

**INSPECTION UNDER SECTION 10 OF THE
SCHOOL INSPECTIONS ACT 1996**

***GABALFA PRIMARY SCHOOL
GABALFA
CARDIFF***

School Number: 681-2019

Date of Inspection: 19-23 May 2003

By:

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Registered Inspector***

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CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year. "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13, the year group who attain the age of 18 during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key Stage (KS) 1 of the National Curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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1. CONTEXT

The school and its priorities

Gabalfa Primary School is a community school situated in the Gabalfa area of Cardiff. The school serves some private but mainly rented homes. It admits children to the nursery at the age of three years. The school describes the area as having some economic disadvantage.

There are currently 314 pupils (292 full-time equivalent) on roll aged between three and 11 years. This is much smaller than at the time of the last inspection when there were about 435 pupils (400 full-time equivalent) on roll. Currently, 39 per cent of the pupils are entitled to free school meals, which is lower than at the time of the last inspection. This proportion is, however, above the average for schools both in Cardiff and in all Wales.

Built as separate infant and junior schools in the 1950s, the school became a primary school over ten years ago. A pathway links the infant and junior buildings. Generous grassed areas surround the school buildings.

There are two mixed age classes, one for Y1 and Y2 pupils, and a small number of Y4 pupils in a Y5 class. Class numbers are below average as the staffing, currently the equivalent of 15 full-time teachers, has not been reduced in step with the fall in pupil numbers.

English is the predominant language for nearly all pupils. No pupils speak Welsh as a first language. About four per cent of pupils come from minority ethnic groups. The local authority looks after seven pupils. There are 80 pupils (30 per cent of the school population) identified as having Special Educational Needs (SEN). Three pupils have statements of special educational need.

The headteacher took over the school at the beginning of the academic year following the retirement of the previous headteacher. Priorities for development during this school year include teaching and learning, monitoring and evaluation, and boys' achievement.

The school was last inspected from 23rd to 26th February 1998.

2. MAIN FINDINGS

The main findings of the report

Although Gabalfa Primary School provides a good quality education, there are some serious shortcomings in its leadership and management.

- The school makes good provision for children in the nursery and reception classes. Children have below average skills when they first join the school. Overall standards are good in both the nursery and the reception year groups. Standards in the six areas of learning are as follows:

Area of learning	Nursery (3-4 year olds)	Reception (4-5 year olds)
Language, Literacy and Communication Skills	Good	Good
Personal and Social Development	Very good	Very good
Mathematical Development	Good	Good
Knowledge and Understanding of the World	Good	Good
Physical Development	Good	Good
Creative Development	Good	Good

- Taking particular account of the standards in English and mathematics, overall standards are satisfactory in Key Stage (KS)1 and good in KS2. Standards of achievement in the different subjects of the National Curriculum (NC) and religious education are as follows:

Subject	KS1 (Y1 and Y2)	KS2 (Y3 to Y6)
English	Satisfactory	Good
Mathematics	Satisfactory	Good
Science	Good	Good
Welsh second language	Good	Satisfactory
Design and technology	Good	Good
Information technology	Good	Good
History	Good	Good
Geography	Satisfactory	Good
Art	Good	Good
Music	Satisfactory	Good
Physical education	Good	Good
Religious education	Good	Satisfactory

- During the inspection, standards were very good in seven per cent of lessons, good in 61 per cent and satisfactory in 31 per cent of the 71 lessons or part lessons observed. Standard were unsatisfactory in one per cent of lessons. Pupils make good progress as they move through the nursery and reception classes. The pace of progress established in reading, writing and mathematics is not maintained in KS1 but picks up in KS2.
- Pupils with SEN make satisfactory progress towards the targets set in their individual education plans (IEPs). When working individually or in small groups, pupils make good progress. In class lessons progress is satisfactory.
- Key Stage 1 National Curriculum teacher assessments (NCA) in 2002 indicate that the percentages of pupils in Y2 achieving level 2 or above are significantly below both the Cardiff and all Wales averages in reading, writing, mathematics and science. The core subject indicator for KS1 in 2002 is 60 per cent. This is well below both the Cardiff and all Wales averages. Results have declined since 2000.
- The NCA KS2 test results in 2002 indicate that the proportion of pupils in Y6 achieving level 4 or above are similar to the all Wales averages in English and mathematics and above the all Wales average in science. These results are just below the Cardiff averages in English and above them in mathematics and science. The core subject indicator for KS2 in 2002 is above both the Cardiff and all Wales results. KS2 results have improved considerably since 2000.
- The standards achieved in the key skills across the curriculum are satisfactory overall. The school does not have a policy for the systematic development of key skills and this leads to inconsistencies between and within year groups.
- The school makes satisfactory provision for pupils' spiritual development and good provision for their cultural development. The provision for pupils' moral and social development is very good. Acts of collective worship meet statutory requirements. Pupils listen to each other's views and respect their opinions and beliefs. The school promotes racial equality very effectively and rapid action is taken when any incident occurs.

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- The use of incidental Welsh is inconsistent. Early Years and KS1 pupils reach a good standard but this is not built on in KS2. Many opportunities to use the language during registration and other times in the school day are missed.
 - Behaviour and attitudes are very good throughout the school. Relationships throughout the school are very good. The headteacher and staff set and expect high standards of pupils' behaviour. The school has appropriate policies for addressing bullying and racism and no instance of either were observed during the inspection.
 - Levels of attendance are satisfactory. The majority of pupils arrive promptly for school. There are inconsistencies in the marking of registers. During the last twelve months, four pupils have been excluded temporarily and one permanently. In all cases, the governing body has been fully involved in the exclusions.
 - The overall quality of teaching is good. There is much good practice in the school but it is not well shared, leading to inconsistencies between and within year groups. Seventy-one lessons were observed during the inspection. In these, teaching was very good in 15 per cent of lessons, good in 62 per cent, and satisfactory in 20 per cent of the lessons observed. A small amount (three per cent) of unsatisfactory lessons were seen.
 - Teaching in the nursery and reception classes is consistently good. It is satisfactory in KS1 and good overall in KS2. The introduction of the Cardiff strategies for literacy and numeracy is successfully raising the quality of teaching and learning. However, not all staff have received training in these strategies which are not yet implemented throughout the school.
 - The very good attitudes and behaviour of pupils makes a significant contribution to the quality of teaching in the school. Good working relationships are evident between pupils and staff. Teachers' expectations of children's behaviour are high and are consistently applied. However, teachers do not make the best use of the assessment information they have available to identify what the majority of pupils can and should achieve in lessons. In some classes, there are insufficient opportunities for pupils to work independently and take responsibility for their own learning.
 - Although reporting to parents is satisfactory, the school's systems for assessment and recording pupils work lack consistency and are unsatisfactory overall. The marking of books is regular but teachers do not consistently give pupils guidance on how to improve performance. There is no agreed policy in place on the correction of spelling or grammar.
 - Teacher assessments are broadly accurate but the information gained is not consistently used in planning for progression. There is limited levelling of pupils' work against the indicators in the NC. There is no tracking system in place to draw together information about pupils' progress. Class teachers do not consistently use IEPs to address individual SEN pupils' learning needs.
 - Overall, good provision is made for the support, guidance and welfare of pupils. The school provides a very happy and secure environment for children in which positive attitudes and success are actively promoted. Staff are caring and dedicated to the pupils and in return, pupils respect their teachers and the school. Where available, the quality of the support given by the ancillary and support staff is good. There is a policy, but no scheme of work, for pupils' personal, social and health education. Arrangements for the administration of medicines are not formalised.
 - The quality of provision for pupils with SEN is satisfactory. Pupils achieve appropriate standards and make satisfactory progress. There are 80 pupils identified as having SEN

under the Code of Practice. Three of these pupils have statements. The special educational needs co-ordinator (SENCO) manages the provision well and makes a valuable contribution to the work of the school.

- Shortcomings in the quality of the information provided to parents adversely affect the school's otherwise good partnership with parents and the community. The school's partnership with industry is satisfactory.
- The school's procedures for evaluating standards achieved and the quality of provision are unsatisfactory. Self-evaluation is still at early stage of development in the school. In the period following the last inspection, there is little evidence of rigorous self-evaluation being developed in the school.
- The new headteacher is successfully fostering a positive team spirit. The current school development plan (SDP) is an interim document, identifying immediate priorities. Previous development plans lack important information about success criteria, quantifiable targets and costings. There are no longer-term plans covering, for example, planned developments over the next three years.
- There are some important shortcomings in the leadership and efficiency of the school, primarily with standards, teaching and learning, and the management of the reducing numbers of pupils. The new headteacher has successfully identified a number of priorities and is providing the school with the necessary leadership required to address these. The school runs smoothly. Routine administration and organisation are good with appropriate systems in place.
- The quality of policy documents varies unsatisfactorily from good to poor. Some policies predate the last inspection and are still to be reviewed or revised. Many policies, including the school's aims, are generic statements that do not relate specifically to the school. The school has yet to implement the most recent locally agreed syllabus for religious education. With the exception of geography in KS1, the school's curriculum meets statutory requirements.
- Subject managers are in place for all areas of the curriculum but some have only recently assumed their responsibilities. Their role is underdeveloped. Although some managers have been working very hard to bring about improvement in their subjects, there has been little cohesion and consistency in practice, particularly in regard to training, support and opportunities to monitor and evaluate standards, teaching and learning.
- The governing body is supportive of the school but it has not sufficiently developed its role as the school's critical friend. Governors have been reactive to their perceived needs of the school rather than proactive in responding to the issues that arise from the monitoring of teaching, learning and standards. There has been a lack of rigour in evaluating the impact of major spending decisions against the standards achieved.
- There are shortcomings in the governing body's arrangements for ensuring that its statutory responsibilities are met. Omissions have been brought to the attention of the school.
- The school is well provided for in terms of accommodation and learning resources are satisfactory. The recently completed information and communications technology (ICT) suite is a worthy addition to the school's learning resources.
- There are strengths and shortcomings in the staffing levels. The ratio of pupils per teacher is more generous than found in most primary school but there are insufficient learning

support staff in both key stages to support pupils' learning, especially in literacy and numeracy.

- The school was last inspected in February 1998. Standards of achievement in subjects have mostly been maintained. Results in NC tests and assessments have risen in KS2 but fallen in KS1. The school has made unsatisfactory progress in relation to the key issues in the last report to improve school development planning; the deployment of support staff; the analysis of assessment information; and the monitoring and evaluation of standards, teaching and learning.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

Standards of achievement are consistently good in the nursery and reception classes. They are satisfactory in KS1 and good in KS2. At KS1, the lack of opportunities for pupils to apply and develop their literacy and numeracy skills is impeding their achievement of higher standards.

- Standards of achievement in language, literacy and communication, mathematical development, knowledge and understanding of the world, creative development and physical development are good in both the nursery and reception classes. In their personal and social development, and in speaking and listening, standards are very good. Staff assess what children know and can do when they start school. The majority of children have below average skills. Children make good progress in these areas of learning. By the time children are five, the majority reach the Desirable Learning Outcomes (DLOs) in all the areas of learning.
- Standards of achievement in English are satisfactory in KS1 and good in KS2. Standards are good in speaking and listening at both key stages. In reading and writing, they are broadly satisfactory in KS1 and good in KS2. Although literacy skills are soundly taught in KS1, there is insufficient challenge and opportunity for pupils to develop these skills when working independently.
- In mathematics, standards are broadly satisfactory in KS1 and good in KS2. In KS1, pupils' application of investigative and problem-solving skills is not sufficiently developed. Key Stage 2 pupils have a secure grasp of numeric operations and a good knowledge of shape and measures. They apply their knowledge and understanding effectively.
- In science, achievement is good in both key stages. Key Stage 1 pupils explain their work in science clearly and demonstrate strong enthusiasm for their practical work. Setting by ability in some KS2 classes has helped to improve standards.
- In design and technology, information technology, history, art and physical education standards are good in both key stages. They are good in Welsh second language and religious education in KS1 and geography and music in KS2. They are satisfactory in geography and music in KS1 and Welsh second language and religious education are satisfactory in KS2.
- During the inspection, standards were very good in seven per cent of lessons, good in 61 per cent and satisfactory in 31 per cent of the 71 lessons or part lessons observed. Standards were unsatisfactory in one per cent of lessons. Pupils make good progress as they move through the nursery and reception classes. The pace of progress established in

reading, writing and mathematics is not maintained in KS1 but picks up in KS2. A contributory factor is that KS1 pupils do not have sufficient opportunity to apply and develop their skills.

- Pupils with SEN make satisfactory progress towards the targets set in their IEPs. When working individually or in small groups, pupils make good progress. In class lessons, there is helpful support from staff but teachers do not consistently plan to meet the needs of individual pupils, and progress is only satisfactory.
- Key Stage 1 NCA teacher assessments in 2002 indicate that the percentages of pupils in Y2 achieving level 2 or above are significantly below both the Cardiff and all Wales averages in reading, writing, mathematics and science. The percentage of pupils assessed by teachers as attaining at least level 2 in English, mathematics and science in combination (the core subject indicator) for KS1 in 2002 is 60 per cent. This is well below both the Cardiff and all Wales averages. The proportions of pupils achieving the higher levels in the KS1 assessments are also below the Cardiff and all Wales averages.
- The school's results at KS1 have been below the school's targets for the last two years. The number of pupils with SEN varies from year to year; with smaller numbers on roll, this makes a difference to the statistics. However, another contributory factor is that KS1 pupils are not sufficiently challenged by the work set for them to complete independently in English and mathematics.
- The NCA KS2 test results in 2002 indicate that the proportion of pupils in Y6 achieving level 4 or above are similar to the all Wales averages in English and mathematics and above the all Wales average in science. These results are just below the Cardiff averages in English and above them in mathematics and science. The proportion of pupils attaining at least level 4 in the tests in English, mathematics and science in combination (the core subject indicator) is above both the Cardiff and all Wales results.
- Compared the averages for schools in Wales, the percentages of pupils achieving the higher levels in the KS2 tests in 2002 are above average in science, just below average in English and below average in mathematics. Teacher assessments in KS2 are similar to test results.
- The school's results in 2002 show that pupils met the target set in mathematics. In both English and science, the results significantly exceed the targets set. Results have improved considerably since 2000. The performance of boys in the English tests has improved. The school attributes this to its introduction of new approaches to teaching literacy.

3.2 Standards Achieved in Key Skills across the Curriculum

The standards achieved in the key skills across the curriculum are satisfactory overall. The school does not have a policy for the systematic development of key skills and this leads to inconsistencies between and within year groups.

- Children in the nursery and reception classes make good progress in the development of key skills. This has a very good impact on their personal and social development. Staff give a high priority to the development of literacy and numeracy skills across all the areas of learning.
- In both key stages, pupils' listening skills are good. They listen attentively in lessons, particularly during whole-class introductions. Although generally good, speaking skills are not quite as strong in KS1 and the beginning of KS2 as they are in the older KS2

classes. Most pupils speak clearly and are keen to *have a go* in answering questions but some of these younger pupils do not sufficiently elaborate and develop their ideas.

- Pupils read with accuracy and growing fluency. Older pupils in KS2 read with good expression. However, some pupils, particularly in KS1, read from a limited range of sources. They do not develop the skills they learn in literacy lessons to improve their understanding of what they read.
- Overall, standards in writing across the curriculum are satisfactory. In KS1, although pupils have a secure grasp of structure and grammar, there is an over reliance on worksheets that restricts some pupils' development of writing. In the best practice in KS2, pupils write well, particularly in English, for a good variety of purposes across the curriculum. There are, however, some inconsistencies between and within year groups. Most pupils produce neat and tidy work.
- Numeracy skills are good overall in KS2 and satisfactory in KS1. Year 6 pupils' quick oral responses to mental calculation tasks are a strength of their work. Some pupils in Y3 lack recall and confidence when applying numeracy skills. In KS1, an over reliance on worksheets is hindering pupils' progress in this area.
- Throughout the school, pupils are successfully acquiring ICT skills and their work benefits for the increasing opportunities provided by the installation of the school's computer suite to apply these in their day-to-day work.
- Key skills are identified in more recent policies and schemes of work. There is no overarching policy to help teachers systematically develop these skills across the curriculum.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

The school makes satisfactory provision for pupils' spiritual development and good provision for their cultural development. The provision for pupils' moral and social development is very good.

- The day-to-day life of the school provides pupils of all ages with good opportunities to gain both knowledge and insight into values and religious practices. Pupils show a healthy attitude towards their environment and heritage. They have great respect for staff, other pupils and the school buildings. Staff are always ready to listen and they value pupils' views and opinions.
- The daily acts of collective worship are good and sometimes very good with well prepared input and lively and tuneful singing. The pupils in KS1 and reception classes know a good range of bilingual songs by heart. In some acts of worship, recorded music is played quietly and a candle is used as a focus.
- Most acts of worship are of an appropriate duration. They are enjoyed by pupils who respond very well when invited to do so. The effective story telling maintains the pupils' interest. Some of the messages conveyed are interestingly illustrated by good quality artwork. Every opportunity is taken to celebrate pupils' achievement both within and outside school.
- These acts are mainly Christian in character and usually include formal prayers although, apart from the high calibre input by a visiting minister, themes pursued are not often

based on Biblical or indeed religious texts. Once a week the whole school worship together although the nursery pupils are not at present involved in any collective acts of worship. The melodious singing in the acts of worship is accompanied by a guitar group of staff and pupils but apart from this, there is little direct pupil participation and opportunities for reflection are not frequent. Governors and parents do not regularly join with the pupils for collective worship.

- The acts of worship meet all the statutory requirements. However, some pupils are withdrawn for extra support teaching during assembly time. At the end of the school day pupils recite a prayer, which is often in Welsh.
- The school works very hard to enable and encourage pupils to relate positively to each other and adults alike. They are extremely relaxed, friendly and very well mannered towards visitors. They increasingly exercise responsibility through acting as monitors in classes, in the corridors and on the playground or field. Older pupils show a caring attitude towards younger pupils. They listen to each other's views and respect the opinions of others. They treat their very clean and welcoming school environment with great respect.
- The school promotes racial equality very effectively and rapid action is taken when any racial incident, which is rare, occurs.
- Pupils' knowledge and understanding of other cultures is well served by literature, music, history and art. Visits to local places of historical interest and cultural centres such as The National Museum of Wales, Cosmeston Park, The Museum of Welsh Life at Saint Fagan's and the Tudor mansion at Llancaiach Fawr make a strong contribution to the development of pupils' own culture. Many of the older pupils benefit greatly from attending a residential venture week in the spring term but there is no school link with the Urdd Movement.
- The contribution made by geography is not as strong as it could be; pupils' awareness of European culture is currently underdeveloped. In religious education, pupils are aware of other faiths but have limited opportunities, particularly in KS2, to reflect on how these affect their own lives.
- The use of incidental Welsh is inconsistent. Early Years and KS1 pupils reach a good standard but this is not built on in KS2. Many opportunities to use the language during registration and other times in the school day are missed.
- There is no school council at present, through which pupils could share their views on school life and present formal requests on school management issues.
- The school provides opportunity for pupils to join the school choir and to have instrumental tuition on percussion (including guitar), keyboard, woodwind and strings, though the number of pupils is relatively low. Pupils perform at a local home for the elderly and play in various locations to raise money for charities.

4.2 Behaviour and Attitudes

Behaviour and attitudes are very good throughout the school.

- Relationships throughout the school are very good and pupils are courteous and polite with adults and visitors.
- The headteacher and staff set and expect high standards of pupils' behaviour. The school has a detailed policy for managing behaviour and promoting self-discipline. It clearly

states procedures for the application of rewards and sanctions. Lunchtime and playtime sessions are orderly and well supervised.

- The use of circle time and discussions in personal and social education lessons in classes, at both key stages, effectively promotes good behaviour and attitudes to learning throughout the school.
- Pupils' attitudes to the school, community and local environment, are very good. They visit the local library, have been to a synagogue and take part in community activities.
- During the last twelve months, four pupils have been excluded temporarily and one permanently. In all cases, the governing body has been fully involved in the exclusions.
- The school has appropriate policies for addressing bullying and racism and no instance of either were observed during the inspection.

4.3 Attendance

Attendance levels and punctuality are satisfactory.

- Attendance figures averaged 90.6 per cent during the year prior to the inspection.
- Registers are completed at the beginning of the morning and afternoon sessions, ensuring lessons begin on time. Absence is not in every case codified. This is contrary to requirements.
- The headteacher monitors attendance and notifies the education welfare officer (EWO) where there are concerns about an individual's attendance. There is scope for improving the feedback from the EWO's enquiries.
- Parents co-operate by notifying the school of reasons for their child's absence. Pupil records are detailed and contain contact names, addresses and telephone numbers.
- The school recognises and rewards pupils whose attendance records are good, but there is no whole-school policy to standardise the procedure.
- With few exceptions, children arrive in school on time, allowing morning and afternoon sessions to begin promptly.

5. QUALITY OF EDUCATION

5.1 Teaching

The overall quality of teaching is good. There is much good practice in the school but it is not well shared, leading to inconsistencies between and within year groups.

- Seventy-one lessons were observed during the inspection. In these, teaching was very good in 15 per cent of lessons, good in 62 per cent, and satisfactory in 20 per cent of the lessons observed. Teaching was unsatisfactory in three per cent of lessons. The very good attitudes and behaviour of pupils makes a significant contribution to the quality of teaching in the school. Good working relationships are evident between pupils and staff.
- Teaching in the nursery and reception classes is consistently good. It was good in 67 per cent of lessons and very good in 33 per cent. Staff provide a warm and secure learning atmosphere. Activities are carefully planned and well organised. Support staff are fully involved in all aspects of learning and make a valuable contribution to children's

standards of achievement. Children are well managed. The pace of learning is good and children develop good working habits.

- In KS1, the quality of teaching is satisfactory. It was good in half of the lessons observed. Teachers explain work clearly to pupils and teach skills, such as punctuation and grammar, systematically. However, in some lessons, the pace of lessons is slow and abler children are not fully challenged. This situation is exacerbated when too much time is spent sitting on the carpet. On occasions, there are insufficient opportunities for pupils to complete their written work. Where support staff are available, they are well deployed and make a good contribution to standards.
- In KS2, the overall quality of teaching is good. In 13 per cent of the lessons seen in this key stage, teaching was very good. It was good in 64 per cent and satisfactory in 18 per cent of lessons. A small amount of less than satisfactory teaching was observed. In the best lessons, teachers successfully address pupils' learning needs. These lessons are conducted at a good pace and effectively capture pupils' attention. Lessons are well introduced and learning activities build on secure foundations. The scrutiny of work confirms that there is considerable variation in the quality of teaching and learning at this key stage.
- Teachers' expectations of children's behaviour are high and are consistently applied. In both the nursery and reception classes, staff place a strong emphasis on the development of personal and social skills.
- Teachers' expectations of what pupils can achieve are improving, particularly in KS2 in English and mathematics, where new strategies for teaching literacy and numeracy have been introduced. However, teachers do not make the best use of the assessment information they have available to identify what the majority of pupils can and should achieve in lessons.
- The school has recently introduced a common planning format. This is good practice and is starting to address inconsistencies. However, teachers' identification of learning objectives is not uniformly secure. In the nursery and reception classes, there are clear links with the six areas of learning leading to the DLOs. In KS1 and KS2, NC requirements are sometimes obscure.
- The introduction of the Cardiff strategies for literacy and numeracy is successfully raising the quality of teaching and learning. However, these strategies are not yet implemented in some classes and this is holding up the achievement of higher standards. Not all staff have received training and there remains some trepidation in some quarters. However, where subject managers have been able to identify and share good practice, this has had a positive effect on standards.
- The majority of teachers employ a range of teaching techniques and strategies to deliver the planned curriculum. Staff generally make good use of questions to check that pupils have understood instructions and to find out what they know. In the most successful lessons, teachers make pupils think about what they are doing and give them time to focus their thoughts on the lesson objective. In these lessons, opportunities to work independently or in groups have a clear purpose and realistic time scale.
- Most teachers end their lessons with a plenary (review) session during which lesson objectives and link these to the next steps in learning. In some lessons seen, there was insufficient time available for this activity.

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- The quality of the SENCO's teaching of pupils with SEN is good. Pupils are mainly taught in small groups, involving the development of reading and writing skills. These lessons are well prepared and focus carefully on individual pupils' learning needs. In class lessons, teachers do not consistently take sufficient account in their planning of the targets outlined in pupils' IEPs.
 - Although there are some individual gaps, teachers' subject knowledge is good overall. Key Stage 2 teachers are very well supported by the local education authority (LEA) visiting teacher for music in raising pupils' standards of achievement. In Welsh second language, lesson delivery in KS2 is too dependent on the expert guidance of the *athrawes fro*. Opportunities for pupils to practise and develop their incidental use of the language, and to read and speak aloud in lesson, are inconsistent in KS2. This is depressing standards.
 - Pupils' work is regularly marked but the quality of marking is inconsistent. In the best examples, teachers give very clear and explicit guidance as to how pupils may improve their work. This is much appreciated by pupils who say that this advice really helps them to move forward.
 - Teachers make field notes about what pupils know and can do. However, the recording of their informal assessments of what pupils have achieved in relation to their lessons' learning objectives is not consistent. Planning is not sufficiently finely tuned to meet the needs of those who learn at slower or faster rates. As a result, the activities provided do not always fully challenge all pupils.
 - Teachers are making good use of ICT as a learning tool. There are regular opportunities in most classes for pupils to use the class computers as well as the new computer suite. Teachers encourage pupils to access the Internet to search for information. However, library skills are not given sufficient priority.

5.2 Assessment, Recording and Reporting

Although reporting to parents is satisfactory, the school's systems for assessment and recording pupils work lack consistency and are unsatisfactory overall.

- From reception year onwards, a portfolio is kept of pupils' work in English, mathematics and science. Two tasks in English are collected at the beginning and end of the academic year. Work in science is included from the autumn term and mathematics in the spring term. These samples are not, however, routinely levelled against the attainment targets of the NC.
- The marking of books is regular. Although comments are generally positive and encouraging, teachers do not consistently give pupils guidance on how to improve performance. There is no agreed policy in place on the correction of spelling or grammar. Self-assessment by pupils is underdeveloped.
- Teacher assessments are broadly accurate but the information gained is not consistently used in planning for progression. Teachers regularly keep field notes on pupils' progress in non-core subjects which are used to compose the subject reports. At present, there is no tracking system in place to draw together information about pupils' progress.
- The school has started to identify and support pupils with SEN at an earlier stage in their school careers. Individual education plans are available to all staff. However, class teachers do not consistently use these to address individual pupils' learning needs.

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- In the past, there were informal discussions conducted on SAT results but the school has only recently started analysing assessment data in adequate detail as an effective means of improving pupils' performance.
 - Parents are invited into the school twice a year to discuss pupils' progress. An oral report is provided in the autumn term and a written report is issued near the end of the year. The previous custom of issuing the reports at the summer parents' meeting did not allow parents sufficient opportunity to examine their children's reports. The headteacher now intends to issue reports a week before the meetings.
 - Pupils' annual reports meet requirements. Commentaries on core subjects are adequately subject specific but this not always so in the case of the foundation subjects or religious education. Little attempt is made to explain levels of achievement in straightforward terms. The annual report does not provide an opportunity for parents to comment on their children's progress.

5.3 Curriculum

The quality of the curriculum is satisfactory.

- The curriculum is broad, balanced and relevant to the needs of the pupils. The quality of the curriculum provided for the nursery and reception classes is good.
- Special emphasis has been placed recently on developing ICT skills. The well-equipped information technology suite became fully operational during the current term. Pupils already benefit from the regular weekly use made by most classes in the two key stages.
- Whole-school planning for the development of key skills across the curriculum is currently underdeveloped at both key stages though many of the skills are addressed in most classes.
- Classes throughout the key stages are normally arranged in broad ability groups but the limited amount of learning support time means that some groups are not always performing to their full potential, particularly in English and mathematics. Some core subjects at the end of both key stages are taught in ability groups in order to ensure effective differentiation and progress.
- The arrangements for curriculum co-ordination across stages are not strong enough. There are inconsistencies in planning, continuity and progression between and, on occasions, within year groups.
- Arrangements for pupils' personal and social education are satisfactory, especially the use of circle time and the Pyramid Club. However, although there is a co-ordinator, there is currently no whole-school personal and social education scheme of work to ensure continuity and consistency of approach across age groups. The present Health and Sex Education policy has not been revised to reflect recent developments.
- There are policy documents and schemes of work for all NC subjects. The policy and scheme of work for religious education do not take account of the requirements of the most recent locally agreed syllabus. Statutory requirements for the NC are met with the exception of geography in KS1, which does not include the study of a contrasting location.
- The homework set is appropriate and contributes positively to pupils' progress.

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- There are no pupils for whom the curriculum is modified and arrangements for the single pupil for whom the NC is disapplied are satisfactory.
 - The school's programme of learning is socially inclusive and ensures equality of access for all pupils. Due consideration has been given to equality of opportunity although a minority of pupils lose out on some of the daily acts of worship through their attendance at additional language support periods.
 - Pupils' learning is enhanced considerably by a good range of extra-curricular activities including residential experience for the older pupils and day visits for all pupils to local places of historical and educational interest. These visits have contributed positively to raise standards in science, history, geography, religious education and physical education. They have also contributed considerably to pupils' personal and social development. Links have also been established with the local High School where pupils can pursue music courses.

5.4 Support, Guidance and Pupils' Welfare

Overall, good provision is made for the support, guidance and welfare of pupils. Shortcomings in documentation and the provision of support for pupils' learning reduce what is otherwise very good provision.

- The school provides a very happy and secure environment for children in which positive attitudes and success are actively promoted. Parents consider that staff are caring and dedicated to the pupils and in return, pupils respect teachers and the school.
- The quality of the support given by the ancillary and support staff is good. However, there is insufficient provision in both key stages to support pupils' learning, especially in literacy and numeracy.
- Pupils' achievements and merit awards are displayed on walls, as are school and class rules for children to follow. The school's strong emphasis on celebrating achievement in all aspects of school life helps pupils to develop their self-confidence.
- Specific and detailed guidance is provided in school policies on Health and Sex Education as well as Health and Safety and Drug Misuse.
- The school policy for Child Protection is based on LEA guidelines and has clear definitions and procedures for staff to follow. The headteacher and school SENCO regularly attend child protection meetings.
- Detailed records are maintained on dangerous occurrences but the school does not have policy for the administration of medicines and parents do not complete medicine request forms.
- Close links are maintained with the school nurse, health visitor, dentist and doctor.
- Currently, there are seven pupils in school who are looked after by the local authority. The SENCO produces care plans for these children in consultation with external agencies, parents and registered carers.
- First Aid boxes are prominently displayed and directional signs point to the nearest box. Three members of staff have First Aid Certificates. Fire extinguishers are prominently positioned and appropriately checked and maintained. Termly fire drills are held and details logged in the appropriate book.

5.5 Provision for Pupils with SEN

The quality of provision for pupils with SEN is satisfactory. Pupils achieve appropriate standards and make satisfactory progress.

- The school's provision takes full account of the revised Code of Practice. There are 80 pupils identified as having SEN. Three pupils have statements. The SENCO is employed in the school full-time. She has a good understanding of how pupils with differing needs learn.
- The SENCO manages the provision well and makes a valuable contribution to the work of the school. She has a good vision of how her role can be developed further, particularly in supporting pupils in class literacy lessons.
- The school's arrangements for SEN have been reviewed in line with the current Code of Practice. The SENCO has recently revised the school's policy and has discussed changes with colleagues.
- Changes in the organisation of the school's special needs provision now enable the SENCO to work across the school. Her more recent involvement in the reception and KS1 classes is strengthening children's early reading and writing development.
- In KS1 and KS2, pupils with particular needs are identified by class teachers and initially assessed by the SENCO. She then works with to draw up IEPs. These plans are of good quality.
- Pupils are well supported individually and in groups by the SENCO. Statemented pupils are well supported by support staff. Some groups of pupils are withdrawn at the same time each week and may miss the same subject lessons.
- Reading and spelling targets noted on pupils' IEPs are individually set. The SENCO discusses individual pupil's achievement of these targets with the class teacher each half term. Assessments are carried out and parents are invited to discuss progress each term. Pupils move up and down the register as necessary. Those pupils leaving the register are carefully monitored.
- The school has a good working relationship with the Educational Psychologist. The SENCOs from local primary schools and receiving secondary schools meet to share information good practice. The named governor for SEN is involved in the work of the school.
- Parents are regularly invited to review meetings to discuss their children's progress and to take part in drafting IEPs.
- A shortcoming is that class teachers do not consistently include targets identified in IEPs in their planning. In many instances, it is only worksheets that are differentiated.

5.6 Partnership with Parents and Community, Schools and Other Institutions

Partnership with parents and community, schools and other institutions is satisfactory, with some good features.

- The school prospectus provides much useful information, but is over-due for review and revision. The information booklet issued to parents of children in the nursery is up to date and informative. They are clearly advised of what they can expect of the nursery, and

what the nursery expects of them. Letters sent to parents keeps them informed of the day-to-day events in school.

- Parents receive the governors' annual report and have the opportunity to discuss matters with governors at the annual meeting. The school enjoys regular contact with officers of the LEA.
- Formal contact between parents and teachers occurs twice yearly, and at other times by arrangement. Informal contact occurs at the end of the school day, especially in the nursery and infants schools. School reports are issued annually.
- The school's home/school agreement meets requirements. Parents have had the opportunity to discuss it with the school. Despite the school's efforts, so far the number of completed agreements is small.
- The school has a small but active Parent Teacher Association, who receive support from parents and the community, in raising significant sums for the purchase of additional resources and equipment.
- Community links are well established. Pupils visit church for special festivals and services. Local clergy occasionally attend school and take assembly. Visits have been made to a home for the elderly. The school holds a monthly bingo session which is enjoyed by the community. The school hall is used as a polling station on election days but pupils' education is not affected by this.
- Volunteers come into school each week to hear pupils read. This contribution is much valued by pupils and staff alike.
- The school supports a number of local and overseas charities.
- Arrangements for transfer of pupils to receiving schools are sound, and ensure a smooth transition.
- The school provides training opportunities for student teachers and nursery nurses, and occasionally work experience for secondary school students.

5.7 Partnership with Industry

The school's partnership with industry is satisfactory.

- Educational visits to local commercial and industrial sites introduce children to the world of work. Pupils' awareness of the working environment is enhanced with practical hands-on work at a supermarket, department store and fast food outlet.
- Pupil's understanding of the world of work is broadened significantly by occasional talks and demonstrations by visiting speakers, including the community police officer, road safety officer and health visitors. They talk about their work, and help children understand their role in the community.
- The school has benefited materially from its partnership with industry. Vouchers provided by a supermarket and a DIY store have provided valued resources and equipment for the school.
- There have been no staff placements in industry in recent years.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

Although the school's procedures for evaluating standards achieved and the quality of provision are unsatisfactory, the new headteacher has made a positive start to addressing these issues.

- Self-assessment is still at early stage of development in the school. In the period following the last inspection, there is little evidence of rigorous self-evaluation being developed in the school.
- The new headteacher has recently undertaken and shared with staff a detailed analysis of the 2002 NC test and assessment results.
- The current SDP has been drawn up by the new headteacher since his arrival. It is an interim document, identifying immediate priorities. Previous development plans available to the inspection team lack important information about success criteria, quantifiable targets and costings. There are no longer-term plans covering, for example, planned developments over the next three years.
- The continuing professional development activities of teachers have been linked to performance management objectives since the start of this school year.
- The new headteacher is successfully fostering a positive team spirit. He is encouraging staff to share and develop their ideas for the future development of the school alongside his own.
- The involvement of the governing body and the curriculum co-ordinators in monitoring the work of the school and its impact on standards is underdeveloped.

6.2 Leadership and Efficiency

There are some important shortcomings in the leadership and efficiency of the school. The new headteacher is providing the school with the necessary leadership required to address these.

- The headteacher has been in post since the beginning of the school year. He has successfully identified a number of important issues that need to be tackled as priorities. These are primarily to do with standards, teaching and learning, and the challenges presented by the falling school roll.
- The headteacher is keen to involve all members of the school community in shaping his vision for the future development of the school. Teaching and non-teaching staff recognise and, for the most part, support the new order. For example, links with the community are growing stronger through the provision of award-bearing courses for parents.
- The quality of policy documents varies unsatisfactorily from good to poor. Some policies predate the last inspection and have not been reviewed or revised. It is not clear which policies the governing body has approved. Many policies, including the school's aims, are generic statements that do not relate specifically to the school.
- Subject managers are in place for all areas of the curriculum but some have only recently assumed their responsibilities. In some subjects, there are two managers, one for each key

stage. The role of subject managers is underdeveloped. Although some managers have been working very hard to bring about improvement in their subjects, there has been little cohesion and consistency in practice. Some recent whole-school initiatives, such as looking at marking, have provided useful information for subject managers. There is a genuine desire from subject managers to have a much greater role in monitoring teaching, learning and standards.

- The school runs smoothly. Routine administration and organisation are good with appropriate systems in place.
- The governing body is supportive of the school. Its members are drawn from across the community and the wider area. As yet, the governing body has not sufficiently developed its role as the school's critical friend. Governors have been reactive to their perceived needs of the school rather than proactive in responding to the issues that arise from the monitoring of teaching, learning and standards.
- There are shortcomings in the governing body's arrangements for ensuring that its statutory responsibilities are met. Omissions to the school prospectus, recording attendance and in reporting requirements have been brought to the attention of the school.
- The interim development plan compiled by the new headteacher identifies immediate priorities and has been agreed by the governing body. Faced with falling numbers, the first priority of the governing body in recent years has been to safeguard teaching posts. Whilst this has resulted in smaller classes, it has neither identified nor addressed the wider needs of the school. For example, the impact on standards of new strategies for teaching literacy and numeracy has been reduced by the lack of learning support staff. There has been a lack of rigour in evaluating the impact of major spending decisions against the standards achieved.
- The school's budget and other financial resources, including specific grants to the school, are managed satisfactorily. The governors' finance committee regularly monitors the budget and regular reports are provided to the full governing body. Balances from previous years have been used to maintain staffing levels but these are rapidly becoming depleted.
- The school's administrative procedures were last audited in 2001. The school reports that all the recommendations have been addressed.

6.3 Staffing, Accommodation and Learning Resources

The school is well provided for in terms of accommodation and learning resources are satisfactory. There are strengths and shortcomings in the staffing levels.

- Teachers and support staff are appropriately qualified and experienced. Although most staff have received regular and appropriate training through school and county based courses, in-service training (INSET) as a whole has not been closely linked to the school's SDP priorities. The training for Welsh has been more effective at KS1 than at KS2. The older classes benefit from valuable support afforded by an able and experienced *athrawes fro* in the teaching of Welsh.
- The ratio of pupils per teacher is more generous than found in most primary schools. Faced with a falling school roll, the governing body has pursued a policy of not filling vacancies when they occur rather than make staff redundant. This policy has many advantages for pupils as class sizes are smaller than average. However, one consequence is that there are insufficient learning support staff in both key stages to support pupils'

learning, especially in literacy and numeracy. Where available, the quality of the support given by the ancillary and support staff is good.

- The accommodation is very clean and welcoming and is very well cared for. There is an adequate number of classrooms to cater for the pupils on roll and the school is fortunate in having specialist rooms to provide SEN support a school library and a computer suite. All classes are attractive, providing a pleasant and stimulating learning environment for the pupils. Staff organise the rooms effectively and pupils' work is attractively displayed in school halls, classrooms and corridors.
- There are sufficient number of halls especially for the older pupils which means that the delivery of the curriculum is not restricted by arrangements for school meals. The school has extensive grounds with good hardstanding and grassed areas which are well used for physical education and games. However, the ecological area is not fully utilised as a learning resource.
- Learning resources are very good in ICT with a sufficient number of stand alone multi media computers available to all classes though these are somewhat inconveniently housed in the corridors. The recently installed information technology suite is very well equipped and is effectively managed by the subject manager.
- Other resources are satisfactory. Equipment for subjects such as science is centralised and learning resources are not as accessible as they could be.
- The reception and nursery classes are suitably equipped. Until recently, the toys and large play equipment in the nursery have been purchased through fund raising rather than funded from the school's budget. The new headteacher has taken positive steps to address this issue.
- The library for KS2 is not very attractively organised and the books, some of which are somewhat dated, are not appealingly displayed. Some of the physical education equipment, although in serviceable condition, is dated.
- Toilet facilities are good though some lack adequate privacy especially for the older pupils and some of the drinking water fountains housed in the corridors are defective.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The educational provision for children under five in the school is good.

- The educational provision for children under five is appropriate to their needs and the children make good progress towards the DLOs. In both the nursery (three to four years of age) and in the reception year (four to five years of age), children make good progress. By the age of five, the majority of children achieve the DLOs in all areas of learning.
- Children are admitted to the nursery on a part-time basis when they are three years old. Teachers' initial assessments indicate that a good number of pupils have limited social and language skills. They join the reception class full-time at the beginning of the school year in which they reach their fifth birthday.
- Standards in both the nursery and reception classes are very good in personal and social skills. They are good overall in language, literacy and communication skills with

speaking and listening skills very good; standards are good in children's mathematical development; knowledge and understanding of the world, physical and creative development.

- Curriculum planning is of good quality. There is a good balance of activities, including class teaching, group teaching and opportunities for children to choose activities. Daily routines are very well established. The nursery is a very happy place where children really enjoy their first taste of school. The reception classes provide a good transition to more formal learning whilst still providing regular opportunities for children to take part in practical activities.

Good features

Nursery

- Children make very good progress in the development of their personal and social skills. They settle quickly into the daily routine of the nursery. They get on well with each other. Children show a high level of feelings for the needs and wishes of each other. They relate well to staff and are keen to tell visitors about their work and play. Children share equipment well when engaged in outdoor activities.
- Children make good progress in the development of the skills in language, literacy and communication. Progress in speaking and listening is very good. Children listen carefully to adults, follow instructions and answer questions sensibly. Children are confident to *have a go* at explaining what they are doing. They successfully develop early writing skills through labelling seed packets and thinking about instructions for planting in the garden.
- Children enjoy listening to stories. They understand that pictures tell a story and that the written word carries meaning. Many recognise and name initial sounds of words. Children thoroughly enjoy their weekly visit to the local library and take good care of the books they borrow. They listen and respond well to simple questions, instructions and rhymes in Welsh. They identify and name colours in both Welsh and English.
- Children make good progress in their mathematical skills. They join in with number rhymes and songs, make repeated patterns, and sort and match objects by colour and size. They play number games using dice and number boards. In the nursery garden, most count objects up to ten and some exceed twenty. They draw plans and use a tape measure to help them build a house with construction equipment.
- Children make good progress in the development of their knowledge and understanding of the world. They discuss where they live, describe the nearby shops and some places they have visited. They correctly name and recognise everyday fruits and vegetables. They carefully examine living creatures, such as centipedes and wood lice, that they find underneath logs in the nursery garden, taking great care not to harm them. They use the computer confidently and make sensible suggestions for directing a programmable toy.
- Children make good progress in their physical development. They handle a variety of small equipment, tools and materials with growing confidence. They are confident in their use of construction kits. Most have a good awareness of space and steer large wheeled toys safely. They understand instructions such as *stop*, *start*, *fast* and *slow*. They move well to music.
- Children make good progress in their creative development. They work with a wide range of materials. They make choices about what colours or materials to use for different purposes. They know the names of the primary colours. Children know a good range of

songs and rhymes in both English and Welsh. They sing these with enthusiasm and particularly enjoy action songs.

Reception

- Children continue to make very good progress in their personal and social skills. Their behaviour is of a high standard and they work well with each other. They take turns and concentrate well on their own or in small groups. Children are keen to try out new activities.
- Good progress is maintained in language, literacy and communication skills. Children contribute well to class and group discussions, asking and answering questions fully. They demonstrate a widening use of vocabulary. They listen carefully to adults and each other.
- Children successfully develop their early reading skills. They are familiar with well-known stories such as *The Gingerbread Boy*. They recognise letter names and sounds. They read the *Big Book* together, using a growing sight vocabulary and their knowledge of phonics to help sound out unfamiliar words. Children who need extra help with these skills benefit from the small group work they do every morning.
- Children know a good number of songs and phrases in Welsh. They speak with good intonation, and respond correctly to questions and instructions. They respond well to the regular use of incidental Welsh, switching readily between languages.
- Children make good progress in the development of early writing skills. Starting with tracing and copying, they make good progress. Many use pictures and words successfully to record their observations or retell a story, putting events in the correct order. They use words confidently and with some accuracy. For example, one child writes, “*Snowy got cowl in paint. He was red, yello green and blew*”. Children write for a range of different purposes. They also record some phrases in Welsh, for example, when retelling the story of *Mili Malwen*. Most correctly put spaces between words. Pencil control is generally good and letters well formed.
- Children make good progress in the development of mathematical skills. They make and discuss patterns, sorting them by different properties. They recognise and name regular shapes. They recognise numbers to twenty or beyond. Children explore different ways of making, for example, five or eight and record their ideas on paper. They talk about the way in which they can solve a problem, making correct use of mathematical vocabulary.
- In their knowledge and understanding of the world, children make good progress. They develop a sense of time through sequencing events. They name the different generations in families and understand the relationships of *grandma, aunty, uncle, cousin*. They know about different types of houses and what sort of furniture will be in each room. They talk about the weather. They plant bulbs and seeds and watch them grow.
- In their physical development, children handle various tools, construction kits and toys well. They use scissors carefully, most following a cutting line accurately. In the hall, they travel using different body parts. Although they do not have access to their own outside area, reception class children use the nursery playground on a regular basis.
- Children make good progress in their creative development. They happily take part in role-play situations. They sing tunefully, and with enthusiasm, in both English and Welsh. Children confidently use a variety of paints and other materials. They paint geraniums from observation, achieving a good sense of proportion. Working with adults, they create large patterned and textured work in two and three dimensions.

Shortcomings

- There are no significant shortcomings in either the nursery or the reception classes.

English

Standards of achievement are satisfactory overall in KS1 and good in KS2.

Good features

- Overall, skills in listening and speaking are good in both key stages. Listening is stronger than speaking. Throughout the school, pupils listen attentively to their teachers and follow instructions carefully. They benefit from the good grounding they received in the Early Years classes. Key Stage 1 pupils take turns to speak and are keen to answer questions. Able pupils retell the main points of a story, for example, about Grace Darling, confidently.
- Key Stage 2 pupils often respond to questions at length, introducing relevant detail and elaborating on key points. Many pupils present an argument well, for example, when discussing contributory factors to The Great Fire of London. Pupils listen carefully to each other and value what they hear, even when they do not agree with it.
- In KS1, standards in reading are broadly satisfactory. Pupils acquire a satisfactory sight vocabulary and many use phonetic cues successfully to read unfamiliar words. Key Stage 1 pupils are familiar with such terms as author and illustrator. They read the big book in class literacy lessons with enthusiasm. They particularly enjoy poetry.
- In KS2, standards in reading are good. The pace of pupils' progress in reading improves in Y3. Pupils read from an increasingly wide range of fiction and non-fiction texts. By the time they reach Y5 and Y6, they read accurately and with good expression. These older pupils use more advanced skills to read between the lines and establish the meaning of more challenging texts. They honestly give their opinions and preferences about what they read.
- In KS1, standards in writing are broadly satisfactory. Pupils satisfactorily acquire skills in grammar, punctuation and spelling. They begin to draft and edit their work. Pupils can sequence events correctly, recount a story and write factual accounts. They appreciate the use of different style of writing, for example, rules, instructions and recipes. Their spelling is generally accurate and punctuation sound. The majority of KS1 pupils form their letters correctly and are developing a good style. Pupils' presentation of their work is sound.
- Although there are some variations between and within classes, pupils' writing is good in KS2. In Y3, pupils understand the importance of turning points in a story. They are aware of the importance of providing suspense and its resolution in a story. In Y4, pupils successfully sequence events, realising the importance of cause and effect in building up an historical account.
- Year 5 pupils successfully identify and use connectives when recounting a story or sequence of events. In Y6, pupils have a good understanding of how to structure their writing. They write, with confidence, a wide range of purposes and demonstrate a clear appreciation of an audience. Their character descriptions, inspired by an anthology of World War II poetry, demonstrate thought, imagination and maturity.
- By Y6, pupils successfully develop drafting and editing skills and read their own work out with confidence, often spotting and correcting errors. Their use of grammar and

punctuation is secure. Standards of spelling are generally good. By the end of KS2, the majority of pupils develop a personal style of handwriting. Overall, standards of presentation are good.

- Pupils write for a range of different purposes in English as well as other curriculum areas. They produce persuasive leaflets, scripts based on their reading of Good night Mr Tom and a curriculum vitae for the writer Charlotte Bronte. Pupils' research skills using the CD-ROMs and the Internet are developing well.
- Pupils with SEN benefit from the regular support provided to develop and apply their skills in reading and writing.
- Pupils for whom English is an additional language make sound progress in developing their spoken and written language.

Shortcomings

- Pupils in KS1, particularly those who could achieve the higher levels, do not read widely enough to apply and develop the skills they learn in lessons. Some pupils lack the breadth of vocabulary to elaborate on their answers.
- Key Stage 1 pupils do not write at sufficient length or independently for a wide enough range of purposes.
- Some pupils in KS2 make uneven progress in writing because work is not sufficiently matched to their needs.
- Pupils' library skills are underdeveloped.

Mathematics

Standards of achievement are satisfactory at KS1 and good at KS2.

Good features

- In KS1, pupils make satisfactory progress across most aspects of mathematics. Their understanding of number bonds and number sentences is satisfactory. By the end of the key stage, they are beginning to use three digit numbers.
- Pupils know the names of a number of two and three-dimensional shapes and older children are becoming familiar with their geometrical features. They use their computer skills to identify and classify shapes according to mathematical criteria.
- Pupils in KS1 undertake a satisfactory range of mathematical investigations such as the design of a T-shirt using repeated mathematical patterns and they are able to use the appropriate vocabulary when talking about geometrical shapes.
- At the end of the KS1, they are making satisfactory progress in measuring and use centimetres and grams appropriately in their work. Year 2 pupils can construct pictographs based on data collected in class and use their knowledge and understanding of time to create time stories.
- In KS2, pupils make good progress in all aspects of mathematics. Frequent practice ensures that older pupils are familiar with square numbers, multiples and are able to recall the product of numbers quickly and accurately. They are also quick in recalling number bonds, calculate arithmetic sequences and are familiar with the four rules of money. At the end of the key stage, many pupils are proficient in long multiplication and long division.

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- Pupils use both analogue and digital clocks, and recognise the equivalence between 12 and 24-hour times. They understand and use percentages to compare proportions of a whole.
 - Older pupils are becoming aware of the inter-relationship in mathematical topics and access computers to consolidate their learning in time, multiplication and fractions. They use specific vocabulary in their study of topics such as probability. They know and follow the rules involved when conducting fair tests and through making their investigations learn that the probability of an event lies between impossibility and certainty.
 - Key Stage 2 pupils use their mathematical knowledge and skills in other subjects such as geography, when compiling data on temperatures across Europe.

Shortcomings

- Some pupils in KS1 and at the beginning of KS2 are insecure in their knowledge of subtraction and multiplication and are confused over area and perimeter. Their ability to recall work on capacity is also limited.
- Pupils' ability in using and applying mathematics is hindered by an over reliance on worksheets in KS1.

Science

Standards of achievement are good in both key stages.

Good features

- Key Stage 1 pupils can explain clearly the main focus of their investigations. They cooperate well in pairs and groups and can speak confidently and clearly about their investigative work. They can explain what it is they have found out and can use appropriate language to describe their results. They understand terms such as texture and can explain terms such as transparent and translucent correctly.
- Pupils name external parts of the human body and can sort different materials into groups by taste, colour and other properties. They know that materials change their character through the application of heat and through freezing.
- They understand the term *healthy eating* and why a good diet needs to include a variety of different foods. They make games to illustrate the need for complete circuits and are aware of hazards and risks in using electricity.
- In KS2, pupils label plants neatly and accurately. From their well-designed controlled experiments, they understand the need for water, light and nutrients to enable growth.
- Pupils record their results of their experiments neatly and make good use of ICT including digital cameras, for their tables and graphs and photograph evidence of their findings. They understand the principles of material changes and can describe changes which are reversible and those which are not. They can describe materials that insulate and those which conduct electricity.
- Pupils have a basic understanding of the Solar System and are familiar with the characteristics of many of the planets. They make good use of magnifying glasses and periscopes in their investigative work on light.

Shortcomings

- Pupils do not use electronic microscopes in their studies of creatures and soil composition.

Welsh second language

Standards of achievement are good in KS1 and satisfactory overall in KS2.

Good features

- In KS1, pupils' listening and oral skills are developing well. They respond to a good range of simple instructions. They benefit from the constant use of incidental Welsh in registration periods and in the daily acts of worship. They copy write in Welsh on such topics as fruits. Many can respond accurately to simple questions with obvious enjoyment. Their pronunciation is good when they are speaking and singing.
- Building on their good work in the under-fives classes, Y1 pupils accurately name colours, clothes and parts of the head. They sing songs and lullabies, such as *Heno, heno hen blant bach*, with feeling and clear enunciation. Year 2 complete exercises filling in gaps in Welsh sentences accurately though these are not completed very frequently.
- In KS2, pupils make good progress in reading and their written exercises are sometimes of a good standard. Year 3 pupils have an expanding vocabulary and phrases such as *Sut*

wyt ti? and *Ble ydych chi'n byw* but they tend to translate Welsh phrases into English rather than attempt an answer in the target language. They can describe different types of housing, such as, *ty teras*, *ty ar wahân*. They compose short dialogues on what their classmates wear at school and discuss their pet animals. They make good use of software in Welsh to re-inforce their vocabulary work. They listen to pre-recorded tapes of stories in Welsh to become familiar with regional accents.

- Year 4 discuss what foods they like and dislike, the clothes they wear and aspects of school life. Year 5 pupils complete work on the family, the weather, clothes and *Ar lan y Môr* (the seaside). Some members of this year group effectively (and without prompting) perform their scripts for a weather forecast on television, using the past present and future tenses correctly. They combine learning Welsh songs with composing short pieces for their tuned and untuned percussion instruments. Other pupils use game-show formats to learn the meaning of phrases but they have little opportunity to respond in Welsh.
- Year 6 describe their school subjects and say which are their favourites. They complete word searches in Welsh to aid their reading and reinforce their spelling. They discuss what programmes they watch on television and what is available on the school menu at lunchtime.

Shortcomings

- At KS2, pupils lack fluency in the spoken language because of insufficient opportunities to use their Welsh incidentally either in the daily act of worship or in the classrooms.
- Key Stage 2 pupils do not read with sufficient fluency or expression because they do not have enough opportunities to read aloud their own work or Welsh texts together or as individuals.

Design and technology

Standards of achievement are good in both key stages.

Good features

- In KS1, pupils' making skills are good. They use a range of materials and understand differences in characteristics such as strength and flexibility. Pupils discuss their ideas confidently in small groups and suggest what materials they think would be most appropriate for their products. They have good recall of previous work undertaken and can offer suggestions how it could be improved.
- Pupils use decorating materials, glue, scissors and masking tapes well when creating simple products. They make joints using split pins and paper to make the eyes of a pirate move. They measure accurately when creating photo frames and show a developing flare for the use of design through frame decoration in personal choice of colour or materials such as wallpaper. In their embroidery work, Y2 pupils develop good motor skills and sense of textile design through creating drink mats.
- Key Stage 2 pupils investigate what materials would be most appropriate and critically evaluate their products to decide whether they made the right choices.
- Year 3 create moving models such as dragon trundles with wooden wheels and axles. They understand the effect of using a cam. They create electrical circuits and explain the importance of switches to control the flow of current.

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- Year 4 consider key issues such as appearance, function and reliability before designing or creating their products. They used the Welsh Tourist Board web site in search of computer generated Welsh emblems or designs (such as daffodil and leek) to incorporate on their tee shirts.
 - Year 5, after making intensive search of Victoriana on CD ROMs and on the web, have worked intensively over a short period with a group of student teachers to make Victorian toys such as rocking horses and trains.
 - They have also developed their food technology in cheese making and designing presentation boxes to market the product.
 - Year 6 extend their experience in designing and creating through a link with the specialist department of the nearby secondary school where they have created impressive board games and wind chimes.
 - Pupils at both key stages have a developing sense of safety issues and always consider the hazards and risks posed by equipment in group and class discussions.

Shortcomings

- There are no significant shortcomings.

Information technology

Standards of achievement are good at both key stages.

Good features

- Key Stage 1 pupils manipulate the mouse and use the keyboard effectively to enter text, draw simple pictures and to access programs unaided. They currently use ICT to present work in geography, history, religious education, English and mathematics. They can use a range of fonts, change its colour and type size well. They recognise the more important word processing screen icons, drag and drop objects, and make effective use of word banks.
- Year 1 successfully set pages, centralise drawings, know how to undo errors, recognise and select the appropriate screen icons. They use computers to create a version of their favourite stories such as Joseph and his Multicoloured Dream Coat. They also use audiocassettes to record their personal versions of familiar Biblical stories.
- Year 2 have good skills in using drawing tools. They select colours from palette and mix dark and lighter tones when drawing pictures of pirate faces. They write simple computer instructions to control a programmable vehicle effectively.
- Key Stage 2 pupils locate relevant information on the Internet web pages by using search machines, for example, about The Great Fire of London. They use word processing and *clip art* for their desktop publishing exercises and databases and spreadsheets for surveys. They use LOGO for modelling.
- Year 3 pupils create a database of available books detailing title, author and number of pages, and classification (fact/fiction). They understand how to enter information into individual *fields* and save their work.
- Year 4 create an attractive newspaper using historical facts they have downloaded on the Great Plague. Pupils change fonts and styles, create headlines, use text wrap, create text

boxes and insert *clip art* images. They make good use of the preview facilities before finalising their work.

- Year 5 paint picture windows in exotic and vivid colours in the style of Matisse's famous Blue Window. Many Y6 pupils prepare impressive seven or eight image sound and vision multimedia presentations making use of digital images taken on a visit to Cardiff Bay.

Shortcomings

- There are no significant shortcomings.

History

Standards are good in both key stages.

Good features

- Key Stage 1 pupils have a good sense of chronology. They describe events that happened yesterday, last term and last year. They recognise the various generations within the family groups. In their work on the theme of *Pirates*, they recount stories of life aboard ship and show good empathy with the harsh conditions sailors endured when aboard ship for months on end.
- Pupils are familiar with characters in history such as *Lady Llanover*, *Mary Jones* and *Jemima Nicholas* and events such as *The Gunpowder Plot* and *The Rebecca Riots*. From their visit to the Museum of Welsh Life at St Fagan's, they make comparisons with their own experiences of school and home life.
- In their study of the Romans in Wales, Y3 pupils describe different types of buildings, such as the baths and homes. They discuss the food available to centurions and legionaries and identify the items in a soldier's kitbag. They appreciate the legionaries' need for warm clothing when stationed in Wales and write letters back to Rome asking for woollen underclothes to be forwarded as a matter of urgency.
- Year 4 pupils have a good understanding of cause and effects of the *Great Fire of London* and successfully identify the main events leading to Cromwell's rise and fall. Year 5 pupils are familiar with time lines and the key events in the Victorian era.
- Year 6 pupils successfully relate the years of the Second World War to members of their families. They recognise the importance of first-hand evidence, such as photographs, when interpreting events. They demonstrate a sensitive and informed understanding of what it was like to be evacuated during the early months of the war. Some pupils confidently explain the finer details about the need for evacuation and why, after some months, many children returned to their families.

Shortcomings

- There are no significant shortcomings.

Geography

Standards in KS1 are satisfactory and good in KS2.

Good features

- In KS1, children study their school environment and their locality. They construct simple plans, recollect and record observations about transport and travel on their way to school. They discuss the purpose of journeys. They record data after making investigations on playtime activities and make suggestions as to how their school environment could be improved.
- Children make good progress in their study of their own locality. They record observations on buildings, locations and the changes that have taken place. They survey local shops, investigating and recording names and trades carried on.

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- In KS2, children make good progress and build upon skills and knowledge previously acquired by continuing their study of places and the theme of environmental change. Pupils across the key stage make good progress in mapping skills and in geographical enquiry.
 - Younger KS2 pupils study local maps and making grid references of aerial views. They learn about the environmental changes on their visit to Cosmeston Lakes Country Park.
 - Older KS2 pupils follow directions, estimate and calculate distances on maps using different scales and are good at locating places on maps of Britain, Europe and Asia.
 - Pupils study Cardiff Bay making detailed investigations of the estuary of the River Taff. They have a good understanding of pollution prevention measures, make reasoned arguments for and against the barrage project and produce tourist leaflets advertising the merits of visiting the bay noting the environmental changes that have occurred.
 - Very good cross-curricular links are made, especially in ICT and children have prepared a multi media slide presentation on Cardiff Bay. They design pages and slides using photographs taken by a digital camera and from old photographs, to show the locality now and then.
 - Pupils make good progress in their study of Chembakolli, India. They are able to interpret maps and plans of the village and can identify places and geographical locations. They have mapped rivers, seas, cities and countries in Asia.

Shortcomings

- Key Stage 1 pupils' skills in contrasting places in Wales or further afield are underdeveloped.

Art

Standards of achievement are good in both key stages. In both key stages, pupils complete three contrasting art assignments. In each year group, pupils study and create at least one painting in the style of well-known Welsh artists.

Good features

- In KS1, pupils make good use of their skills to make observational drawings of the local area. They mix and match simple colours and explore rough and smooth textures. They create effective pictures using crayons, pencils and marbling ink.
- From Y2 onwards, pupils keep a record their drawings in personal sketchbooks. They visit local displays of the work of Gwen John to develop their understanding of delicate tonality and muted colours in the work of a prominent Welsh artist.
- In KS2, pupils make their own detailed assessments at the end of each project. They explore and create mosaic patterns and various examples of Greek and African art which are displayed effectively by the school. Pupils show good commitment by co-operating over an extended period, and in their own free time to preparing wall displays in the style of Kyffin Williams.
- Year 3 collect a good range of rubbings of surfaces such as bark of trees and various surface bricks and use specialist terms to describe their characteristics. They create interesting sculptures based on the originals at Cardiff Bay. Year 4 make monsters and produce Mari Lwyd figures (horse heads) as part of their exploration of Welsh customs.

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- Year 5 pupils are confident in the use of pencil free drawing. They act as models for their peers to draw and understand how and why cartoonists exaggerate certain parts of the body to achieve the desired emphasis. They create windows using vivid and exotic colours in the style of Henri Matisse's Blue Window.
 - Year 6 discuss in some depth, and with maturity, the ways in which artists look close at hand and at a distance. They create two-dimensional flat drawings which have a three-dimensional effect. They use geometric shapes and contrasting bright colours in the style of the artists such as Mondrian (Neoplasticism). They create good three-dimensional clay artefacts such as gargoyles and grotesques. They study the history of china in the china museum. Pupils made pottery at Nantgarw under the guidance of professional workers. They create interesting examples of computer-generated art using the school's latest software programs.

Shortcomings

- There are no significant shortcomings.

Music

Standards in KS1 are satisfactory and in KS2 they are good.

Good features

- In KS1, children achieve good standards in singing and are able to sing a range of songs in tune. They can recognise and differentiate sounds of varying pitch and are beginning to relate these sounds to symbols.
- They make satisfactory progress in composing simple tunes of four notes and can demonstrate the pitch using hand movements. Older children are beginning to compose simple tunes and understand the use of notation for recording those tunes.
- In KS2, children sing an expanding repertoire of songs achieving good standards. They sing in unison and are making good progress in singing rounds as in the song Owls Are Calling. They perform confidently in class, school assemblies and concerts.
- Pupils are able to improvise and compose tunes using a variety of sound sources such as body, voice and instruments. They copy rhythmic sequences of a series of notes.
- In KS2, children recognise and play a variety of tuned and untuned instruments in creating mood music, after listening to other composers work as a stimulus. They develop their skills in conducting when working in groups and performing their own compositions.
- Pupils listen to and appraise the work of composers such as Debussy. They develop their own ideas and produce graphic scores of their compositions on the theme of *The Sea*.
- Across KS2, children are making good progress in acquiring musical language such as pitch, rhythm, pace, timbre and tone.
- Pupils have the opportunity of learning to play a variety of instruments including keyboard, guitar, woodwind, clarinet and violin. Year 6 pupils have also participated in a drumming course. They perform for friends and parents with growing confidence.

Shortcomings

- Pupils' skills in appraising and evaluating in KS1 are not sufficiently developed.

Physical Education

Standards in KS1 are good and in KS2 they are good with some very good features in dance and sporting behaviour.

Good features

- In both key stages, children know the values of a healthy lifestyle and the importance of exercise as well as the changes that take place in their bodies during exercise. Pupils are well versed in safety rules and follow instructions carefully in lessons.
- In KS1, they make good progress in developing skills in gymnastics such as stepping, jumping, balancing and climbing and are able to perform controlled movements when travelling in different ways. Pupils demonstrate good awareness of games play. They run, chase and dodge accurately and safely in lessons.
- In KS2, pupils follow a varied programme of physical education both during school times and as after school activities. They develop good skills in gymnastics such as travelling, stepping, changing direction, balancing and jumping and have good games skills such as attacking, defending, sending, receiving and travelling with a ball.
- Pupils achieve very good standards in dance and are able to compose and perform dance phases and routines demonstrating good control and rhythm. They evaluate and review their performance across the key stage and know the importance of tactics. They display very good sporting behaviour.
- Key Stage 2 pupils participate in a variety of other sporting activities such as lacrosse, folk dancing, athletics, rugby and *kwik cricket*. Year 6 pupils undertake a venture week in Somerset and experience archery, abseiling, rock climbing, putting, swimming and water safety.

Shortcomings

- There are no significant shortcomings.

Religious Education

Standards are good in KS1 and satisfactory in KS2.

Good features

- Key Stage 1 pupils recognise family celebrations and special days such as Christmas and Ramadan. They understand the importance of baptism as signalling a new beginning. Pupils are familiar with the customary preparations for the festival of Eid.
- Links with local churches and clergy contribute positively to pupils' knowledge and understanding. Visits to local places of worship help pupils to gain a better understanding of special places and special things. Pupils understand that prayer is an opportunity to *have a chat with God*.
- Older KS2 pupils develop further knowledge of different faiths through their study of the Judaism. Year 5 pupils have a secure knowledge of the Easter story which they recount through poems.
- Year 6 pupils understand the meaning of symbols, such as the Star of David and The Red Crescent.

Shortcomings

- Pupils' understanding of how religious beliefs contribute to their own lives and the lives of others is inconsistent in KS2 classes.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

The school was last inspected in February 1998. Progress in relation to the key issues in the last report is unsatisfactory.

In their report, inspectors identified four areas for improvement:

- the monitoring roles of curriculum co-ordinators, the senior management committee and the governing body; (Aspect 6.2)
- practice in the moderation and NC levelling of pupils' work, in the analysis and interpretation of NC and other test results, and in target setting; (Aspect 6.2)
- school development planning, particularly in respect of the strategic deployment of teachers' support, the linking of INSET to identified priorities, and the evaluation of outcomes; (Aspect 6.1)
- the roofing of the junior department building. (Aspect 6.3)

Satisfactory progress has been with the roofing of the junior department buildings. The LEA has completed two out of three phases of work.

Although co-ordinators have undertaken some monitoring activities, and all co-ordinators have recently looked at marking procedures, the school has yet to establish a systematic, whole-school approach to monitoring teaching, learning, attainment and achievement.

There has been insufficient analysis of NC and other test results. Some levelling of pupils' work has been undertaken but pupils' progress is not well tracked as they move through the school. Whole-school targets are set for pupils to achieve at the end of both key stages but these targets have not been met at KS1 and well exceeded at KS2.

School developing planning has not identified the longer-term issues facing the school, such as the falling roll. Development plans lack important information such as success criteria, quantifiable targets and costings; without the evaluation of the steps taken to achieve the priorities identified has lacked the necessary rigour. The strategic deployment of teachers' support staff has not been satisfactorily addressed. The absence of such support in literacy and numeracy lessons in KS1 is a contributory factor to the well below average test results. In-service training priorities are now linked to teachers' performance management objectives.

However, during this period, standards of achievement have mostly been maintained and have risen, particularly in English, mathematics and science in KS2. The school attributes this improvement in its results at the end of Y6 to the introduction of new strategies for teaching numeracy and literacy. However, these strategies have yet to be implemented in all year groups. Such lack of cohesion and consistency is a common feature in many areas of the school's work and is impeding the achievement of even higher standards.

8.2 Key Issues for Action

The governing body, headteacher and staff should now:

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- Improve the quality of pupils' learning and the standards they achieve, particularly where they are satisfactory, by:
 - putting in place schemes of work for the development of key skills across the curriculum and for pupils' personal, social and health education;
 - ensuring that NC requirements are met in geography in KS1;
 - implementing the revised locally agreed syllabus for religious education;
 - improving the frequency and quality of incidental Welsh;
 - identifying and sharing good practice in teaching;
 - ensuring a more consistent and coherent approach to teaching and learning between and within year groups;
 - reviewing and improving the arrangements for supporting pupils who work at slower or faster rates;
 - ensuring that targets identified in pupils' individual education plans are specifically addressed in both the planning and delivery of lessons;
 - providing regular opportunities for pupils to work independently, further develop research and study skills, and take more responsibility for their own learning;
 - ensuring a consistent, whole-school approach to the collection of assessment information;
 - making better use of assessment information to inform teachers of what pupils know and can do;
 - consistently set pupils work that is matched to their needs;
 - making more effective use of the available teaching time;
 - providing all staff with the necessary training and support so that whole-school strategies for teaching English and mathematics are progressively developed as pupils move through the school.
 - Improve the quality of leadership by:
 - ensuring that the governing body gives a stronger steer to the development of the school;
 - implementing a programme for the systematic review, adoption, monitoring and evaluation of all school policies and schemes of work;
 - ensuring that the school's aims, objectives, policies and practice are specific to the school;
 - ensuring that all statutory requirements and non-statutory recommendations are included in policies and reflected in daily practice;
 - providing subject leaders with training, support and opportunities to monitor and evaluate teaching and learning, attainment and achievement in order to develop their subjects across the whole school.
 - Improve the quality of self-evaluation, planning for improvement and efficiency by establishing:

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- systematic procedures for gathering, analysing and using information about what the school provides and the standards pupils achieve to identify priorities for development;
 - developmental planning for the immediate and long term development of the school that includes realistic timescales, quantifiable targets and success criteria together with accurate costings linked to the school's budget;
 - the roles and responsibilities of staff with management responsibilities in implementing plans and monitoring progress towards achieving identified priorities;
 - systematic procedures for the governing body to evaluate the impact of agreed priorities and spending decisions on standards;

and ensuring that:

- teachers' continuing professional development reflects the school's priorities.

APPENDIX

A. Basic Information About the School

Name of School	Gabalfa Primary School
School type	Community
Age-range of pupils	3-11 years
Address of school	Colwill Road Gabalfa Cardiff
Post-Code	CF14 2QQ
Telephone Number	029 2062 4615

Headteacher	Mr John Tobutt
Date of appointment	1 September 2002
Chair of Governors	Mr Bryn Morgan
Registered Inspector	Dr Michael Best
Dates of inspection	19–23 May 2003

B. School Data and Indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	22	45	36	45	45	34	37	40	292

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	14	2	15

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	21:1
Average class size, excluding nursery and special classes	24
Teacher (fte) : class ratio	1.15:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Autumn 2002	93	90	93	92
Summer 2002	90	91	92	91
Spring 2002	86	91	90	89

Number of pupils excluded during 12 months prior to inspection	5
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C. Results of National Curriculum Assessments and Public Examinations

END OF KEY STAGE 1: 2002

National Curriculum Assessment KS1 Results: 2002			Number of pupils in Y2: 45					
Percentage of pupils at each level			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	4	36	56	4	0
		National	0	4	14	62	20	0
EN: Reading	Teacher Assessment	School	0	4	38	47	11	0
		National	0	4	14	54	28	0
EN: Writing	Teacher Assessment	School	0	4	27	69	0	0
		National	0	5	13	71	10	0
EN: Speaking and listening	Teacher Assessment	School	0	4	31	60	4	0
		National	0	2	11	64	22	0
MATHEMATICS	Teacher Assessment	School	0	7	24	62	7	0
		National	0	2	9	61	26	0
SCIENCE	Teacher Assessment	School	0	4	27	64	4	0
		National	0	2	10	68	20	0

Percentage of pupils attaining at least level 2 in mathematics, science and English according to teacher assessment

In the school:	60	In Wales:	81
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D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

END OF KEY STAGE 2: 2002

National Curriculum Assessment KS2 Results: 2002			Number of pupils in Y6: 51										
Percentage of pupils at each level			D	A	N	B	W	1	2	3	4	5	6
English	Teacher Assessment	School	0	0	0		0	0	2	20	41	37	0
		National	0	0	3		-	1	5	16	45	29	0
	Test/Task	School	0	2	0	0			2	18	41	37	
		National	0	2	2	1			4	12	41	38	
Mathematics	Teacher Assessment	School	0	0	0		0	2	2	20	51	25	0
		National	0	0	3		0	1	4	19	46	27	0
	Test/Task	School	0	2	2	0			6	18	49	24	
		National	0	2	1	1			4	19	43	30	
Science	Teacher Assessment	School	0	0	0		0	0	0	8	37	55	0
		National	0	0	3		0	0	2	13	49	33	0
	Test/Task	School	0	2	0	0			0	8	37	53	
		National	0	2	0	1			1	10	47	38	

Percentage of pupils attaining at least level 4 in mathematics, science, and English

by Teacher Assessment		By Test	
In the school:	69	In the school:	69
In Wales:	68	In Wales:	68

D Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996.
A Pupils who have failed to register a level because of absence.
N Pupils who have failed to register a level for reasons other than absence.
B Pupils not entered for tests because they are working outside the levels of the tests.
W Pupils who are "working towards" level 1, but have not yet achieved the standards needed for level 1.

D. The Evidence Base of the Inspection

- Four inspectors spent a total of fifteen inspection days in the school. Seventy-one lessons were observed in whole or in part.
- Pre-inspection discussions about the life and work of the school were held with the headteacher and staff, the governing body and parents.
- Responses to the questionnaire for parents distributed before the inspection were analysed.
- During the inspection, discussions were held with the headteacher, staff and pupils in the school.
- Policy documents, schemes of work and other documentation were read, analysed and discussed with the headteacher and staff.
- A range of pupils' past and present work was examined.
- Post inspection meetings were held with the governors, headteacher and staff.

E. Composition and Responsibilities of the Inspection Team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Michael Best	Rgl	Context Main findings Standards achieved in subjects and areas Key skills across the curriculum Quality of teaching Special educational needs Quality of self-evaluation and planning for improvement Leadership and efficiency Progress since the last inspection Key issues for action	early years English history religious education
Charles Brentall	Lay	Attendance Partnership with parents, community and other institutions Partnership with industry	
Dafydd Treharne	Team	Spiritual, moral, social and cultural development Assessment, recording and reporting Curriculum Staffing, accommodation and resources	Welsh second language science design and technology information technology art
Peter Jones	Team	Behaviour and attitudes Support and guidance	mathematics geography music physical education

The visiting inspectors wish to thank the governors, headteacher, staff and pupils for the co-operation and courtesy they received during the inspection

