacher assessment	School			6	81	13
		National				65	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	81.3	In Wales	80.6

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 2006			Number of pupils in Y6		25						
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School						12	12	44	32
		National								49	30
Mathematics	Teacher assessment	School						16	20	40	24
		National								45	34
Science	Teacher assessment	School						8	12	36	44
		National								52	34

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	65.2	In the school	N/A
In Wales	74.1	In Wales	N/A

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

Appendix 4

Evidence base of the inspection

- A team of four inspectors who were present at the school for eight inspector days carried out the inspection with a nominee from the school.
- Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school.
- Fifteen questionnaires were completed by parents and carefully analysed.
- Discussions were held with the head and staff with responsibilities and support staff.
- School documentation and samples of pupils' work were examined.
- Thirty-eight lessons or sessions were observed.
- A sample of pupils' work from across the ability range in each year group was examined.
- Inspectors listened to a sample of pupils from each year group reading.
- Discussions were held with pupils about their work and about the life of the school.
- Pupils' behaviour was observed during break periods, at lunchtime and at the beginning and end of the school sessions.
- Inspectors attended assemblies and observed extra-curricular activities.
- Post inspection meetings were held with the staff and the governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Peter Mathias (Registered Inspector)	Context Summary Contributions to Key Questions 1 & 2 Key Question 5 Key Question 6 English Science History Geography Art
Mrs Caterina Lewis (Lay)	Contributions to Key Questions 1, 3 & 4
Mrs Jan Marsden (Team Inspector)	Contributions to Key Question 2 Early Years Design Technology
Mrs Julie Jones (Team Inspector)	Contributions to Key Questions 3, 4 & 7 Special educational needs Welsh 2 nd language Mathematics Information technology Music Physical education Religious education
Mr Glyn Hick (Headteacher & Nominee)	Contributions to all Key Questions

The inspectors wish to thank the management group, the head and all the staff for their co-operation and courtesy they received during the inspection.

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