

**INSPECTION UNDER SECTION 10 OF
THE EDUCATION (SCHOOLS) ACT 1996**

Gelli Primary School

**Ystrad Road
Ystrad
Rhondda Cynon Taf
CF41 7PX**

SCHOOL NUMBER: 674/2119

DATE OF INSPECTION: 24 – 27 May 2004

BY

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REGISTERED INSPECTOR No : W086/16177

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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:

{PRI VAT E }	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 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

The school is situated in the small town of Ystrad next to the village of Gelli at the northern end of the Rhondda Fawr Valley. It is housed in a modern single-storey building. At the time of the inspection, there were 225 pupils on roll, including 27 of nursery age. The school identifies the area as of mixed prosperity with half of the catchment area being economically disadvantaged; 32% of pupils are entitled to free school meals. There is a full range of ability; although no pupils carry a statement of special need, there are 78 pupils on the special educational needs register. All pupils have English as their first language and there are no natural Welsh speakers. A very small proportion of pupils are from ethnic minority backgrounds.

The school aims to provide a centre of excellence where children will be treated fairly and with respect in order that they may achieve their full potential. The school also aims to work in partnership with parents and the wider community.

The current school development plan indicates that, during the current year, it aims to achieve the Basic Skills Quality Mark, improve learning and teaching in geography, ICT in KS2, and develop Y Cwricwlwm Cymreig, key skills and the use of the school grounds.

The school was last inspected in March 1999.

2. MAIN FINDINGS

The main findings of the report

The school has appropriate aims and a commitment to providing a positive learning experience for pupils. The caring ethos evident is a strength of the school.

- The educational provision for children under five, taken overall, is appropriate and successfully promotes the desirable outcomes for children's learning. Standards achieved are:

Area of Learning	Nursery	Reception
Language, Literacy and Communication Skills	Good	Good
Personal and Social Development	Very Good	Good
Mathematical Development	Good	Very Good
Knowledge and Understanding of the World	Good	Good
Creative Development	Very Good	Good
Physical Development	Very Good	Good

- In Key Stage 1 (KS1) and Key Stage 2 (KS2) standards are:

National Curriculum Subject	KS1	KS2
English	Good	Good
Mathematics	Good	Good
Science	Good	Good
Welsh as an additional language	Good	Satisfactory
Design and Technology	Good	Good
Information Technology	Satisfactory	Satisfactory
History	Good	Good
Geography	Good	Good
Art	Good	Good
Music	Good	Good
Religious Education	Good	Good

- No overall judgement could be made on standards achieved in physical education, as only games lessons were observed. However, in those lessons observed, pupils achieved good standards in both key stages.
- Overall, pupils achieved satisfactory or better standards in all lessons or sessions observed. In 75% of lessons they achieved good standards and in a further 10% very good standards.
- Pupils with special educational needs make good progress and achieve good standards relative to their ability.
- Pupils' achievement is in line with that of similar schools in Wales, with boys and girls achieving at approximately the same level.
- In key skills across the curriculum, standards are:

Key Skill	Standards
Speaking	Satisfactory
Listening	Good
Reading	Good
Writing	Good
Numeracy	Good
Information and Communication Technology	Satisfactory

- The school is aware of the need to develop a whole school approach to building key skills into short term planning to ensure that they are developed systematically in a wide range of contexts.

- Provision for pupils' moral, social and cultural development is good. Pupils are aware of their responsibilities to the world in which they live. Aspects of cultural diversity and racial harmony are positively promoted through the curriculum.
- Provision for pupils' spiritual development is satisfactory. Few opportunities are provided for pupils to experience a sense of reverence through exploring their own feelings, to reflect on values and beliefs and to develop their understanding of spiritual awareness during the daily acts of collective worship.
- A policy for Racial Equality is in place. Through their studies in religious education, topics in geography and prominent school displays, aspects of cultural diversity and racial harmony are promoted positively through the curriculum.
- Pupils' behaviour is good. They have positive attitudes to learning, concentrate well, and co-operate effectively when working in pairs and groups.
- Attendance is satisfactory overall. Levels of attendance are affected adversely by parents taking their children on holiday during term time/
- The quality of teaching was at least satisfactory in almost all lessons or sessions observed. It was good in just over half, and very good in a quarter of lessons.
- In all classes, teachers have good relationships with their pupils and this enhances the quality of teaching. Teachers generally value the contributions made by pupils and offer appropriate support, praise and encouragement.
- The quality of assessment, recording and reporting is good. There is an appropriate balance of approaches to assess pupils' achievement and progress. Pupils' work is marked regularly and teachers often write constructive and encouraging comments. Pupils are involved in setting individual targets for improvement in mathematics and English.
- Reports to parents are informative and provide an indication of standards achieved in the core subjects. In the foundation subjects, comments are not sufficiently specific to inform parents of standards achieved.
- The school offers a broad and balanced curriculum which meets statutory requirements. The curriculum for children under five is of very good quality, providing children with a balanced range of activities which are well matched to their stage of development and particular learning needs.
- In KS2, there is very good planning enabling pupils to undertake investigative activities in a range of subjects. These activities allow pupils to take a great deal of responsibility for their own learning.
- Educational visits, visitors to the school and a good range of extra-curricular activities contribute to the development of pupils' skills.

- The arrangements for the support and guidance of pupils and provision for their welfare is good. The school provides a supportive and caring environment in which pupils are treated with sensitivity. Pupils are secure and at ease and show developing independence and self-reliance.
- The programme for personal and social education is sensitively integrated into the curriculum and is reflected in the attitudes and values displayed by pupils.
- All pupils are valued equally and pupils with special educational needs are well integrated into the life of the school. Learning support assistants are positive and considerate in their encouragement of pupils. Midday supervisors also contribute positively to the school's provision.
- The quality of provision for pupils with special educational needs is good. All staff have a good understanding of individual and group needs and the necessary learning strategies to support them.
- Individual education plans are clear and helpful and targeted to meet individual need. Pupils are fully involved in discussing their targets and in the review process. The school places emphasis on the partnership between home, school and adult helpers in enabling pupils to make good progress.
- Partnership with parents and the community, schools and other institutions is good.
- Partnership with industry is good.
- The quality of self-evaluation and planning for improvement is satisfactory overall. The self-evaluation statement produced by the acting head teacher gives a factual account of progress but evaluative aspects need further development.
- Subject leaders undertake an annual review of their subjects; again, these generally give a factual account of progress and would benefit from further development of the evaluative aspects.
- The school development plan covers appropriate areas and identifies staff involved, a time scale and financial implications. However, success criteria need a tighter focus linked to standards achieved to enable effective monitoring and evaluation to be undertaken and appropriate targets set.
- The quality of leadership and management is satisfactory overall. The school has appropriate aims and a commitment to providing a positive learning experience for pupils.
- The governing body is well informed and operates effectively, being fully involved in the life and work of the school. The budget is well managed by the governing body, with appropriate financial priorities identified and expenditure monitored effectively.

- At the time of the inspection, the acting head teacher had been in post for two years. Although the acting head and acting deputy head teacher meet regularly, there is a need to develop an effective senior management team to ensure that senior teachers are employed effectively in the running of the school.
- Subject leaders have developed their role in monitoring learning and teaching, but this aspect needs further development to support self-evaluation and planning for improvement.
- The quality of staffing and learning resources is good overall. At the time of the inspection, the Y1 class had two teachers who were job sharing and two supply teachers were covering for absences. In the early years unit, the qualified teacher is in the reception class and the nursery class is led by a nursery nurse.
- The job of special educational needs co-ordinator is being undertaken effectively by a part time support teacher.
- All staff are well motivated, although some have a disproportionate amount of responsibilities. Support staff assist and encourage pupils sensitively.
- The building is in a good state of repair and is maintained well. However, the classrooms are small for the number of pupils, and it is only the determined efforts of staff that enable them to overcome the disadvantages of the design of the school and maintain pupils' standards of achievement.
- The school caretaker and her team are conscientious and the school is cleaned to a high standard. Displays of children's work enhance the environment and improve pupils' self-esteem.
- Learning resources are good overall. Books and other resources are well organised and accessible. At the time of the inspection some computers and the electronic whiteboard were inoperable; IT resources need further development.
- The school has made good progress overall since the last inspection in March 1999.

3. EDUCATIONAL STANDARDS ACHIEVED BY THE PUPILS

3.1 Standards achieved in subjects and areas of learning

Pupils achieved satisfactory or better standards in all lessons or sessions observed. In 75% of lessons they achieved good standards and in a further 10% very good standards.

- Children under five make very good progress. They achieve good or very good standards in all six areas of learning.

- In KS1 and KS2, most pupils make good progress and achieve good standards in listening, reading and writing. Speaking in both key stages is satisfactory, but overall pupils achieve good standards in English.
- In mathematics and science, pupils in both key stages achieve good standards.
- In KS1, pupils achieve good standards in Welsh as an additional language, design and technology, history, geography, art, music and religious education. They achieve satisfactory standards in information technology.
- In KS2, pupils achieve good standards in design and technology, history, geography, art, music and religious education. They achieve satisfactory standards in Welsh as an additional language and information technology.
- No overall judgement was made on standards achieved in physical education as only games lessons were observed. However, in those lessons pupils achieved good standards.
- Pupils with special educational needs make good progress and achieve good standards relative to their ability.
- Pupils' achievement is in line with that of similar schools in Wales, with boys and girls achieving at approximately the same level.

3.2 Standards achieved in key skills across the curriculum

Standards and progress in key skills across the curriculum achieved by children in the early years are good. In reception, standards in numeracy are very good. In key stages 1 and 2, standards in listening, reading and writing are good and in speaking are satisfactory. Standards in numeracy are good, and in information and communications technology (ICT) are satisfactory.

- In the early years, children are experiencing continuity and progression in their development of the key skills through a range of purposeful activities. They make good progress in applying and improving their developing skills in early literacy, early numeracy and in their use of information and communications technology across all areas of learning. They use listening centres confidently and work independently on computers.
- Relating to their stage of development, pupils with special educational needs (SEN) in both key stages make good progress in the key skills when undertaking work across the curriculum.
- The majority of pupils in both key stages develop good listening skills. They listen with attention and concentration to stories or class presentations and are able to reflect and respond accordingly.

- Standards in speaking are satisfactory. In both key stages, pupils respond eagerly to questions posed by their teachers and enter sensibly into meaningful dialogue. In KS1, they enjoy discussing their work with visitors and can explain their activities when involved in a task.
- In KS2, pupils make progress in being able to reflect on the intentions of other speakers. Pupils show developing confidence in their presentational skills in different contexts in response to specific initiatives being implemented by the school to improve speaking skills. Some extended responses are evident in class discussions, but this aspect of pupils' learning needs to be further developed.
- Pupils in both key stages make good progress in reading across the curriculum. In KS1, pupils read their own work with understanding and many can discuss the contents of information books.
- In KS2, pupils can explain the use of content and index pages and how to access information from other sources to support their work. By the end of the key stage, pupils develop a range of information retrieval skills. The school has identified the need to further consolidate this aspect of pupils' learning.
- Pupils make good progress in writing across the curriculum. In KS1, pupils retell stories, label drawings in history and geography, complete tables in science and write their own prayers in religious education. In KS2, pupils record findings in science, complete questionnaires in geography, write empathetically in history and record their observations during field visits. Using writing to express personal opinions and draw conclusions from findings of investigations and research could be further developed in the foundation subjects in some classes.
- Standards in numeracy across the curriculum are good. Pupils can apply and interpret data which they present in block graphs, pictograms and bar charts. In Y6, they measure the perimeter of classrooms in their design and technology tasks. In Y5 they measure and record pulse rates in science and investigate percentage coverage of land use in geography.
- In both key stages, pupils make satisfactory progress in their use of ICT. Although they use computers, the interactive white board, CD-ROMs, floor robot and the internet to support their understanding and contribute to their work in a range of subjects, the use of ICT in supporting their work and enhancing their understanding is currently underdeveloped and is not being used effectively to support subject areas, particularly mathematics and science.
- There is a policy for the delivery of key skills and an acknowledgement of key skills in lesson plans, and the school is aware of the need to develop a whole school structure built into long term planning to ensure that pupils develop key skills systematically in a wide range of contexts.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

Provision for pupils' moral, social and cultural development is good and the school satisfactorily promotes pupils' spiritual development.

- The school has clear aims reflecting a caring and positive ethos. The values of fairness and respect embodied in the school's mission statement are conveyed effectively through the curriculum and are evident in the daily life of the school.
- Relationships within the school are supportive, and the considerate and consistent approach by staff ensures that pupils develop a clear awareness of right and wrong. Good standards of behaviour and motivation shown by pupils result from the clear expectations of staff and ensuring that individual strengths are nurtured.
- When taking part in collaborative group tasks and in their sporting activities, pupils display a sense of fairness and a growing ability to make reasoned judgements in their dealings with peers.
- Older pupils show developing self-reliance and sense of responsibility towards others in the thoughtful way they care for younger pupils during break times. This aspect of pupils' learning is further consolidated in the newly formed School Council where pupil representatives appreciate the opportunity to discuss school issues.
- Pupils' personal and social skills are sympathetically promoted through a range of learning opportunities during and after school; pupils show good social skills. Pupils' awareness of their responsibilities to the world in which they live and their perception of sustainable development are addressed through topics in geography.
- Contributions made by adult volunteers, local clergy, visiting artists and authors, and speakers contribute to the standards achieved in the development of pupils' social skills. Fieldwork and topic related visits provide enriching experiences and further enhance this aspect of pupils' learning.
- Pupils are aware of those less fortunate than themselves. Through collaborative discussions in religious education and history, pupils are thoughtful and responsive to the needs of others. They develop their understanding of equality issues through supporting various charities and fund raising activities.
- A policy for Racial Equality is in place. Through their studies in religious education, topics in geography and prominent school displays, aspects of cultural diversity and racial harmony are promoted positively through the curriculum.
- Whole school acts of collective worship are planned using appropriate themes. However, the school needs to ensure that collective worship meets statutory requirements in being mainly of a broadly Christian character. Currently, few opportunities are provided for pupils to experience a sense of reverence through exploring their own feelings, to reflect on values and beliefs and develop their

understanding of spiritual awareness. Opportunities for pupils to contribute to morning worship through music were limited during the inspection.

- Pupils' awareness of Y Cwricwlwm Cymreig is fostered through annual celebrations, cross-curricular activities and school displays. Their understanding and awareness of other cultures and religions are well developed through their studies in religious education.

4.2 Behaviour and attitudes

Pupils' behaviour and attitudes to learning are good.

- Pupils are friendly and courteous to visitors and staff and relate well to each other.
- Generally, pupils have an interest in what is being taught. They persevere at their tasks and most can sustain concentration throughout lessons.
- Where pupils are enabled to become independent learners, they respond enthusiastically, co-operate in large and small groups and are prepared to tackle challenging tasks with enjoyment.
- Staff have good classroom control and set appropriate standards. Pupils move around the class and school in an orderly manner.
- There are a few pupils who have difficulty in maintaining concentration and staff work hard to ensure that they are supported effectively.
- The recently established School Council is developing well and pupils take their responsibilities seriously.

4.3 Attendance

Overall, attendance is satisfactory.

- The average attendance for the three full terms prior to the inspection was 91.9%.
- Parents are reminded of the importance of regular attendance. Absences are monitored closely and the school receives regular support from the Education Welfare Officer.
- Registration is carried out quickly and lessons start promptly. Absences are generally codified according to guidelines.
- Attendance levels are adversely affected by parents taking their children on holidays during term time. This was particularly the case in KS1 in the summer term 2003 when attendance levels were 86%.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching was at least satisfactory in almost all lessons or sessions observed. It was good in just over half, and very good in a quarter of lessons.

- In all classes, teachers have good relationships with their pupils and this enhances the quality of teaching. Teachers generally value the contributions made by pupils and offer appropriate support, praise and encouragement.

Where the quality of teaching is good or better:

- teachers have appropriate expectations of pupils in terms of both achievement and discipline;
- good questioning techniques allow pupils to provide extended responses to extend their understanding of the work undertaken;
- lessons are well structured with appropriate whole class introductions, which are not overlong. Direct teaching is focused and has a good pace;
- teachers intervene appropriately to support pupils and move them forward in their knowledge, skills and understanding;
- learning objectives are clearly explained, timing of activities is appropriate and pupils are given opportunities to reflect on their learning;
- at the end of KS2, pupils are given a wide variety of investigative activities and enabled to take responsibility for their own learning and development;
- work is very well matched to the needs and abilities of all pupils. Learning support assistants provide effective input for less able pupils.

Where the quality of teaching is satisfactory:

- pupils are often over-directed and have too few opportunities to work independently;
- teachers spend much of the lesson on ineffective behavioural control;
- plenary sessions which allow sharing of achievements and reflection on learning are not well planned.
- in Y4, the overuse of worksheets limits pupils' achievement.

5.2 Assessment, recording and reporting

The quality of assessment, recording and reporting is good.

- The school's assessment and marking policies establish clear guidelines for staff and there is an appropriate balance of approaches to assess pupils' achievement and progress. Strategies are in place for day to day informal assessment and recording of strengths and weaknesses.
- On entry to school, children are assessed during their first term through the use of baseline assessment tasks. Assessment information together with the ongoing recording of pupils' progress and development is used appropriately in planning pupils' work in the early years and is used effectively to provide early identification of pupils with special needs.
- Assessment for pupils with SEN is appropriate and records pupils' achievement and progress effectively.
- Pupils are tested in the core subjects on a termly basis. A range of screening procedures, standardised tests and formal assessment data is analysed purposefully to guide target setting and track individual progress. Individual pupil assessment folders contain recorded results.
- Portfolios of exemplar work to aid the moderation of standards and ensure consistency in teachers' judgements of what constitutes appropriate levels of achievement are at different stages of development. While being addressed in the core subjects, staff are continuing to develop and review strategies to aid the moderation in the foundation subjects. Currently, foundation subjects are assessed and levelled at the end of the year.
- Pupils' work is marked regularly and teachers write encouraging and constructive comments. In the best practice, written comments reflect what has been achieved in conjunction with suggestions of how improvements can be made.
- Pupils are involved in setting individual targets for improvement in maths and English, which are recorded in their books. In some subjects, such as physical education, pupils make their own written evaluations of achievement.
- Reading records include home school diaries. Pupils are very much a part of this process and older pupils record their own observations on books they have read.
- Reports issued to parents comply with statutory requirements, are informative in providing an indication of standards achieved in the core subjects and indicate where improvements can be made. In some instances in the foundation subjects comments are not sufficiently specific to inform parents of actual standards achieved.

- Consultation meetings are held during the school year when parents are invited to discuss their children's progress with teachers. Parents are actively encouraged to be partners in their children's learning.

5.3 Curriculum

The school offers a broad and balanced curriculum which meets statutory requirements.

- The curriculum for children under five is of very good quality and is well planned to ensure that there is continuity and progression in all six areas of learning. It successfully promotes the Desirable Outcomes for Children's Learning. Children enjoy a diversity of experiences and a balanced range of activities which are matched well to their stage of development and particular learning needs.
- In KS1 and KS2, there are appropriate schemes of work for all subjects of the curriculum; some of these, such as that for Information Technology, have still to be fully implemented.
- Teachers' short term planning identifies clear learning objectives with a good range of activities to support learning and teaching. In KS2, there is very good planning for pupils to undertake investigative activities in a range of subjects, and these activities are enabling pupils to take a great deal of responsibility for their own learning.
- The implementation of the policy document for key skills is at an early stage and the school has identified this as an area for further development.
- Some specialist teaching is undertaken in music which successfully uses staff expertise and supports the development of pupils' skills.
- Arrangements for pupils' personal and social education are good and curricular provision ensures that all pupils have access to the whole curriculum.
- Educational visits and visitors to the school enhance pupils' learning experiences and the local environment and community are used effectively to support pupils' learning.
- Pupils' awareness of global citizenship and sustainability is developed through supporting a number of charities and through studies in subjects such as geography.

- Pupils take home their reading books regularly. Other home-school tasks help parents to understand the work being undertaken in the school.
- The school currently provides tuition for pupils learning brass instruments and a range of extra-curricular activities such as hockey, recorder and choir. These contribute to the development of skills.
- The good practice evident in Y3 in using incidental Welsh and consolidating oral skills needs to be emulated throughout the school.
- In one class, the overuse of worksheets limits pupils' achievement in some curriculum areas.

5.4 Support, guidance and pupils' welfare

The arrangements for the support and guidance of pupils and provision for their welfare is good.

- The school provides a supportive and caring environment in which pupils are treated with sensitivity. All staff understand the needs of their pupils and show appropriate concern for their welfare and personal development.
- Pupils are secure and at ease, and show developing self-reliance and independence in response to teacher expectations. In the pre-inspection meeting parents expressed their appreciation of the quality of care provided by the school.
- Routines in the early years are securely established and children show increasing confidence in being able to cope with new experiences. The personal sense of security and well-being is enhanced by the hand to hand entry of children at the start of the school sessions and the welcome afforded them by staff.
- There is a policy for sex education that is relevant to children's ages and level of understanding. It is included in the wider framework of health education with links to topics in science. Health professionals support the programme at the end of KS2.
- There are procedures in place for child protection: guidelines are provided for staff and responsibility is undertaken by the acting head teacher who has received appropriate training. There are appropriate contacts established with outside agencies.
- The school has a Health and Safety Policy. Members of staff have received training in first aid and this aspect is in the process of being updated.
- All pupils are equally valued; pupils with special needs are well integrated into the life of the school and are supported effectively. The learning support assistants

are positive and considerate in their encouragement of pupils. Mid-day supervisors contribute positively to the school's provision.

- The school needs to consider unmarked edges of steps, broken coping on walls of playground steps and the unevenness of steps in the early years area. There is also a need to ensure that, for safety, the side gate is kept closed when children are on the premises.
- The school has a secure access system to ensure as far as possible the safety of pupils and staff during the school day.

5.5 Provision for pupils with SEN

The overall quality of provision for pupils with special educational needs (SEN) is good.

- Fifty two pupils are currently identified by the school as requiring SEN support. There are no pupils with statements of special educational need. There are no NC disapplications.
- The school has established a clear policy for inclusion and special educational needs, providing procedural and administrative arrangements which meet the requirements of the Code of Practice.
- The role of the SEN co-ordinator (SENCO) is effectively and diligently carried out by the recently appointed part-time acting co-ordinator in the absence of the current post-holder, and she is well supported by the teaching staff. Liaison between the acting SENCO and class teachers is good.
- During well-planned withdrawal and in-class sessions for language support and mathematics, pupils are well supported by the SENCO, support assistants and visiting teachers. There is a clear understanding of the individual and group needs of pupils and of appropriate learning strategies. All staff are committed to the policy for inclusion and when withdrawn from lessons, the school endeavours to ensure that all pupils have equal access to the NC learning programme at all times.
- Clear and helpful individual education plans (IEPs) are targeted to meet individual needs: they are reviewed termly. Parents receive copies of plans, are invited to discuss concerns with teachers and are given advice on how pupils can be supported at home. Pupils are involved in discussing their targets and in the review process.
- Parents are kept fully informed at all stages and the school places emphasis on the partnership between home, school and adult helpers in enabling pupils make good progress. Regular praise and encouragement are characteristic of the process.

- Class teachers plan effectively to meet targets outlined in IEPs and meet pupils' varying needs; detailed records are maintained on individual pupils and include teacher evaluations which provide an efficient means of informing future planning.
- The designated governor for SEN is very supportive, is well informed and visits the school on a regular basis.
- The school has established links with external support agencies and good working relationships have been established; regular weekly support is currently provided from a visiting teacher for the visually impaired.

5.6 Partnership with parents and community, schools and other institutions

Partnership with parents and the community, schools and other institutions is good.

- Parents are well informed about the life and work of the school through the prospectus, newsletters and open evenings. Family literacy and numeracy workshops, arranged through a nearby further education college, assist parents in supporting their children's learning.
- Parents showed their support for the school in the questionnaire and pre-inspection meeting. They are happy with the progress made by their children.
- An active Friends of the School Association is strongly supported by parents when it organises social and fundraising events. Parents help during educational visits and also visit the school to give support on specific topics. In the early years, parents give regular help in the classroom.
- Pupils support local and national charities which supports their understanding of other people's needs and difficulties.
- Pupils benefit from visits from a wide range of representatives from community organisations, including the People First Disability Group. Links with the Forest of the Future initiative give pupils a good awareness of the importance of environmental sustainability. Pupils gain an appreciation of part of the wider community during visits from students from an American Christian Teaching College.
- There are good sporting links with other schools in the authority. There are very good curricular links in the core subjects and in transition links generally with the comprehensive school to which most pupils transfer.
- The school provides useful work experience and practical training for students from nearby comprehensive schools and colleges, but has no formal links with a teacher training institution.

5.7 Partnership with industry

Partnership with industry is good.

- The school has developed useful links with the assistance of the Education Business Partnership (EBP). Visitors to the school and visits by pupils to food outlets and retail stores has given pupils a good awareness of the world of work and supported the curriculum in English and science.
- The EBP has sponsored workshops such as the travelling science theatre. EBP links have also enabled the school to borrow specialised science kits.
- Pupils are active participants in the British Association of Young Scientists Project and the school's science club has been visited by an EBP liaison officer.
- A member of staff has been supported by the EBP in receiving training at a newspaper establishment to initiate a mini-enterprise project which enabled pupils to set up their own stall in the summer fete.
- Local businesses support the school through various donations which are much valued by the school.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

The quality of self-evaluation and planning for improvement is satisfactory overall.

- The self-evaluation statement produced by the acting head teacher gives a factual account of progress but evaluative aspects need further development.
- The acting head and deputy head teachers, together with the governing body, use teacher assessment and national and local test results to evaluate subject coverage and attainment and to set targets which are realistic.
- Subject leaders undertake an annual review of their own subjects and discuss this with the acting head teacher. These reviews generally give a factual account of progress and would benefit from having further evaluative aspects. Subject leaders also undertake some observation of learning and teaching, but this aspect of evaluation is at a very early stage of development.
- There is an identified four year monitoring cycle, which includes the core subjects in every year; however, this is not based on evaluation of which subjects are in need of monitoring through relating them to standards achieved.

- The school development plan is agreed by the staff and presented to the governors. However, success criteria need a tighter focus linked to standards achieved to enable effective monitoring and evaluation to be undertaken and appropriate targets to be set. This is particularly the case in the foundation subjects.
- The school has yet to adopt clear guidelines, procedures and strategies which will enable all staff to be productively involved in the elements of planning for improvement.

6.2 Leadership and efficiency

The quality of leadership and management is satisfactory overall.

- The school has appropriate aims and a commitment to providing a positive learning experience for pupils. There is a caring ethos evident which is a strength of the school.
- The governing body is well informed and operates effectively. It is fully involved in the life and work of the school. Governors are undertaking appropriate training and have well-established links with curriculum areas and special needs provision.
- The budget is well managed by the governing body and appropriate financial priorities are identified and carefully examined. Expenditure is monitored effectively by the whole governing body.
- At the time of the inspection, the acting head teacher had been in post for two years. There is no senior management team, and although the acting head and acting deputy head teacher meet regularly, there is no record of these meetings and decisions made.
- There is a need to develop an effective senior management team to ensure that senior teachers are employed effectively in the running of the school through providing them with a clearly defined management role.
- Subject leaders monitor standards by scrutinising teachers' planning and pupils' work. They have some opportunities to observe learning and teaching in their subject areas and make suggestions for improvement. This aspect needs further development to support the school in the process of self-evaluation and planning for improvement.
- The recommendations of the last auditors' report have been implemented. Overall, the school runs smoothly as administrative procedures are clear and

operate effectively. This is due in part to the efficient operation of the school office.

6.3 Staffing, accommodation and learning resources

The quality of staffing and learning resources is good overall. Accommodation is satisfactory.

- At the time of the inspection, the acting head teacher had been in post for two years, the Y1 class had two teachers who were job-sharing, and there were two supply teachers covering for absences.
- The job of special educational needs co-ordinator was being undertaken effectively by a part time support teacher.
- In the early years, the qualified teacher is in the reception class and the nursery class is led by a nursery nurse.
- All staff have appropriate job descriptions and staffing levels are appropriate for the numbers on roll; teachers have clearly defined curriculum and assessment responsibilities. They are suitably qualified and provide the school with a good range of experience and expertise.
- Staff are well motivated although some have a disproportionate load of responsibilities.
- Support staff assist and encourage pupils sensitively. The level of support is good overall.
- Staff undertake in-service courses regularly to improve their knowledge, skills and understanding of the subjects they teach. This has a positive effect on the quality of education overall.
- The building is in a good state of repair and is maintained well. However, the classrooms are small for the number of pupils and it is only the determined efforts of staff that enable them to overcome the disadvantages of the design of the school and maintain pupils' standards of achievement.
- The early years pupils have recently been given access to a grassed area in addition to the hard surface area and this has been of benefit to their learning. The school garden is in process of undergoing renovation.
- The school caretaker and her team are conscientious and the school is cleaned to a high standard. Displays of pupils' work enhance the environment and improve pupils' self-esteem.

- Learning resources are good overall. Books and other resources are well organised and accessible to both staff and pupils. IT resources need further development.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The educational provision for children under five, taken overall, is appropriate and successfully promotes the desirable outcomes for children's learning.

- In the nursery, children achieve very good standards in personal and social development, creative development and physical development. They achieve good standards in language, literacy and communication skills, mathematical development and knowledge and understanding of the world.
- In reception, children achieve very good standards in mathematical development and good standards in the other five areas of learning.
- Children make good progress overall; many arrive with few skills in listening and speaking or in building relationships effectively.
- Staff give children a very wide range of appropriate first-hand experiences, including regular educational visits, and use these to develop their knowledge, skills and understanding effectively.

Good features

Language, Literacy and Communication Skills

- Children are eager to discuss activities with adults, and take an active part in imaginative play scenarios. They are interested in books and stories and older children recognise that print carries meaning. Younger children recognise their own names in print and many are able to identify initial letters and sounds.
- All children enjoy markmaking, and older children are beginning to write their own sentences and read them to adults.
- Children often choose to use the book corners independently and show that they know how to handle a book correctly and that most tell stories.

Personal and Social Development

- Children are confident and happy in the early years environment, responding well to the established routines.

- Children respond positively to adults and to each other. All understand that it is necessary to take turns and they are independent in selecting their own activities.
- Children listen carefully to instructions, concentrate for extended periods and willingly share their experiences with each other.
- Children show care, thoughtfulness and consideration for one another and their teachers. They are sensitive to peers in difficulties and show a willingness to help; this aspect is unusually well developed in the nursery.

Mathematical Development

- Children respond positively to the regular reinforcement of their understanding through activities such as cooking, weighing, counting and number games.
- Younger children can count to five and beyond, while older children can count and recognise numbers to 20. Most have a sound understanding of both two- and three-dimensional shapes and older children can name them accurately. Children in the reception class are able to recognise symbols for addition and subtraction and write number bonds to ten and beyond accurately.
- All children in the early years have a good awareness of pattern and are able to make and describe patterns of their own. They understand terms such as 'longer' and 'shorter', and are able to respond to instructions to find things in front or beside objects.

Knowledge and Understanding of the World

- Children have had a number of visits to provide the basis for a variety of activities designed to extend their knowledge and understanding of the world. Visits to a castle and a museum and art gallery have enabled them to consider how people lived long ago.
- Frequent walks around the local area have been used well to enable them to talk about the environment, and the extension of the play area has enabled children to talk about seeds and planting, and the 'minibeasts' they find.
- Children use computer 'paint' programmes effectively to produce pictures and use the mouse well to complete modelling programmes which support their mathematical learning. They also use listening centres well to develop their skills in language.
- The role play area in the nursery is a travel shop, and this has widened children's knowledge and understanding of travel around the world and of the need for tickets and money.

- Children in reception are adept at activities such as identifying which objects float and sink, and putting them into appropriate sets.

Physical Development

- Children manipulate toys such as saucepans, plates and jigsaws very well and are proficient with pencils, paintbrushes and scissors. They develop their skills further with activities such as mixing icing for their cakes and using large and small construction toys.
- In outdoor play and in mathematical activities in the hall, children show that they have good spatial awareness, and have good control in using balls, ropes and beanbags. Most can pedal cycles accurately, although some younger pupils still find it difficult to steer. They enjoy using larger play equipment and their discussion during play broadens their understanding of mathematical concepts and increases their speaking skills.

Creative Development

- Children enjoy singing rhymes and games, and these support their language and mathematical development. They use untuned percussion instruments correctly and generally sing in tune.
- Children are making choices about colours, textures and patterns when they create pictures. They use a wide variety of materials for collage and modelling activities. Some are able to talk about what they are doing and explain their choices.
- Children can describe pictures that they have looked at carefully at the museum and are happy to use the techniques of other artists such as Picasso and Monet to produce their own effective pictures.

Shortcomings

There are no significant shortcomings.

English

Standards in English are good overall in both key stages; however, standards in speaking are satisfactory in both key stages. The school is aware of this and is implementing programmes to improve standards in speaking.

Good features

- Pupils make good progress in the development of their listening skills in both key stages. In KS1, pupils listen attentively to stories and information and are responsive to oral instructions. They listen well to each other in small group tasks.

During whole class presentations, role play and discussions, most pupils in KS2 listen well and reflect with concentration on the meanings and intentions of other speakers.

- Pupils in both key stages achieve satisfactory standards in their speaking skills. In KS1, pupils engage visitors in conversation and give accurate descriptions of their tasks. In Y1, pupils thoughtfully question a visiting speaker in their history studies and offer their own observations. Pupils in KS2 participate sensibly and constructively in class and peer discussions and, at the end of the key stage, make good progress in shaping their ideas when putting forward their points of view.
- Standards in reading are good. In KS1, pupils make good progress in selecting appropriate strategies to help them identify unfamiliar words. They enjoy discussing their story books and can make appropriate observations about aspects of text. They are confident in reading their own written work to visitors.
- Pupils in KS2 make good progress with their reading skills. When reading aloud from class based texts, older pupils involve themselves in relevant discussion and communicate meaning from the text coherently. They are able to recall favourite books and authors. They read for research purposes and retrieve information to support their work across the curriculum.
- Pupils make good progress in developing their writing skills. In KS1, pupils can sequence sentences and present ideas logically. Most apply simple punctuation appropriately. In Y2, pupils demonstrate an awareness of the appropriateness of descriptive vocabulary when describing monsters and begin to develop an understanding of expressing ideas in different ways.
- Recent initiatives impact positively on standards in writing. By the end of KS2, pupils have a clear concept of appropriateness in their written work. They make good progress in developing their understanding of content, style and accuracy. Pupils produce work of a good standard in response to various stimuli, including writing workshops with visiting authors and poets. Pupils use dictionaries and thesauri well to support their written work.

Shortcomings

- Current speaking initiatives need to be further developed in order to reinforce pupils' standards in speaking, and their confidence and accuracy in communicating information in different contexts.
- The use of ICT in the planning and drafting process and in the presentation of written work is not fully developed.
- Pupils' handwriting skills and presentation in books is variable and standards of presentation are not maintained in cross-curricular work.

Mathematics

Standards achieved in mathematics are good overall.

Good features

- There is evidence of good transferal of skills from mental strategies to more formal recording in both key stages, together with good development of subject-specific language.
- In oral work, pupils show an increasing understanding of the number system and an appreciation of place value. Their exploration of pattern within number is developing well and they can use a variety of strategies for this effectively.
- In KS1, pupils are able to use the language of number and understand the use of mathematical symbols at an appropriate level; oldest pupils in the key stage are beginning to be able to explain their thinking. They can use addition facts and in Y2 can count in twos, fives and tens.
- Pupils in KS1 recognise and name common two- and three-dimensional shapes and are beginning to be able to describe their properties. Pupils in Y2 are beginning to estimate length, and to use standard measures effectively. They are able to identify halves of objects and shapes.
- In KS2, pupils make good progress in their understanding of place value and the four rules of number, including the use of fractions and decimals. They are able to collect data effectively and present it in a variety of appropriate graphs, which they are able to interpret correctly.
- Pupils are aware of the attributes of more complex two- and three-dimensional shapes and are able to carry out investigations into symmetry effectively. Older pupils in KS2 are able to identify angles, work out areas and perimeters effectively and explain lines of symmetry.
- Pupils work on a number of aspects of mathematics most effectively through practical investigative activities. At the beginning of the key stage, they are able to estimate the weight of a variety of everyday food containers, and confirm it by using standard weights in scales. They are able to draw conclusions from this, and recognise equivalence in weight, translating half and quarter kilogrammes into decimal equivalents.
- At the end of the key stage, pupils' investigations are appropriately matched to their ability and related to everyday experiences; in Y5, for example, pupils are able to work out the most economical way for football fans to travel using a combination of mathematical skills. In Y6, pupils begin their understanding of algebra through using a bridge-building exercise which enables them to grasp the idea of finding a formula.

- Throughout KS2, pupils are supported in developing their understanding of number by using personally tailored computer programmes which provide a stimulating extension to their classroom learning.

Shortcomings

- There are no significant shortcomings, although many Y2 pupils are slow in their recall of number facts.

Science

Standards achieved in science are good in both key stages.

Good features

- Pupils have good recall of previous learning in all areas of science and are able to share their understanding effectively. They carry out practical investigations very well, use equipment with care and are able to describe their findings using subject-specific language.
- Pupils show a keen interest in their scientific work, have developed a good understanding of the need for a fair test when conducting investigations and make sensible suggestions about how this can be achieved.
- Pupils in Y1 are able to draw conclusions about the best material to use for wrapping a present, having undertaken a series of tests. They are able to name parts of the body, and can explain the necessary conditions for plant growth.
- Pupils in Y2 are very enthusiastic about their work with minibeasts and can describe their habitats effectively.
- Pupils in Y3 investigate and record the properties of magnets and are eager to share their understanding of forces. Previous work on rocks and soils is recalled well and they are able to describe the differences between rocks and rock cakes in great detail.
- In Y5, pupils extend their previous knowledge of the human body by undertaking meticulous recording of resting pulse rates and how they are affected by exercise. They are able to explain in simple terms how exercise affects heart rate. This extends their work on healthy eating.
- Pupils in Y6 have achieved very good understanding of all NC aspects. During the inspection, they were involved very positively in a transition activity with a secondary school teacher, undertaking field work on pond and field life. They achieved very good standards in this activity.

Shortcomings

- Although there are no significant shortcomings, pupils are not using ICT to record findings or to display results graphically or in tabular form.

Welsh second language

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

Good features

- Pupils in both key stages respond positively to a varied programme of reading, writing and oral activities. They collaborate in groups on reading and written tasks, participate in role play and reinforce vocabulary through language games. Recall of previous work is generally satisfactory and sometimes good.
- In KS1, pupils respond to instructions and reiterate simple expressions in response to teachers' questions. They make good progress in learning phrases associated with themselves. They know their colours and can substitute words in familiar sentence patterns.
- In Y2, pupils respond to questions about the weather and can correctly name parts of the body. They enjoy reinforcing their skills through singing related rhymes and songs.
- Pupils in Y3 make good progress in responding to a varied range of questions. They develop their skills appropriately in asking as well as answering questions relating to themselves and family members. They can express likes and dislikes and recognise and correctly name a range of numbers.
- In Y4, pupils participate enthusiastically in role play relating to hobbies. They collaborate sensibly in pairs to consolidate dialogue through familiar patterns. Effective use is made of video recording for future pupil evaluation.
- During transition activities pupils in Y6 reinforce their oral skills through a question and answer session related to favourite pets.
- Pupils make good progress in their reading skills. They are able to read extracts from their own written work and related texts, follow stories from big books and use flash cards to support their written activities.
- Pupils develop their writing skills through activities which include labelling, word searches, sentence completion from selected language patterns and simple letter writing.
- The assistance of the athro bro and colleagues involved in the transition support programme provides encouragement to teachers in the delivery and organisation of the subject programme and has a positive effect on pupils' progress.

- Attractive displays of cross-curricular work around the school, marking comments in Welsh in pupils' books, and target vocabulary displayed in classrooms contribute to creating a Welsh ethos in the school and assist in reinforcing key language patterns.

Shortcomings

- Incidental Welsh and daily target phrases are not used consistently throughout the school day and applied in other subject areas in all classes to enable pupils to develop confidence and spontaneity in conversation. Consequently, pupils are insecure in their responses.
- In KS2, pupils do not develop independence in their writing through transference of language patterns from one topic to another. This is an area already identified by the school for further development.

Design and technology

Standards achieved in design and technology are good in both key stages. Although no design and technology lessons were observed in KS1, there is good evidence of pupils' ability to design and make effectively, using a variety of materials and joining techniques.

Good features

- Pupils understand the importance of health, hygiene and safe practice in handling tools and materials.
- In KS1, younger pupils have made attractive clay models of their houses in their topic work on materials, and older pupils have made models of the minibeasts they have studied.
- In KS2, younger pupils have carefully considered characteristics of penholders, and have designed, made and evaluated with work well. They used a variety of materials, selected them carefully, measured, joined and decorated them effectively.
- Y5 pupils are able to evaluate the packaging, appearance, smell and taste of a variety of yoghurts, in preparation for designing their own in the future. They have also designed and made orreries and motorised vehicles and can discuss their preferences about these.
- Pupils in Y6 have looked at how the body moves and produced plaster figures in movement based on an armature; they evaluated them effectively. During the

inspection, they worked in groups to measure the classroom and produce borders which would enhance their environment. They were able to examine commercial products, discuss their features, design individual patterns, select the best and work as a group to produce it. They discuss their work using appropriate subject-specific vocabulary.

Shortcomings

There are no significant shortcomings.

Information technology

Standards in information technology are satisfactory in both key stages.

Good features

- In KS1, pupils are making progress in developing their computer skills. They are aware of different uses for computer software and use the keyboard and mouse with increasing confidence.
- Younger pupils are able to produce pictures using a 'paint' programme, and older pupils are beginning to consider how to use a decision tree effectively. They also use a programme to develop their number skills.
- Pupils in Y1 are independent in using the listening centre and can produce and print work with adult help.
- Pupils in several classes are able to explain how to programme a floor robot.
- Throughout KS2, pupils have individualised programmes which develop their mathematical understanding and are able to open their programmes and use keyboard and mouse effectively to put their answers in.
- Pupils in Y3 are developing a good understanding of the uses of e-mail, and learn the skills of importing pictures and sending them to a person outside the school.
- Throughout the school, pupils develop their skills in changing fonts, including sizes and colours. They are able to save their work and print it, where a printer is available.

Shortcomings

- Pupils have few opportunities to use the computer to undertake research in subjects such as history and geography.
- They do not use IT sufficiently to record findings in investigative activities, or in modelling activities.

- During the inspection, some of the IT equipment was out of order, restricting pupils' opportunities to develop their knowledge, skills and understanding effectively.

History

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

Good features

- In both key stages, pupils show a keen interest in history and are enthusiastic in their responses to questions relating to topics previously studied. They have an understanding of the social aspects of history and show empathy with personalities and events. Pupils have a good recall of previous learning and use subject specific vocabulary in their explanations.
- Pupils in KS1 are able to differentiate between aspects of their own lives and the lives of people in the past. They are enabled to develop early skills in historical enquiry through asking questions.
- When questioning a grandparent, pupils in Y1 make informed comparisons with their own childhood. They are attentive and responsive and ask and answer questions confidently. Imaginative use of artefacts enhances the experience.
- In Y4, pupils develop a good understanding of local changes in work activities over past generations. They use different sources to support their research and can discuss their findings with peers.
- Pupils in Y5 show a growing ability to identify the causes and consequences of events when relating to the children of WW2 affected by evacuation. They gather information effectively from a variety of sources to support their judgements.
- In both key stages, pupils' historical knowledge and understanding is enriched through the purposeful use of visits to places of historical interest, questioning visitors, observation of artefacts and the use of a range of sources to support their learning.
- Pupils are interested in sharing information with visitors and at the end of KS2 have good recall of the knowledge they have gained.

Shortcomings

- In some classes in KS2, the overuse of colouring worksheets inhibits pupils in communicating their knowledge and understanding effectively through extended writing.
- The use of time lines in aiding progressive development of chronological awareness needs to be further developed.

- The use of ICT to communicate findings and create and analyse databases needs to be further developed.

Geography

Standards of achievement are good in both key stages.

Good features

- Pupils' geographical skills, their ability to use maps, six figure grid references, diagrams, observe and collect information and interpret aerial photographs is developed throughout the school.
- In KS1, pupils can identify where they live and describe the area around the school. They can identify and make observations relating to the local area including describing features observed in the local park. They are able to communicate their own opinions clearly and answer simple geographical questions.
- Pupils in Y2 develop their mapping skills through matching objects with pictures, the use of symbols, locating groups in the classroom and recording their observations on a plan.
- In Y3, pupils make good progress in developing their geographical skills through their use of aerial photographs to identify human and physical features in the locality. They present their findings appropriately.
- Through their studies on St Lucia, pupils in Y5 are able to consider the essential features of an area and understand some of the processes contributing to its development.
- Pupils in Y6 make good progress in their understanding of the ways in which people affect their environment and of the reasons and motives of people in their response to environmental change through their investigations on land use in Cardiff Bay.
- Throughout the school, pupils are gaining a good awareness of the need for sustainable development.
- Field visits are used purposefully to reinforce pupils' understanding in geography.

Shortcomings

- In collecting, classifying, interpreting and presenting geographical information, pupils lack sufficient opportunities in the use of ICT, including the independent use of the digital camera during field work.

Art

In art, standards achieved are good in both key stages.

Good features

- In both key stages, pupils are developing an appreciation of the use of colour and their competence in drawing skills is increasing.
- Pupils' skills in drawing are used effectively in subjects such as science and design and technology.
- Pupils have a good awareness of the techniques used by artists such as Monet, Picasso and a variety of Welsh artists and are able to use them to produce their own work.
- Pupils in KS1 show a good awareness of the use of space and colour when they produce work after studying the way Picasso produced a three-dimensional picture.
- Throughout the school, pupils use a wide variety of materials to produce good quality drawings and show a developing awareness of colour, tone and texture in their work.
- Pupils in Y6 have made careful studies of bodies in motion in order to produce well-proportioned plaster models based on a matrix.
- Pupils are able to use 'paint' programmes on the computers to illustrate their work effectively.

Shortcomings

There are no significant shortcomings.

Music

Standards achieved in music are good in both key stages.

Good features

- Pupils throughout the school sing with enthusiasm and are beginning to vary pitch and rhythm. They show clear evidence of progression in musical skills and understanding of musical terminology as they move through the school.
- Pupils in KS1 can name and play appropriately a range of untuned percussion instruments and many can maintain a steady beat. Older pupils are beginning to use tuned percussion and are integrating music and dance.

- Younger pupils in KS2 understand and can explain terms such as ‘soloist’ and ‘choir’ and can identify instruments heard in a recorded song.
- Pupils in Y5 are able to compose as a group and produce good results, achieving good timing, dynamics and interpretation.
- In Y6, pupils are able to maintain an instrumental part within a group composition and understand the terms ‘ostinato’ and ‘drone’ used to support their musical development. Pupils are beginning to understand note values and their appraisal skills are developing well.
- Pupils who play the recorder and brass instruments have made very good progress and are achieving good standards.

Shortcomings

- Pupils’ singing lacks refinement at times and they have little idea of improving their technique when singing in choir.

Physical education

During the inspection, lessons were observed in games where standards in KS2 were judged to be good. No lessons of dance or gymnastics were observed, therefore an overall judgement cannot be made. No lessons were observed in KS1.

Good features

- Pupils are enthusiastic and responsive in their curricular and extra-curricular activities through which they develop and refine specific skills.
- Pupils are conscious of the importance of safety and can explain appropriate rules. They demonstrate a developing understanding of the body and its capabilities and know the purpose of warm up and warm down.
- Pupils are attentive during their games lessons and respond well to instructions. They make good progress in applying skills reinforced in the early part of the lesson to later work in pairs and groups. Pupils travel confidently when performing movements that involve change of speed and direction. They control their movements and demonstrate good spatial awareness.
- In Y5, pupils make good progress in developing the skills of dribbling, passing, attacking and defending in their hockey lessons. They handle equipment appropriately and demonstrate sound techniques.
- Pupils in Y6 make good progress in demonstrating co-ordination and control when practising specific skills in tennis. In groups of four, pupils learn to

understand the need for accuracy and timing when sustaining rallies for extended periods.

- Pupils demonstrate discipline and enjoyment in their tasks. They compete eagerly, share space and equipment, show a good understanding of rules and apply elements of fair play to their activities.
- Extra-curricular activities are well supported by pupils and contribute to improving standards through the refining of skills.
- Pupils are involved in written evaluations of their own efforts in gymnastics and dance, in order to improve the quality of their work.

Shortcomings

- There are no significant shortcomings.

Religious education

Standards in religious education are good in both key stages

Good features

- Pupils in both key stages show a sensitive understanding of the significance of religious belief in the lives of others, including other faith communities. They are aware of Christian practices alongside those of other faiths. Visits to places of worship enhance this aspect of their learning.
- Younger pupils in Y1 develop a basic understanding of how other faiths such as Judaism and Hinduism celebrate and worship. They participate enthusiastically in practical class activities relating to different foods for special occasions.
- Pupils clearly understand the need to give thanks, they talk with understanding of the importance of being kind and helpful and are sensitive to the needs of others. In Y2, pupils appreciate the importance of friendships and can give solid reasons for thinking of people as friends.
- Pupils in Y3 are interested and responsive to input by a member of a church community in developing their understanding of the significance of the leadership of Jesus. They can identify the various symbols of Christianity and give reasons for why they are special. Pupils respond to the use of artefacts in this lesson which consolidates their understanding significantly.

- Pupils in Y6, in exploring the life experiences of Hindus and Christians, develop their understanding of religious belief in relationship to life after death. They reflect on the story of Lazarus and can give perceptive responses to questions.
- Pupils develop their knowledge and understanding through a range of well planned experiences, including the support of visiting speakers and the use of relevant artefacts. Good use is made of visits to the local church to enrich pupils' understanding.

Shortcomings

- The school recognises the need to develop tolerance and understanding of religions further through visits to alternative places of worship.
- The use of ICT to support work in religious education is under developed.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

The previous inspection, undertaken in March 1999, identified a number of key issues:

1. Continue to raise standards of achievement in information technology.

The previous report identified standards as unsatisfactory in information technology in both key stages. Standards are now satisfactory but are again identified in this report as requiring improvement.

2. Review the curriculum for information technology, religious education and all foundation subjects to ensure that skills and concepts are developed systematically and progressively as pupils move through the school.

Schemes of work are now in place for the foundation subjects and religious education which show that skills and concepts are developed systematically and progressively. The school has made good progress.

3. Improve standards of assessment, recording and reporting, where appropriate, in information technology, religious education and all foundation subjects so that:

- a) **work is always effectively matched to the individual needs of pupils;**
- b) **parents are better informed about the achievements of their children;**
- c) **statutory requirements are fully met.**

Procedures for assessment and recording are now judged to be of good quality overall and work is matched to the needs of individual pupils. This report again identifies that reporting to parents on the foundation subjects is not sufficiently specific to give a clear indication of what children have achieved, and progress is satisfactory overall.

4. Address any shortcomings in subjects where standards are satisfactory overall.

Standards overall in English are now judged to be good, although speaking still needs further development. Design and technology, geography, art and religious education are now good in both key stages. Standards in Welsh in KS2 and information technology are still satisfactory. The school has made good progress in some aspects of this key issue.

5. Introduce and maintain an effective scheme for teacher appraisal.

Teachers have an annual appraisal meeting with the acting head teacher and the school has made good progress in this aspect.

8.2 Key Issues for Action {~}

{~}The school and governing body need to:

- improve standards in the key skills of speaking and information and communication technology*;
- improve standards in speaking in English*, information technology in both key stages*, and Welsh in Key Stage 2 through ensuring that there is clear progression in the development of language patterns in Welsh through the school and that these are reinforced consistently through using oral Welsh in everyday situations;
- ensure that self-evaluation is focused and purposeful and used effectively to plan future development;
- ensure that senior staff have a clear-cut management role;
- monitor learning and teaching more effectively in the foundation subjects;
- improve the quality and content of collective worship.

* The school has identified these issues as areas for development in the current school development plan.

The inspectors thank everyone associated with the school, especially the acting head teacher, staff, governors and pupils for the kindness, co-operation and courtesy with which they were treated during the inspection.

APPENDIX

A. Basic information about the school

Name of School	Gelli Primary School
School type	LEA maintained
Age -range of pupils	3 – 11 years
Address of school	Ystrad Road Ystrad Rhondda Cynon Taf
Post-Code	CF41 7PX
Telephone Number	01433 435311

Acting Headteacher	Mr P J Warren
Date of appointment	1 September 2002
Chair of Governors/ Appropriate Authority	Mrs N Griffiths
Registered Inspector	Mrs H R D Palmer
Dates of inspection	24 – 27 May 2004

B. School data as indicators

<i>Number of pupils in each year group</i>
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Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	27	30	20	29	27	32	32	29	225

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	3	9.5

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	28 : 1
Pupil : adult (fte) ratio in nursery classes	13 :1
Average class size, excluding nursery and special classes	28
Teacher (fte) : class ratio	1.4 :1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	91.89	91.97	93.2	92.5
Term 2	90.68	86	90.1	88.9
Term 3	94.07	92.87	93.08	93.3

Number of pupils excluded during 12 months prior to inspection.	0
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C. Results of national curriculum assessments and public examinations

National Curriculum Assessment KS 1 Results: 2003			Number of pupils in Y2: 21						
Percentage of pupils at each level				D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	10	10	62	19	0	
		National	0	4	13	63	20	0	
EN: Reading	Teacher Assessment	School	0	10	5	57	29	0	
		National	0	4	14	54	28	0	
EN: Writing	Teacher Assessment	School	0	19	0	67	14	0	
		National	0	5	13	71	10	0	
EN: Speaking and listening	Teacher Assessment	School	0	5	24	62	10	0	
		National	0	2	11	64	22	0	
MATHEMATICS	Teacher Assessment	School	0	0	24	43	33	0	
		National	0	2	9	61	26	0	
SCIENCE	Teacher Assessment	School	0	0	19	67	14	0	
		National	0	2	10	68	20	0	

Percentage of pupils attaining at least level 2 in mathematics, science, and either English or Welsh (first language)			
In the school:	71.4	In Wales	80

National Curriculum Assessment KS 2 Results: 2003							Number of pupils in Y6: 30					
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	7	10	40	43	0
		National	0	0	0	0	1	5	16	45	29	0
	Test/Task	School	0	0	0	0	0	13	3	17	63	0
		National	0	2	1	0	0	4	12	41	28	0
Maths	Teacher assessment	School	0	0	0	0	0	7	10	47	40	0
		National	0	0	0	0	1	4	19	46	27	0
	Test/Task	School	0	0	0	0	0	9	0	33	50	0
		National	0	2	1	0	0	4	19	43	30	0
Science	Teacher assessment	School	0	0	0	0	0	7	10	33	50	0
		National	0	0	0	0	0	2	13	49	33	0
	Test/Task	School	0	0	0	0	0	0	9	13	74	0
		National	0	2	0	0	0	1	10	47	38	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:	83	In the school:	83
In Wales:	70	In Wales:	69

- 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

D. The evidence base of the inspection

Before the inspection, meetings were held with the staff, the governing body and the parents of pupils registered at the school. Fifteen parents were present at the pre-inspection parents' meeting. Documents supplied by the school were scrutinised and 47 questionnaires returned by parents were analysed. A team of three gave ten inspector days to the inspection, in the course of which formal observations were made of 72 lessons or part lessons. In addition, 87 formal notes were made of aspects of pupils' work and provision. Discussions with pupils from all age groups and abilities were undertaken, both inside and outside the classroom. A representative sample of pupils' work from all classes and for the whole academic year was scrutinised. Teachers' plans and records were examined. Inspectors considered the site, fabric and resources of the school. Discussions were held with the Head and with teachers, particularly about their subject management roles. Still within the context of the inspection, reporting back meetings took place with the Head, the staff and the governing body.

E. Composition and responsibilities of the inspection team

Mrs H R D Palmer	1. Context	Early Years
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Registered Inspector	2. Main Findings 3.1 Standards of Achievement 5.1 Quality of Teaching 5.2 Assessment, Recording and Reporting 5.3 Curriculum 6.1 Self-Evaluation 6.2 Leadership and Efficiency 8.1 Progress since the last inspection 8.2 Key Issues	Mathematics Science Information Technology Design and Technology Music Art
Mrs G Rees Team Inspector	3.2 Key Skills 4.1 Spiritual, Moral, Social and Cultural Development 5.4 Support and Guidance 5.5. Special Educational Needs 6.3 Resources	English Welsh as an additional language History Geography Physical Education Religious Education
Mr C Hewitt Lay Inspector	4.2 Behaviour and Attitudes 4.3 Attendance 5.6 Community Links 5.7 Links with Industry	

