

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

**Ysgol Gynradd Gymraeg Garth Olwg  
Heol Sant Illtyd  
Church Village  
Pontypridd  
Rhondda Cynon Tâf  
CF38 1BT**

**School Number: 674/2250**

**Date of Inspection: 7<sup>th</sup> -11<sup>th</sup> February 2005**

**by**

**Mr Rob Jones  
W156/78144**

**Date: 14<sup>th</sup> April 2005**

**Under Estyn contract number: T/179/04P**

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Ysgol Gynradd Gymraeg Gartholwg was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of the summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Ysgol Gynradd Gymraeg Gartholwg took place between 7<sup>th</sup> – 11<sup>th</sup> February, 2005. An independent team of inspectors, led by Rob Jones undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

## Year groups and key stages

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

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

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The national curriculum covers four key stages as follows:

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

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## Context

### The nature of the provider

1. Ysgol Gynradd Gymraeg Garth Olwg is located in Church Village, some four miles from Pontypridd. It serves an area which includes not only its immediate community but also other areas from within a catchment area of three miles. The school declares that its catchment area is comparatively prosperous, on the whole. 3% of pupils are entitled to free school meals, which is lower than the Local Education Authority (LEA) and the national percentages. The school makes provision for pupils between 3 and 11 years of age. There are 271 (full time equivalent) pupils on roll and they are organised in nine classes including six which are mixed-age-group classes. There are three single-age-group classes, one for nursery children, one which contains the majority of Y1 pupils and a Y6 class. Some Y1 pupils are taught with Y2 and the remainder with some reception children. The remaining reception children share a class with a group of nursery-age children. There are 29 pupils on the special needs register (SEN), including one for whom a statement has been made. Only seven per cent of pupils come from homes where Welsh is the main language.
2. The school was last inspected in March 1999.

### The school's priorities and targets

3. The school encourages pupils to demonstrate a commitment to the language and culture of Wales. It is keen to work with parents to whom an invitation is extended to assist and participate in the life and work of the school. The school's principal aims are to provide a safe, family environment which recognises pupils' needs, to treat them as individuals and to encourage them to succeed whatever their ability or background. The environment is also lively and exciting and the school's goal is to ensure that pupils are not only bilingual but happy and confident when using their language skills. The school encourages pupils to respect one another and promote the virtues which are essential for them to become valuable members of society.
4. The school's priorities for the current year, as stated in the School Development Plan (SDP), include:
  - quantitative targets, for example increasing the percentage of level 5s in science in key stage two (KS2);
  - improving the links with industry and the world of work;
  - work with other schools in the cluster to develop resources;
  - develop performance management;
  - effectively manage the temporary buildings whilst the new school is being completed.

## Summary

5. Ysgol Gynradd Gymraeg Garth Olwg is a good school which promotes high standards and good values. The inspection team agreed with the judgements made by the school about the standards achieved by pupils, and with the majority of the school's judgements about the other areas of its work.

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

## Standards

6. Standards of achievement in the areas of learning and the subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	88%	12%	0%	0%

7. Pupils standards in the lessons observed were far higher than the Welsh Assembly Government's all-Wales targets which are that, by 2007, 98% of standards should be satisfactory (Grade 3) and 65% good (Grade 2) or better.
8. The general quality of the educational provision for under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
9. Under-fives' standards of achievement are as follows:

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

10. In Key Stage 1 and Key Stage 2, in the subjects inspected, standards of achievement are as follows:

<b>Subject</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
Welsh	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Information Technology	Grade 2	Grade 2
History	Grade 2	Grade 3
Art	Grade 2	Grade 2

11. In the NC assessment tests in 2004, results in KS1 were substantially higher than LEA results and the average for Wales in Welsh, mathematics and science. KS2 results in 2004 were higher than LEA results and the national average in Welsh, and substantially higher in English, mathematics and science. Compared with similar schools in Wales, KS1 results are in the first (highest) 25% in the three subjects. In KS2, results are in the first 25% in English and science and in the second 25% in Welsh and mathematics. The school has attained its targets in each of the last three years.
12. Pupils' standards of achievement in the key skills of speaking, listening, reading, writing and numeracy across the school are good on the whole. Under-fives make good progress in all the skills. In Key Stages 1 and 2, pupils listen carefully and speak clearly. They read well to gain information and write for a variety of purposes. Numeracy skills are good and they use these to measure and count. Standards in ICT are satisfactory. Pupils do not make sufficient use of computer programmes to support their work across the curriculum. Pupils with AAA make good progress and they reach the targets which are set for them.
13. Pupils' bilingual competence is good. Nursery children have a good understanding of Welsh and as they progress through the school, pupils develop their oral skills well in various situations. Pupils use Welsh naturally when playing in the playground. By the end of KS2, the vast majority speaks, reads and writes Welsh and English to a good standard.
14. In both key stages, pupils' personal and social skills are good. The majority displays an interest in their work and positive attitudes to learning. Pupils have strong motivation, they persevere with their work and concentrate for longer periods as they progress through the school. They work independently, they co-operate happily on tasks as needed, and they share ideas and resources.
15. The behaviour of the vast majority of pupils is very good and they are aware of the school's high expectations. The quality of the school's life is warm and supportive with co-operative, respectful and courteous relationships. One of the school's features is the way in which older pupils help the younger ones.

## The quality of education and training

16. The quality of teaching in the areas of learning and the subjects inspected is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	57%	23%	6%	0%

17. The percentage of good and very good lessons is very similar to the All-Wales average.
18. Generally, teachers have high expectations of pupils and they encourage them to achieve good standards. Teachers have a sound knowledge of subjects and the general requirements of the NC and they use a wide range of teaching techniques effectively. The best lessons are well planned with clear learning aims. Teachers question pupils effectively and ensure that they have understood that which was taught. Activities are challenging and lessons proceed at a good tempo.
19. The school meets statutory requirements for assessing pupils' progress. Early years children's achievements are methodically assessed using a baseline profile. The school assesses core subjects on a termly basis as well as two foundation subjects. National Curriculum (NC) assessment test results are analysed at the end of each key stage, and used to set targets for school improvement.
20. The school sets targets for all pupils in the core subjects and they discuss their progress with their teachers. Teachers collect samples of pupils' work and assess these against NC levels. However, the school does not record sufficiently pupils' progress from year to year, indicating their achievements against these levels, setting personal targets which are challenging and achievable.
21. The school responds well to pupils' learning needs and provides equal access to a broad and balanced curriculum. Provision for children aged under five clearly addresses the Desirable Outcomes for Children's Learning and ensures that they make good progress. The curriculum meets statutory requirements and there is good continuity and progression throughout the school. The school has been awarded the basic skills mark and the provision and planning for key skills are generally good. Pupils benefit from many opportunities to attend a good range of extra curricular activities. Popular after school clubs such as rugby and country dancing complement well the classroom curriculum.
22. The school's provision for spiritual, moral, social and cultural development is good. The school promotes good values. Collective worship plays an important part in developing pupils' spiritual awareness. The provision for moral development is good and there are good opportunities to discuss moral dilemmas. There are many opportunities also for pupils to develop their social skills and develop responsibility for their actions. The provision for cultural development is good and Y Cwricwlwm Cymreig is promoted well. Pupils' understanding of the culture of Wales is enhanced through a good range of

educational visits. The school also ensures pupils develop a good understanding of other faiths and cultures.

23. The school promotes bilingualism effectively and pupils use their skills in English and Welsh very well across the curriculum.
24. The school provides a number of opportunities to develop pupils' awareness of and respect for their community. There are several examples of the school using the local area as a resource, and this enriches the learning and teaching.
25. The quality of care support and guidance for all pupils is good. The school has good links with outside agencies in education, health and social services.
26. The school makes good provision for personal and social education. This aspect is included in areas of the curriculum, with pupils, for instance, confidently discussing emotive issues both in circle time and in lessons such as religious education. The quality of relationships throughout the school is good and this contributes significantly to pupils' self esteem and confidence.
27. The school promotes high expectations of behaviour which it discusses with pupils, acknowledging and celebrating good behaviour. Where the behaviour of a small number of pupils causes concern, teachers manage them well on the whole, but occasionally there is insufficient support in the classroom.
28. The school monitors carefully pupils' performance and provides appropriate educational guidance according to the needs of individual pupils regardless of their social, educational, ethnic or linguistic background.
29. Overall, provision for SEN pupils is good and has many strengths particularly in the support provided by SEN teachers. The school works positively to involve parents in their children's support programmes and set targets for pupils to work on at home. The withdrawal support programmes for SEN pupils are well matched to their learning needs and pupils make good progress in these sessions. Occasionally, work in class is not sufficiently well differentiated for pupils to make optimum progress.
30. Overall, pupils with behaviour difficulties make generally sound progress when they are well supported in lessons.
31. The school has a well-developed policy that promotes equal opportunities and diversity. Pupils are treated equally with dignity and respect. The school also has a very well developed policy to eliminate oppressive behaviour including racial discrimination, bullying and other forms of harassment. Generally, the school functions as a harmonious community and incidents of this nature are rare.
32. The partnership with parents is very good and during the pre-inspection consultation, including a substantial response to the questionnaires, it was seen that they were very satisfied with the quality of education and the information they receive from the school. The home-school agreement meets statutory requirements. The school provides a number of opportunities to develop pupils'

awareness of and respect for their community. The governing body's annual report does not fully meet statutory requirements.

33. Despite the best efforts of the school to improve matters, health and safety issues raised in the last inspection continue to effect the quality of care and support that the school can offer. The school plans to ensure that these issues are fully addressed when it moves shortly to the new school building.
34. The average whole-school attendance was in excess of 94% over the past three terms which shows an improvement since the last inspection. Nevertheless, family holidays have a significant effect at some times of the year. Attendance registers do not consistently note the difference between authorised and unauthorised absences.

### **Leadership and management**

35. The headteacher was absent owing to illness during the period of the inspection, but there is strong evidence that he is a good leader; he gives purpose and direction to the school's work. He receives good support from the deputy headteacher and she was in charge when the inspection team was at the school. She gave the staff leadership and support, and the inspectors every assistance.
36. The headteacher and staff are successful in creating a caring and stimulating atmosphere which promotes effective learning and ensures equality for all.
37. The school governors have a very good understanding of their responsibilities. They receive comprehensive reports from the headteacher who informs them of every aspect of the school's life and work. They are knowledgeable and very supportive of the headteacher and staff. They monitor the school's work closely and contribute effectively to the assessment, evaluation and strategic management.
38. The SDP refers appropriately to the curriculum and the provision therefrom. It includes quantitative targets for science and some which refer to other aspects of school life. There are detailed costings, success criteria and a review of the school's progress towards its targets including sound evidence.
39. The school's self-evaluation report is a structured and comprehensive document. It notes the school's strengths clearly, together with the areas where it needs to improve. There is sound evidence that the steps taken to implement action have led to measurable improvements.
40. Pupils are well supported by qualified and experienced teachers staff who are effectively deployed. The language support teacher provides effective support for SEN pupils in Y2 and above. Where they are well deployed, members of the non-teaching support staff often provide good quality support in class. At times, however, the deployment of support staff is insufficiently well matched to pupils' needs and classroom conditions.

41. The quantity and quality of resources for the subjects inspected are generally good. Resources are matched to the school's priorities for development and are regularly reviewed. However, there are deficiencies in the variety and quality of the play and learning resources for under fives, particularly for outdoor play. The condition and reliability of many computers and the quantity of Welsh medium resources in history are also a cause for concern.
42. Despite the inadequate state of many classrooms the staff has worked hard to improve the learning environment through mounting displays which are bright, colourful and celebrate pupils' achievement.
43. At present, the concerns expressed in the last inspection report regarding the state of classrooms, toilet facilities, the playground and the security problems remain. The local authority has responded to the difficulties, and a building is under construction which should meet the health and safety needs of the pupils and staff.
44. The headteacher and governors manage the budget effectively. On the whole, the school provides good value for money.

## **Recommendations**

45. In order to improve, the school needs to:
  - R1 raise standards in history in KS2 and further develop information and communications technology to support learning;
  - R2 monitor pupils' work regularly, with a focus on standards;
  - R3 keep detailed records of pupils' progress from year to year and set them personal targets which are challenging and achievable;
  - R4 improve the use made of learning assistants employed by the school to better support pupils' learning.
46. The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

## Standards

### Key question 1: How well do learners achieve?

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

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	88%	12%	0%	0%

49. Pupils' standards in the lessons observed were much higher than the Welsh Assembly Government's all-Wales targets for 2007, which are that 98% of standards should be satisfactory (Grade 3) and 65% good (Grade 2) or better.
50. The general quality of the educational provision for under-fives is appropriate to their needs and pupils make good progress towards the Desirable Outcomes for Children's Learning.
51. Standards of achievement for the under-fives are as follows:

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

52. Standards in the subjects inspected in key stages 1 and 2 are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Information Technology	Grade 2	Grade 2
History	Grade 2	Grade 3
Art	Grade 2	Grade 2

53. In the NC assessment tests in 2004, results in KS1 were substantially higher than LEA results and the Wales average in Welsh, mathematics and science. KS2 results in 2004 were higher than LEA results and the national average in Welsh and substantially higher in English, mathematics and science. Compared with similar schools in Wales, KS1 results are in the first (highest) 25% in the three subjects. In KS2, results are in the first 25% in English and science, and in

the second 25% in Welsh and mathematics. The school has attained its targets in each of the last three years.

54. The school compares girls' and boys' results and it states that boys tend to perform better than girls in KS2. A few years ago, the school noted that science results in KS2 were lower than the national average and it made this a target for improvement. Science standards have consistently improved and very good results were achieved in 2004.
55. Pupils who have special educational needs make good progress, and they achieve the targets set for them.
56. Children in the nursery and reception class make good progress in their personal, social and learning skills. Pupils in both key stages have good attitudes to learning. In class they work hard, listen attentively to their teachers and respond readily to questions and requests. They demonstrate interest in the subjects they are studying and often respond enthusiastically to the lesson content. Pupils' ability to work independently is particularly good, organising their work well from an early age, for example. They collaborate well with other pupils and work well in-groups. They demonstrate respect for other pupils' contributions in class. Pupils say they enjoy school and there are positive relations between teachers and pupils.
57. Pupils understand well the principle of equal opportunities as the school constantly emphasises its importance. They have a good understanding of the variety of creeds and cultures found in society and they respect them. Pupils succeed whatever their linguistic, social or ethnic background.
58. Pupils have a good awareness and understanding of the strengths and weaknesses in their work and what they need to do to improve. The majority achieves the targets set and pupils make good progress towards the next stage in their learning.
59. Pupils' standards of achievement in the key skills are good on the whole. Under fives make good progress in all the skills. Standards of speaking in Key Stages 1 and 2 are good. Pupils ask and answer questions across the curriculum confidently as part class or group discussions. Listening standards are good in both key stages. They listen intently to their teachers and to one another when they work in pairs or in small groups. Reading across the curriculum is generally good. Pupils are encouraged to search for information themselves and they use a range of books and other information sources to assist their work across the curriculum. Standards of writing are good. Pupils write for a wide variety of purposes and audiences. By the end of KS2, pupils are writing long passages and they have developed a range of writing techniques. Pupils use their writing skills effectively in the majority of curriculum subjects. Numeracy skills are good, and they use these to measure and count. Standards in ICT are satisfactory. Pupils do not make sufficient use of computer programmes to support their work.
60. Pupils' bilingual competence is good. Nursery children have a good understanding of Welsh, and as they progress through the school pupils develop their oral skills

well in various situations. Pupils use Welsh naturally when playing in the playground. By the end of KS2, the vast majority speak, read and write Welsh and English to a good standard.

61. In both key stages, pupils' personal and social skills are good. The majority displays an interest in the work and positive attitudes to learning. Pupils have strong motivation, they persevere with their work and concentrate for longer periods as they progress through the school. They work independently and co-operate happily on tasks as needed, and they share ideas and resources.
62. The behaviour of the vast majority of pupils is very good and they are aware of the school's high expectations. The quality of the school's life is warm and supportive with co-operative, respectful and courteous relationships. One of the school's features is the way in which older pupils help the younger ones. The behaviour of under-five pupils is very good and they are beginning to learn to work together sensibly and enjoy their education. In the few instances when the behaviour of some individuals in one year group is unsatisfactory, this is a result of shortcomings in the teaching and a lack of appropriate support in the classroom.
63. The average attendance for the whole school exceeds 94% over the last three terms which is higher than at the time of the last inspection. However, family holidays have a substantial effect at times during the year. Also there is a tendency for unauthorised absence to be rather high in KS1. Under-fives attendance is comparatively high. Pupils' punctuality is satisfactory overall, but a significant minority regularly arrives late at the commencement of the school day, and this has an adverse effect on the commencement of lessons or the morning service.
64. The school develops pupils' understanding of the world of work through a few experiences which derive from various visits, but this does not happen regularly across every year group. Pupils are aware of the importance and the nature of their community, and they contribute well to a number of local events.

## The quality of education and training

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

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

65. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
66. In the lessons observed, it was judged that the standard of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	57%	23%	6%	0%

67. The percentage of Grade 1 or Grade 2 teaching is the same as the all-Wales average.
68. Generally, teachers have high expectations of the pupils and they encourage them to achieve good standards. There are good relationships between staff and pupils which promote effective learning. The teachers have a sound knowledge of the subjects and the general requirements of the NC and they use a wide range of teaching techniques effectively. The best lessons are well planned and they have clear learning objectives. Teachers question pupils effectively and ensure that they understand that which they have learned.
69. Activities are challenging and lessons proceed at a good pace. Time and resources are effectively managed and teachers maintain pupils' interest and hold their attention throughout the lesson. Each pupil has an equal opportunity to succeed.
70. There is good planning for key skills, and pupils' knowledge of the Cwricwlwm Cymreig is well developed across the subjects.
71. When there are shortcomings in the teaching, teachers do not provide appropriate work for all the pupils, and the activities are not effectively organised. As a result a small number of pupils behave unacceptably and they disturb the lesson and affect the teaching adversely.
72. Teachers are aware of the needs of all the pupils including those who have SEN. The school has a system to identify able and talented pupils together with appropriate schemes to extend them.
73. The school plans appropriately for the linguistic needs of all the pupils and it succeeds in making them all totally bilingual by the end of KS2.

74. The school meets statutory requirements for assessing pupils' progress. Children's achievements during the early years are assessed methodically using a baseline assessment profile. Full and useful records are kept and teachers know the pupils very well.
75. The school assesses core subjects on a termly basis together with two foundation subjects, and standardised tests in mathematics and Welsh are administered every year from Y1 to Y6 and in English from Y3 to Y6. NC assessment test results are analysed at the end of each key stage and used in order to set targets for school improvement.
76. Pupils understand the purpose of assessment, self-assess their work to some extent and they are aware of their progress. Specific targets are set for each pupil in the core subjects and they discuss their progress towards attaining these with their teachers. Teachers collect examples of pupils' work and assess them against NC levels. However, the school does not record in sufficient detail pupils' progress from year to year, indicating their achievements against these levels, setting personal targets which are challenging and achievable.
77. Generally, daily marking of pupils' work is good. Teachers mark pupils' work regularly, and often in the pupil's presence. Work is marked positively and, in the best practice, written comments are made indicating the steps that need to be taken to secure improvement.
78. Opportunities for parents to visit school are very well developed. Parents are formally welcomed to two meetings annually to review their child's progress, and informally at any time. Reports to parents satisfy statutory requirements. They are of good quality and they give useful information about their child's progress and what steps can be taken to improve.

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

<b>Grade 2:</b> Good features and no important shortcomings
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79. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
80. The school responds well to pupils' learning needs and provides equal access to a broad and balanced curriculum. The provision for the under-fives clearly addresses the desirable Outcomes for Children's Learning and ensures that they make good progress. The curriculum meets statutory requirements and there is good continuity and progression throughout the school. Teachers have ensured that subject policies and schemes of work have been updated and are of good quality. Where there are mixed aged classes, the curriculum is suitably differentiated according to age. The school has been awarded the basic skills mark and the provision and planning for key skills are generally good.
81. Pupils benefit from many opportunities to attend a good range of extra curricular activities. Popular after school clubs cater for activities such as rugby and country dancing which complement well the classroom curriculum. Experiences such as residential visits make a good contribution to their personal and social development. Y6 pupils report that they particularly enjoy the chance to partake in new outdoor pursuits on these residential visits.
82. The school's provision for spiritual, moral, social and cultural development gives pupils a good set of values. Collective worship plays an important part in developing pupils' spiritual awareness. Pupils are encouraged to reflect on their own experiences and consider the beliefs of others. The provision for moral development is good and classroom work in religious education, for instance, provides good opportunities to discuss moral dilemmas.
83. There are many opportunities for pupils to develop their social skills and develop responsibility for their actions. Older pupils often take responsibility for younger ones and younger pupils enjoy undertaking responsibilities in the classroom. The provision for cultural development is good and Y Cwricwlwm Cymreig is promoted well. Pupils' understanding of the culture of Wales is enhanced through a good range of educational visits. The school ensures pupils develop a good understanding of other faiths and cultures. They learn about different social and cultural traditions through their work on the Christian, Jewish and Islamic faiths. The achievements of representatives of different cultures, such as Martin Luther King, are studied.
84. Pupils are making very good progress in developing their bilingual skills. Pupils' ability to use both languages easily and correctly is an outstanding feature of many areas of the curriculum. The requirements for Y Cwricwlwm Cymreig are fully met and well promoted in all areas of school life. Pupils have a good understanding of their cultural heritage.

85. The school promotes equality of access to the curriculum and the achievement of higher standards for all in its care. Pupils make good progress from year to year. Additional in-class support is given by classroom assistants to some pupils to ensure that they can access the curriculum appropriately. Often, the work set in class is well differentiated to account for pupils differing learning needs.
86. The partnership with parents is very good and during the pre-inspection consultation, including a substantial response to the questionnaires, it was seen that they are very satisfied with the quality of education and the standard of communication between home and school. They receive comprehensive information by means of regular letters. The school operates an open-door policy and it is easy for parents to meet the headteacher and the teachers to discuss any matter. Where there are particular concerns, the school and the governing body listen and respond positively; for example, by providing more support for pupils in some classes who have behaviour problems. Nevertheless, the school has not started to consult generally with parents as part of the self-evaluation system. The home-school agreement meets statutory requirements.
87. The school has a strong, hard-working Parent-Teacher Association which contributes substantially to the school's resources.
88. The governing body's annual report does not fully satisfy statutory requirements. There is an active relationship between the school and other Welsh-medium schools and they work jointly to prepare education schemes and share in-service-training (INSET) opportunities. The good relationship with the comprehensive school facilitates the transfer of Y6 pupils. However, procedures for bridging the curriculum between KS2 and KS3 have not developed so effectively in the past few years.
89. The school provides a number of opportunities to develop pupils' awareness of and respect for their community. There are several examples of the school using the local area as a source of resources and this enriches learning and teaching. By means of visits to a local special school, pupils learn about those who are less privileged than they. At present pupils do not benefit from experiences which extend their awareness of sustainable development.
90. There is an active relationship with colleges and teacher-training institutions from which the school accepts students. The school has introduced world-of-work and business experiences in order to extend learning in some year groups. For example, pupils have learnt about the importance of safety in the workplace by means of visits to the new school's building site. Nevertheless, experiences across the school are inconsistent and limited. Through the good links with the Education and Business Partnership, some members of staff have attended useful courses which have contributed well to their professional development.

91. Pupils' learning experiences across the curriculum enable them to gain a range of skills that help them develop independent and life long learning attitudes.
92. Pupils' learning experiences include some aspects of national priorities. Bilingualism is a strong feature of the school. However, other areas, such as opportunities for pupils to develop a practical awareness of sustainable development, are underdeveloped. There are no opportunities for pupils to take part in enterprise activities.

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

<b>Grade 2:</b> Good features and no important shortcomings
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93. On the whole, the findings of the inspection team match the judgement made by the school in the self-evaluation report.
94. The quality of care support and guidance for all pupils is good. Teachers know their pupils well and are sensitive to their needs. The school has good links with outside agencies including education health and social services. It liaises closely with the LEA and makes effective use of support services as necessary. For instance, good links with the language support teacher and the specific language difficulty teacher ensure good individual progress for individuals who receive this support.
95. Although parents are not fully consulted about all areas of the life and work of the school, parents' views have been taken into account at times, for instance, when planning the composition of mixed age classes.
96. Induction programmes for nursery children are very good. Children settle quickly into their new environment. Pupils who are late entrants to the school report that they settle in quickly and make new friends. The pastoral links with the secondary school are well developed with Y6 pupils talking confidently about their transfer in the next academic year.
97. The school makes good provision for personal and social education. The school follows the guidance provided by the national framework for personal, social and health education (PSHE). This aspect is included in areas of the curriculum with pupils for instance confidently discussing emotive issues both in circle time and in lessons such as religious education. Within the PSE programme the introduction of 'circle time' makes a good contribution to the development of pupils' ability to listen to each other's point of view. The quality of relationships throughout the school is good and this contributes significantly to pupils' self esteem and confidence. Pupils, for example those with SEN, express satisfaction with the help and support they receive from teachers.
98. The school promotes high expectations of behaviour, discusses these with pupils and acknowledges and celebrates good behaviour. Pupils have an opportunity to discuss and determine class rules which are clearly displayed in the classrooms. Where the behaviour of a small number of pupils is a cause of concern, teachers manage them well on the whole, but sometimes there is insufficient support in the classroom. Despite support from the Behaviour Team the progress of a number of pupils is slow.
99. The school monitors pupil attendance thoroughly, and good support is received from the welfare officer when it is needed. Attendance registers do not fully conform to statutory requirements owing to lack of consistency in recording and

differentiating between authorised and unauthorised absences. Also, there are several instances of family holidays having been authorised.

100. The school monitors pupils' performance appropriately and provides appropriate educational guidance according to the needs of individual pupils regardless of their social, educational, ethnic or linguistic background.
101. The school has a detailed policy and appropriate procedures for health and safety and the well being of its pupils. All members of staff are trained in first aid and there are good procedures in place for meeting the needs of pupils who are unwell or who have an accident. Risk assessments are undertaken before any educational visit, including detailed assessment of short journeys in the locality.
102. There is a clear policy for child protection, which includes very well developed processes. Teachers are aware of the correct procedures to follow and the school works well with social services.
103. Overall, provision for pupils with SEN is good and has many strengths particularly in the support provided by SEN teachers. The school fully meets the requirements of the Code of Practice for Wales with good procedures followed for instance for pupils with statements. Pupils with special needs are identified early by systematic general assessment procedures. The school works positively to involve parents in their children's support programmes and sets targets for pupils to work at home.
104. Targets to meet SEN pupils' learning needs are sometimes insufficiently specific and the IEPs of pupils with behaviour difficulties do not contain relevant targets. Occasionally, work in class is not sufficiently well differentiated for pupils to make optimum progress.
105. The withdrawal support programmes for SEN pupils are well matched to their learning needs and pupils make good progress in these sessions. Here, the quality of teaching is often very good with pupils benefiting from careful assessment and very well matched learning programmes. Full and detailed records are kept of pupils' progress.
106. Pupils who receive support from the language support teacher make good progress: the use of appropriate IT programs contributes significantly to raising standards. Frequently, SEN pupils have positive attitudes in class with many making good progress in their bilingual literacy skills.
107. Overall, pupils with behaviour difficulties make generally sound progress, with strategies and pastoral support put in place by the school. When pupils are well supported in the lesson they make good progress and do not disturb the learning of others. Links with the Behaviour Support team are generally good.
108. The school has a well-developed policy that promotes equal opportunities and diversity. Pupils are treated equally and with dignity and respect. Teachers know their pupils well and ensure that pupils have equal opportunities to participate in school activities. For example boys and girls participate in out of school clubs

with boys participating in dance and the girls having the opportunity to play football.

109. The school has a very well developed policy to eliminate oppressive behaviour including racial discrimination, bullying and other forms of harassment. Generally, the school functions as a harmonious community and incidents of this nature are rare. Diversity is apparent in the curriculum where the importance of respect and tolerance are emphasised and where appropriate emphasis is given in the curriculum to related subjects, such as the life of Martin Luther King.
110. Pupils who are identified as having special needs are well included in the life and work of the school. Arrangements for access for pupils and adults with physical disability are generally good.
111. Despite the best efforts of the school to improve matters, health and safety issues raised in the last inspection continue to affect the quality of care and support that the school can offer. The school is committed to ensuring that these issues are fully addressed when it moves shortly to the new school building.

## Leadership and management

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

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

112. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
113. The headteacher was absent owing to illness during the period of the inspection, but there is strong evidence that he is a good leader; he gives purpose and direction to the school's work. He receives good support from the deputy headteacher who was in charge when the inspection team was at the school. She gave the staff leadership and support, and the inspectors every assistance.
114. There is a positive ethos in the school and it has a warm friendly atmosphere. It promotes sound values and these are reflected in the life and work of the school. Teachers have high expectations of themselves and the pupils.
115. The headteacher and staff are successful in creating a caring and stimulating atmosphere which promotes effective teaching and ensures equality for all. The school has gained the Skills Agency's Basic Skills Quality Mark.
116. The school takes account of national priorities and the School Development Plan reflects these and sets appropriate targets for improvement. The school has plans to establish a school council in order to reinforce pupils' awareness of citizenship, whilst its plans for the use of a computer room in the new building will promote lifelong learning skills.
117. The performance of staff is effectively monitored by the school's senior management team. Teachers' needs are noted and a comprehensive programme is provided to promote their continuing professional development. The school has received Investors in People accreditation.
118. The school governors have a very good understanding of their responsibilities. They receive comprehensive reports from the headteacher who informs them of every aspect of the school's life and work. They are knowledgeable and very supportive of the headteacher and staff. Subject responsibilities have been allocated to individual governors and a number of them have visited the school to discuss their subjects with co-ordinators. They monitor the work of the school closely and contribute effectively to assessment, evaluation and strategic management. Other than the content of the annual report to parents, where there are some shortcomings, they satisfy statutory requirements.

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

<b>Grade 2:</b> Good features and no important shortcomings
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119. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
120. The whole staff is included in the self-evaluation process through completing self-assessments using the LEA's comprehensive framework. They agree on strengths and aspects for development. Also, the headteacher and staff analyse NC results before setting targets for the end of both key stages. At present, neither parents nor pupils form part of the self-evaluation process.
121. Subject co-ordinators monitor provision including teachers' termly planning and resources. They also collect pupils' books and examine them from time to time. However this is not done regularly enough in some subjects with a detailed focus on standards.
122. The SDP refers appropriately to the curriculum and its provision. It includes quantitative targets for science, and others which refer to foundation subjects and aspects such as links with the world of work and industry. There are detailed costings, success criteria and a review of the school's progress towards its targets including sound evidence.
123. There is sound evidence that the actions taken have led to measurable improvements. For example, improvements were seen recently in science results in KS2. The school makes effective use of the information it collects and there is a close link between self-evaluation, the SDP, performance management and in-service training.
124. The school's self-evaluation report is a structured and comprehensive document. It indicates clearly the school's strengths and the areas where it needs to improve. On the whole the inspection team agrees with these. The inspection team agrees with the school's judgements in six out the seven key questions.

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

<b>Grade 3:</b> Good features outweigh shortcomings
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125. On the whole, the findings of the inspection team differ from the Grade 2 noted by the school in its self-evaluation report.
126. Pupils are well supported by qualified and experienced teachers who are effectively deployed. Teachers have the necessary knowledge and expertise to teach all aspects of the curriculum. The language support teacher provides effective support for SEN pupils in Y2 and above.
127. Where they are well deployed, members of the non-teaching support staff often provide good quality support in class. At times, however, the deployment of support staff is insufficiently well matched to pupils' needs and classroom conditions. There is no specific teaching or non-teaching support for SEN pupils in Y1 or in the early years.
128. The school administrator works efficiently and effectively to ensure that the day to day running of the school functions smoothly. The school is well served by its caretaker and ancillary staff.
129. The quantity and quality of resources for the subjects inspected are generally good. Resources are matched to the school's priorities for development and are regularly reviewed. For example, investment in resources for art and Welsh and software for IT have all had a positive impact on standards. However, there are deficiencies in the variety and quality of the play and learning resources for under fives, particularly for outdoor play. The condition and reliability of many computers and the quantity of Welsh medium resources in history are also a cause for concern.
130. Despite the inadequate state of many classrooms the staff has worked hard to improve the learning environment through mounting displays which are bright, colourful and celebrate pupils' achievement. Teachers make the best use of limited space in their classrooms to teach all NC subjects and religious education. The school makes appropriate arrangements to provide physical education and extra-curricular activities on the present site, making the most of the limited indoor and outdoor facilities available.
131. At present, the concerns expressed in the last inspection report concerning the state of classrooms, toilet facilities, the playground and the security problems remain. The local authority has responded to the difficulties, and a new building is under construction which should fully meet the health and safety requirements of pupils and staff.
132. The headteacher and the governors manage the budget effectively. On the whole, the school provides good value for money.

## Standards achieved in subjects and areas of learning

### Provision for the under-fives

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

#### Good features

#### Nursery classes (3-4 year olds)

134. Nursery children's language, literacy and communication skills are good.
135. Children make good progress in learning and understanding Welsh. They listen well to their teachers and each other. They demonstrate a positive interest in books and their content. They recognise their names. They play imaginatively in the home corner using topical vocabulary. They confidently use a variety of instruments to make marks on paper and hold pencils and crayons appropriately.
136. Nursery children's personal and social development is good.
137. Children respond well to classroom routines making good progress in becoming independent members of the class. They sustain interest in their activities and are relaxed and confident when working and playing together. They listen well to adults and other children. When playing they share equipment and take turns appropriately. They take responsibility for their personal hygiene well.
138. Nursery children's mathematical development is good.
139. Children count, recognise and match numbers to five, demonstrating a good understanding of number. Their mathematical language is developing well and they use and understand some basic concepts of size when playing in the water and sand. They sort, sequence and order objects well, according to two properties. They know some basic 2D shapes.
140. Nursery children's knowledge and understanding of the world is good.
141. Children use magnets to explore different objects and generally describe their outcomes well. They mix flour, eggs and milk to make pancakes. They know about living things and demonstrate a good understanding of their habits as demonstrated by the care of the class hamster Betsi Bochdew. Children use the mouse and the computer to match colours correctly.

142. Nursery children's physical development is generally good.
143. Children move with increasing control and co-ordination and have a good awareness of space around them. Children's fine motor skills are developing very well; they handle tools, materials and small equipment correctly. Children are particularly dexterous in using paintbrushes, construction toys and handling malleable materials.
144. Nursery children's creative development is good.
145. Children know a range of songs and rhymes. They draw in a variety of media including charcoal, pencil and crayon, making effective pictures of teddies, people and vehicles. They use a wide range of materials to produce a variety of pleasing pictures, choosing their own colours to make paintings and prints. They play imaginatively in the play corner, adopting a number of different roles easily.

### **Reception classes (4-5 year olds)**

146. Reception children's language, literacy and communication skills are good.
147. Children listen well and continue to make good progress in speaking Welsh. They talk with increasing confidence about their experiences and are developing their vocabulary to express their thoughts coherently. They engage imaginatively in the play corner using appropriate vocabulary in their role-play. Children recognise familiar letters and words with the more able reading familiar sentences and books well. They have a very good idea of writing patterns. They overwrite, underwrite and copy a simple sentence forming familiar letters and words well.
148. Reception children's personal and social development is good.
149. Children build good relationships with adults and other children and enjoy playing with their friends. They respond well to praise and encouragement, and are confident members of the school community. They accept responsibilities willingly and demonstrate a high level of independence when undertaking activities in the classroom. They listen to instructions well and tidy up efficiently at the end of a session.
150. Reception children's mathematical skills are good.
151. Most children know well number concepts to five and count to 10 or 20 by rote. They recognise and count matching numbers to 10. They understand terms such as bigger smaller, longer and shorter. Children can recognise and name a range of 2D and 3D shapes. They identify similarities and differences in patterns and objects
152. Reception children's development of knowledge and understanding of the world is good.

153. Children are beginning to develop good observational skills, for instance when keeping a record of the weather or finding out how things work around the school. They know about different forms of travel and can describe well how airplanes, vehicles and ships move. They ask questions about why things happen and how machines are controlled. They sort materials correctly into groups such as rough and smooth and use skills such as cutting, folding and joining in their pictures. They show good developing mouse skills when drawing pictures on the computer and when moving words to match pictures across the screen.
154. Reception children's physical development is good.
155. Children move confidently in the hall with good awareness of space. They control their movement well, moving in a variety of different ways. They balance well with the most able throwing and catching beanbags well. Children's manipulative skills are developing well; they handle glue sticks, scissors, brushes and pencils competently and confidently. They handle construction and malleable materials safely and with good control.
156. Reception children's creative development is good.
157. Children hold paint brushes correctly and paint shapes confidently. They mix colours producing interesting pictures. Children adopt a role easily in the imaginary play sessions. They choose and name a range of colours to paint and print with and select materials for paintings and collages. They know a good range of songs, hymns and rhymes.

### **Shortcomings**

158. Pupils' physical development is limited by the lack of opportunities to use large apparatus and outdoor play equipment.

<b>Welsh</b>
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|--------------------|--|
| <b>Key Stage 1</b> | Grade 2: Good features and no important shortcomings |
| <b>Key Stage 2</b> | Grade 2: Good features and no important shortcomings |

### **Good features**

159. Pupils' listening skills are well developed across both key stages. Pupils listen intently to the teachers and the views of others in a discussion, and the majority responds appropriately.
160. Pupils' reading skills are developing well in KS1. Pupils enjoy books, and some read fluently and with enthusiasm. They read with good expression and use a variety of strategies to read new words, such as phonic knowledge and syllable-analysis skills.

161. They make simple predictions, speak quite readily about characters and events and they give good reasons for liking a story or a character. They know what a blurb is. They also know that poetry often contains words that rhyme and they give good examples.
162. In KS2, the development, fluency and interest in reading continue, with the majority becoming successful readers. The pupils speak readily about the books they have read, name the authors and express their opinions sensibly when discussing characters, the content and events.
163. They use reference books confidently to complete research work and they use content and index effectively. They use dictionaries correctly and sensibly to support their work.
164. Good progress is observed in KS1 pupils' writing. They learn to write for different purposes and they learn to spell with increasing correctness, using punctuation constantly. Their letters are clear and well formed. Some older pupils write more independently and produce interesting stories and sentences.
165. KS2 pupils write for different purposes and adapt their style of writing to suit the task. They write letters, portrayals, poetry, diaries, reports, stories and in a number of other styles.
166. Pupils cope well with word and sentence work and they use new vocabulary when undertaking extended writing. Older pupils use good structure and they become more aware of the importance of paragraphing, punctuation and spelling correctly, and how to develop their expression.
167. The majority of pupils' handwriting is polished and neat and they make an effort to ensure that the presentation of work is of a good standard.

### **Shortcomings**

168. In KS2, pupils do not use information about language gained from formal exercises in their writing. For example, insufficient use is made of comparisons and idioms.
169. Untidy presentation impairs the written work of some KS2 pupils.

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

### **Good features**

170. In KS1, pupils have a good understanding of number bonds and place value. They recognise series and patterns in numbers. They can distinguish between odd and even numbers effectively.

171. Pupils use addition and subtraction bonds confidently, firstly to 10 and 20 and then to 100. Most pupils count correctly in twos, fives or 10s and count forwards and backwards correctly from large numbers. They add ten to various numbers correctly.
172. Older pupils in KS1 divide numbers correctly to equal sets of two, three, four and five. They add two two-digit numbers up to 100.
173. Pupils recognise coins of different value and they succeed in applying this information to solving simple shopping problems, for example, how much change they receive from 10 pence. They use mathematical vocabulary correctly and in the correct context.
174. Pupils recognise a variety of two and three-dimensional shapes well and they name them correctly. They become familiar with fractions such as halves and quarters. Several have a good awareness of symmetry. They tell the time correctly to the hour and the half-hour.
175. Pupils collect data and present it correctly in the form of graphs. They interpret simple graphs effectively. Generally, the presentation of work is neat.
176. In KS2, pupils display increasing confidence as they tackle number problems in mental mathematics. They respond well to challenging questions and they are willing to explore different strategies when finishing work connected with money, weight, length and capacity.
177. The majority makes effective use of increasing knowledge of tables when multiplying or dividing. Pupils make good progress as they apply their knowledge and understanding to solve problems.
178. Pupils reinforce their knowledge of place value and handle numbers appropriately up to a thousand and beyond. Older pupils recognise place value up to 100,000. They calculate correctly to two decimal places, round off well and estimate sensibly. They extend their knowledge of number to include negative numbers.
179. Pupils have a good understanding of fractions and they recognise decimal, fraction and percentage equivalents. They apply this knowledge effectively as they solve problems.
180. Pupils display a good understanding of space, shape and measure. Pupils have a good knowledge of two and three-dimensional shapes and some of their properties. They understand the concept of symmetry and how to calculate perimeter and area correctly.
181. They have a good knowledge of angles and the properties of irregular shapes. Pupils understand and make appropriate use of language associated with angles including 'obtuse', 'acute' and 'right'. They have a good understanding of co-ordinates and they make practical use of them, for example to plot a shape.

182. Pupils collect and collate data, devise and analyse graphs and Venn diagrams.

### Shortcomings

183. There are no obvious shortcomings.

## Information technology

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

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

### Good features

184. In KS1, most pupils are developing good keyboard skills and they control the mouse and manipulate the cursor well. They possess a good range of word processing skills and open, edit, print and save text confidently. Y2 use capital letters and change type and size when making best copies of their written work.
185. In KS1, pupils' skills develop systematically across the key stage. Pupils' data handling skills develop well and they produce graphs relating to each other's pets, for instance. Y1 competently operate a number of facilities on the tool bar when using a graphic program to combine shape and colour to make effective pictures of Mary Jones from Bala.
186. When pupils use their skills across the curriculum to support their learning, standards are sometimes good. For example, Y2 use their skills to design patterns which they incorporate in collage pictures.
187. In KS2, pupils have a good understanding of the every day uses and application of information technology and can discuss its uses generally well. They use computers well to combine text and images for a number of purposes. In history, Y6 have used the Internet to research Tudor kings and present information well to include text and pictures. Y5 pupils use electronic mail competently to send messages and information about their school to another Welsh medium school in the locality.
188. KS2 pupils of all abilities continue to develop IT skills well across the key stage. Y5 make good use of data they have collected and recorded during their physical education lessons, to input, select and display in different graphical formats. Y4 pupils achieve good standards in writing LOGO programs. Older pupils have a generally good understanding of spreadsheets and can automate the addition of a column of figures, for instance.
189. Pupils find appropriate files on hard disk and open and use them. They use computers to support their research by using encyclopaedias on multimedia compact discs. Y6 pupils of all abilities produce multimedia presentations, which are well linked to the class theme, 'Teithio.' Y6 use a range of skills and programs to produce effective posters following their visit to see the play 'Danny the Champion of the World.'

## Shortcomings

190. With some exceptions, pupils' skills are insufficiently developed across the curriculum to support their learning in all subjects.
191. Pupils' competence in using digital cameras independently is underdeveloped.

## History

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

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

### Good features

192. KS1 pupils are developing a good understanding of past and present. Younger pupils recall aspects of every day life 200 hundred years ago demonstrating a good knowledge of how clothes have changed, for instance. They know much about Mary Jones and undertake role-play confidently demonstrating an understanding of life at that time.
193. Pupils are beginning to develop a good understanding of change over time and relate it to themselves. They are knowledgeable about changes in transport and travel and describe how the bicycle has developed from the pennyfarthing well. Their historical enquiry skills are developing well, they know about different sources of evidence and they ask well-prepared questions when finding out about changes in travel.
194. KS1 pupils are developing an appropriate historical vocabulary. The most able can describe Tudor dress in some detail. Following their visit to St Fagans they have a good grasp of the difference between Tudor houses and their own. Older pupils describe aspects of the lives of famous people such as Laura Ashley, Florence Nightingale and Betsi Cadwaladar.
195. Younger KS2 pupils are knowledgeable about the Tudors' Welsh connection and compare Henry V11 with Richard 111. The most able compose interesting questions for their research and their general historical knowledge is good. They have a good idea of the differing lives of the rich and the poor in Tudor times. They are developing a good understanding of Welsh religious and social history when studying the life of William Morgan.
196. Older KS2 pupils have generally good recall of the life of Henry V111 and his wives, with many pupils having undertaken purposeful research. The most able write empathetically about the past, for example, Y5 pupils describe the death of Charles the 1<sup>st</sup>. Older pupils use their higher order reading skills to undertake research on life in monasteries generally well.

## Shortcomings

197. In KS2, a significant number of pupils' recall of the period studied is uncertain.
198. In KS2, some pupils' chronological awareness is limited.
199. In KS2, some pupils' historical enquiry skills are underdeveloped.

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

## Good features

200. In KS1, pupils develop a good understanding of pattern by studying the work of William Morris. They produce their own patterns in various media including printing with fruits and paint.
201. They mix paint confidently and use it to cover paper and use a comb to create wavy lines and patterns, and to paint animals.
202. They experiment ably with line and tone by drawing using crayons, charcoal and pastel. They study the work of Van Gogh and they try to copy his style in their own pictures.
203. They develop an understanding of texture by making effective rubbings of objects in the school environment. They produce attractive collages from colourful paper.
204. In KS2, pupils further develop an understanding of pattern by creating complex patterns in paint. They also create patterns on cardboard and print them on fabric. They join up the pieces to make an effective flag.
205. Older pupils investigate colour and pattern effectively when they decorate t-shirts using tie and dye.
206. They extend their knowledge of texture by creating collages based on sports.
207. They produce pictures ably in the style of Turner and Monet using pastel and paint.
208. They use sketch books effectively to practise their observation and drawing skills. They apply their skills and knowledge of line and tone as they draw detailed pictures of parts of bicycles, crockery or fruits.

209. Pupils develop a good awareness of form. They observe Gwen John's picture of a cat and they set about creating a sculpture of a cat in clay. They develop their pottery skills also by creating masks, fish and figures and decorating them effectively.

### **Shortcomings**

210. Pupils' knowledge of art from other cultures is underdeveloped.

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

211. The school takes great pleasure in the inspectors' statement that Ysgol Gynradd Gymraeg Garth Olwg is a good school which promotes high standards and good values
212. The school is pleased also that the inspection team agreed with the vast majority of the contents of its self-evaluation report. This gives the school greater confidence to further develop its self-evaluation procedures.
213. The school is delighted that the report acknowledges the commitment of staff and pupils and the positive relationships between them. It pleases the school also that the inspectors note pupils' positive attitudes towards their learning, refer to their good level of bilingual competence and that pupils use Welsh naturally when playing.
214. The school will prepare a post-inspection action plan in order to address the recommendations in the report. The school is confident that it can effectively correct any shortcomings. Issues will be prioritised carefully and appropriate strategies agreed to meet the requirements.
215. The inspection was conducted professionally, thoroughly and fairly and the experience was a positive one which raised the self-esteem of staff and pupils.

## Appendix A

### Basic information about the school

Name of school	Ysgol Gynradd Gymraeg Garth Olwg
School type	Designated bilingual
Age-range of pupils	3 – 11 years
Address of school	Heol Sant Illtyd Church Village Pontypridd Rhondda Cynon Tâf
Post-code	CF38 1BT
Telephone number	01443 202585

Headteacher	Mr R E Hughes
Date of appointment	01 September 1985
Chair of governors/ Appropriate authority	Mrs Caroline Rees
Registered inspector	Mr R Jones
Dates of inspection	7 – 11 February 2005

## Appendix B

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	43	3 9	51	29	31	30	20	28	271

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	10	1	10.4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	27:1
Pupil: adult (fte) ratio in nursery classes	22:1
Pupil: adult (fte) ratio in special classes	
Average class size, excluding nursery and special classes	28.5
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Spring 2004	92.40	93.60	96.40	94.90
Summer 2004	94.15	94.29	94.90	94.57
Autumn 2004	91.10	93.26	95.98	94.17

Percentage of pupils entitled to free school meals	3.3%
Number of pupils excluded during 12 months prior to inspection	0

## Appendix C

### National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS 1 Results 2004 National 2003			Number of pupils in Y2:		31			
Percentage of pupils at each level								
			D	W	1	2	3	4
Welsh	Teacher Assessment	School	0	0	0	71	29	0
		National	1	1	11	64	23	0
We: oracy	Teacher Assessment	School	0	0	0	71	29	0
		National	1	2	12	63	22	0
We: reading	Teacher Assessment	School	0	0	0	68	32	0
		National	1	3	17	59	21	0
We: writing	Teacher Assessment	School	0	0	29	71	0	0
		National	1	3	20	65	10	0
Mathematics	Teacher Assessment	School	0	0	0	67	33	0
		National	0	2	11	63	24	0
Science	Teacher Assessment	School	0	0	0	77	23	0
		National	0	2	10	66	22	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	100	In Wales	79

D Pupils who have been disapplied from the statutory arrangements  
W Pupils who are working towards level 1

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

National Curriculum Assessment KS2 Results 2004 National 2003										Number of pupils in Y6		28	
Percentage of pupils at each level													
			D	A	F	W	1	2	3	4	5	6	
English	Teacher assessment	School	0	0	0	0	0	0	14	32	54	0	
		National	0	0	0	0	1	6	16	45	31	0	
	Test/Task	School	0	0	0	0	0	0	4	42	54	0	
		National	0	2	1	1	0	5	12	38	40	0	
Welsh	Teacher assessment	School	0	0	0	0	0	0	7	50	43	0	
		National	1	0	0	1	1	4	18	51	25	0	
	Test/Task	School	0	0	0	0	0	0	4	50	46	0	
		National	1	1	2	0	0	3	15	50	28	0	
Mathematics	Teacher assessment	School	0	0	0	0	0	0	15	39	46	0	
		National	0	2	1	0	0	4	19	46	30	0	
	Test/Task	School	0	0	0	0	0	0	10	36	54	0	
		National	0	2	1	0	0	4	18	42	33	0	
Science	Teacher assessment	School	0	0	0	0	0	0	11	43	46	0	
		National	0	0	0	0	0	2	13	49	35	0	
	Test/Task	School	0	0	0	0	0	0	0	71	29	0	
		National	0	2	0	0	0	1	9	48	39	0	

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	79	In the school	86
In Wales	70	In Wales	71

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

## Appendix D

### **Evidence base of the inspection**

The inspection comprised three inspectors who were present for a total of ten inspection days.

During this time:

- pre-inspection meetings were held with the headteacher, teachers, parents and the governing body to discuss the life and work of the school;
- parents completed 123 questionnaires and they were thoroughly analysed;
- school policies and documentation were scrutinised before the inspection;
- discussions were held with the headteacher and curriculum co-ordinators;
- 34 teaching sessions or part-sessions were observed;
- pupils were heard reading and their work was discussed with them as part of the examination of standards in NC subjects;
- examples of pupils work in every class were scrutinised;
- attendance registers, pupil records and teachers' planning files were examined;
- inspectors were present at every act of whole-school collective worship;
- post-inspection meetings were held with the staff and the governing body.

## Appendix E

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr R Jones Rgl	Context Summary and Recommendations Key Questions 1,2, 5, 6 and 7 Welsh Mathematics Art
Mr E James Lay Inspector	Key Questions 1,3, and 5
Mrs D Parris Team Inspector	Key Questions 1,3,4 and 7 Under-fives Information Technology History

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### Acknowledgement

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