

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

A Report on the Quality of Education in

**Gellifaelog Primary School
Penydarren
Merthyr Tydfil
CF47 9TJ**

School Number: 6752010

Date of Inspection: 21 January 2008

by

**Phillip David Watcyn Edwards
15669**

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Gellifaelog Primary School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Gellifaelog Primary School took place between 21/01/08 and 23/01/08. An independent team of inspectors, led by Phillip David Watcyn Edwards undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

| | | | | | | | |
|------|-----|-----|-----|-----|-----|------|-------|
| Year | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| Ages | 4-5 | 5-6 | 6-7 | 7-8 | 8-9 | 9-10 | 10-11 |

Secondary phase:

| | | | | | | | |
|------|-------|-------|-------|-------|-------|-------|-------|
| Year | Y7 | Y8 | Y9 | Y10 | Y11 | Y12 | Y13 |
| 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. Gellifaelog Primary is situated in the Penydarren district and serves the catchment area of Penydarren and Galon Uchaf. The surrounding area is a mixture of private, housing association and council owned properties and is described by the school as socially and economically disadvantaged; it is in a Communities First designated area.
2. The main school building is of a relatively modern design, with a large hard surfaced play area and school field. The under-fives have a newly refurbished and enclosed outside play area with a soft play surface.
3. The majority of pupils come from the surrounding area which the school describes as disadvantaged. English is the predominant home language of the vast majority of pupils. Currently, there are 180 full-time pupils on roll from reception onwards. There is a full-time equivalent of 19 pupils in the nursery, made up of seven children attending part-time in the morning and five attending part-time in the afternoon children with 13 full-time. The annual intake covers the full ability range. There are seven classes some of which are mixed aged.
4. Around 31% of pupils receive free school meals, which is significantly above the all Wales national average of 19.7%. There are 84 pupils (39%) with some form of special educational need (SEN), including 64 on school action and 20 on school action plus; this is above the average percentage. There are no pupils with a formal statement for SEN. There are five children looked after by the authority.
5. There are 11 full-time teachers, including the head teacher, who was appointed since the previous inspection, and a full-time language support teacher. There are four part-time learning support assistants (LSAs) and a full-time school administration assistant.
6. The school was last inspected in spring 2002.

The school's priorities and targets

Aims and objectives of the school

7. The school's vision:
 - It seeks to prepare its pupils for the skills they need in life to grow up to be responsible, self disciplined and co-operative citizens who care about others and their environment and make a valuable contribution to society.
8. The school aims to:
 - create a happy, caring and secure environment where there is a sense of belonging in an atmosphere of mutual respect, co-operation and tolerance;
 - expect high standards and expectations from all in a courteous atmosphere of mutual respect and tolerance, and
 - develop strong links with parents and the community.
9. Its objectives include to:
 - provide a curriculum, which is broad, balanced, relevant and differentiated, which is suited to the needs of the pupils and the society in which they live;

- ensure each child is able to read fluently and accurately with understanding and can communicate clearly and confidently in speech and writing;
- understand the applications of mathematical ideas in various situations in home, school and local area;
- master scientific ideas and be aware of geographical, historical and social aspects of the local environment;
- develop agility and physical co-ordination, confidence in and through movement;
- learn how to acquire information from various sources and to record information and findings in various ways;
- develop and apply their information technology skills in all areas of the curriculum;
- develop and apply their knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales, and
- develop their aesthetic and creative understanding and skills in all areas of art, design and music.

The school development plan (SDP) identifies the following target areas for 2007 – 2008:

- Learning skills and outcomes – problem solving, measure oracy, skills framework and think to learn;
- Teaching and assessment – target setting, tracking, teacher assessment in science and mathematics and pupil self-assessment;
- Curriculum – foundation phase, skills in information technology, developing a themed approach, physical education with the Physical Education and School Sport (PESS) Project and developing the Welsh language;
- Ethos – Healthy school initiative, multiculturalism, involve parents in self-evaluation and review Best Behaviour Benefits All (BBBA) framework,;
- Care and Support – developing aspects of SEN;
- Leadership and management – developing whole school self-evaluation, the role of the school management team (SMT) and subject co-ordinators; and
- Management of resources – workforce remodelling, STRB and further developing the outside environment.

Summary

10. Gellifaelog Primary is a very well led, friendly, inclusive school with a clear strategic direction and high aspirations for its pupils. It has made significant improvements since the previous inspection and standards are improving steadily. The inspection team disagreed with school's judgment on three of the seven key questions and awarded higher grades because the school had underestimated the outstanding progress it has made.

Table of grades awarded

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

11. In the lessons inspected, standards of achievement were judged as follows:

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

12. Standards achieved in lessons are well above the Welsh Assembly Government (WAG) all-Wales target of 98% to be at least Grade 3 and 65% to be Grade 2 or better.
13. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning. Many children begin school with low levels of basic skills. They make good progress through focused and play based activities.
14. Standards in the six areas of learning were as follows:

| Area of Learning | Nursery | Reception |
|---|---------|-----------|
| Language, literacy and communication skills | Grade 1 | Grade 1 |
| Personal and social development | Grade 1 | Grade 1 |
| Mathematical development | Grade 2 | Grade 1 |
| Knowledge and understanding of the world | Grade 2 | Grade 2 |
| Physical development | Grade 1 | Grade 1 |
| Creative development | Grade 1 | Grade 2 |

Grades for standards in subjects inspected:

| Subject | KS1 | KS2 |
|------------------------|---------|---------|
| English | Grade 2 | Grade 2 |
| Mathematics | Grade 2 | Grade 2 |
| Design and Technology | Grade 2 | Grade 2 |
| Information technology | Grade 2 | Grade 2 |
| Religious education | Grade 2 | Grade 2 |

15. Pupils, including those with SEN, achieve good standards in knowledge, understanding and skills. Most pupils achieve well, have positive attitudes to learning, succeed well regardless of their social, ethnic or linguistic backgrounds and reach or improve on agreed targets and goals set by the school. These attributes have a good influence on the quality of their learning.

16. Children under-five make good progress in the key skills of speaking, listening, reading, writing, number and information and communications technology (ICT). Their bilingual skills are outstanding` with many using either Welsh or English naturally.
17. In both key stages, pupils' progress in using key skills across the curriculum is good in listening, speaking, reading, writing, numeracy and ICT. Pupils throughout the school demonstrate good development in their creative and social skills, but, good features outweigh shortcomings in their bilingual competence. On the occasions pupils use incidental Welsh as an integral part of their lessons, it improves their learning very effectively, but this is inconsistent.
18. When the core subject indicator (pupils attaining at least level two in key stage 1 in all of mathematics, science and English) is compared with local and national benchmarks, it is below the county and all Wales figures. When compared with similar schools, namely those with similar free school meal entitlement, it is below and just in the bottom 50%, but this is a significant improvement over the past three years and since the previous report.
19. When the core subject indicator (pupils attaining at least level 4 in KS2 in all of mathematics, science and English) is compared with local and national benchmarks, it is just above the county and all Wales figures. When compared with similar schools, it is slightly above being in the upper 50% which is a significant improvement over the previous three years and compared with the previous report.
20. The significant difference between the performance of boys and girls in both key stages is closing steadily due to recent successful initiatives.
21. A number of factors explain the difference between standards of achievement in classes and attainment in teacher assessments; these include a:
 - high percentage of pupils on the school SEN register;
 - very low baseline assessments for a substantial number of pupils on entry to the school, as well as clear evidence of a considerable value added dimension within results;
 - significant improvement in the percentage of pupils who attain level three in KS1 since the previous inspection and a recent improvement in those attaining level five in key stage 2, and
 - overall standards are improving steadily in both key stages.
22. Pupils' progress in learning is good overall. The trend towards continuous improvement in recent years and the way most pupils who enter school at a low baseline achieve, acquire new knowledge and skills is good; they work productively, develop ideas and increase their understanding well as they progress through the school.
23. Learners generally have a good understanding of the work they are doing, but, seldom review their own individual progress to see what they need to do to improve even further.
24. The development of pupils' personal and social skills is good. Their behaviour is good overall in class lessons, assemblies, during play and lunchtimes with very

few instances of bullying. Although on occasions lively, most pupils are courteous, polite and relate very well to each other and to adults.

25. The average attendance for the three terms before the inspection was 89% which is below the average attendance rate in schools in Wales. Most pupils attend regularly, but the level of attendance is affected by a small number of pupils whose attendance is irregular and those who go away on holidays in school time. Nearly all pupils are punctual at the start of the day with few instances of lateness.

The quality of education and training

26. The quality of teaching was judged as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|----------------|----------------|----------------|----------------|----------------|
| 21% | 62% | 7% | 0% | 0% |

27. Compared with the national picture reported by Her Majesty's Chief Inspector in her annual report 2005-2006, the quality of teaching in lessons judged Grade 2 matches the norm of 62%, and is above the norm of 79% judged Grade 2 or above.
28. The quality of teaching is good or better overall throughout the school and on occasions outstanding. The outstanding overall feature in most lessons is the very good working relationship among teachers, support staff and pupils. Equal opportunities are promoted consistently and work is planned appropriately for the age and varied abilities of learners. Support staff work purposefully and effectively with teachers to improve the quality of pupils' learning.
29. The best lessons observed include the following outstanding features:
- a wide and purposeful range of teaching and learning strategies meets learners' individual needs flexibly and maintains their interest, and
 - high expectations and equality of opportunities enthuse pupils to generate a range of ideas and be actively involved in the learning.
30. Good features in lessons include:
- well prepared and conceived short-term planning with expertise in the subjects being taught;
 - good pace and clear exposition with consistent use of positive praise, and
 - effective teaching of pupils with SEN.
31. Shortcomings in lessons include:
- inconsistency in the rules of engagement between pupils and their teacher.
32. The quality of assessment throughout the school is good overall and enables the school to identify the strengths and weaknesses of individual pupils. Trends in pupils' progress are tracked effectively, but with insufficiently scrutiny and interrogation. Pupils' self-assessment procedures and strategies have begun to be implemented effectively at the end of key stage 2 and their work is marked regularly with positive written comments. They receive good quality feedback, enabling them to understand their achievements so they know what they need to do to ensure further progress. However, in the rest of the key stages these are inconsistent and less effective and not sufficiently developed. Annual reports to

parents conform to statutory requirements and they have appropriate opportunities to discuss their children's progress in meetings held twice yearly.

33. The school responds very well to pupils' aspirations and provides access to a broad, relevant and balanced curriculum. It conforms to NC statutory requirements, is socially inclusive and ensures equal access and effective support for all pupils. The cwricwlwm Cymreig supports and enriches pupils' knowledge and understanding of their Welsh heritage effectively. Children under five receive a wide range of exciting experiences. Clear routines and a very secure, consistent environment are key strengths of the provision. The school's provision for the development of learners' basic and key skills has good features. However, the school does not have a framework that underpins the tracking, planning and promotion of key and basic skills across the curriculum.
34. Pupils are offered a varied weekly programme of extra-curricular activities which enrich their experiences. They often take part in community life and visit a range of places of historical and cultural interest. There is appropriate provision for homework. Pupils' personal development is promoted successfully in the everyday life and work of the school. Whole-school acts of worship meet statutory requirements and assemblies and religious education lessons make an effective contribution towards pupils' spiritual, social and cultural development. The provision of pupils' moral and social development is very good.
35. The school has a good relationship with parents who are generally supportive of the school. There are effective links with local colleges and schools including the feeder comprehensive. There are few curricular links with local business and industry which promote pupils' awareness of the workplace.
36. The outstanding features in the care, guidance and support pupils receive make a considerable contribution to their progress and well-being. The school plans and manages its care arrangements very effectively and makes very good use of a range of support services when needed. It has effective induction and support programmes that help pupils settle in quickly.
37. The school's well structured personal and social education programme (PSE) which conforms very well to requirements and is an outstanding feature. This is integrated into schemes of work across the whole curriculum and permeates all aspects of the school's work and life in an outstanding manner. The School Council is developing very effectively as a forum for gathering pupils' views and involving them in changes to improve their school.
38. Attendance and punctuality is monitored electronically and systematically. The school has appropriate procedures to ensure the protection of children. The health, safety and well being of learners are developed in outstanding ways including attending the breakfast club, the promotion of a wide range of healthy choices from the fruit stall and appropriate physical activities to promote fitness.
39. Provision for all pupils with SEN is an outstanding feature of the school. Careful and often outstanding consideration is given to the needs of the pupils and the school implements effective procedures for early identification and subsequent monitoring of pupils experiencing difficulties in their learning. Clear emphasis is placed on the home/school links in reviewing specific needs and in enabling pupils to make good progress within a positive and encouraging learning environment. A particularly outstanding feature is how most classes have very

effective strategies for supporting any pupils whose behaviour might impede their progress and that of others.

Leadership and management

40. There is clear evidence to show that the significant improvement in standards in the past three years is due mainly to outstanding leadership and management. The school's well-understood mission statement, vision, aims, objectives, priorities and shared values provide an outstanding foundation for improvement and promotion of equality for all which are reflected very well in its life and work.
41. The headteacher's leadership and management of the school are outstanding. She has initiated and implemented significant improvements since her appointment which have resulted in steadily improving standards. Her decisive, yet caring leadership and her ambitious vision for the school provide a very clear strategic direction for the future. She is ably supported by the governors, assistant headteacher, school leadership team and subject leaders who carry out their responsibilities efficiently, confidently and productively.
42. Outstanding arrangements, linked to realistic and challenging targets set out in the very comprehensive SDP, identify individual and whole-school training and development needs of staff, and provides a very effective vehicle for improving standards and the quality of provision.
43. The governors' strategic vision in identifying and implementing necessary priorities since the previous inspection is outstanding and instrumental in moving the school forward. They ensure important statutory requirements are met and oversee performance management procedures very effectively. The administration of daily routines and finances is dealt with very efficiently by the school's experienced secretary.
44. There is a clear emphasis by the school in maintaining and improving standards. The good self-evaluation report produced before the inspection provides an accessible and accurate review of the school's strengths and areas where improvements need to be made. Arrangements relating these to priorities in the next SDP are developing well to establish an increasingly coherent approach to school evaluation and improvement.
45. The governors oversee self-evaluation and ensure priorities are supported through adequate allocation of resources. Actions taken since the previous inspection have resulted in measurable improvements to the quality of the school's provision. Teachers are well qualified, experienced, enthusiastic and committed to strive to meet the needs of all pupils. There is clear evidence that preparation, planning and assessment (PPA) time is improving the continuity, progression and quality of teaching and learning.
46. The school's buildings and land are in very good condition with recent improvements having a positive influence on standards. Resources are purchased to match the school's priorities as set down in the SDP in an outstanding manner. Classroom support assistants and other support staff complement the school's provision and work in close and effective partnership with teachers.
47. The headteacher and the governing body manage the budget very effectively, and the SDP makes clear and effective links between spending decisions and

the school's priorities. Together, they ensure that the school offers very good value for money.

Recommendations

The school needs to:

- R1. maintain the steady progress being made in improving standards;
- R2. build on the good start already made to develop pupil's bilingual competence; and
- R3. extend the pupils' self-assessment initiative, including reviewing their own progress, across both key stages.

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 with no important shortcomings

- 48. The inspection team's findings match the grade given by the school in its self-evaluation report.
- 49. In the subjects inspected, standards of achievement in lessons were judged as follows:

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

- 50. Standards achieved in lessons are well above the Welsh Assembly Government (WAG) all-Wales target of 98% to be at least grade 3 and 65% to be grade 2 or better.
- 51. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning. Children make good progress in developing skills through focused and play based activities. They achieved grade 1 overall in the under-fives.
- 52. Standards in the six areas of learning were as follows:

| Area of Learning | Nursery | Reception |
|---|---------|-----------|
| Language, literacy and communication skills | Grade 1 | Grade 1 |
| Personal and social development | Grade 1 | Grade 1 |
| Mathematical development | Grade 2 | Grade 1 |
| Knowledge and understanding of the world | Grade 2 | Grade 2 |
| Physical development | Grade 1 | Grade 1 |
| Creative development | Grade 1 | Grade 2 |

Grades for standards in subjects inspected:

| Subject | KS1 | KS2 |
|------------------------|------------|------------|
| English | Grade 2 | Grade 2 |
| Mathematics | Grade 2 | Grade 2 |
| Design and Technology | Grade 2 | Grade 2 |
| Information technology | Grade 2 | Grade 2 |
| Religious education | Grade 2 | Grade 2 |

53. Pupils, including those with SEN, achieve good standards in knowledge, understanding and skills. Most pupils have positive attitudes to learning, succeed well regardless of their social, ethnic or linguistic backgrounds and reach or improve on agreed targets and goals set by the school. These attributes have a good influence on the quality of their learning.
54. Children under five make good progress in the key skills of speaking, listening and reading, writing, number and ICT. Their bilingual skills are outstanding with many using either Welsh or English naturally.
55. In both key stages, pupils' progress in using key skills across the curriculum is good in listening, speaking, reading, writing, numeracy and ICT. Pupils throughout the school demonstrate good development in their creative and social skills, but, good features out way shortcomings in their bilingual competence. On the occasions pupils use incidental Welsh as an integral part of their lessons, it improves their learning very effectively, but this is inconsistent.
56. When the core subject indicator (pupils attaining at least level two in KS1 in all of mathematics, science and English) is compared with local and national benchmarks, it is below the county and all Wales figures. When compared with similar schools, namely those with similar free school meal entitlement, it is below and just in the bottom 50%, but this is a significant improvement over the past three years and since the previous report.
57. When the core subject indicator (pupils attaining at least level 4 in KS2 in all of mathematics, science and English) is compared with local and national benchmarks, it is just above the county and all Wales figures. When compared with similar schools, it is slightly above being in the upper 50% which is a significant improvement over the previous three years and compared with the previous report.
58. The significant difference between the performance of boys and girls in both key stages is closing steadily due to recent successful initiatives.
59. A number of factors explain the difference between standards of achievement in classes and attainment in teacher assessments; these include a:
 - high percentage of pupils on the school SEN register;
 - very low baseline assessments for a substantial number of pupils on entry to the school, as well as clear evidence of a considerable value added dimension within results;
 - significant improvement in the percentage of pupils who attain level three in KS1 since the previous inspection and a recent improvement in those attaining level five in key stage 2, and
 - overall standards are improving steadily in both key stages.

60. Pupils' progress in learning is good overall. The trend towards continuous improvement in recent years and the way most pupils who enter school at a low baseline achieve, acquire new knowledge and skills is good; they work productively, develop ideas and increase their understanding well as they progress through the school.
61. Pupils in relation to their varying abilities, including those with SEN, achieve well, achieve realistic targets set for them and make good progress towards fulfilling their potential and moving on to the next stage in their learning. Pupils acquire many good skills necessary to maintain lifelong learning.
62. Learners generally have a good understanding of the work they are doing, but, seldom review their own individual progress to see what they need to do to improve even further.
63. The development of pupils' personal and social skills is good. Their behaviour is good overall in class lessons, assemblies, during play and lunchtimes with very few instances of bullying. Although on occasions lively, most pupils are courteous, polite and relate very well to each other and to adults.
64. The average attendance for the three terms before the inspection was 89% which is below the average attendance rate in schools in Wales. Most pupils attend regularly, but the level of attendance is affected by a very few pupils whose attendance is irregular and those who go away on holidays in school time.
65. Nearly all pupils are punctual at the start of the day with few instances of lateness.
66. Overall, learners' capacity to learn independently is improving appropriately through the development of their thinking skills.
67. The personal, social, moral and wider development of learners is good overall. They appreciate the values and rights of others and are very well aware of equal opportunities issues. The level of respect they have for the beliefs, attitudes and cultural traditions of others is good and is reflected in the warm and courteous way visitors are welcomed to the school. They recognise and show respect for the diversity and cultural traditions within society and the local community.
68. Learners are well prepared for effective participation in the workplace and the community through constructive links with local employers and a range of visits to places of historical and cultural interest.

The quality of education and training

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

Grade 2: Good features with no important shortcomings

69. The inspection team's findings match the grade given by the school in its self-evaluation report.
70. The quality of teaching was judged as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|----------------|----------------|----------------|----------------|----------------|
| 21% | 62% | 7% | 0% | 0% |

71. Compared with the national picture reported by Her Majesty's Chief Inspector in her annual report 2005-2006, the quality of teaching in lessons judged Grade 2 matches the norm of 62%, and is above the norm of 79% judged Grade 2 or above.
72. The quality of teaching is good or better overall throughout the school and on occasions outstanding. The strong overall feature in most lessons is the good working relationship among teachers, support staff and pupils. Equal opportunities are promoted consistently and work is planned appropriately for the age and varied abilities of learners.
73. The best lessons observed include the following outstanding features:
 - a wide and purposeful range of teaching and learning strategies meet learners' individual needs flexibly and maintain their interest;
 - high expectations and equality of opportunities enthuse pupils to generate a range of ideas and be actively involved in the learning, and
 - bilingualism supporting overall learning effectively.
74. Good features in lessons include:
 - well prepared and conceived short-term planning;
 - confidence and expertise in the subjects being taught;
 - clear exposition of learning objectives at the beginning of lessons;
 - good opportunities for pupils to reflect on the work learned;
 - good pace and consistent use of positive praise, and
 - effective teaching of pupils with SEN.
75. Shortcomings in lessons include:
 - inconsistency in the rules of engagement between pupils and their teacher, and
 - lack of pace to maintain pupils' interest effectively.
76. Support staff work purposefully and effectively with teachers to improve the quality of pupils' learning.
77. The quality of assessment throughout the school is good overall and enables the school to identify the strengths and weaknesses of individual pupils. It also highlights areas to be developed effectively.
78. Appropriate baseline assessment is conducted on entry into the nursery and is repeated in the reception class in order to measure progress. Detailed notes are kept on individual children and reviewed on a regular basis to enable their needs to be acted upon in good time.
79. Trends in individual pupil's progress and in the progress of cohorts of pupils are tracked effectively through standardised tests given in English, mathematics and science during an assessment week in early summer. These are collated on a computer spreadsheet program which can be accessed adequately by all teachers to identify who will need further support. The school recognises that

this tracking system requires modification to enable closer and more effective scrutiny and interrogation.

80. Realistic, but challenging teacher assessment targets for English, mathematics and science are set for all year groups on an annual basis. Arrangements are based appropriately on standardisation and moderation to strengthen teacher assessment at KS2. Individual educational plan (IEP) targets for pupils with SEN, set by the class teacher and the Language Support teacher, are reviewed thoroughly on a termly basis.
81. There are a variety of adequate strategies to identify pupils' individual targets in classes, but no agreed ones to promote consistency in their effectiveness apart from looking at both the pupil's work and the subject skills ladder. These targets are reviewed on an on-going basis to inform planning.
82. Pupils' work is marked regularly with positive written comments made often on work in core subjects, particularly in English. Pupils at end of KS2 receive good quality feedback, enabling them to understand their achievements so they know what they need to do to ensure further progress. However, in the rest of the school, this is inconsistent and less effective.
83. Pupils' self-assessment procedures and strategies have begun to be implemented effectively at the end of KS2, but are not sufficiently developed throughout both key stages. Records of personal achievement provide a comprehensive overview of individual pupil's progress throughout the primary phase.
84. Levelled subject portfolios, mainly in language are being collated, but their contribution to the process of standardising pupils' work in other subjects is limited.
85. Annual reports to parents conform to statutory requirements and give detailed comments on achievements and judgements on standards of work. They include targets which show the way forward to pupils. Parents have appropriate opportunities to discuss their children's progress in meetings held twice yearly.

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

| |
|---|
| Grade 2: Good features and no important shortcomings |
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86. The inspection team's findings match the grade given by the school in its self-evaluation report.
87. The school responds very well to pupils' aspirations and provides access to a broad, relevant and balanced curriculum. The curriculum is stimulating and enriched by an interesting and varied range of learning experiences. All subject policies are in place and schemes of work are reviewed regularly to ensure that there is progression and continuity in pupils' learning and to reflect new initiatives. The provision for both key stages conforms to NC statutory requirements and the religious education locally agreed syllabus. It is socially inclusive and ensures equal access and effective support for all pupils. Equality of opportunity underpins curricular provision consistently.

88. The overall quality of provision for the under-fives is appropriate to their needs and pupils are making very good progress towards the Desirable Outcomes for Children's Learning. A wide range of exciting experiences are provided which stimulate children's interest and enjoyment in the six areas of learning. Clear routines and a very secure, consistent environment are key strengths of the provision.
89. The school's provision for the development of learners' basic and key skills has good features. Opportunities to promote and apply learners' basic and key skills are identified in schemes of work and teachers' lesson plans. Good features include the way members of staff encourage pupils to use the vocabulary related to these basic skills to help them reflect on their learning. Plenary sessions are often used to consolidate pupils' knowledge and understanding of the skills developed in the lessons. However, the school does not have a framework that underpins the tracking, planning and promotion of key and basic skills across the curriculum.
90. Pupils have good opportunities to work together in pairs and groups and the emphasis placed by the school on developing learners' thinking skills is proving effective and pupils develop the skills of independent and collaborative working well.
91. Pupils are offered a varied weekly programme of out-of-hours activities which enrich their experiences. In addition, they often take part in community life and visit a range of places of historical and cultural interest to broaden their understanding of the community effectively. Visitors, including members of the community, make an good contribution to curricular experiences and play an important part in the life of the school. There is appropriate provision for homework.
92. Pupils' personal development is promoted successfully through the PSE programme which meets requirements and the everyday life and work of the school. Strong values and learning experiences make a substantial contribution towards broadening learners' understanding of moral matters such as respecting truth and justice.
93. Whole-school acts of worship meet statutory requirements. The head teacher plays a prominent role in the weekly programme of collective worship, and ensures that assemblies make an effective contribution towards pupils' spiritual, social and cultural development. Pupils know their views are respected and this develops their sense of identity and self-worth effectively. However, there are limited opportunities for pupils to reflect on the central message introduced in the assemblies, by drawing upon issues and experiences within their own lives and those of the lives of others. Religious education lessons also contribute well to spiritual development.
94. The provision of pupils' moral and social development is very good. A great emphasis is placed upon ensuring that pupils are polite to one another and to staff and visitors. There are many opportunities for very effective co-operation within groups in the classroom. Through planned activities such as class tasks, the School Council and involvement in school assemblies, pupils have very good opportunities to take responsibility for a number of areas of school life.

95. The school has a good relationship with parents who are generally supportive of the school. The responses from the pre-inspection questionnaire and meeting indicate the parents are satisfied with pupils' work and the values promoted by the school. The newly resurrected Parent Teacher Association plays an increasingly active role in supporting the work of the school by contributing to the provision of facilities and resources for pupils. Parents speak in glowing terms about the usefulness of the school's website.
96. Students from local schools and colleges are welcomed into the school regularly on placements. There are effective links with other local schools, including the feeder comprehensive.
97. There are few curricular links with local business and industry which promote pupils' awareness of the workplace.
98. The promotion of bilingual opportunities allows pupils to make good progress in their competence, with a few individuals at the upper end of key stage 1 applying previous knowledge very well. The range of tasks given is variable and insufficiently challenging at the upper end of key stage 2. Pupils at the early years' stage cope with the language particularly well, which is an outstanding feature, as many are prepared to converse freely in short sentences or phrases. Skills in KS1 and lower KS2 are developing well. Planning is focussed in most classrooms. Pupils speaking and listening skills in KS2, are improving steadily, leading to a gradual improvement of reading and writing in Welsh. The cwricwlwm Cymreig supports and enriches pupils' knowledge and understanding of their own culture effectively. The school celebrates St. David's Day and teachers' planning includes visits to places of interest and Welsh heritage enriching their knowledge and understanding. Their awareness of other cultures is good.
99. The school is proactive in combating social disadvantage and stereotyping and presents pupils successfully with equality of access and opportunity across the full range of its provision.
100. Pupils' awareness of the need for sustainable development is very well promoted through recycling and energy conservation projects. The school has formed an eco-committee which meets on a regular basis and the pupils are involved fully in all aspects.
101. The school provides an appropriate range of opportunities to develop entrepreneurial skills and the skills needed to support economic developments. Opportunities include a wide range of fund raising projects.
102. The schools' provision reflects well national priorities to promote life long learning skills and suitably raises pupils' awareness of community regeneration and the impact of social and economic changes in society

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

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| Grade 1: Good with outstanding features |
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103. The findings of the inspection team did not match the Grade 2 judgement made by the school in the self-evaluation report and judged this key question to be Grade 1 as the outstanding features in the care, guidance and support pupils receive make a considerable contribution to their progress.
104. The school plans and manages its care arrangements very effectively and makes very good use of a range of support services when needed. This provision makes an outstanding contribution to the well-being of pupils. Pupils confirm that they feel valued as individuals and are very well supported. Observations of pupils during lessons and playtimes confirm that positive relationships are formed so that they feel secure in the knowledge that their needs will be dealt with appropriately and sensitively.
105. The quality of the school's partnership with parents, carers and employers is very good. The school engages parents and takes account of their views effectively through regular newsletters and questionnaires. Parents are provided with an informative prospectus and annual report from the governors and a home-school agreement is implemented.
106. The school has effective induction and support programmes that help pupils settle in quickly, for example parents of new children are invited to view the school and meet staff.
107. The school's well structured PSE is an outstanding feature. This is integrated into schemes of work across the whole curriculum and permeates all aspects of the school's work and life in an outstanding manner. Pupils reflect clearly the school's values of honesty, trustworthiness and tolerance and respect for others. The school council is developing very effectively as a forum for gathering pupils' views and involving them in changes to improve their school.
108. Attendance and punctuality is monitored electronically and systematically. The school seeks to maintain parental awareness of their responsibilities in helping to ensure good attendance and punctuality. The school is diligent in assuring the healthy development, safety and well being of pupils. Appropriate risk assessment procedures are implemented to help ensure a healthy and safe environment. One member of staff is fully trained in first aid. The health, safety and well being of learners is developed in outstanding ways such as through the PSE programme which conforms very well to requirements, the well attended breakfast club, the promotion of a wide range of healthy choices from the fruit stall and appropriate physical activities to promote fitness.
109. The school has appropriate procedures to ensure the protection of children. Designated personnel are in places who have received appropriate training. Information about the procedures to be followed, when concerns arise, is disseminated effectively to members of staff to help ensure a clear understanding and maintain awareness of their responsibilities in this area.
110. Provision for all pupils with SEN is an outstanding feature of the school. The learning support policy provides a very well co-ordinated and clearly documented provision in accordance with the code of practice. Careful and often outstanding consideration is given to the needs of the pupils and the SENCo

implements effective procedures for early identification and subsequent monitoring of pupils experiencing difficulties in their learning.

111. The school is sensitive to issues of inclusion and this enables learning support assistants to provide good quality support for pupils with SEN and in so doing allow them full access to the curriculum.
112. Clear emphasis is placed on the home/school links in reviewing specific needs and in enabling pupils to make good progress within a positive and encouraging learning environment.
113. Review of IEPs is carried out in accordance with development at appropriate and regular intervals with updates and consultation with parents. The use of external agencies is good and provides appropriate support for the school and pupil. The school has recently adopted a new format for IEPs that is focussed on pupils taking a great responsibility in identifying their improvement targets.
114. A particularly outstanding feature is that most classes have very effective and consistent strategies for supporting any pupils whose behaviour might impede their progress and that of others. Pupils are kept busy, on task, with good behaviour expected of them and given appropriate praise at every opportunity. There are clear policies to promote high standards of behaviour and well considered strategies to prevent bullying, discrimination and all forms of harassment.
115. The school has a very effective equal opportunities policy that helps to promote pupils' understanding of equality well.
116. There is a very positive policy of inclusion implemented effectively and all pupils, regardless of their background, ability, race or gender have full access to the curriculum and to all extra curricular activity.
117. There is outstanding provision to promote pupils' understanding of diversity in a global society based on mutual respect and racial equality. The school takes effective steps to avoid placing pupils, including those with physical disabilities, at any substantial disadvantage.
118. The school ensures that all pupils are treated equally and are integrated fully into the life and work of the school. This is outstanding in that pupils feel valued and there is a clear expectation they can achieve success.

Leadership and management

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

Grade 1: Good with outstanding features

119. The inspection team disagreed with the judgement given by the school in the self-evaluation report in that it judged the number of outstanding features merited the higher Grade 1. Although there is not a direct match with the Grade 2 judgment given to key question 1, there is clear evidence to show that the significant improvement in standards in the past three years is due mainly to outstanding leadership and management.
120. The school's well-understood mission statement, vision, aims, objectives, priorities and shared values provide an outstanding foundation for improvement and promotion of equality for all which are reflected very well in its life and work.

121. The headteacher's leadership and management of the school are outstanding. She has initiated and implemented significant improvements since her appointment which have resulted in steadily improving standards. Her decisive, yet caring leadership and her ambitious vision for the school provide a very clear strategic direction for the future. She is ably supported by the governors, assistant headteacher, school leadership team and subject leaders who carry out their responsibilities efficiently, confidently and productively. Together they ensure all pupils and adults are fully included in all aspects of the school's life and work and pride in the continued development of the school.
122. There are effective arrangements that take account of WAG priorities and local partnerships and consortia agreements, including the effective transition arrangements being developed with other schools in the cluster. The school leadership is taking appropriate action to prepare and resource the forthcoming Foundation Phase.
123. Outstanding arrangements, linked to realistic and challenging targets set out in the very comprehensive SDP, identify individual and whole-school training and development needs of staff, and provides a very effective vehicle for improving standards and the quality of provision. Targets are now met successfully and subject leaders play an effective role in tracking the standards being achieved in their subjects through monitoring pupils' work.
124. The established school council is well run and provides pupils with a strong sense of citizenship and responsibility.
125. A particularly outstanding feature in the leadership and management of the school is the well considered redistribution of co-ordinators' responsibilities linked to their strengths and interests. This has resulted in the introduction of many new and effective initiatives and developments which are improving standards.
126. The governors are closely involved in the life of the school and meet their responsibilities very well. Their strategic vision in identifying and implementing necessary priorities since the previous inspection is outstanding and instrumental in moving the school forward.
127. The governing body is very aware of the importance of its role in supporting the well-being of the school. Its prudent monitoring of the quality of provision to match the needs of the school to ensure priorities for improvement are met during a falling roll situation has been effective.
128. The governing body ensures important statutory requirements are met. It is very well-informed about the school's performance and progress. They oversee performance management procedures very effectively and these are followed appropriately by the headteacher and subject leaders to promote their professional development.

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

Grade 2: Good features and no important shortcomings

129. The inspection team agreed with the judgement given by the school in the self-evaluation report.
130. There is a clear emphasis by the school in maintaining and improving standards. Leaders have a secure knowledge of the school and are well informed about the areas for which they are responsible. This is evident in the good self-evaluation report produced before the inspection which provides an accessible and accurate review of the school's strengths and areas where improvements need to be made. Arrangements relating these to priorities in the next SDP are developing well to establish an increasingly coherent approach to school evaluation and improvement.
131. Recent arrangements to seek the views of learners and parents to improve quality and standards already inform future self-evaluation appropriately.
132. All those involved in providing education are taken into account in the self-evaluation process. Useful analysis is made of a range of data, including baseline assessments in reception classes and assessments to track pupils' progress through the key stages. This continues to develop well and enables the school to identify more accurately those areas in the curriculum which learners need to improve.
133. This year's comprehensive SDP contains details of the priorities and targets for this school year and beyond, together with appropriately time-related and measurable criteria. It provides focussed strategic direction. Clear targets are prioritised and proper consideration given to allocation of resources.
134. The governors oversee self-evaluation appropriately through regular meetings with the head teacher and staff and through every day involvement with the school. They work together effectively to ensure priorities are supported through adequate allocation of resources. Outstanding features are the improvements made and being made to the fabric of the school building and establishing a new computer suite.
135. Actions taken since the previous inspection have resulted in measurable improvements to the quality of the school's provision. The school has produced a strategic plan, involving the headteacher, all staff, governors, parents and pupils, based on high quality self-evaluative processes. It addresses effectively, all the numerous shortcomings identified in previous report on leadership and efficiency, self-evaluation and planning for improvement, assessment, recording and reporting, provision for pupils with SEN, key skills across the curriculum, personal and social education, equal opportunities and diversity, pupil welfare and guidance, information provided for parents. All the subjects inspected are graded 2. The school has ensured that the school complies with WAG statutory requirements and guidelines in relation to SEN, collective worship, school prospectus, governors' annual report to parents, recording and reporting attendance, sex education, drugs education and equal opportunities and diversity.

136. The inspection team agreed with most of the judgements made by the school in its self-evaluation report. Where it disagreed, it was due to the school underestimating its effectiveness. This confirms that the school's own self-evaluation is based overall on secure evidence and sound judgements.

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

Grade 1: Good with outstanding features

137. The inspection team disagrees with the Grade 2 judgement given by the school in the self-evaluation report. The weighting for this key question is on how efficiently resources are managed to achieve value for money and it was judged that leaders and managers ensure very good value for money through using available resources efficiently and prudently which have led to significant and continued improvements.
138. The outstanding contribution of all personnel who work as a dedicated team ensures that all pupils are cared for and taught well. Teachers are well qualified, experienced, enthusiastic and committed to strive to meet the needs of all pupils.
139. There are outstanding arrangements for non-contact time, performance management and continuous professional development of staff. In-service training is held internally and externally in order to meet the professional needs for all and the programme is linked very appropriately to priorities within the SDP. There is clear evidence that PPA time is improving the continuity, progression and quality of teaching and learning in design technology and physical education. Resources for the workforce reform are effectively deployed.
140. The school's buildings and land are in very good condition with recent improvements having a positive influence on standards. The outdoor area dedicated to the under fives is appropriate for the needs of the forthcoming foundation phase. Classrooms are of an appropriate size for the number on roll and the imaginative use of displays of pupils' work and other learning materials create a very stimulating educational environment. This is one of the outstanding features of the school. The level of maintenance and the standards of décor and cleaning are very high.
141. Resources are purchased to match the school's priorities as set down in the SDP in an outstanding manner. The school has a very good supply of resources to support the NC and religious education and there is thorough supervision by the co-ordinators and the head teacher. The school's communications technology resources are used effectively and the school's development plan incorporates the imminent development of large modern ICT suite.
142. Classroom support assistants complement the school's provision and work in close and effective partnership with teachers. Lunchtime supervisors uphold the very good standards of care, and lunchtimes are orderly and good natured social occasions.
143. All areas of expenditure are very carefully planned, monitored and analysed and the best possible use is made of what is available. The head teacher and the governing body manage the budget very effectively, and the SDP makes clear and effective links between spending decisions and the school's priorities. Together, they ensure that the school offers very good value for money.

144. The administration of daily routines and finances are very efficient and the school's experienced secretary supports the headteacher and governors very effectively.

Standards achieved in subjects and areas of learning

Under 5s

145. Children under five flourish in a vibrant and stimulating learning environment and make rapid progress in learning.

Language, literacy and communication skills

Nursery: Grade 1 – Good with outstanding features

Reception: Grade 1– Good with outstanding features

Outstanding features

146. Considering many children start school in the nursery with limited language skills, they make outstanding progress in their language skills in relation to their ability. The standard of listening is outstanding, especially in the nursery where they listen with interest and curiosity to stories read by adults and when they communicate with their peers. They carry out instructions very well and with confidence. Children in both nursery and reception express their thoughts and ideas with confidence, often sharing their ideas willingly and developing their vocabulary effectively. The children's bilingual responses are outstanding as they become competent and confident in using either English or Welsh as a second language naturally in appropriate situations such as asking questions about the Welsh story character, 'Tedi Twt', or during role play such as playing the part of a doctor at a medical centre.

Good features

147. Children in nursery handle books with care, turn pages appropriately as they have a clear awareness of how they work. They recall and retell stories well and can sequence pictures to show the beginning, middle and end of a story. They talk excitedly about their favourite tales and characters. They also begin to understand that not all reading material takes the form of a story book.
148. Reception children select their own books and express a preference for different types of stories confidently. Many read simple text accurately developing their phonic skills well through their knowledge of letter sounds. They understand that some parts of the story are spoken by its characters while other parts tell them what is happening next. They express their own valid opinions sensibly.
149. Nursery children use a range of instruments confidently to make marks on paper while others, at a more advanced stage of development, can form some recognisable symbols. In reception, children develop writing through emergent writing in role play. The more able space words and form letters correctly, then interpreting what they have written. Their writing in real life situations is often meaningful and indicates an understanding that there are many purposes to writing.

Shortcomings

150. There are no major shortcomings

Personal and Social Development

Nursery: Grade 1 – Good with outstanding features

Reception: Grade 1 – Good with outstanding features

Outstanding features

151. Children in the nursery and reception make outstanding progress in developing their personal and social skills. They develop excellent relationships with staff, and show respect towards adults. Nursery children settle to their routines quickly and their ability to concentrate for long periods is an outstanding feature and they develop into confident and independent individuals by reception age. Children in nursery are aware that they are all valued and this makes an outstanding contribution to their self-esteem, their curiosity and their confidence in speaking to adults. Reception children's awareness of equal opportunities and fair play are outstanding features of their social development. Many make sensible choices, share and take turns with toys and equipment in their free play periods. Nursery children ride big toys such as tricycles and buggies with exuberance, yet take reasonable care and skill to avoid bumping into each other.
152. The confidence and independence of children in the nursery and reception supports their learning in an outstanding manner, enabling them to benefit fully from the activities in which they engage. Nursery children experiment confidently and become increasingly independent in both solitary and group play situations. Reception children keep on task and respond very well to adult intervention and understand the benefits of listening closely to guidance and suggestions.
153. Under-fives eagerly share their thoughts and show joy from their achievements and have an outstanding awareness how they should behave when involved in social occasions, such as snack time.

Good features

154. Children also show a clear understanding of the need to respect resources and the need for tidying up when a task is complete. The majority take an increasing responsibility for their personal hygiene. They understand the importance of wearing protective clothing for messy activities and washing their hands afterwards. They quickly change clothes for activities, asking for help at appropriate times. They put on their own aprons and change into 'wellies' for outdoor play many without support.

Shortcomings

155. There are no major shortcomings

Mathematical Development

Nursery: Grade 2 – Good features with no important shortcomings.

Reception: Grade 1 – Good with outstanding features.

Outstanding features

156. In the reception, children achieve outstanding standards and successfully use mathematics as an integral part of activities such as cooking, shopping activities, building with bricks, using dough and sand and water play. They use mathematical language confidently.

157. Children in the reception class use mathematical language confidently in different contexts such as sorting by colour, size and shape, and show an outstanding awareness of number. They match numbers correctly to signs and sounds, and count to at least ten and back with good understanding, with the more able exploring higher numbers and counting confidently to twenty. They sequence numbers accurately by pegging cards with numbers on them on a line and predict the next number in a sequence. Reception children identify confidently two numbers which add up to ten and record these number bonds using correct mathematical signs.
158. Reception children's understanding of the passing of time and the sequence of events in the day is outstanding. Children begin to use non-standard measures confidently during practical activities.

Good features

159. Nursery children show a good awareness of number when working independently. They count accurately and confidently. They can identify basic shapes correctly and show an understanding of the differences in shape when forming letters with circles, triangles and rectangles from pasta. They enjoy exploring numbers to five; many count confidently to six and beyond and sort a large number of items. They have a good recall of many number songs, rhymes, stories and counting games which support their understanding of number concepts very well.
160. Nursery children recognise and name simple two-dimensional shapes and some three-dimensional shapes. They enjoy singing number rhymes and action songs, which support their understanding of number concepts.
161. Reception children recognise and name a range of simple two and three-dimensional shapes well. They understand the purpose and use of money and sort and match coins by value through a range of role-play 'shopping' activities such as buying fruit.
162. All children under five handle a computer programme with accuracy when practising number skills.

Shortcomings

163. There are no major shortcomings.

Knowledge and Understanding of the World

Nursery: Grade 2- Good with no important shortcomings

Reception: Grade 2- Good with no important shortcomings

Good features

164. Children in nursery and reception are excited and curious to find out about the world around them and frequently ask questions about why things happen and how things work. Their understanding of the seasons and their features is good. All pupils have a growing appreciation of seasonal changes and can relate to the changing colour of leaves. They know that if you are ill you visit a doctor who makes you better. They are beginning to understand the idea of time and that there is a sequence of events in school.
165. In the nursery, children know that they have changed in many ways since they were smaller. They talk confidently about themselves and their families. They

show a good awareness of the importance of caring for their environment and begin to develop a good understanding of other cultures.

166. Reception children explore materials in the outside area and describe accurately items in the environment, especially objects they may find. They use computers, controllable toys and manipulate the cursor and mouse effectively. They create pictures using simple paint and graphic programs.

167. Children's understanding of life long ago and how it was different from today is good.

Shortcomings

168. There are no major shortcomings.

Physical Development

Nursery: Grade 1- Good with outstanding Features

Reception: Grade 1- Good with outstanding features

Outstanding features

169. Children's ability in both nursery and reception to handle small apparatus is outstanding. They use scissors safely to cut along straight lines, glue accurately and carefully, and use large construction toys most effectively to assemble and disassemble structures. They display good control of the operating parts of the computer on appropriate occasions during lesson activities.

170. Children in the nursery have very good body control and awareness in movement during physical activities in the hall and when working outdoors. Children move confidently and imaginatively, and display increasing control and co-ordination when they walk, run or skip. When playing with big toys they show a very good awareness of space and are extremely agile and adventurous. They successfully ride and manoeuvre a range of wheeled vehicles and toys with good skill and control.

171. Reception children have outstanding physical skills and co-ordination when balancing different parts of the body during physical development activities. The adventurous, yet sensible way they explore space is outstanding.

Good features

172. The children's mobility and physical control develops well in many different settings provided.

173. In nursery and reception, children's fine motor skills are developed well through handling appropriate tools, objects such as construction pieces and malleable materials. They use these safely and with increasing control.

174. Children under five develop a number of basic ICT skills well, such as loading paint and operating the mouse. They can print their work when required.

Shortcomings

175. There are no major shortcomings.

Creative Development

Nursery: Grade 1 - Good with outstanding features

Reception: Grade 2 - Good with no important shortcomings.

Outstanding features

176. The nursery children's ability to communicate and express their thoughts imaginatively and creativity is outstanding. Role play and imaginative drama are well developed, for example when children dress up and enjoy taking the role of a doctor in a surgery.
177. Nursery children create colourful and imaginative pictures and patterns independently to an outstanding standard. They handle equipment such as spreaders and paintbrushes carefully and accurately and use a range of media very effectively for drawing, painting and model making. They observe keenly and produce detailed pictures. They have an excellent awareness of colour, line and shape, and their lively use of the imagination.

Good features

178. Children in the nursery and reception sing a range of English and Welsh songs tunefully and energetically. They name a range of untuned musical instruments, handle them appropriately, describe the sounds they produce and play them effectively when keeping a beat while others sing.
179. They respond to rhythm well when playing percussion instruments, and show a great deal of sensitivity when listening and reacting to music, They have knowledge of a good range of songs and rhymes in both English and Welsh which they sing enthusiastically and tunefully.
180. Children in the reception create pictures and patterns independently after careful consideration of appropriate and suitable materials such as attractive and recognisable representations of trees. They make sensible choices about materials and media they would like to use in their paintings, drawings, printing, collage work and clay models and comment on the work of others in their respective groups.

Shortcomings

181. There are no major shortcomings.

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

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

Good features

182. In both key stage 1 and key stage 2 pupils' listening skills are good. In the majority of classes they listen attentively and with interest to the teacher, classroom assistants and others and are keen to contribute to lessons. Many start school with limited oracy skills, but make good progress towards speaking clearly and are enthusiastically in response to teachers' questioning.
183. Pupils in both key stages voice their opinions and present knowledge and ideas well. They generally use language that is appropriate to the occasion and develop good skills in supporting arguments.

184. In key stage 1, pupils develop positive attitudes to reading and the majority make good progress with no important shortcomings. They possess a number of strategies to decode new words by looking at patterns or by using phonic skills. The more able learners identify grammatical conventions correctly such as capital letters, full stops and speech marks in a big book. They can talk with interest about the events and characters in the books they read.
185. Learners in key stage 1 make good progress in writing, especially the older ones. They write for different purposes and produce a range of texts in an appropriate style. Pupils record personal experiences enthusiastically, and produce effective reports, instructional and persuasive writing in line with their age and ability. They are able to combine nouns, verbs and adjectives skilfully to compose poems and write about topics that have interested and inspired them. Their handwriting is generally neat and legible.
186. The majority of pupils in key stage 2 read with developing accuracy, fluency and expression and have a clear understanding of what they read. The majority use effective strategies to work out unfamiliar words when reading. Across the key stage, pupils are sufficiently familiar with the conventions of books and have a good understanding of the difference between reference and fiction books. The majority can discuss characters and events in a story effectively. They can give their opinion on favourite characters. Towards the end of the key stage some more able pupils are very proficient readers and can describe plots with ease.
187. Pupils in key stage 2 write well for different purposes and audiences. They produce poems, letters, stories, instructions, dialogues, newspaper reports and book reviews. Many learners at the upper end of the key stage produce purposeful and sustained writing, making imaginative use of a wide and varied vocabulary as well as colourful imagery. Their ability to vary sentences, to paragraph, create differing effects, as well as spell and punctuate with an increasing measure of accuracy is generally good. By the end of the key stage, pupils extend their ideas, expressing and justifying themselves on paper and by means of information and communications technology in an effective manner.
188. The quality of the handwriting improves noticeably and, by the end of the key stages, a significant number have reached high standards.

Shortcomings

189. There are no important shortcomings in either key stage, though the more proficient readers in key stage 2 do not extend their reading range sufficiently to include more challenging material.

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

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

Good features

190. In both key stages pupils develop a good understanding of mathematical concepts through a range of mental and practical activities, supported effectively by the newly adopted thinking skills strategy.
191. Younger pupils in key stage 1 have a good grasp of basic number and become confident through practical activities. Learners read, write and arrange numbers

with increasing accuracy and use the mathematical language related to number correctly. They recognise most coins and start to tell the time on the hour.

192. Pupils in key stage 1 can estimate, measure and weigh using different non-standard units and are familiar with simple fractions. They have good recall of the names of two-dimensional shapes, such as circle, triangle, and hexagon; they are well aware of their properties and differences and match the shape to its description confidently.
193. Younger pupils in key stage 1 gain increasing confidence in collecting data to produce an eye colour tally chart and present their findings appropriately in graphical form as a pictogram. Older ones conduct a traffic survey competently and present their findings as a pie chart.
194. Older pupils in key stage 1 count and sequence numbers from one to 20 confidently and identify odd and even numbers accurately. They understand and apply simple mathematical terms with increasing confidence when adding on in tens and they appreciate the relationship between adding and taking away.
195. Younger pupils in key stage 2 calculate and solve money problems accurately using the four rules. They know basic shapes and their properties and are familiar with symmetry and digital and analogue time.
196. Learners in key stage 2 use the four rules with increasing assuredness and use a good variety of strategies in their mental work on multiplication. They collect a range of data, present it correctly, and make meaningful conclusions on the basis of their work.
197. As pupils progress through key stage 2, they use a wider mathematical vocabulary, measure in standard units in length, weight and capacity and become increasingly accurate in estimating measures and quantities. They recognise more complex two and three-dimensional shapes and relate their properties well.
198. Older pupils in key stage 2 measure area effectively and they are able to calculate correctly the perimeter of regular and irregular shapes. They develop a good understanding of co-ordinates. Pupils measure time well, including 24 hour time and have a good grasp of capacity.
199. Older pupils in key stage 2 know about different types of angles and measure them in degrees accurately. They produce accurate line graphs and can plot co-ordinates in four quadrants.

Shortcomings

200. There are no important shortcomings, but in both key stages, pupils' application of their thinking skills to mathematical problems is inconsistent.

Information technology

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

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

Good features

201. Younger pupils in key stage 1 use the mouse confidently to select tools and icons in programs and begin to recognise the various types of icons used for files. They use the keyboard well and have good control of the mouse and are able to create their own work and print it.
202. Older key stage 1 pupils select different tools and change colours confidently. Learners develop word processing skills well and some format text, copy, paste and download pictures. They work with sufficient independence and explain what they are doing well.
203. Key stage 1 pupils' knowledge of using simple computer-based models to explore and try out imaginary school and home activities is developing well.
204. In key stage 2, pupils develop and improve their word processing skills well and they apply these confidently when producing various pieces of writing. They use a range of various fonts and styles and combine texts and images effectively. They handle computer generated data confidently, utilising a variety of commercial programs. They select the most appropriate way to show graphical interpretation from information they have collected. They apply a publishing program successfully to create clear and informative displays.
205. Pupils in key stage 2 are well aware that information can be organised and structured on a computer data base to find answers to questions often more quickly than doing so manually. They are adept at entering data on the computer and discuss the relative merits of using the computer versus paper or 'clown' cards and come to valid conclusions.
206. Pupils in key stage 2 produce very effective multi-media presentations and access the internet effectively to download relevant information. Older ones use hyperlinks to create their own web pages on World War 2 and access the school's own web page to download information relevant to their tasks. They use e-mail effectively for research purposes, for example in history.
207. Pupils in KS2 explore patterns and relationships confidently in computer based models and predict the outcomes of different decisions.
208. Pupils at both key stages use the interactive whiteboards purposely in lessons to consolidate and improve their learning effectively. Pupils in both key stages record their actions using a variety of digital cameras and use this information for evaluation purposes very well.

Shortcomings

209. There are no important shortcomings.

Design technology

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

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

Good features

210. Pupils in both key stages use a variety of materials to make a range of products. They are well aware of health and safety considerations and the need for food hygiene. They plan their work regularly and evaluate their products well both orally and in writing.
211. Pupils in key stage 1 design and construct well made wheeled vehicles with a moving axle using made materials such as tubs, disks, corrugated card, paper and paint.
212. Younger pupils in key stage 1 apply good cutting skills to make a range of pop-up cards of different animals using a choice of appropriate materials. They design and make wholesome kebabs, considering carefully their choice of ingredients to make them tasty and nourishing.
213. Older pupils in key stage 1 design and make paper faces to represent human emotions such as being happy or sad and imaginative 'Fantastic Creatures' with articulated joints.
214. As part of a project on the Celts, younger pupils in key stage 2 research what garments they wore such as helmets, kilts and jewels then design and make a range of clothing for Celtic puppets from different textiles such as felt, hessian and cardboard. They demonstrate good cutting and gluing skills in making their puppets.
215. Younger key stage 2 pupils are given a design brief to explore different types of shoes and design their own based on the features of the most popular. They gather data on the most popular type of shoes in their class represent it in graphical form and design and make good representations of shoes from a range of materials.
216. Older pupils in key stage 2 design and make robust ball bearing games which must meet a clear design brief such as having a wooden frame. They use good sawing and gluing skills to construct their games which work well, then evaluate their final product critically.
217. As part of the theme based on the world around us, pupils in key stage 2 investigate relatively light structures which bear heavy weights such as pylons, bridges and cranes. They have a secure knowledge of the strength of triangular and tubular structures and apply this carefully and imaginatively to design and construct a three-dimensional flower pot holder from rolled paper straws capable of holding a small plant which they then test and evaluate methodically.
218. Older pupils in key stage 2 gain a good knowledge of existing kitchen tidy designs through sharing and researching household catalogues collaboratively in groups. They talk confidently about the different purposes of various designs and consider sensibly many ideas for their own designs. They cut and paste various kitchen tidies from catalogues on to a work sheet carefully to provide ideas for designing their own later on.

219. Older pupils in KS2 know that products are designed for different purposes and the materials used should be appropriate to cope with their intended purpose. For example they design paper bags for Christmas to set criteria, such as they must have handle, pretty design and fridge magnets which are attractive and interesting enough to be sold at a school fair.

Shortcomings

220. There are no major shortcomings, but pupils in both key stages have insufficient knowledge of mechanisms such as levers, linkages and pulleys.

Religious Education

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

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

Good features

221. In both key stages, pupils are developing a secure knowledge and understanding of the beliefs and practices of Christianity and aspects of other religions, in accordance with the locally agreed syllabus.

222. Pupils of all ages become well aware of the way believers of different religions worship and the customs related to their festivals and celebrations.

223. In both key stages, pupils' understanding of different religions benefit greatly from having contact with local faith communities, in terms of pupil visits and school visitors, to and from local churches and chapels. Pupils enjoy and recall aspects of religious ceremonies well through their own re-enactment and role play.

224. Younger pupils in key stage 1 describe their visit to the local church in sufficient detail to demonstrate a good understanding of how it is used for worship. They refer appropriately to the importance of the conventions of a church service and the many learners recall the main points of the Jewish festival of Chanukah, studied in detail previously.

225. Older pupils in key stage 1 have a good knowledge of familiar stories surrounding the life of Jesus. They are able to give clear and intelligent reasons why Jesus is so special to Christians.

226. Pupils in key stage 2 are well aware of the way in which the lives of people are affected by their own and other's religious beliefs. They explain with good understanding and thought how and why believers from around the world consider that worship, meditation and celebration are central to their religion.

227. Younger learners in key stage 2 have a good knowledge of the Jewish religion and form their own questions as a basis for further research. The most able pupils are able to identify the main elements of a Synagogue.

228. Older pupils in key stage 2 articulate their ideas freely and confidently within lessons, enabling them to exhibit a good understanding of concepts such as 'Prejudice'.

Shortcomings

229. There are no important shortcomings.

School's response to the inspection

The governors and staff are delighted that the inspection findings recognise that the school has made significant improvements since the previous inspection. Pupils achieve well, they work productively, develop ideas and increase their understanding well as they progress through the school.

Particularly pleasing is the recognition that the standard of teaching has many outstanding features including the very good working relationships among teachers, support staff and pupils. Work is planned appropriately for the age and varied abilities of the pupils and equal opportunities are consistently promoted. The percentage of teaching that is grade 2 or better is considerably higher than the average for the whole of Wales. Standards in lessons observed, judged to be grade 2 or above are higher than the WAG Targets for all Wales by 2007.

Governors are particularly pleased that the care, guidance and support pupils receive make an outstanding contribution to the well being of pupils. Pupils confirm that they feel valued as individuals and are well supported.

The report acknowledges that the provision for Early Years is outstanding; the children flourish in a vibrant and stimulating learning environment and make rapid progress in learning.

Governors are delighted that the report reflects the outstanding contribution of all personnel who work as a dedicated team to ensure that all our pupils are cared for and taught well.

Partnerships with parents, outside agencies, the community and the LEA are supportive and make a valuable contribution to the life of the school. The report confirms that our school is an inclusive school with a clear strategic direction and high aspirations for our pupils.

The school will prepare an action plan to address the recommendations in the report, which will then be implemented and documented through the School Development Plan for 2008/09 and beyond.

A copy of the schools action to implement the inspector's recommendations will be sent to parents and the progress the school is making in addressing the recommendations will be reported through the annual report to parents.

Appendix 1

Basic information about the school

| | |
|----------------------|--|
| Name of school | Gellifaelog Primary School |
| School type | Nursery and Primary |
| Age-range of pupils | 3 - 11 |
| Address of school | Gellifaelog Primary School Penydarren Merthyr Tydfil |
| Postcode | CF47 9TJ |
| Telephone number | 01685 723078 |
| Headteacher | Mrs Margaret Dickson |
| Date of appointment | November 2003 |
| Chair of governors | Mrs Lynne Rees |
| Registered inspector | Mr Phillip David Watcyn Edwards |
| Dates of inspection | 21 – 23 March 2008 |

Appendix 2

School data and indicators

| Number of pupils in each year group | | | | | | | | | |
|-------------------------------------|---------|----|----|----|----|----|----|----|-------|
| Year group | N (fte) | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total |
| Number of pupils | 19 | 27 | 23 | 25 | 25 | 36 | 27 | 17 | 199 |

| Total number of teachers | | | |
|--------------------------|-----------|-----------|----------------------------|
| | Full-time | Part-time | Full-time equivalent (fte) |
| Number of teachers | 11 | 0 | 11 |

| Staffing information | |
|--|------|
| Pupil: teacher (fte) ratio (excluding nursery and special classes) | 16:1 |
| Pupil: adult (fte) ratio in nursery classes | 19:2 |
| Pupil: adult (fte) ratio in special classes | N/A |
| Average class size, excluding nursery and special classes | 26 |
| Teacher (fte): class ratio | 1.4 |

| Percentage attendance for three complete terms prior to inspection | | | |
|--|----|----|----------------|
| Term | N | R | Rest of school |
| Spring | 76 | 88 | 90.7 |
| Summer | 74 | 84 | 89 |
| Autumn | 75 | 87 | 91.6 |

| | |
|--|-----|
| Percentage of pupils entitled to free school meals | 31% |
| Number of pupils excluded during 12 months prior to inspection | 1 |

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

| School National Curriculum Assessment KS1 Results 2007 compared with national averages for 2006. | | | Number of Pupils in Y2: | | 49 | | |
|---|--------------------|----------|-------------------------|---|----|----|----|
| Percentage of pupils at each level | | | | | | | |
| | | | D | W | 1 | 2 | 3 |
| English | Teacher Assessment | School | 0 | 0 | 26 | 56 | 19 |
| | | National | 0 | 3 | 13 | 63 | 20 |
| English: speaking and listening | Teacher Assessment | School | 0 | 0 | 26 | 59 | 15 |
| | | National | 0 | 2 | 10 | 63 | 24 |
| English: reading | Teacher Assessment | School | 0 | 0 | 26 | 52 | 22 |
| | | National | 0 | 4 | 14 | 55 | 27 |
| English: writing | Teacher Assessment | School | 0 | 7 | 19 | 63 | 11 |
| | | National | 0 | 5 | 14 | 68 | 12 |
| Mathematics | Teacher Assessment | School | 0 | 7 | 7 | 41 | 44 |
| | | National | 0 | 2 | 10 | 64 | 23 |
| Science | Teacher Assessment | School | 0 | 0 | 26 | 48 | 26 |
| | | National | 0 | 2 | 9 | 66 | 24 |

| Percentage of Pupils Attaining at least Level 2 in Mathematics, Science and English according to Teacher Assessment | | | |
|---|--------|-----------|--------|
| In the School: | 70.37% | In Wales: | 80.60% |

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

End of Key Stage 2:

| School National Curriculum Assessment KS2 Results 2007 compared with national averages for 2006. | | | Number of Pupils in Y6 | | 46 | | | | | | |
|---|--------------------|----------|------------------------|---|----|---|---|---|----|----|----|
| Percentage of pupils at each level | | | | | | | | | | | |
| | | | D | A | F | W | 1 | 2 | 3 | 4 | 5 |
| English | Teacher assessment | School | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 70 | 11 |
| | | National | 1 | 0 | 0 | 1 | 1 | 4 | 16 | 48 | 30 |
| Mathematics | Teacher assessment | School | 0 | 0 | 0 | 0 | 0 | 2 | 20 | 67 | 11 |
| | | National | 0 | 0 | 0 | 1 | 1 | 3 | 14 | 48 | 33 |
| Science | Teacher assessment | School | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 63 | 24 |
| | | National | 0 | 0 | 0 | 1 | 0 | 2 | 12 | 52 | 34 |

| Percentage of Pupils Attaining at least Level 4 in Mathematics, Science and English according to Teacher Assessment | | | |
|---|-------|-----------|-------|
| In the School: | 76.0% | In Wales: | 74.2% |

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

Appendix 4

Evidence base of the inspection

A team of four inspectors, who were present at the school for 10 inspector days, carried out the inspection.

Pre-inspection meetings were held with staff, parents and the governing body to discuss the life and work of the school.

Parents completed 11 questionnaires which were analysed carefully and 94% were positive.

Discussions were held with the headteacher and staff with responsibilities, and support staff.

School documentation and samples of pupils' work were examined.

Inspectors observed 48 lessons or sessions in total.

A sample of pupils' work from across the ability range in each year group was examined.

Inspectors listened to a sample of pupils across the age range reading. Discussions were held with pupils, including the school council, about their work and about the life of the school.

Pupils' behaviour was observed during break periods, at lunchtimes and at the end and beginning of the school sessions.

Inspectors attended assemblies and observed extra-curricular activities.

Post inspection meetings were held with the headteacher, staff and the governing body.

Appendix 5

Composition and responsibilities of the inspection team

| Team member | Responsibilities |
|---|--|
| Phillip Edwards Registered Inspector | Context, Summary, Recommendations and appendix Key Questions 1, 5, and 6 Contributions to Key Questions 2 Mathematics and design technology |
| Enir Morgan Team Inspector | Contribution to Key Questions 3, 4 and 7 Under-fives and information technology |
| Tudur Jones Team Inspector | Contributions to Key Questions 2, 3 and 7 English and religious education |
| John Foley Lay Inspector | Contributions to Key Questions 1, 3 and 4 |
| Mrs Margaret Dickson Headteacher and Nominee | Contribution to team meetings |

Acknowledgement

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

Contractor: EPPC/Severn Crossing Ltd
Suite H, Britannic House
Llandarcy, Neath SA10 6JQ