

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

**Glanrhyd C.P. School
Wind Road
Glanrhyd
Ystradgynlais
SA9 1AA**

School Number: 6662105

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by

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- * special schools;
- * pupil referral units;
- * independent schools;
- * further education;
- * adult community-based learning;
- * youth support services;
- * LEAs;
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- * work-based learning;
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Glanrhyd C.P. 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 Glanrhyd C.P. School took place between 30/01/06 and 01/02/06. An independent team of inspectors, led by Peter Mathias undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

"There are three types of inspection.

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

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

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

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

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All 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	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Glanrhyd Primary School with 85 pupils on roll is situated on the edge of Ystradgynlais towards the top of the Swansea Valley. It serves the local area which is neither economically advantaged or disadvantaged. Standards of achievement on entry to reception are close to the local and national averages. The school reports that about 20% of pupils are considered to be entitled to free school meals. This is well above the Unitary Authority (UA) average of 10% and close to the all Wales average of 18.8%.
2. No pupil has English as an additional language and 96% are from Welsh backgrounds. Some 4% have English backgrounds. All pupils have English as their first language. About 20% of the school population has some degree of special educational needs (SEN). One pupil has a statement of SEN for moderate learning difficulties. No pupil was excluded either temporarily or permanently in the last 12 months. The school holds the Basic Skills Quality Mark 2 and Eco-school Status (Silver).
3. The school has a wide set of aims which includes providing each child with a sense of success, and awareness of his/her potential and an understanding of the importance of contributing positively to their community. The school also aims to foster enquiring minds and to show respect for religious and moral values.

The school's priorities and targets

4. The school's priorities and targets for 2005/2006 include: -
 - to review staffing needs;
 - to improve monitoring, assessment and reporting systems;
 - to improve school's self-evaluation;
 - to improve information technology (IT) resources;
 - to evaluate the planning and improvement in the teaching of key skills across the curriculum;
 - to improve the quality of pupils' writing.
5. There are some longstanding plans for the school buildings to be replaced as part of a wider reorganisation of primary education in the local area.

Summary

6. Glanrhyd is a good school where there is a very positive ethos and very constructive working relationships between adults and pupils. It has made strong progress since its last inspection it is well led.
7. The inspection team agrees with the judgements made by the school about the standards pupils achieve and with four out of the six key questions about the other areas of its work. In both of the remaining key questions the school underestimated its achievements in respect of the effectiveness of teaching and assessment arrangements and the quality of its self-evaluation.

Table of grades awarded

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

Standards

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

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	32%	68%	0%	0%	0%

9. Standards of achievement in the lessons seen are above the Welsh Assembly Government (WAG) all Wales target of 95% of standards to be at least Grade 3 and 50% to be Grade 1 or Grade 2.
10. The quality of education provided for children under five is appropriate to their needs and children make good progress towards the desirable learning outcomes for children's learning.

Subjects and/or areas of learning for Under-fives

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

Grades for standards in subjects inspected

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

Inspection Area	KS1	KS2
Under 5s	2	
English	2	2
Science	2	2
Information technology	1	1
Music	2	2
Art	2	2

12. Pupils with SEN achieve well and make good progress towards the targets set for them.
13. Overall, pupils' development in the key skills is Grade 2 (good features and no important shortcomings). In KS1 and KS2, standards and progress in the key skills of speaking and listening have some outstanding features. Pupils speak very confidently, they question and express their own ideas very effectively. Pupils listen very well and concentrate over long periods paying close attention to their teachers. Pupils' writing skills are generally well developed. They write effectively in different styles and for different purposes. However, in a few instances in KS2, pupils do not show enough care over their handwriting and presentational skills. Pupils' skills in reading are good. They read for information well. In the key skill of numeracy, pupils draw and measure regularly in other subjects and study patterns and sequences, for example when weaving with local wool. Pupils show very high achievement in information and communications technology (ICT), they contribute to the school's extensive website and apply ICT in other subjects. Pupils' bilingual skills are very well developed. They ask and answer questions in Welsh confidently in all subjects and settings. They have a very well developed sense of their Welsh identity and history. Pupils achieve well in their personal and social skills and in their creative skills. Pupils are eager to please their teachers and work sensibly and willingly together. They have a clear understanding of what they need to do to improve.
14. Starting from an average base, children in the reception class achieve well, despite some shortcomings in the provision of opportunities for them to develop their physical control in a safe and secure outdoor play area.

15. In the end of KS1 national tests for seven year olds in 2005 in English, the proportion of pupils achieving at least the expected level (Level 2) was just below the UA and national average. In mathematics and science, these results were below. When the results in English, mathematics and science are combined, the results were only marginally below most schools in the UA and close to the all Wales average. When compared to schools considered to have a similar proportion of pupils entitled to free school meals, these results were below the majority of these similar schools. In these assessments girls out-perform boys. Since 2002 the overall trend of results in these assessments is above the all Wales average. When results were below, this was a reflection on the high proportion the pupils in that year group who were considered to have some degree of SEN.
16. In the end of KS2 national assessments for eleven year olds in 2005 the proportion of pupils reaching the expected level (Level 4) in English and mathematics was above the UA and all Wales averages. In science these proportions were below. When the results are combined the school's performance was above the UA and all Wales averages. When compared with schools considered to be broadly similar, these results were above the majority of these similar schools. In these assessments, girls out-performed boys. When pupils in this group who were considered to have some degree of SEN are taken out of the calculations, 90% of all remaining pupils achieved the expected standards. Almost all pupils in the overall group reached the standard it would be reasonable to expect of them, bearing in mind their previous performance in the national assessments of seven year olds. Since 2002, overall results have been above most schools in Wales. The school has met the target set for it by the UA. Pupils from different backgrounds and those with SEN often make or exceed the challenging targets set for them.
17. Pupils' behaviour is very good and contributes well to their progress. It is an outstanding feature of the school. There is a very positive working atmosphere where relationships between adults and pupils are appropriate.
18. The level of attendance at 95% is in line with that expected. Pupils arrive punctually and lessons start on time.

The quality of education and training

19. In the lessons observed the quality of teaching seen was judged: -

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
27%	73%	0%	0%	0%

20. The percentage of Grade 1, Grade 2 and Grade 3 lessons is well above the WAG target of 95% of lessons to be Grade 3 or better. The percentage of Grade 1 and Grade 2 lessons is well above the national target of 50% of lessons to be in these categories.

21. In the reception class, teaching shows a well developed understanding of how to plan for and teach these children. Children work and play enthusiastically for their teachers.
22. Across the school in KS1 and KS2, in the best lessons, outstanding features included:-
 - A brisk purposeful pace to learning where pupils are very aware of what is expected of them;
 - A positive acknowledgement by the teachers of pupils' efforts;
 - Very well thought out questions, which probe pupils' knowledge and understanding and help them to work things out for themselves;
 - Very positive and constructive relationships between adults and pupils;
 - Very careful lesson planning so that the lessons move forward smoothly
23. Assessments arrangements have good features and no important shortcomings. These arrangements are consistently used to inform teachers' planning and to identify areas requiring further attention. There is a very detailed and time consuming system for collating and analysing assessment data from a wide range of tests. Pupils' progress and achievement is tracked regularly. From this process challenging targets for individual pupils are set. These are well focused, specific and measurable. Pupils are beginning to set realistic targets for themselves. Teachers have compiled well annotated collections of pupils' work in English, mathematics and science to indicate what standards pupils should reach year on year in these subjects. There are no similar collections for the other subjects of the NC and religious education.
24. The curriculum is broad and balanced. It meets legal requirements and also meets the needs of all pupils including those with SEN. It is well organised to promote pupils' basic and key skills. It successfully enables teachers to plan to build systematically on what pupils already know and can do. A particular strength is the overall very good quality of the ICT curriculum.
25. There is a good range of extra-curricular activities including sports, music, ICT and environmental activities. The local area and places further afield are used well by pupils to support their learning. There are very good opportunities for pupils to be made aware of their own culture and history.
26. Arrangements to promote pupils' personal development including their spiritual, moral, social and cultural development are good and have some outstanding features. These include the very extensive opportunities to reflect on experiences. Pupils have a very clear sense of right and wrong. They show respect for each other, for adults and for the school environment and its resources. Pupils take their responsibilities very seriously. Pupils co-operate well together in lessons and in other activities. Relationships throughout the school are outstanding. Pupils' cultural development is strong. Particularly outstanding features are pupils' understanding of their own and other cultures and their bilingual skills.

27. Pupils are well cared for, supported and guided. All are made to feel that their contribution to school life is important. There is a strong partnership with parents in caring for and guiding their children. Parents are kept well informed. Children joining in the reception class are quickly settled into its routines. Parents of these children are made to feel equally welcome.
28. The provision and support for pupils with SEN are good and meet the requirements of the Code of Practice. Record keeping for these pupils is rigorous. Information is well used to support their learning. Procedures for child protection are well documented and understood by all teaching and non-teaching staff. There are sound arrangements to monitor attendance and to follow up absences.

Leadership and management

29. The headteacher is very committed to the school and provides a purposeful lead to teaching and non-teaching staff. There is a very positive sense of direction and determination to achieve high standards in all aspects of school life. The school's ethos is outstanding. Pupils are made to feel valued. The aims of the school are tangible in its day-to-day life.
30. Across the school, co-ordinators have carefully reviewed the curriculum. The headteacher and teachers use a wide range of information from reliable tests and assessments to look at the progress of individuals and groups of pupils. However, these processes are time consuming and inefficient. Generally co-ordinators have insufficient opportunities to assess the impact of teaching and learning at first hand and to engage other teachers in identifying how the school can continue to develop. Not all co-ordinators have completed collections of pupils' work to indicate what standards pupils should aim to achieve year on year.
31. The governing body is well led. It works closely and constructively with the headteacher to identify and follow up on the long term strategic needs of the school. Governors play a full part in the life of the school and act well as its critical friend. They hold the senior management team to account. The governing body meets its regulatory and legal responsibilities in full. Arrangements to provide teachers with time during the school week to plan, prepare and assess are well organised and work effectively.
32. The quality of self-evaluation and its impact on improvement are good with no important shortcomings. There is a well-established commitment from the headteacher and governors to evaluate the strengths and weaknesses within the school. Teachers are beginning to work with colleagues on what needs to be achieved outside their own areas of responsibility. The self-evaluation process is closely linked to the school development plan (SDP), which is accurately focused on the real needs of the school.
33. The school's self-evaluation is mainly accurate. However, the school underestimated the quality of its teaching and assessment and how well leaders and managers evaluate and improve quality and standards.

34. The school has made sustained progress since the time of the last inspection.
35. Internally the school is attractive and well maintained. There is an adequate number of experienced teachers. They are appropriately deployed. They work very closely and effectively with learning support assistants. Good use is made of the site, except that the reception class lacks a safe and secure outdoor play area for children to use regularly as part of their daily routine in order to develop their physical skills and co-ordination. Teachers work hard in this area to overcome these limitations. Apart from this shortcoming the range of resources for learning is adequate and is appropriate to the needs of all pupils. However, externally parts of the building are in need of maintenance and repair. This is particularly noticeable at the rear of the main building and on the external surfaces of the reception class.
36. Taking together the standards of achievement of many pupils by the age of eleven, the quality of teaching and the strong leadership the school gives value for money.

Recommendations

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

- R1 continue to maintain the high standards in the subjects inspected;
- R2 to improve outdoor play facilities for children under five;
- R3 utilise electronic means to collect and interpret information obtained from reliable assessments to review pupils' progress and to predict their likely future achievements;
- R4 complete the process of making collections of pupils' work in all subjects as examples to indicate the standards pupils should achieve year on year.

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

Standards

Key question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

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

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	32%	68%	0%	0%	0%

38. Pupils' standards of achievement in lessons are well above the WAG all Wales target of 95% of standards to be at least Grade 3 and 50% of standards to be Grade 2 or better.
39. The overall quality of the education for children under five is appropriate to their needs as children make good progress towards the desirable learning outcomes for children's learning.
40. Baseline assessments indicate that achievement in general is in line with the majority of children when they begin school.

Subjects and Areas of Learning Early Years

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

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

Subject	Key Stage 1	Key Stage 2
English	2	2
Mathematics	2	2
Science	2	2
Information technology	1	1
Music	2	2
Art	2	2

42. Pupils with SEN achieve well and make good progress towards the targets set for them.

43. In the 2005 NC assessments for seven year olds, attainment in English showed that the proportion of pupils achieving at least the expected level (Level 2) was just below the UA and national averages. In mathematics and science, results were below these averages. When these results are combined, the school achieved marginally below most schools in the UA and close to the all Wales average. When compared to schools considered to be broadly similar, these results were below the majority of these similar schools. In these assessments girls reached higher standards than boys in all the subjects, although this gap is narrower than previously. Since 2002, the performance of seven year olds in the school has been above the Welsh average for four of the last six years. When it was below, this reflected the high level of SEN pupils in that year group.
44. In the KS2 national assessments for eleven year olds in 2005, the percentage reaching the expected level (Level 4) in English and mathematics were above the UA and all Wales average. In science these results were below. When these results are combined the school performed above the UA and all Wales averages. When compared to schools considered broadly similar, these results were above the majority of these similar schools. In these assessments, girls out performed boys. However, when these results are considered overall 90% of pupils who were not considered to have some degree of SEN achieved at least the expected standards. Almost all pupils reached the standards it would be reasonable to expect of them, bearing in mind their previous performance in the national assessments for seven year olds. Since 2002 overall results have been higher than most schools in Wales.
45. Overall, pupils' development of key skills is Grade 2 (good features and no important shortcomings). In KS1 and KS2 pupils' standards of progress in the key skill of speaking are very good with some outstanding features. Pupils speak very confidently to adults and to other pupils. They use language very effectively to question and to express their own ideas. There are very good opportunities which are very well taken to promote pupils' oral skills in many subjects. Pupils talk very confidently about what they have seen or done. Pupils listen very well. They show very good levels of concentration over longer periods. They have very positive attitudes to learning and wish to please their teachers by paying attention. Pupils have well developed writing skills. They write confidently and effectively in a wide range of different styles and for different purposes. They know how to write for different audiences. Pupils also show very well developed skills in speaking and listening and reading and writing in Welsh as well as English. From an early age, they ask and answer questions in Welsh confidently in all subjects and settings. Through the many opportunities provided, pupils have a very well developed sense of their Welsh identity and the richness of Welsh music, art and literature. They have strong links with and knowledge of local places of historical or cultural significance such as Craig Y Nos and the Cefn Coed mining museum.
46. Pupils use their mathematical skills well for example in drawing and using time lines in history, relating to their visits to Llancaiach Fawr and the Brecon Military Museum. They study repeating patterns when weaving with locally produced woollen yarns. Pupils use ICT very well to support their learning. Some aspects of the development of this key skill have outstanding features. Pupils contribute

easily to the school's extensive website. They use data handling programmes and sensors to produce graphs and charts. They use the e-mail facility confidently to contact other pupils in other countries. They utilise their skills very effectively in history and geography to find out information.

47. Pupils' creative and problem solving skills are well developed. They take a full part in a range of artistic and musical displays and performances, for example in performances linked to the Urdd where they were prizewinners and in learning how to play in a Samba band. Pupils use and develop their creative skills across the curriculum very well, for example in illustrating poems and stories and in the recording of their visits to places of interest. In problem solving pupils make accurate predications to find answers. They use their number skills well to find answers to mathematical problems. They respond positively to 'challenges' set for them by the headteacher to be answered 'at the end of the week'.
48. Throughout the school, pupils' very good behaviour contributes significantly to their progress and development and is an outstanding feature of the school. The school is successful in creating a positive working environment which promotes good behaviour. Pupils benefit from a learning environment that has a considerable impact on their achievement.
49. Pupils at all stages in the school are courteous, considerate and interact well with each other, with teachers and with visitors. Pupils willingly take on additional responsibilities. Older pupils act as prefects watching over children and generally maintaining order. Others are playground pals, re-cycling officers and book buddies. All have special roles to play and contribute to the good order and smooth running of the school. Pupils understand the school rules, which they themselves have helped draw up, and the values the school encourages. Class teachers are very good role models and address any signs of inappropriate behaviour at an early stage. No incidents of bullying or any form of harassment were observed during the inspection and pupils and parents say that such rare incidents are dealt with it promptly and firmly.
50. There were no exclusions in the last 12 months.
51. Whole school attendance during the three terms preceding the inspection averaged 87.7% in the Reception Class (a figure affected by unusually high levels of sickness), and 95.2 per cent for the rest of the school. The rest of the school compares well with both national and local averages. Unauthorised absence is low. Registers are promptly called at the beginning of the morning and afternoon sessions, and provide an opportunity to exercise knowledge and understanding of Welsh. With very few exceptions pupils arrive punctually. Lessons throughout the day begin on time.
52. Pupils develop an understanding of their community and learn about work through visits to places of interest and involvement in community projects. Involvement in the community includes visiting local places of worship and the community hospital. Occasionally the rector visits the school to talk to children and to assist with assembly. Pupils enjoy taking part in the St David' Day

celebrations, the Urdd and Christmas concerts where they sing and dance and entertain parents and visitors.

53. Visitors such as representatives of the Royal British Legion, the community police officer, members of the fire service and road safety talk, to children about their work and help pupils understand their role in the community. Pupils support a number of charities, which helps them understand the plight of those less fortunate than themselves.
54. Visits and visitors contribute to pupils' development, their sense of community and their understanding of the world of work.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

55. The inspection team disagrees with the school's self-evaluation judgement of Grade 3 to this key question, because, despite the school's concerns that budgetary constraints are limiting opportunities for teachers to attend courses for continued professional development. The quality of teaching nevertheless remains high.

56. The following table shows the quality of teaching observed during the inspection:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Whole School	27%	73%	0%	0%	0%

57. There were no important shortcomings in the lessons seen. There were outstanding features in the teaching of 27% of lessons. This exceeds the WAG targets,

58. In the lessons observed during the inspection, good and very good quality teaching is one of the school's strengths. This has a very positive influence on pupils' learning, behaviour and attitudes. The quality of teaching contributes significantly to the good standards achieved by the majority of pupils.

59. Teachers are suitably qualified and have good, and often, outstanding, knowledge and understanding of the subjects they teach. Teachers plan appropriately challenging work, which is well matched to the needs of pupils of all abilities. They plan effectively to deliver the key and basic skills and make very good cross-curricular links in their planning.

60. Relationships between teachers and pupils are outstanding, enabling learning to take place in a caring and friendly environment. Lessons are characterised by an atmosphere of mutual respect and courtesy.

61. Teachers know their pupils well. Work is carefully planned to take full account of the differing needs of pupils and their prior attainment. Teachers successfully use a wide range of teaching strategies to ensure concentration and to encourage pupils to involve themselves fully in lessons.

62. Pupils are consistently made aware of learning objectives at the beginning of lessons. Plenary sessions are effective in reinforcing learning and encouraging pupils to evaluate what they have learned. Good links are made between current and previous learning.

63. Where lessons have outstanding features, the pace is brisk and purposeful, tasks are rigorously timed and pupils are aware of the high expectations, which

their teachers have of them. Teachers use praise well to motivate and encourage their pupils. Teachers' questioning is appropriately demanding and is well judged to test understanding and to encourage the development of pupils' oral skills. An air of purpose and engagement is found in many lessons, as teachers and pupils work closely together.

64. All teachers plan work carefully. They identified and targeted the key skills and subject-specific skills are also well addressed in planning. Teachers have made major strides forward in the use of ICT in all areas of the curriculum; with a significant impact upon standards achieved.
65. In most lessons, a very good focus is placed upon encouraging pupils' investigative approaches to learning. They have a wide range of stimulating "hands-on" experiences, for instance, in science, ICT, art and music.
66. Teachers help pupils to extend and consolidate their learning by setting appropriately challenging tasks for work in school and at home which targets areas identified as requiring further development. Many of these tasks demand the application of problem-solving, investigative and creative skills. Pupils respond positively to these challenges and make good progress in developing their research and presentational skills. They develop well as independent learners.
67. Teachers work very well together and with classroom teaching assistants who are encouraged to collaborate in teachers' planning and to develop teaching materials and resources.
68. Pupils' work is very well displayed in classrooms and in public areas of the school. The high quality of this work is a measure of the value, which the school places upon the efforts of all pupils, and their success is celebrated. Teachers spend a good deal of time and effort in ensuring that the school is an inviting and stimulating learning environment. They give generously of their time outside lessons to help individuals in clubs and other extra-curricular activities; these experiences help pupils extend their learning.
69. The school's policy for equal opportunities is implemented consistently. The social, educational, ethnic and linguistic background of each pupil is carefully considered to ensure that they make good progress. There are at present no pupils with English as an additional language.
70. Teachers systematically monitor and review pupils' progress, using a good range of support procedures to help pupils overcome difficulties. All pupils and their parents are made fully aware of the targets set for them. They play an increasing part in setting themselves realistic and manageable targets for improvement. The teaching and support for pupils with SEN is good. Work for them closely matches the targets identified in pupils' individual education plans (IEP's).
71. The quality of the assessment of pupils' work is good. It is consistently used to inform the planning of future work and to identify areas requiring development. The school has established a detailed system for collating and analysing

assessment data from a range of tests. This is currently based upon an established system to track progress which is very time consuming. No use is made of electronic systems for the efficient analysis of assessment data. Pupils' progress is tracked and monitored regularly using manual means.

72. Assessment data is regularly shared with teachers, pupils and their parents so that individual progress can be accurately tracked and areas requiring improvement addressed. The school meets statutory requirements for assessing and reporting on pupils' standards and achievements.
73. Assessments are accurate and fair in a range of tests and tasks. The quality of teachers' marking is good overall; where there is outstanding practice, teachers' comments on pupils' work are informative and helpful and pupils are made fully aware of the next step forward in their learning.
74. Good quality targets are set to challenge pupils to raise their standards and performance. Targets are well focused, specific and measurable; they are regularly reviewed with pupils and parents so that clear paths are laid down for improvement. Pupils are becoming increasingly involved in self-evaluation and many set themselves realistic targets, which they would like to reach.
75. Monitoring exercises provide the school with accurate information on which they can report to parents. Parents are fully involved in target setting and are made aware of the high expectations which the school has for their children. Regular parents' meetings throughout the school year encourage parents to become involved in the progress being made by their children. These are useful in tracking pupil progress and in identifying and addressing underachievement.
76. Annual reports to parents are informative and detailed. They contain helpful advice on how pupils can raise their standards of achievement.
77. Records of pupils' progress, for the Early Years onwards, are carefully kept in progress files which over time build up into an informative picture of the development of skills, knowledge and understanding.
78. Teachers have compiled good quality collections to indicate the standards pupils should achieve year on year. They are effective in ensuring that assessment exercises are accurate and consistent. The school has already identified the need to extend these collections in all other subjects.

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

79. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
80. The curriculum successfully meets the needs of all pupils and reflects the aims set out for children under five and for pupils of statutory school age. Appropriate curriculum time is provided in the Early Years, KS1 and KS2.
81. The curriculum is accessible to all pupils, including those with SEN. The school ensures that its equal opportunities policy operates appropriately and that this is regularly monitored and reviewed.
82. The KS1 and KS2 curriculum is broad, balanced and flexible. It fully meets the requirements of the NC and religious education. The curriculum for children under five successfully meets the requirements of the Desirable Learning Outcomes in the six areas of learning deemed appropriate for children of this age.
83. The curriculum is well organised so that pupils learn systematically and build on what they already know and can do. Review and revision of all schemes of work have improved the quality of curriculum planning. Teachers have a good overview of the breadth and depth of the curriculum.
84. The school has successfully developed its curriculum since the last inspection. Pupils have been provided with more opportunities to develop their writing and ICT skills. Investment in resources has meant more access for pupils to a range of ICT tools to extend their research and presentational skills.
85. The school's cross-curricular planning is good. Pupils are offered a rich and varied curriculum which ensures that they are provided with a wide range of valuable learning experiences. There is very good coverage of all the programmes of study in NC subject areas and religious education.
86. The school has made good strides forward in developing pupils' basic and key skills and has been successful in gaining the Basic Skills Quality Mark 2. Teachers' planning demonstrates that they are careful to identify and focus upon these skills in every lesson.
87. Planning to deliver literacy, numeracy and ICT across the curriculum is well developed for all pupils. There are appropriate systems for co-ordinating and monitoring the delivery of key skills in different subjects, including skills like problem-solving, creative and personal and social education skills.
88. A good range of extra-curricular activities is available for pupils, for instance, in sport, music, ICT, art and environmental activities. A significant number of pupils

take advantage of these opportunities to extend their learning and their interests. Pupils are encouraged to compete in local and national competitions, and they achieve very good standards of success in Urdd Eisteddfodau. There are many planned visits to places of interest, including galleries, theatres and museums.

89. Older pupils benefit from a variety of residential visits, for instance to Llangrannog. These are valuable in promoting pupils' personal and social education skills, placing a particular emphasis upon the ability to work together and to take responsibility for personal organisation.
90. Daily acts of collective worship are of outstanding quality; pupils participate enthusiastically through song and performance. Very good emphasis is placed upon opportunities to reflect on experiences and to pray meaningfully in both Welsh and English. The "Memory Fountain" located in the foyer is a very sensitive way of helping pupils overcome feelings of loss at the death of a relative or a pet. Pupils have a very good knowledge and understanding of the Christian tradition and of the sacraments. A number of subjects contribute to pupils' spiritual development by providing them with opportunities to reflect on creative work, poetry, music and the natural world.
91. Pupils have a very clear sense of right and wrong. They show respect for each other, for adults, the school environment and resources. Pupils are enthusiastic contributors to a variety of charities and take responsibility for organising events to raise money. They are keen to take part in a variety of very positive health and citizenship initiatives.
92. The School Council meets regularly and pupils take their membership very seriously. They make decisions confidently; many improvements have been made to the school environment as a result, such as the development of their environmental garden through the work of the Eco Club.
93. Pupils have very good social skills. They co-operate well together in lessons and other activities. Relationships throughout the school are outstanding; pupils make a significant contribution to the maintenance of a civilized society. Older children provide care and support for younger pupils during breaks and lunch hours.
94. Pupils' cultural development is well reflected in many aspects of the curriculum and in extra-curricular activities. They benefit from cultural visits and have very good practical opportunities to work with local artists, craftsmen writers and musicians. They acquire respect for and understanding of the values and traditions of other cultures. During the inspection, Early Years children performed a sketch based upon the beliefs and traditions of the North American Indians. The whole school response to this was to join in a song, which extolled the virtues of respect for the earth and for others. Pupils are keen to talk to visitors and teachers about their views and ideas, and are very proud of their e-mail links with an orphanage in Azerbaijan.
95. The school provides comprehensive and helpful information for parents who are given many opportunities to participate in school life and to discuss their

children's progress in parents' evenings and open days. Parents' views are sought regularly and there is a very good response to the school's web site.

96. There are good links with the receiving comprehensive schools and with other primary schools in the area. Teachers have the opportunity to meet and plan together.
97. The school has a very close and productive relationship with its local community. Governors are active and knowledgeable members of the local community. The school ensures that it maintains its position as a focus for lifelong learning. Many local enterprises provide extra-curricular support for pupils and ensure that the school's environment is made as stimulating as possible.
98. The school has made efforts to broaden pupils' experience of the world of work through its contacts with business and industry. It has forged strong links with a local recycling company and pupils have visited the recycling plant. Visits have also been made to a conservation area and garden centre. Visitors to school, such as weavers and artists, have demonstrated their art and talked to pupils about their work. The school is aware of the opportunities provided by Careers Wales to improve and support staff training and development. The school welcomes and provides students with work experience and help with national vocational qualifications.
99. Planning for Y Cwricwlwm Cymreig is a strength of the school. There are many very good quality references to the history, traditions and culture of Wales in many areas of the curriculum, such as history, geography, art, music, Welsh and religious education. This provision is regularly monitored and evaluated. The Welsh heritage is widely celebrated across the school. Displays of pupils' work demonstrate that they are given many opportunities to express their ideas and their knowledge and understanding in writing, art and music. The Welsh language is a prominent feature in displays and in the routines of the classroom.
100. The school works hard to encourage bilingualism amongst its pupils. Very good use is made of incidental Welsh during the course of the school day. Pupils show pleasure in singing Welsh songs and hymns in assemblies and other occasions. Very good use is made of the local environment and visits to sites of interest further afield to reinforce pupils' interest in their culture. Visitors from the locality are regularly invited to come and share their expertise with pupils.
101. The school is committed to ensuring all pupils have equal access to all the school has to offer regardless of background or circumstance and this is borne out in practice. Pupils confirm that whatever the occasion, be it involvement in sports and games, clubs and extra-curricular activities or visits all are encouraged and welcome to take part.
102. Pupils' understanding and awareness of sustainable development and global citizenship are included in the curriculum and reinforced through activities within the school such as the Eco Club, Young Wildlife Explorers and Young Ornithologists' Club (YOC). Pupils' understanding of environmental awareness is developed through conservation schemes such as waste reduction and

recycling. Pupils collect waste paper, plastics and cans for processing. With the help of the community, the school is developing its own raised garden in which plants and vegetables will be grown. Two pupils are nominated as 'recycling officers' who encourage others to be mindful of the environmental benefits of proper waste disposal and energy saving. In the Eco-schools award, bronze and silver have been achieved and the school is working towards the prestigious Green Flag award. Mature trees and shrubs on which hang bird feeders and nest boxes surround the large playing field and approach to the school. In the background, the mountains of the Swansea Valley create a picturesque setting for the school and the community.

103. The development of pupils' entrepreneurial skills is promoted through various activities. From the Early Years on, children through role-play 'buy and sell' in the classroom shop, and begin to understand coinage and value. Year 6 pupils run the 'healthy-eating' tuck shop. They collect and count the takings and make up a balance sheet. Any profit goes to the Eco Club for bird food and feeders.
104. The school endeavours to lay the foundations of lifelong learning and community regeneration by encouraging pupils to be responsible for their own actions and to be sympathetic to the needs of others. Qualities such as kindness, truthfulness and forgiveness are developed through times set aside for discussion, school and class councils, pupil discussions and assemblies. Senior pupils are given the opportunity to take on the special responsibilities such as prefects, buddies and playground pals, etc. Younger pupils willingly undertake tasks to help their teachers. These activities help prepare pupils for lifelong learning and for living in a community.

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

Grade 2: Good features and no important shortcomings

105. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
106. Overall, the quality of care, support and guidance for pupils is good. Pastoral care of pupils is given high priority. Pupils feel safe and secure whilst in school. Procedures are in place to support pupils' academic progress, their social development and their personal welfare. Staff know their pupils well and are sensitive to their needs. All pupils benefit from the school's determination to include pupils fully in both its academic and social life.
107. The school makes effective use of available support services. Education welfare services are consulted as and when required and are used effectively.
108. The school maintains a strong partnership with parents and carers in supporting and guiding their children. The school operates a home/school agreement. Parents are kept in touch with events through the monthly newsletter, letters and the school's very comprehensive web site. Formal parent/teacher meetings are arranged throughout the year, informal contact with the head teacher occurs daily. A governors' report is issued annually and a meeting arranged for parents to discuss its content. School reports indicate progress made and include targets for future development. Through the pre-inspection questionnaire parents agree the school gives a clear understanding of what is being taught and are pleased with their children's work and progress.
109. Parents and members of the community support the school through the "Friends of the School". Social and fund-raising events are arranged, and significant sums raised which benefit the school through the provision of additional resources and equipment and in subsidising travel costs.
110. Many of the children joining the nursery are already familiar with the school having attended the popular in-house playgroup known as the Glanrhyd Grasshoppers. Parents of new children are issued with a 'welcome pack', which includes useful information and helps them settle. Because of their familiarity with the school, children soon make friends. A boy who joined at a later stage reported that he was also made welcome and soon settled. Arrangements for transferring Year 6 pupils to Maesydderwen Comprehensive School are also well practised and effective and ensure a smooth transition. Headteachers of all local schools meet to coordinate the transition arrangements and minimise the effects of moving from one school to another.
111. The school makes good provision for pupils' support and guidance of pupils. The personal and social education policy adopted is well implemented and is a particular strength. Pupils have ample opportunities to discuss issues that concern them and the very good interpersonal relationships evident in the school

facilitate frank discussion between teachers and pupils. Teachers enjoy the confidence of pupils and are sympathetic to individual needs.

112. Attendance registers are neatly maintained, and absence codes appropriately applied. The deputy headteacher reviews registers weekly. Most parents cooperate by informing school if their child is unable to attend. The Education Welfare Officer (EWO) regularly visits the school and investigates any absence where there are possible concerns.
113. The school's provision for ensuring the healthy development, safety and well being of all pupils is good. Staff are trained in first aid and there are good procedures in place for meeting the needs of pupils who are unwell or who have an accident. Pupils' contact details are regularly reviewed and the database updated. Safety checks are carried out on all electrical appliances and PE apparatus. Fire safety equipment is tested and fire drill exercised each term. Health and safety audits are carried out and risk assessments are undertaken before any educational visit takes place.
114. Thorough procedures for child protection are well documented and are understood by all teaching and non-teaching staff who are vigilant and well informed.
115. The provision for pupils with SEN is good and meets the requirements of the Code of Practice. The effective whole-school policy drawn up and agreed with due regard to the Code of practice, is successfully put into practice.
116. Support staff are well deployed and trained; they make a significant contribution to the success of provision for pupils with SEN. Their close liaison with teachers ensures that pupils make appropriate progress in line with their abilities.
117. The SEN co-ordinator (SENCO) administers the SEN programme efficiently and effectively, successfully encouraging all colleagues to be full and active participants in supporting SEN pupils. She is committed to the early identification of learning difficulties in individual pupils; concerns are recorded and actions planned to address the problems which the pupil demonstrates. This procedure is effective in monitoring and tracking progress from an early age.
118. Pupils who have been placed on the SEN register are given good levels of support. Learning Support assistants provide good quality guidance during lessons and withdrawn groups for language development are effective in focusing upon a pupil's individual difficulties. The additional support provided for statemented pupils enables them to make appropriate progress.
119. There are good quality IEPs for all pupils on the different stages of the special needs register. These take careful note of the needs, aims, targets and individual learning steps to be taken. They are regularly monitored by the SENCO to ensure that specific areas for improvement are targeted and that pupils' progress towards their targets is carefully tracked. Detailed records are kept on pupils' attainment and progress and parents are successfully encouraged to be fully involved in evaluating their children's progress.

120. Pupils with SEN work successfully alongside other pupils in mainstream classes. The provision of work carefully matched to pupils' abilities forms an important part of teachers' planning. SEN pupils benefit from working in co-operation with other pupils. The outstanding standards of behaviour in the school have a positive effect upon all pupils.
121. The designated governor for SEN who works closely with the SENCO is well informed and involved in the operation of the whole-school policy and review procedures. Good quality challenge is provided for above average ability pupils. They are given appropriately demanding extension and research work to enable them to reach their full potential.
122. The school recognises the diversity of children's backgrounds and all pupils are treated equally, with dignity and respect. The good practice observed is underpinned by policies that are monitored and regularly reviewed.
123. Pupils have equal opportunities to participate in all school activities appropriate to their age or year group. For example, sporting activities and out of school clubs have membership of boys and girls and cover a range of interests.
124. Pupils have a good understanding of the diversity of race and the necessity for good race relations. Given the circumstance of location and population, the school is effective in promoting good race relations.
125. There are successful measures in place to eliminate oppressive behaviour, bullying and all forms of harassment. Pupils understand the necessity to report immediately incidents of bullying or discrimination of any sort. The school has in place effective measures for dealing with such incidents, involving the parents when appropriate, but happily these measures are rarely invoked.
126. The school is sensitive of the statutory requirements regarding provision for disabled pupils and adults. There are suitable accessibility arrangements such as ramps and special toilets in place to ensure that any disabled learners have equal access to the curriculum.

Leadership and management

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

Grade 2: Good features and no important shortcomings

127. Overall the findings of the inspection team match the judgements made by the school in its self-evaluation report.
128. The headteacher provides a purposeful and very committed lead to the school. There is a very positive sense of direction and determination to achieve high standards in all aspects of life. The school's excellent ethos described at the time of the last inspection has been maintained. The headteacher and staff very successfully promote an atmosphere where all pupils are very effectively encouraged to feel a sense of identity and value. Relationships between adults and between adults and pupils are invariably warm, encouraging and reassuring. The aims of the school are fully expressed in its day-to-day life. All pupils are fully included.
129. There are realistic targets for improvement, which have been met. The school is mindful of national priorities and local partnerships. There are close links with the local secondary school and with the local cluster of schools. The school has put in place a range of policies to develop the school council, to give pupils a strong sense of citizenship and an awareness of the need to protect and improve the environment.
130. Arrangements to manage and to improve the performance of individual staff are in place and are well used to determine the future needs of the school. There are appropriate and effective arrangements to provide time for teachers to have opportunities to complete professional activities during school time.
131. The headteacher and teachers have carefully reviewed the curriculum and the standards pupils achieve. There are comprehensive and extensive arrangements for teachers and the headteacher to review the progress of individuals and groups of pupils. However, these arrangements are time consuming and inefficient. Co-ordinators in English, mathematics and science have assembled evidence to illustrate the standards pupils should achieve year on year. However, this has not been undertaken for other subjects. Overall, co-ordinators have insufficient opportunities to assess the impact of teaching and learning at first hand and to encourage colleagues to contribute constructively to this process.
132. The governing body is well led by a very experienced chair who is a regular visitor to the school. He is well informed about the long-term needs of the school and of the progress. The governing body is supportive of the senior management and staff of the school and regularly reviews the impact of its strategic decisions. For example, when considering the long-term structural needs of the school. The governors play a full part in the life of the school and act conscientiously as its critical friend.

133. Reliable systems are in place to ensure that the school's financial resources and educational needs are matched carefully. Governors are rigorous in ensuring that their spending is effective. They meet their regulatory and legal responsibilities in full.

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

Grade 2: Good features and no important shortcomings

134. The findings of the inspection team do not match the judgements made by the school in its self-evaluation report. This is because the school under estimated its effectiveness in this area.
135. The headteacher and governors are well informed about the performance of the school. Co-ordinators have made careful reviews of standards in their subjects and what needs to be achieved to help pupils succeed in them. The views of parents and other interested parties.
136. The governing body is kept up to date about the progress the school is making to meet the targets set for it by the UA. A particular strength is the headteacher's long established commitment to the process of self-evaluation. There is a comprehensive school self-analysis system in place which is now being used by teachers to evaluate all aspects of how the school functions. Teachers are beginning to develop confidence to discuss positively with their colleagues what needs to be achieved beyond their own areas of responsibility.
137. The self-evaluation process is closely linked to the SDP which in turn is carefully linked to the key questions of the Estyn framework. It is accurately focused on the real needs of the school. The chair of governors and headteacher meet regularly to review progress, through objectives and to keep the document up to date.
138. There are detailed success criteria, costings and arrangements to monitor progress. Arrangements to match the school's financial resources in these plans to the needs of the school are effective. Governors carefully review outcomes against their intentions and constructively hold the school to account.
139. Overall the school has made sustained progress since the time of the last inspection. Nearly all of the key issues of that inspection have been well addressed. There is still some work to do in making assessment procedures more efficient and in building on the existing confidence that co-ordinators already have to enable them to evaluate wider aspects of the school. The school has maintained high standards of achievement in those subjects where at the last inspection standards of achievement were high. In other subjects significant progress has been made.
140. The inspection team agreed with the school's identification of its strengths and areas for improvement, for example to continue to strengthen the self-evaluation system further. It has also correctly identified the need to continue to develop its assessment arrangements so as to provide teachers with clear guidance on what they should expect from pupils year on year in all subjects.

141. The inspection team agrees with five out of seven judgements made by the school when it assessed the seven key questions of the inspection. Where it disagreed, this was because the school under estimated its effectiveness in teaching and assessment and in the quality of its own self-evaluation.

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

Grade 2: Good features and no important shortcomings

142. There are an adequate number of experienced teachers who have the necessary knowledge and experience to teach the full requirements of the NC. They are appropriately deployed and work well together to meet the pupils' needs. The sharing of this expertise and the use of external specialists are particularly effective in achieving high standards throughout the school.
143. Teachers work closely with learning support assistants who make a very good contribution to the quality of learning, particularly of pupils with SEN.
144. The quality and quantity of learning resources are good. They are put to effective use in support of teaching and learning. The use of whiteboards, computers and other ICT equipment, particularly in the KS2 classrooms, makes a positive impact on standards in subjects across the curriculum. Pupils also benefit from a good range of educational visits to support their learning.
145. The administrative assistant, caretaker, midday supervisors, cooks and cleaners fulfil their duties well and make a valuable contribution to the smooth running of the school. The school is kept clean and warm.
146. The school provides adequate accommodation for the number of pupils on roll. Neatly mounted displays celebrate pupils' work and achievements. There is a reasonably sized hall which doubles as the dining room. Classroom space is adequate for most lessons. The school lacks a separate secure area where children under five can use their large wheeled toys and outside sand and water tables. The playground, which is marked for games and sports, is well maintained and has a smooth asphalt surface. An extensive playing field provides space for outdoor games, sports and social activity.
147. Externally the property has suffered from lack of regular maintenance and repair. An effort has been made to brighten the front of the buildings to create a favourable impression when approaching the school, but at the rear paint is peeling, timber frames are rotting and pathways crumbling.
148. Learning resources are generally adequate to meet the needs of the curriculum. Since the last inspection, a considerable amount of the school's budget has been invested in the provision of good quality ICT equipment. This has had a good impact upon standards and is proving effective in developing pupils' independent learning approaches. Teachers and pupils make good use of this resource and are given full access to the equipment.
149. All teachers have appropriate job descriptions and are aware of their specific duties and responsibilities. They discharge these efficiently and conscientiously. A growing culture of self-evaluation and peer review is effective in promoting the close teamwork found in the school.

150. Plans for further developing resources are firmly linked to the priorities identified in the SDP which are reviewed, monitored and costed appropriately. The governing body plays an active role in the regular review and monitoring of expenditure and the use of resources.
151. Taking together the standards of achievement and progress of pupils by the age of 11 and the overall good quality of teaching and leadership, the school provides good value for money.

Standards achieved in subjects and areas of learning

Under 5s

Language, literacy and communication skills

Grade 2: Good features and no important shortcomings

Language, literacy and communication skills

Good features

152. Standards of achievement in language, literacy and communication skills are Grade 2 in reception (4 to 5 year olds).
153. Children in reception speak confidently to each other and to adult helpers as they play and investigate together. They listen very carefully to a story, recording what they have been told previously. They are able to ask questions sensibly for example, "If the Iron Man digs a big hole, how can he get out?" Children use appropriate adjectives to describe the Iron Man. They take turns fairly when sitting together with their teacher during a discussion about the cold weather. They respond to questions appropriately in English and in Welsh.
154. Children in reception know the sounds that letters make. They enjoy reading and handle their books carefully. When they read they know how to respond to a full stop and what it means. They self correct and use appropriate strategies to read words they do not know well. They know that the words have meaning. They can over-write accurately showing good correct pencil control. They record simply what they like in a story. They are beginning to write confidently in English and Welsh. They re-tell well known stories such as "The Gingerbread Man" and "Teddi Twt" accurately.

Personal and social development

155. Standards of achievement in personal and social development are Grade 2.
156. Children are interested in the work they do. They try new activities confidently, listening carefully to their teachers and helpers. They concentrate and sit quietly when it is appropriate. They take responsibility for their personal needs. They have a very well developed sense of what they should or should not do. They are tolerant of each other and play well together willingly. They are able to dress and undress briskly. They undertake their responsibilities seriously.

Mathematical development

157. Standards of achievement in mathematical development are Grade 2.
158. Children confidently and accurately sort, match, order, sequence and compare familiar objects. They match numbers shown in array to dominoes. They follow

sequences in threading different coloured beads. They experiment with measuring equipment. They recognise “heavier than” and “lighter than”. They count up to ten, using everyday objects. They are beginning to use appropriate language when comparing groups which are “more than” or “less than”. They use language such as circle, square and triangle to describe the shape of flat shapes. They are beginning to use money to carry out simple transactions.

Knowledge and understanding of the world

159. Standards of achievement in knowledge and understanding of the world are Grade 2.
160. Children use computers confidently to draw simple pictures and repeating patterns. They experiment thoughtfully with materials to make a gingerbread man. They know about the importance of healthy eating. They have a growing sense of the past and how their lives have changed. Through visits to local places of interest, for example, Dan Yr Ogor Caves and Craig Nos, children have a good sense of the past in their part of Wales. They know that it is important to look after pets carefully and to make sure that plants such as sunflowers have the necessary food, light and water. They know about the jobs of people who help them in their village and in the wider area.

Physical development

161. Standards of achievement in physical development are Grade 2.
162. Children move with confidence in the hall. They travel under, over and through balancing and climbing over equipment. They know that exercise is good for them and it is important to behave sensibly when taking part in physical activities. They show an increasing awareness of space for themselves and others. They use scissors, pencils and small tools and constructional material with good control and co-ordination.

Creative development

163. Standards of achievement in creative development are Grade 2.
164. Children identify different sounds made by percussion instruments. They keep the beat and play instruments in time. They know the names of a range of simple percussion instruments. Children in reception have well-developed making skills, for example using play dough to make models. They make puppets using a range of different papers. They know the names of the primary colours and are beginning to blend them carefully to make their own colours. They move rhythmically to music and take on roles when pretending to be in the Iron Man story.

Shortcomings

165. Children’s experiences in physical development are limited by the lack of a secure and safe outdoor play area which they can use regularly as part of their

daily routine. These shortcomings restrict children's further development of their control and co-ordination and their physical skills.

English

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

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

Good features

166. In both key stages pupils speak clearly and confidently. They listen attentively to their teachers and to each other. They are able to speak in extended sentences for example, when discussing dinosaurs when involved in a shared reading activity. In KS2 pupils use language carefully showing a well-developed vocabulary when describing the sun as "a golden nose on the face of the world". Older pupils in KS2 are keen to join in discussions, for example about how to punctuate a sentence correctly.
167. In both key stages, pupils read well. Younger pupils in KS1 show confidence and enjoyment in reading aloud. They explain how the story will end and why they like or dislike some of the characters in the story. They use their knowledge of the sounds letters make to read unfamiliar words. The more advanced readers read fluently with lively expression. In KS2, pupils read well. They have good expression and use books confidently to read for pleasure and for information. They know the difference between fact and fiction and can recall their favourite books and authors.
168. In both KS1 and KS2, pupils achieve well in writing. Younger pupils in KS1 know how to organise their writing in logical order, for example when describing how to make jelly. They know that it is important to write neatly and to take care when presenting their work. They write for a wide range of different purposes.
169. Older pupils in KS2 have a good understanding of parts of speech and punctuation. They recognise rhyme and rhythm in poetry and the repeated pattern which many poems contain. They know that narrative poems have particular characteristics which make them well suited for "performing" and reading aloud. They know that some words sound the same but have different meanings. They know how to write in different styles, for example when writing a historical story.

Shortcomings

170. While there are no significant shortcomings in pupils' overall achievements, particularly in KS2, not all pupils give sufficient attention to their handwriting presentation.

Science

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

Good features

171. In KS1, pupils discuss their ideas and learning confidently. They make sensible predictions based on the evidence which they have, and upon their own experiences. They draw relevant conclusions from their findings.
172. KS1 pupils make good oral contributions during scientific investigations and they are beginning to use scientific vocabulary accurately and in the correct context. They have good observational and investigative skills.
173. Pupils' knowledge and understanding develop well. By the end of KS1, they successfully categorise materials and sounds and can explain the choices they have made. They can also explain the conditions necessary to sustain life in plants and animals.
174. By the end of KS2, pupils develop a good understanding of the need to carry out a fair test and make realistic predictions, based on their prior learning. They carry out their investigations methodically and demonstrate a growing understanding of scientific methods, for instance, they are clear about the need for variables and constants when they conduct experiments.
175. Most pupils record their findings systematically, making good use of text, diagrams, tables and charts. They draw reasonable conclusions from their findings and can explain them confidently. Most diagrams are neatly drawn and well labelled.
176. By Y6, pupils have secure levels of knowledge and understanding of forces and energy; they understand the operation of electrical circuits and are aware of the effects of gravity. Scientific vocabulary is well developed and they pose appropriate questions to their teacher and to each other.
177. Pupils learn to work together co-operatively; they successfully plan investigations together and show very good listening skills.

Shortcomings

178. There are no important shortcomings.

Information technology

Key Stage 1: Grade 1: Good with outstanding features

Key Stage 2: Grade 1: Good with outstanding features

Good and outstanding features

179. The school has placed significant emphasis upon raising pupils' standards since the last inspection. This focus has proved to be very successful and all teachers and pupils have increased access to IT tools, including the Internet.
180. In KS1, pupils confidently use a computer package to create drawings. They have very good control of the mouse and their drawings become increasingly detailed. They know how to change the colours and the tools they use on the screen. Pupils use the Internet to further their investigations and make very good progress in using a word processing and a musical composing package.
181. By the end of KS1, pupils use a basic Powerpoint program and are confident in using the computer to handle data, producing accurate pie charts and bar graphs to record their investigations.
182. Pupils in KS1 show very good ability in programming a floor robot to follow their chosen routes around the classroom. They are also outstandingly confident in using a simple Logo program to control the direction of turtles on the screen; they sequence and record the necessary instructions accurately. By the end of Y2, pupils are beginning to master keyboard skills, and can save, edit and print their work.
183. In KS2, pupils develop greater understanding of storing, retrieving and printing their work. They have very good word processing skills, using these skills to improve the presentation of their work in other subjects. In Y3 and Y4, pupils make very good use of the Interactive Whiteboard to use programs which are designed to reinforce their knowledge and understanding of global citizenship and their awareness of sustainability. Pupils access a large number of web sites to research topics across the curriculum and to promote their skills as independent learners.
184. Information technology is very well used to promote pupils' bilingual skills, and they use the package to produce storybooks and scrap books in both languages.
185. Problem-solving skills are very well addressed through the work which older KS2 pupils do on modelling. They continue to use Logo to ensure outstanding progress in their skills. By Y6, pupils instruct the computer to conduct repeat procedures in order to make shapes and to record instructions, which they have given.

186. Older KS2 pupils make outstanding progress in using the PowerPoint and Excel programs. They provide clear explanations of how they set up formulas to cover all the cells and use the Information Workshop to set up their own databases, collect relevant data and create and edit fields.
187. Pupils make very good use of e-mails and are in contact with an orphanage in Azerbaijan as part of their charity initiatives.

Shortcomings

188. There are no important shortcomings.

Music

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

Good features

189. In KS1 and KS2 pupils sing well. In Year 2, they show a good sense of rhythm and keep time well, for example when singing in a Welsh lesson. In KS2 pupils perform confidently in assemblies singing clearly in Welsh and English. Across the school pupils take pleasure in singing in tune and with expression. They sing simple songs enthusiastically.
190. Pupils perform well. In KS1, pupils follow simple musical notation accurately. They clap a rhythm together in time. They perform their own compositions using a range of untuned percussion instruments. In KS2 pupils copy and repeat rhythms very accurately. They are able to fit words into a rhythm very well. They know the names of a wide range of different percussion instruments and their suitability for different elements in a composition. They know how to alter the texture and timbre of a composition by varying and creating different moods and atmospheres.
191. Across the school pupils make sensible and constructive comments when evaluating the performance of others. They discuss the effectiveness of their performances and make suggestions on how they could improve them maturely. In KS1 and KS2, pupils learn to play a range of instruments well assisted by the peripatetic music services. Some pupils perform in assemblies to a high standard.

Shortcomings

192. There are no important shortcomings.

Art

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

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

Good features

193. KS1 pupils use a wide range of resources and materials to explore colour, line, tone, texture and pattern. They successfully experiment with paint, collage, pencil sketching and printmaking. By the end of KS1, pupils' observational skills are well developed and they make good efforts to produce detailed pencil sketches.
194. In KS2, pupils mix colours well to achieve the desired effect. They experiment with a range of materials, such as pasta, to produce paintings of the environment. Visits to museums, such as Llancaiach Fawr have inspired them to create good quality clay tiles.
195. As a result of a visit from an artist, pupils know about different weaving techniques. They conduct their own experiments into the effects they can achieve by using different media. For instance, Y5 and 6 have studied the designs of William Morris and have woven straws to make 2D and 3D objects, based on his style.
196. KS2 pupils have successfully made striking models of spiders from wool, based on their work in literacy and science. They have also produced very good collages of ships in black, white and silver.
197. Pupils paint in the style of many European artists, such as Seurat, Picasso and Van Gogh. Pupils know how to paint in the style of Nicholas Evans and, especially, the work of the local artist, Josef Herman. Pupils use his paintings of life in a mining community very well to explore line, mood and colour.
198. Older pupils know how to evaluate their own work critically.

Shortcomings

199. There are no significant shortcomings.

School's response to the inspection

Glanrhyd School is extremely proud that the inspection findings acknowledge that Glanrhyd is a good school with a positive ethos, is making strong progress since the last inspection and is well led and governed. The school agrees with the grades awarded to the school in the seven key questions and is pleased that we were upgraded in two areas of our Self Evaluation where we underestimated.

We are particularly pleased that the inspection team found the quality of achievement and the standards of teaching well above the Welsh Assembly all Wales Targets which is an excellent reflection of the commitment of our pupils, teaching staff and support staff, with grades in both elements being 100% grade 1 and 2.

The inspection report acknowledges that the school is working effectively as a community with relationships between teachers and pupils being an outstanding feature with all subject areas inspected awarded grade 1 or 2.

The inspection findings provide us with a platform to further develop and maintain our already identified high standards. An action plan will be put into place to address the reports recommendations and progress will be reported to parents.

Appendix A

Basic information about the school

Name of school	Glanrhyd C.P. School
School type	Nursery and Primary
Age-range of pupils	4 - 11
Address of school	Wind Road Glanrhyd Ystradgynlais Swansea
Postcode	SA9 1AA
Telephone number	01639 844481

Headteacher	Mr Ogwyn Williams
Date of appointment	1 st January 1991
Chair of governors/ Appropriate authority	Mr A Davies
Registered inspector	Mr Peter Mathias
Dates of inspection	30 th January – 1 st February 2006

Appendix B

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	-	10	9	8	21	14	10	13	85

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	0	5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	27:1
Other	21:1
Average class size, excluding nursery and special classes	21.25
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection		
Term	R	Whole School
Spring	87	95.6
Summer	80	96
Autumn	86.1	94

Percentage of pupils entitled to free school meals	20
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2005						Number of pupils in Y2		19				
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	
English	Teacher assessment	School				0	20	65	15			
		National				4	13	63	20			
	Test/Task	School										
		National										
Mathematics	Teacher assessment	School				0	20	65	15			
		National				2	11	63	24			
	Test/Task	School										
		National										
Science	Teacher assessment	School				0	20	65	15			
		National				2	10	65	23			
	Test/Task	School										
		National										

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	80	In Wales	80

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

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

National Curriculum Assessment KS2 Results 2005							Number of pupils in Y6		11		
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School							18	64	48
		National							16	46	30
	Test/Task	School									
		National									
Mathematics	Teacher assessment	School							18	45	31
		National							17	46	18
	Test/Task	School									
		National									
Science	Teacher assessment	School							18	64	18
		National							11	50	37
	Test/Task	School									
		National									

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	82	In the school	-
In Wales	72	In Wales	-

- 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

* The school decided not to participate in the test task.

Appendix D

Evidence base of the inspection

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

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Peter Mathias (Registered Inspector)	Summary and Recommendations Contributions to Key Question 1 Key Questions 5 and 6 Early Years English Music
Mr Charles Brentnall (Lay Inspector)	Contributions to Key Questions 1, 3, 4 and 7
Mrs Anne Newman	Key Question 2 Contributions to Key Questions 3, 4 and 7 Science Information technology Art
Mrs Megan Rogers (Peer Assessor)	Contributions to all Key Questions
Mr Ogwyn Williams (Nominee)	Contributions to all Key Questions

Contractor: Atlantes Educational Services
Technology House
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Acknowledgement

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