

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

**Glan-yr-Afon Primary School**

**Browning Close  
Llanrumney  
Cardiff  
CF3 5NJ**

**SCHOOL NUMBER:681/2082**

**DATE OF INSPECTION: 19 – 22 January 2004**

**BY**

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**REGISTERED INSPECTOR No: W086/16177**

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## CURRICULUM NOMENCLATURE AND KEY STAGES

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

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

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

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

## GRADE DESCRIPTIONS

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

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

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## **1. {}CONTEXT**

### **{~}The school and its priorities**

Glan-yr-Afron Primary School is situated in an area of mature housing and consists of a separate nursery unit, a single-storey KS1 building and linked three-storey KS2 building. A demountable building on the premises is used by a home-school liaison teacher for her work with parents. The school has a small unit for pupils with special educational and behavioural needs. Situated in a suburb of Cardiff, the school identifies its area as being economically disadvantaged, leading to the majority of the intake being disadvantaged, with over half of the pupils being entitled to free school meals. The school considers it has many less able and few able pupils, with approximately a quarter of pupils on the special needs register, six of whom carry statements. Three pupils are 'looked after' by the local authority. Very few pupils come from an ethnic minority background, and there are no natural Welsh speakers.

The school aims to provide good quality education, based on National Curriculum (NC) guidelines, in order that all are able to achieve their full potential. It also aims to ensure governors, parents and staff work together to provide a challenging environment, promoting good quality learning within a safe and caring community.

The current school development plan (SDP) identifies the need to develop the role of subject leaders in monitoring standards, teaching and learning; the development of assessment management; raising standards in English, mathematics and science; raising levels of attendance; establishing a school council and developing the role of link governors. It also aims to continue to develop the early years unit and promote equal opportunities and inclusion within the school.

The school was previously inspected as separate infant and junior schools, the infant school in May 1998 and the junior school in June 1999. The school has been a primary school since January 2001.

## **2. {}MAIN FINDINGS**

### **{~}The main findings of the report**

Glan-yr-Afon Primary School is successful in promoting the personal and social development of its pupils through the good relationships evident in classes and extra-curricular activities. Since reopening, the school has focused on improving provision and making learning and teaching better for pupils.

- The educational provision for the under-fives successfully promotes the desirable outcomes for children's learning and is appropriate for their needs. Standards in the six areas of learning are:

<b>Areas of Learning</b>	<b>Nursery</b>	<b>Reception</b>
Language, Literacy and Communication Skills	Very Good	Good
Personal and Social Development	Very Good	Good
Mathematical Development	Good	Good
Knowledge and Understanding of the World	Very Good	Good
Creative Development	Very Good	Good
Physical Development	Very Good	Good

- In KS1 and KS2, standards of achievement are:

<b>Subject</b>	<b>KS1</b>	<b>KS2</b>
English	Satisfactory	Satisfactory
Mathematics	Good	Good
Science	Good	Good
Welsh as a second language	Good	Satisfactory
Design and Technology	Satisfactory	Satisfactory
Information Technology	Satisfactory	Satisfactory
History	Satisfactory	Satisfactory
Geography	Good	Satisfactory
Music	Good	Good
Art	Good	Satisfactory
Physical Education	Good	Good
Religious Education	Satisfactory	Satisfactory

- Teacher assessment for 2003 shows that pupils' performance in KS1 for English, mathematics and science is exceeded by those in a quarter of similar schools in Wales. All pupils achieve Level 2 in mathematics and science, but no pupil has achieved a Level 3 in any subject.
- Comparisons for pupils in KS2 show that in 2003 they are achieving similarly to half of similar schools in Wales in English and mathematics and to the lowest quarter of schools for science. In science and mathematics, boys achieve better standards than girls, with half the girls not achieving L4.
- Standards in all key skills across the curriculum are very good in the nursery and good in the reception classes.
- In KS1 and KS2, pupils achieve good standards in speaking and listening, and satisfactory standards in reading, writing, numeracy and information and communication technology (ICT) as key skills across the curriculum.
- The school provides well for pupils' spiritual, moral, social and cultural development. Pupils work and play together harmoniously, developing their social skills effectively. They have a clear understanding of right and wrong and have positive attitudes. Pupils have an appreciation of their own and others'

cultural traditions. A policy for promoting racial awareness is being implemented effectively.

- Pupils' standards of behaviour and their attitudes to learning are good. The foundations of good behaviour are laid in the early years, and pupils throughout the school respond very well to staff members' high expectations of behaviour. Pupils settle quickly to work and collaborate and support each other.
- The level of pupils' attendance and punctuality is unsatisfactory. However, the school has appropriate targets and strategies in place to improve punctuality and attendance, and this has had a good measure of success in KS2. The school works closely with the Education Welfare Officer to encourage those who do not attend or are persistently late.
- The quality of teaching is satisfactory or better in almost all lessons observed. In the early years, teaching is good in 15% and very good in a further 70%. In KS1 and KS2, it is good in 65% and very good in a further 5%.
- Where teaching is good, teachers have appropriate expectations of pupils, learning objectives are clearly explained, and lessons proceed at a good pace. Pupils are given opportunities to reflect on their learning and their contributions are valued. However, in some lessons, teachers' expectations of pupils are too low and few opportunities are provided for pupils to record their work in writing.
- The quality of assessment, recording and reporting is unsatisfactory overall. The school has identified this as an area for development. Assessment in the early years is manageable, accurate and consistent, providing work which is well matched to pupils' needs through on-going evaluation and recording on a daily basis. Similarly, the assessment of pupils with SEN is of good quality, recording pupils' achievement and progress effectively.
- In KS1 and KS2, arrangements for assessing pupils' progress are at a very early stage of development. There are few individual records of pupils' achievement. Assessment information is not recorded in sufficient detail to ensure that planning for future work is well matched to pupils' needs and abilities. There are no portfolios of moderated work in any subjects to support teachers in assessing pupils' levels of achievement.
- The quality of marking is variable. In the best practice in Y6, positive and encouraging comments relate to lesson objectives and highlight targets for action. This practice could usefully be adopted on a whole school basis.
- Reports to parents are informative and meet statutory requirements, but do not indicate clearly to parents how they can help their child to progress.
- The school offers a broad and balanced curriculum which meets statutory requirements. The curriculum for children under five is well planned to ensure continuity and progression in all six areas of learning, providing a wide diversity

of experiences which are well matched to the children's age and stage of development.

- Pupils' understanding of global citizenship and sustainable development is beginning to be evident and is developing through aspects of science, geography and religious education.
- Many schemes of work in KS1 and KS2 are newly devised and not yet fully implemented. In some, such as art and music, there is a need for the identification of clear learning objectives which will ensure pupils experience continuity and progression in their learning.
- Planning for integration of the key skills is at a very early stage and opportunities to extend the key skills of reading, writing, numeracy and ICT across the curriculum need to be further developed.
- Pupils support a wide range of extra-curricular activities very enthusiastically. Achievement in these activities develops pupils' skills in curriculum areas. Good use is also made of specialists in subjects such as music, physical education and art, and of educational visits to enhance the curriculum.
- The quality of support and educational guidance is good. Pupils learn in a safe and caring environment in which good attitudes and values are promoted. Staff know pupils well, and all pupils are given the opportunity to participate fully in every aspect of school life.
- The provision for personal and social education is good and regular circle time activities enable pupils to become more knowledgeable about a wide range of issues.
- The provision for pupils with special educational needs (SEN) attending the emotional and behavioural difficulties (EBD) Unit in KS2 is very good. The provision for pupils in mainstream school is good, and pupils are fully integrated into the life of the school. Staff work co-operatively to implement the policy for inclusion and provide good role models. Pupils with SEN are identified at an early age and their progress through the school is carefully monitored. Parents and the link governor are kept informed at every stage.
- The quality of partnership with parents and community, schools and other institutions is good. Parents are given very good quality written information and are kept in touch with the life of the school and their children's behaviour and attendance. New parents have a copy of the school prospectus, and time and effort is invested in encouraging parents to be involved in the education of their children and to enhance their own knowledge and skills.
- A small but active parent-teacher association (PTA) organises fundraising events that are very well supported. Money raised is used to enhance resources in the school. The school has very good links with the community, supporting the local festival and inviting selected members of the community to school celebrations.

- The school has good links with surrounding primary schools and with the receiving secondary school. Partnership with an initial teacher training institution provides experience for trainee teachers, and students from further education and agencies are also accommodated.
- Partnership with industry is satisfactory; two teachers have had industrial placements and Y6 pupils benefit from their involvement in an enterprise week.
- The quality of self-evaluation and planning for improvement is satisfactory overall. Self-evaluation is included in the school development plan (SDP) and in a separate statement; these indicate recent progress in the school.
- Subject leaders produce annual reviews which give a factual account of progress, but which would benefit from having further evaluative aspects based on monitoring and evaluation.
- The school is in the process of adopting guidelines and strategies which will enable all staff to be involved productively in the elements of whole-school planning for improvement.
- The leadership and efficiency of the school is satisfactory overall. The school has appropriate aims and a commitment to providing a positive educational experience for all pupils. There is a caring and inclusive ethos, which is a strength of the school.
- The governing body is well informed and fully involved in the life of the school. Governors are supportive and have links with specific curriculum areas. The Finance Committee manages the budget effectively and monitors expenditure carefully, evaluating the effect of major spending decisions.
- Subject leaders monitor standards by scrutinising teachers' planning and pupils' work. However, they have had few opportunities to observe learning and teaching in their subjects and to recommend areas for development. Some are not sufficiently aware of work in a key stage other than their own. The school is aware of the need to develop this aspect further in order to support self-evaluation and whole-school development.
- Overall the school runs smoothly on a daily basis. The Financial Manager is supported by a temporary administrator, and together they implement the agreed systems effectively. The recommendations of the latest auditors' report have been fully implemented.
- The quality of staffing, accommodation and learning resources is good overall. Teachers are suitably qualified and provide the school with a good range of experience and expertise. Support staff are well deployed and assist and encourage pupils sensitively.

- Staff attend a good range of in-service courses usually linked to initiatives in the SDP. As yet, there is not a whole-school approach to dissemination of training to ensure it has a positive impact on practice.
- The school has some attractive displays which are linked to learning and teaching. The buildings are cleaned to a high standard and are generally in a good state of repair.
- Resources for the curriculum areas are generally good; subject leaders audit them regularly and spending is carefully targeted.
- The previous inspection reports for the then separate infant and junior schools identified a number of issues; progress on these is variable, with some key issues being identified again in this report.

### **3. EDUCATIONAL STANDARDS ACHIEVED BY THE PUPILS**

#### **3.1 Standards achieved in subjects and areas of learning**

Pupils' standards of achievement in the early years are very good in 35% of lessons or sessions observed, good in 45% and satisfactory in the remainder.

In KS1 and KS2, standards achieved are good in 45% of lessons observed and satisfactory in almost all of the remainder.

- In the nursery, children achieve very good standards in language, literacy and communication, personal and social development, knowledge and understanding of the world, creative development and physical development; they achieve good standards in mathematical development. In the reception classes, children achieve good standards in all six areas of learning. In the early years overall, children are making good progress.
- In KS1 and KS2, standards in English are satisfactory overall. Pupils are developing good skills in speaking and listening, and are able to put these into practice in a variety of lessons. They achieve satisfactory standards in reading and writing; pupils are not developing their skills in reading for research and writing at length for a variety of purposes. Handwriting is also an area for development.
- In mathematics and science, pupils achieve good standards in both key stages.
- In the foundation subjects in KS1, standards are good in Welsh, geography, music, art and physical education. Standards in design and technology, information technology, history and religious education are satisfactory.
- In KS2, standards are good in music and physical education, and satisfactory in Welsh, design and technology, information technology, history, geography, art and religious education.

- Pupils with special educational needs make good progress and achieve good standards relative to their ability.
- Teacher assessment for 2003 shows that pupils' performance in KS1 for English, mathematics and science is exceeded by those in a quarter of similar schools in Wales. All pupils achieve Level 2 in mathematics and science, but no pupil has achieved a Level 3 in any subject.
- Comparisons for pupils in KS2 for 2003 show that they are achieving similarly to half of similar schools in Wales in English and mathematics and to the lowest quarter of schools for science. In science and mathematics, boys achieve better standards than girls, with half the girls not achieving L4.

### **3.2 Standards achieved in key skills across the curriculum**

The standards and progress in key skills across the curriculum in the nursery are very good and good in reception. In KS1 and KS2, standards in speaking and listening are good. Standards are satisfactory in reading, writing, numeracy and information and communications technology.

- In the early years, children are experiencing continuity and progression in their development of the key skills which are well integrated into all areas of learning through a range of structured opportunities and purposeful activities.
- In KS1, pupils make good progress in developing their speaking and listening skills. They listen carefully to class story sessions and presentations, answer questions sensibly and follow instructions well.
- In KS2, pupils respond responsibly to questioning by teachers and enter sensibly into meaningful dialogue with peers in group situations. They use appropriate vocabulary in a range of subjects.
- Pupils' skills in reading are built up gradually through a number of literacy initiatives and pupils make satisfactory progress across the curriculum.
- Pupils in KS2 are beginning to access information from different sources to support their work in a range of subjects. They develop their retrieval skills through focused library sessions. Pupils lack the higher order reading skills necessary to develop a greater understanding of subjects. This is an aspect already identified by the school for further development.
- Standards in writing across the curriculum are satisfactory in both key stages. In KS1, pupils recount stories, label drawings and plans and record their own experiences linked to topics. Older pupils write prayers in religious education, record findings relating to field visits in geography and label maps and diagrams in history. This aspect could be further developed in the foundation subjects with

pupils being enabled to analyse and reflect in depth on investigations and research.

- Pupils in both key stages make satisfactory progress in developing numeracy skills across the curriculum. There is some evidence of measuring, the use of databases, compilation of surveys and the development of graphical representations. This is an area in need of further attention.
- Information and communications technology is used by pupils to research subjects in some curriculum areas such as in history, geography and religious education. They access information from CD-ROMs and the Internet and use ICT to support second language development. Limited use was evident during the inspection and this is an area in need of development.
- Pupils with SEN make good progress in the key skills relative to their age and stage of development. The inclusive policy promoted by the school ensures that pupils experience a range of purposeful experiences to support their learning across the curriculum.
- There is no whole school approach to the development of key skills. Teachers' planning lacks identification of specific aspects of the key skills. They are being taught in isolation and need to be embedded into meaningful contexts. Some subject leaders are beginning to include key skills in planning. The school recognises the need to use appropriate strategies for key skill delivery and development.

#### **4. ETHOS OF THE SCHOOL**

##### **4.1 Pupils' spiritual, moral, social and cultural development**

The overall provision for pupils' spiritual, moral, social and cultural development is good. The provision for spiritual development is satisfactory; the provision for social development is very good and the provision for moral and cultural development is good.

- The school is a happy and supportive environment based on good relationships between adults and pupils. Relationships are good at all levels and pupils work and play together harmoniously to develop effective social skills. Pupils feel valued as individuals and this helps to establish their self-confidence.
- Daily acts of worship are held and these develop a sense of community reinforcing the school's social and moral aims and values. They are mainly of a broadly Christian character. However, they provide few opportunities for pupils to develop their understanding of spiritual awareness through reflection on values and beliefs and developing a sense of curiosity and wonder.
- Pupils' moral development is good. Pupils have a clear understanding of the difference between right and wrong. They adopt positive attitudes towards each

other and they are aware of the importance of truth and honesty in promoting the general ethos of the school.

- Pupils' social development is very good. They collaborate well and are eager to participate in the opportunities offered by the school. Many opportunities are provided for pupils to take the initiative and act responsibly, and in many cases pupils demonstrate very good social attitudes and self-discipline. Circle times are valuable sessions in which pupils learn to respect each other and the environment through sharing the aims and values of the school.
- Pupils have an appreciation of their own and others' cultural traditions. Their knowledge of Welsh culture and its traditions and heritage are reinforced by visits to St. Fagans and St Hilary. The school holds a traditional Eisteddfod on St. David's Day.
- The school has a policy which promotes racial awareness and effective liaison has taken place with a local school with a wide range of pupils from different ethnic backgrounds to enhance pupil's knowledge of different cultures.
- Pupils respond very positively to the school's spiritual, moral, social, and cultural provision.

#### **{~}4.2 Behaviour and attitudes**

The standards of behaviour and pupils' attitudes to learning are good.

- The foundations of good behaviour are laid effectively in the early years. Children settle quickly in to school.
- All staff are consistent in their application of routines and pupils know what is expected of them. They respond very well to the staff's high expectations of behaviour.
- The vast majority of pupils enjoy school and are keen to do well. Motivation and behaviour in the classroom are good. They settle quickly and willingly to tasks. Pupils collaborate and support each other when working in groups; for example, in brainstorming sessions and practical activities.
- Pupils behave maturely; they are friendly and show consideration to staff and visitors. They move sensibly in and around the school. Their behaviour during whole school assembly is exemplary.
- Older pupils willingly help the younger ones and have a role in maintaining good relationships; for example, the Playground Watch consists of volunteers.
- Pupils in the special needs unit work in a calm atmosphere. They behave very well when they integrate with mainstream classes.

- Pupils respond well to the school and classroom rules they help to formulate and to the reward system. They feel they are treated fairly and that their efforts are
- valued. The school supports parents well with behaviour issues that arise at home.
- There are effective procedures for dealing with bullying. Pupils confidently approach staff with any problems and concerns they may have either verbally or through written messages in the Worry Boxes that are placed in each class.
- Incidents and outcomes of antisocial behaviour are formally recorded. None were observed during the inspection. The school has followed the appropriate procedures in the seven cases of temporary exclusions in the last twelve months.

### **{~}4.3 Attendance**

The level of pupils' attendance and punctuality is unsatisfactory.

- At 88.76 per cent the average rate of attendance for reception, KS1 and KS2 for the past three terms is below the LEA and all Wales averages. This is a very similar situation to that found in the previous inspections.
- There is evidence that the attendance for pupils in upper KS2 classes is consistently above 90 per cent but for pupils in reception and Y1 it is sometimes as low as 73 per cent and consistently well below 90 per cent, thereby reducing the overall rate for the school.
- Absences are caused mainly through illness but the absences of a small number of pupils, particularly in lower KS1, and family holidays in term time adversely affect the overall rate.
- Punctuality remains a problem with a significant number of pupils arriving late at the start of the day particularly on Monday mornings. The school adopts a 'better late than never' approach, as many older pupils are responsible for getting themselves and their siblings to school. The school day and individual lessons start on time.
- Targets and strategies are in place to improve attendance and punctuality with a good measure of success in KS2. The attendance trophy is awarded weekly to the class with the best attendance. In the week prior to the inspection, three classes achieved attendance ranging between 93 and 98 per cent. Pupils who achieve perfect attendance are rewarded termly and at the year-end. Parents are kept fully informed of the class achievements through the weekly newsletter.
- The school works closely with the Educational Welfare Officer (EWO) and actively pursues cases of non-attendance and persistent latecomers. Although the school advises parents of the detrimental effects of non-attendance and lateness on the education of their children a small number are slow to respond.

- Registers are completed meticulously and comply with regulations.

## **5. QUALITY OF EDUCATION**

### **5.1 Teaching**

The quality of teaching is satisfactory or better in almost all lessons observed. In the early years, it is good in 15%, and very good in a further 70%. In KS 1 and KS2 it is good in 65% and in 5% it is very good.

- In all classes teachers have good relationships with their pupils and this enhances the quality of teaching. Teachers value the contributions made by pupils and offer appropriate support, praise and encouragement.
- In no class is there clear identification of the use of key skills to support learning across the curriculum.

Where the quality of teaching is good or better:

- teachers have appropriate expectations of pupils in terms of both achievement and behaviour;
- good questioning techniques allow pupils to provide extended responses to develop their oral skills and extend their understanding of the work undertaken;
- lessons are well structured with appropriate whole-class introductions, which are not overlong. Direct teaching is well focused and has a good pace;
- teachers intervene appropriately to support pupils and move them forward in their learning;
- learning objectives are clearly explained, timing of activities is appropriate and pupils are given opportunities to reflect on their learning.

Where the quality of teaching is satisfactory:

- teachers' expectations are too low and much of the work is generally the same for all pupils, resulting in a lack of challenge for the more able pupils and limited progress for all pupils;
- pupils are often over-directed and have too few opportunities to work independently and take more responsibility for their own learning;
- plenary sessions which should allow sharing of achievements and reflection on learning are not well planned or conducted;

- teaching is not taken from a clear assessment of the needs and abilities of pupils and their understanding of previous work;
- too few opportunities are provided for pupils to record their work effectively.

## **{~}5.2 Assessment, recording and reporting**

The quality of assessment, recording and reporting is unsatisfactory overall. It is identified in the school development plan as an area for development.

- Assessment in the early years is manageable, accurate and consistent, providing work which is well matched to pupils' needs through on-going evaluation and recording on a daily basis. This assessment is of very good quality and includes observational field notes made about individual pupils to aid planning.
- A baseline assessment is undertaken when children enter nursery and reception classes. This is used effectively to give early identification of pupils with SEN.
- The newly introduced policy for assessment, recording and reporting has yet to be fully implemented and this has an impact on the accuracy and consistency of assessment in KS1 and KS2. Arrangements for assessing pupils' progress is at an early stage and is very limited. Present assessment methods do not enable teachers to provide children with small achievable targets which are reviewed regularly with the pupil.
- There are no individual records of pupils' achievements and few samples of work retained. Pupils are beginning to select items of work for inclusion in their Proud to Present files.
- Assessment information is not recorded in sufficient detail. This means that it is not used effectively to ensure that planning for future work is well matched to pupils' needs and abilities. Assessment does not promote higher standards through providing appropriate levels of challenge for all pupils, particularly the most able. In some classes weekly evaluations are beginning to be used to plan future work.
- The absence of portfolios of moderated work, particularly in the core subjects, means that there is little guidance for teachers in assessing pupils' level of achievement and tracking their progress. This is apparent in the discrepancy between teacher assessment and task and test results in KS2.
- Assessment for pupils with SEN is of good quality and records pupils' achievement and progress effectively.
- The quality of teachers' marking is variable. In the best practice, positive and encouraging comments relate to lesson objectives and highlight targets for action. This practice could usefully be adopted on a whole school basis.

- Teachers keep on going records of pupils' progress in guided reading; in the best practice, these contain diagnostic comments which will enable teachers to help pupils gain further skills in reading. This needs to be adopted in all classes.
- Data from national and local sources together with annual tests are used to set school targets for the end of each key stage. Analysis of national curriculum test results is at an early stage of development.
- Annual reports to parents are informative and meet statutory requirements. Nevertheless, the format does not indicate clearly to parents how they can help their children progress.

### **{~}5.3 Curriculum**

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

- The curriculum for children under five is well planned to ensure continuity and progression in all six areas of learning and successfully promotes the Desirable Outcomes for Children's Learning. Children enjoy a wide diversity of experiences in the nursery and reception classes which provides a balanced range of activities which are well matched to their age and stage of development.
- Policy documents are in place for all subject areas, with schemes of work either in place or being developed. Many of the schemes of work are newly devised and are not yet being fully implemented.
- Focused and structured differentiated tasks, including extension activities, need to be further developed.
- Curriculum planning does not identify key skills in sufficient detail at any level. Opportunities to extend the key skills of reading, writing, numeracy and ICT across the whole curriculum are under-developed.
- Homework is introduced from the early years onwards. Most pupils are involved in reading activities, and some classes provide work in other curriculum areas. This enables parents to become partners in learning.
- This partnership is particularly evident in the early years, where parents are welcomed to support their children in short activities in literacy and numeracy before the start of school.
- Policy documents for the delivery of personal and social education provide good guidelines for teachers across both key stages, and this is a strength of the school. This is in line with the ACCAC framework 2000. Circle time also has a positive impact on pupils' development and reinforces their awareness of good citizenship.

- Y Cwricwlwm Cymreig is promoted well in local studies in geography. Pupils have opportunities to develop their knowledge and understanding of the culture and heritage of Wales. Pupils' understanding of ethnic and cultural diversity is developing well.
- Pupils' understanding of global citizenship and sustainable development is beginning to be evident and is developing through aspects of science, geography and religious education.
- Pupils support a wide range of extra-curricular activities very enthusiastically. Experience in music, physical education and the games club contributes considerably to pupils' achievement in class activities. The curriculum is also enhanced by sensitive use of visitors, educational visits and specialist teaching in subjects such as music and art.
- The school is sensitive to the needs of all its pupils and is aware of the importance of ensuring equality of opportunity. This commitment is evident in the school's practice, and is a strength of the school. The curriculum for pupils with SEN and those in the EBD Unit provides a good level of support and enables these pupils to make good progress in their learning and behaviour.
- Planning for pupils to work independently on progressively more challenging, open-ended tasks is under-developed in both key stages.
- Opportunities for pupils to record their work regularly in a variety of ways needs to be developed throughout both key stages.
- In KS1, teaching time does not comply with ACCAC Circular 43/90, Management of the School Day.

#### **{~}5.4 Support, guidance and pupils' welfare**

Provision for pupils' support, guidance and welfare is good.

- The school provides a safe and caring environment based on the promotion of good attitudes and values. Pupils' personal and social development is well supported and staff are sensitive to pupils' needs. Pupils feel confident in approaching staff.
- The headteacher and staff are supported by the local community in promoting pupils' well being. Care is taken to encourage pupils to be aware of sustainable development, through, for example, saving paper.
- Pupils new to the school and whose first language is not English are fully integrated into the work and life of the school. They benefit positively from the support and guidance offered and make good progress in their learning.

- Teachers and appropriate support staff are fully aware of pupils' individual needs. Good procedures are in place to contact parents or carers if there is a need to do so. Parents make a valuable contribution to the school through the Parent Teacher Association.
- Some pupils are beginning to evaluate the effectiveness of their own learning. The marking of pupils' work sometimes celebrates achievement, but often lacks comment on what the pupil should do next to improve.
- The school has a formal policy for child protection and all staff are aware of the procedures to be undertaken if necessary. Staff are sensitive to standards of safety when pupils are in or out of class.
- There are opportunities for all pupils, including those with special educational needs (SEN), to participate fully in all aspects of school life and pupils are treated as individuals. The campus care committee, pyramid club and the school council are examples of the initiatives established by the school to care for the pupils, raise their self-esteem and give them the confidence to participate constructively in their community.
- The provision for personal and social education is good and regular circle time sessions enable pupils to become more knowledgeable about a wide range of issues relating to their personal and social development.
- Sex education and the problems of drugs, smoking and alcohol abuse are included in the curriculum and treated sensitively. The school emphasises the importance of health education, placing much stress on the positive aspects of healthy eating.
- When pupils first start school and when they transfer to their secondary school, arrangements and procedures are well established and effective.

### **{~}5.5 Provision for pupils with SEN**

The provision for pupils with SEN attending the unit for KS2 pupils with emotional and behavioural difficulties (EBD) is very good. The provision for pupils in the mainstream school is good. Pupils with SEN are fully integrated in the life of the school.

#### **Provision in the EBD unit**

- There are six pupils with statements and one pupil on school action plus in the unit. All pupils make good progress commensurate with their age and ability.
- Pupils are provided with a well-organised and differentiated curriculum which caters for their needs. It is rich and varied giving many opportunities to extend pupils' knowledge through visits and links with other schools. There is particular emphasis placed on learning through information and communications technology (ICT).

- Pupils show an interest in the lessons and activities on offer, acquire new knowledge and skills and increase their understanding in a stimulating environment.
- Pupils' needs are assessed and their progress is effectively monitored. The staff work co-operatively to implement the broad and balanced curriculum. All staff are committed to the policy for inclusion and provide good role models for their pupils.
- Staff know their pupils well and cater for their complex needs in a sympathetic manner. They are dedicated and provide the very best of support and care for the pupils. The Code of Practice is fully implemented.
- Individual behavioural plans (IBPs) are effective in ensuring that the pupils' needs are met whilst enabling them to have full access to the curriculum. These are reviewed on a regular basis giving all concerned an opportunity to discuss progress made and formulate new objectives and targets.
- Liaison with outside agencies is very good and pupils benefit from the close co-operation between the local education authority, health and other services and the staff working in the unit. Parents are invited to take an active part in their child's learning and progress review procedures.
- Pupils have personal and curriculum targets which are specific and relevant. They have opportunities to discuss, set and evaluate their own targets; this strategy is effective in making pupils aware of what they have to do next in order to succeed. The targets are regularly monitored and modified as pupils progress.

### **School Provision**

There are forty-five pupils identified for school action and ten pupils for school action plus. Pupils make good progress towards the targets set for them and they achieve well relative to their age and ability.

- The school policy and procedures for SEN in the mainstream school conform to the requirements of the Code of Practice and the policy is fully implemented. The school promotes a supportive and inclusive learning environment.
- Where pupils require specific help, for example, when their first language at home is not English or Welsh, the school provides a suitable programme and support to ensure that the child is well integrated and progresses well in all aspects of the curriculum.
- The special educational needs co-ordinator (SENCO) liaises closely with the teaching staff, KS1 support teacher and three support assistants. There is a named governor with responsibility for SEN.

- Pupils with special needs are identified at an early age and their progress throughout the school is monitored. The school makes effective use of diagnostic tests to identify weaknesses and to provide relevant support.
- The SENCO prepares individual education programmes (IEPs) with the teachers for pupils identified with SEN. These have realistic and achievable targets for pupils to progress.
- Parents are given information about SEN in the school prospectus. They are invited to take a full part in the review and IEP target setting procedures.
- Support is given to the pupils either in-class or by individual or group withdrawal sessions. The quality of the planning in these sessions is very good and pupils make good progress. Liaison with class teachers is good and the work is structured to match mainstream lessons. Lesson planning in the mainstream is not, however, always fully differentiated to take account of the needs of pupils with SEN.
- When working in small groups, pupils enjoy the work set for them. They concentrate well and make good progress. Organisations such as the Pyramid Trust and other student groups make a positive contribution to the provision.
- Links with outside agencies are good and effective use is made of the advice and guidance given.

## **{~}5.6 Partnership with parents and community, schools and other institutions**

The quality of partnership with parents and community, schools and other institutions is good.

- The quality of written information for parents is very good. The weekly newsletter, The Glan-yr-Afon News, keeps parents very well informed about the life of the school and their children's achievements.
- Information leaflets and booklets on important matters such as behaviour and attendance, special needs, reading and SATs, are 'user friendly' guides to procedures. They provide useful tips and strategies to help parents support their children. Half-termly curriculum information sheets provide useful information about subjects being taught and ways in which parents can help their children.
- The school prospectus is issued to new parents. It is of good quality, regularly updated and fully meets requirements. However there are a small number of omissions in the GB annual report to parents and as such it does not fully meet the requirements of Circular No. 15/01.
- There is good daily informal contact particularly between parents and teachers in Early Years and KS1.

- Family learning projects are well attended and beneficial. Parents gain confidence and feel better able to support their children, who in turn show enthusiasm and make good progress both academically and in their social skills. There are close links with the home/ school liaison unit that is based on the campus and which provides courses for adults and pre-school children.
- A small number of adult volunteers make valuable contributions to the life of the school and to the standards achieved by pupils.
- The small but very active Parent Teacher Association (PTA) organises fundraising events that are very well supported. It provides substantial financial support which is used to enhance resources.
- The school has very good links with the community. The school supports the Llanrumney Festival and in turn local traders donate goods for the annual Christmas bazaar. Concerts, assemblies and celebrations are open to invited members of the community and are very well attended.
- There are strong links with Llanrumney Learning Centre and the nearby Eastern Leisure Centre. Staff benefit from specialist training. Pupils' skills in hockey, cricket and gymnastics, for example, are enhanced through working with professionals. Pupils regularly take part in sporting events and competitions that help to develop their self-esteem and social skills.
- Visits and visitors help to enrich the curriculum. Pupils' skills in music and art are enhanced through working with professional artists.
- The school supports charities and raises funds for people less fortunate than themselves.
- There are good links with surrounding primary schools and the receiving secondary school. Transition arrangements and curriculum links are well established. Pupils are involved in cross phase projects in the core subjects that have resulted in interesting work such as the Titanic drama production, and there are strong links with the PE department.
- The school is in partnership with an initial teacher training institution and provides training and work experience for trainee teachers, students from surrounding colleges of further education and agencies.

## **{~}5.7 Partnership with industry**

The quality of partnership with industry is satisfactory.

- There is a brief industry policy and two teachers have benefited from industrial placements.

- Visits and visitors help to raise the pupils' awareness of the world of work both past and present.
- Y6 pupils benefit from their recent involvement in an enterprise week that covered all areas of the curriculum.

## **6. MANAGEMENT**

### **{~}6.1 Quality of self-evaluation and planning for improvement**

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

- Self-evaluation is included in the School Development Plan (SDP) and in a separate statement by the head teacher. These indicate recent progress in both curricular areas and other aspects of school life.
- Teacher assessment and national test results are used to evaluate subject coverage and this information is used to help construct the SDP.
- The head teacher and subject leaders undertake some examination of pupils' work and teachers' planning, and this information contributes to the establishment of school priorities.
- Subject leaders produce annual reviews of their subject. These give a factual account of progress and would benefit from having further evaluative aspects. These reviews are used to produce an action plan for each subject area.
- Annual staff interviews with members of the senior management team identify teachers' strengths and areas for development, and provide a basis for in-service education.
- The SDP identifies a number of appropriate priorities for development, some ongoing from previous years, but evaluation would benefit from a clearer focus on quantifying achievement using agreed data and criteria.
- The school is in the process of adopting guidelines and strategies which will enable all staff to be involved productively in the elements of whole-school planning for improvement through careful evaluation of current practice and achievement.

### **{~}6.2 Leadership and efficiency**

The leadership and efficiency of the school is satisfactory overall. At the time of the inspection, the head teacher was absent because of sickness, and the deputy head teacher was in charge of the school.

- The school has appropriate aims and a commitment to providing a positive educational experience for pupils. There is a caring and inclusive ethos, which is a strength of the school.
- The governing body is well informed and fully involved in the life of the school. Governors are undertaking appropriate training and have links with curriculum areas and special needs provision. They are very supportive and have a strong commitment to the school and its pupils.
- Subject leaders monitor standards by scrutinising teachers' planning and pupils' work. However, they have had few opportunities to observe learning and teaching in their subject areas and to recommend areas for development; some are not sufficiently aware of work in a key stage other than their own. The school is aware of the need to develop this aspect further in order to support self-evaluation and whole-school development.
- The senior management team consists of the head and deputy head teachers together with eight other members of staff, three of whom are temporary pointholders. The team meets twice a term but there was little evidence available of the establishment of an appropriate agenda or minutes of decisions taken. Similarly, staff meetings have little recording of discussions or decisions. There is a need to develop this further to ensure dissemination of best practice and establishment of a whole-school approach to learning and teaching to which all staff are committed.
- The budget is well managed and appropriate financial priorities identified which are closely related to the SDP priorities. Expenditure is carefully monitored, with the governing body taking appropriate oversight of spending and evaluating the effects of major spending decisions.
- The school suffers from vandalism regularly; although this has been reduced with the introduction of closed-circuit television, repairs are still costly.
- The recommendations of the last auditors' report have been implemented, and overall the school runs smoothly. The Financial Manager is supported by a temporary administrator.

### **6.3 Staffing, accommodation and learning resources**

The quality of staffing, accommodation and learning resources is good overall.

- Teachers are suitably qualified and provide the school with a good range of experience and expertise. Support staff are well deployed and assist and encourage pupils sensitively.

- Staff development is usually linked to initiatives identified in the SDP. Staff attend a good range of in-service courses, but these are not always disseminated to the whole school effectively. Further work is needed to ensure there is a whole-school approach to the dissemination of training and to ensuring it has a positive impact on practice.
- The school has attractive displays which are linked to learning and teaching. The buildings are cleaned to a high standard and are generally in a good state of repair.
- Externally, the school and nursery building have steps which are unmarked and walls around the play area have crumbling and rough surfaces on tops and edges.
- The resources for curriculum areas are generally good; subject leaders audit resources regularly and spending is carefully targeted. Currently, the emphasis has been on improving resources for the early years, and this has had a clear impact on standards achieved.

## **7. SUBJECTS AND AREAS OF LEARNING**

### **Standards achieved by pupils**

#### **Provision for the under-fives**

The educational provision for children under five is appropriate and successfully promotes the Desirable Outcomes for Children's Learning.

- In the nursery, children achieve very good standards commensurate with their age and stage of development in language, literacy and communication skills, personal and social development, knowledge and understanding of the world, creative development and physical development, and good standards in mathematical development.
- In the reception classes, children achieve good standards in all six areas of learning.
- Very good assessment and record-keeping throughout the early years ensures that work is appropriately differentiated and children experience an appropriate level of challenge in a range of interesting and stimulating experiences. Children experience clear continuity and progression in their learning.

#### **Nursery**

- The nursery class has a large proportion of very young children who are very well supported by the teacher and two qualified nursery assistants.
- Adults provide very good quality experiences and take every opportunity to develop children's knowledge, skills and understanding effectively to a high level.

All activities provided have a very good educational content, and planning for play activities ensures that adult input is consistent and effective.

- The pace of teaching and care and support provided for children by all adults is very good.

### **Good features**

Children's language, literature and communication skills are very good.

Children listen attentively to adults and their peers and speak confidently both in group sessions and on a one to one basis with adults. Their vocabulary is extended sensitively when working with adults.

- They enjoy books and stories and use the computer to work through well-known stories. Children can refer to parts of the story they enjoy and are able to retell them accurately. They listen to instructions and act on them sensibly.
- Writing skills are developing well and many can recognise and some write their own names accurately. Children understand the difference between writing and illustrations, and many know that they have to begin their own writing at the top left corner of pages.

Children's personal and social development is very good.

- Children are happy to come to school and are familiar with daily routines. They take it in turns to help prepare and distribute snacks and are keen to help in all areas of the nursery. Most are able to share well and take turns with the many activities on offer.
- Children relate very well to adults and treat each other with care and consideration. They are confident and secure, taking part in all activities provided.
- Appropriate praise from adults increases children's self-esteem and positive moral and social attitudes are consistently reinforced.

Children's mathematical development is good.

- Many children can count items up to five or six confidently and are beginning to recognise number symbols. Most can match one to one accurately.
- Practical activities in sand and water help children to develop early concepts such as 'full' and reinforce counting. Their positional language is developing through interaction with adults in outdoor and large apparatus activities.
- Children are beginning to recognise and name common two-dimensional shapes such as squares, circles and triangles encountered in activities such as food preparation and painting.

Children's knowledge and understanding of the world is very good.

- Children comment sensibly on the day's weather and are able to record it appropriately. Pupils have exciting experiences of cultures other than their own through experiences such as celebration of Chinese New Year and visits from a nearby school to introduce them to Indian food and dress.
- Children use the computer confidently and competently, exploring adventure programmes related to their favourite stories. Some have good control of the mouse and are able to select and change the programmes they are using.

Children's creative development is very good.

- Children dress themselves appropriately independently for creative activities. They paint pictures with increasing control and name colours correctly. They are eager to talk about their work.
- Children use a variety of tools with dough play and make items related to their current themes. They are experiencing a wide range of two- and three-dimensional techniques and respond very well to these, handling tools confidently.
- Children enjoy singing appropriate songs and rhymes which support their learning in areas such as language and mathematics.

### **Shortcomings**

There are no significant shortcomings.

### **Reception**

- Children in the reception classes are very well supported by the adults involved.
- Work is well planned and includes both outdoor and indoor play activities. Adults give good input into children's self-chosen activities, developing and extending their knowledge, skills and understanding effectively.

### **Good features**

Children's language, literacy and communication skills are good.

- Children generally listen carefully to adults and many speak confidently and clearly. Although some children have a limited vocabulary, staff are working hard to extend their understanding and use of words specific to themes being studied. They sit and listen during school assembly and in physical education sessions.
- Children are beginning to recognise initial letter sounds and match them to words. Some know that names need an upper case letter at the start, and can recognise and write their own names and those of others.

- They enjoy stories and have good recall of those they have heard. They are able to sequence animals encountered on a journey and relate them to the story. Some are happy to choose a book to read or to use the listening centre to hear a story again.
- Children's writing skills are developing appropriately, often through role play activities. They understand the purpose of lists and are able to write a shopping list for the greengrocery stall in the role play area; many of the names of fruit are written accurately using phonic skills by the most able.

Children's personal and social skills are good.

- Children come into the classes happily and know the daily routines well. They take it in turns to be 'special helpers' at snack times and in leading the classes around the school.
- Many are able to take turns sensibly and share activities calmly. They relate well to adults and generally treat each other with care and consideration.
- Children are confident and contribute to discussions, taking part in all the many activities on offer.
- Appropriate praise and support from adults increases children's self-esteem and acceptable behaviour and appropriate values are consistently reinforced, which has a positive impact on learning and teaching.

Children's mathematical development is good.

- Children are able to count and sequence; this is clearly evident in their recounting of the current story. They recognise numerals to ten and some can write them accurately.
- Many can sort by shape and colour and can name common two- and three-dimensional shapes. Practical activities in sand and water enable them to develop their understanding of counting.
- Outdoor play activities enable children to keep a tally of the number of goals they score, and compare their achievement with that of others.

Children's knowledge and understanding of the world is good.

- Children are able to make sensible comments on the weather, and to complete the recording of the day's weather competently. They are beginning to be able to give an account of the work people do.

- They understand that rockets go beyond the earth's atmosphere and enjoy role play activities which enable them to control lift-off and return.
- Children use the listening centre independently, starting and stopping the tape, and going through the related book effectively .
- Some are able to use the computer for drawing pictures using a paint programme.

Children's creative development is good.

- Children enjoy painting activities, despite the fact that the space they have for this is extremely limited. They know the basic colours, and are able to colour-mix competently. They have a clear understanding of what they are painting and are able to discuss their completed pictures.
- Children use the writing areas to produce illustrations of the story that they have been studying, or to do their own pictures and illustrations.
- They enjoy singing and finger rhymes; most can sing in tune. These develop their understanding and learning in areas such as language and mathematics.

Children's physical development is good.

- Children have good spatial understanding and are able to co-ordinate movements such as running and jumping. Regular access to well-planned outdoor activities contributes to the standards achieved.
- Children use a range of tools such as paintbrushes, pencils and scissors safely and effectively, and enjoy using small-world activities, jigsaws and construction toys which they manipulate well.

### **Shortcomings**

- Children's recording shows a high proportion of number and letter reversals, which persist into KS1. This aspect needs some attention; it is partly due to children's pencil grip, which also needs to be improved.

### **{~}English**

In both key stages standards in English are satisfactory overall.

### **Good features**

- Pupils in both key stages develop good speaking skills. In KS1, pupils express themselves clearly with growing confidence and enjoy sharing their thoughts and observations with visitors. They respond to questions and give accurate and logical explanations of their tasks.

- Pupils in KS2 participate sensibly and constructively in class and group discussions and communicate information coherently. They engage adults in conversation and pose relevant questions in order to seek information.
- Pupils make good progress in the development of their listening skills in both key stages. The majority demonstrate that they can listen and reflect with concentration and understanding on the meanings and intentions of other speakers in different contexts.
- Standards in reading are satisfactory with some pupils achieving good standards by the end of KS2. In KS1, pupils make good progress in using different strategies to help them identify unfamiliar words. They are able to talk about their story books, predict endings and make relevant observations about aspects of content. They enjoy reading their own written work to visitors.
- Pupils in KS2 make good progress with their reading skills. They can discuss favourite books and give reasons for their preferences. Pupils can read for research purposes and retrieve information to support their topic work, although this was limited during the inspection. The school's programme of reading initiatives, including parental involvement, impacts positively on pupils' standards in reading.
- Pupils' independent writing is progressing satisfactorily in both key stages. Pupils in KS1 understand the significance of sentence structure, sequence their work sensibly and begin to include punctuation correctly.
- In KS2, pupils are able to plan and organise initial ideas and reflect on what they have written. They are increasing their awareness of how to vary their language for particular purposes and readers.

### **Shortcomings**

- Pupils' ability to record written responses at length in their own words and extend their independent writing in a range of contexts is not fully developed.
- Reading for research and retrieving information from a range of different sources in order to develop higher order reading skills needs improvement. This is an area already identified by the school for improvement.
- The quality of handwriting varies unduly between classes and standards of presentation are not maintained in cross curricular work.

### **{~}Mathematics**

Standards achieved in mathematics are good in both key stages.

### **Good features**

- In both key stages pupils are making progress in their understanding of number and in the development of mathematical skills, knowledge and concepts. Most pupils are developing accuracy in methods of calculation and use appropriate terminology when discussing their work.
- In KS1, pupils are developing a good understanding of place value and can add and subtract using one and two digit numbers. Pupils count in sequence and can identify missing numbers. Pupils understand the use of symbols at an appropriate level.
- Pupils are able to recognise common two- and three-dimensional shapes, and are beginning to be able to describe their properties.
- In KS2, pupils extend their understanding of number with more able pupils at the end of the key stage recognising equivalence between decimal, fraction and percentage forms of number. Oldest pupils extend their understanding to the manipulation of negative numbers.
- Pupils in KS2 extend their understanding of shape, and most are able to explain how to work out perimeters and areas of shape. They recognise and describe the characteristics of more complex two-dimensional shapes. At the end of the key stage, they are able to describe angles and show a good understanding of symmetry and rotation.
- Older pupils are able to enter data into a database and produce and manipulate the resulting graphical representation.

### **Shortcomings**

- Throughout the school, a number of pupils are often slow in recalling number facts and lack confidence and accuracy in mental number work.
- Pupils in KS2 generally do not undertake sufficiently challenging tasks.
- Data-handling and graphical representation is under-developed throughout the school.
- Pupils have insufficient experience of recording their work, particularly in KS1.

### **{~}Science**

Standards of achievement are good in KS1 and KS2.

### **Good features**

- Pupils develop an understanding of a fair test when comparing and conducting an experiment.

- In KS1, pupils investigate the different materials which are used to build a house. They discuss the properties and group them according to whether they are solid, pliable, transparent, waterproof or absorbent.
- Pupils understand that an electrical circuit has to be complete in order to work. They find out which materials are suitable for the conduction of electricity.
- Pupils study food hygiene and find out which foods promote a healthy lifestyle. They have a good knowledge of living things and are able to describe the conditions necessary to keep them alive.
- In KS2, pupils recognise that some materials can change irreversibly. They investigate a range of common foods and subject them to a process to test their hypothesis.
- Pupils understand the concept of a force, including pushing and pulling. They understand the force of gravity and investigate the forces which enable a balloon to remain stationary. Older KS2 pupils know that force is measured in Newtons and that two Newtons equals the force of a mass of two hundred grammes.
- Pupils know the conditions that plants need to sustain life and grow. They investigate different environments to find out which enables growth to take place efficiently.
- Pupils know that the sun, earth and moon are approximately spherical and they know their relative positions in the solar system. They understand the periodic changes that take place; for example, they know that the earth spins around its own axis, and how shadows change as this happens.
- Pupils have a working scientific vocabulary and discuss their investigations by explaining the need to find out how it was carried out and the implications of outcomes.

### **Shortcomings**

- In both key stages, pupils' recording skills are very limited. They rarely record their findings and have few written results and notes to develop considered conclusions.
- Pupils do not, as a matter of course, use ICT to present and consider scientific information in an appropriate form. They do not use IT equipment such as data loggers to monitor changes.

### **{~}Welsh second language**

Standards achieved in Welsh are good in KS1 and satisfactory in KS2.

## **Good features**

- Pupils make good progress in recalling basic vocabulary and expressions and are able to follow simple instructions and commands.
- In KS1, pupils respond to questions relating to their well-being and make good progress in recalling vocabulary relating to travel. They are beginning to develop their questioning and answering skills. In Y2, pupils participate in miming actions relating to vehicles and can associate them correctly with the appropriate colours.
- Pupils in KS2 begin to use an increasing range of words, phrases and sentences when speaking. At the beginning of KS2 they correctly identify and name articles of clothing.
- In Y6, pupils make good progress in answering questions related to hobbies and develop their skills by giving extended explanations for their choices.
- Pupils are developing appropriate reading skills in both key stages. They use big books and group readers as a basis for discussion.
- Pupils make satisfactory progress in developing their writing skills through tasks that include labelling, interviews, copying sentences based on given patterns and writing simple dialogue. Pupils in some classes produce attractively laminated class books based on language patterns and activities related to their topics.
- Displayed vocabulary and target phrases around the school, the singing of Welsh songs and rhymes, participation in annual celebrations and after school Urdd activities stimulate oracy and contribute significantly towards creating a Welsh ethos in the school. The assistance of the athrawes fro in supporting and encouraging teachers in the delivery and organisation of the subject programme impacts positively on pupils' progress.

## **Shortcomings**

- Incidental Welsh and daily target phrases are not used consistently throughout the school day in order to encourage pupils to develop confidence and spontaneity in conversation.
- Extended responses need to be consolidated in every class across both key stages to ensure pupils' progression in developing oral skills in everyday situations and in other subjects.
- In KS2, pupils' writing skills need to be further developed. Consolidation and transference of language patterns from one topic to another need to be reinforced to enable pupils to develop independence in their written work. This is an aspect already identified by the school as needing improvement.

## **Design and technology**

Standards of achievement are satisfactory in KS1 and KS2.

### **Good features**

- In KS1, pupils discuss their ideas to improve the playground. They consider what fixed and mobile apparatus would be suitable, draw a plan setting the apparatus out and make models using a variety of materials.
- In Y1, pupils visit St Fagans to study the design of different kinds of houses. They design and draw their houses, and make them demonstrating effective skills in cutting, sticking, gluing and decorating.
- In Y2, pupils draw natural objects and etch them on to clay tiles. They paint and decorate their tiles. Pupils consider the different patterns that can be made from weaving with textiles; they produce a variety of patterns in different colours.
- In KS2, pupils use a variety of skills to produce items for sale for their mini-enterprise week. They decide on saleable products, design them and produce, for example, jewellery boxes, coasters and painted glasses.
- Pupils evaluate different makes and types of biscuit to design a school biscuit for St. David's Day. They list the ingredients, test for flavour and categorise into groups such as sweet, savoury, sandwiched or plain. They design a logo for their biscuit.

### **Shortcomings**

- In KS1, pupils do not design or make products or models which use simple mechanisms such as wheels and axles, and joints that allow for movement.
- Pupils' use of words, pictures, sketches and ICT to record their ideas is very limited.
- In KS2, pupils do not make devices in design and technology which incorporate electrical circuits, including those with simple switches, to achieve functional results.
- Pupils do not develop and communicate aspects of their design ideas in a variety of ways, using ICT where appropriate.

## **{~}Information technology**

Standards of achievement are satisfactory in KS1 and KS2.

### **Good features**

- In KS1, pupils begin to make progress in developing their computer skills. They are aware of the different uses of computer hardware and use the keyboard and mouse with increasing confidence.
- Pupils enter and store instructions in a programmable turtle to enable it to travel along a pre-determined route.
- In KS2, pupils use ICT to sort and classify information and present their findings. They are able to load and access CD-ROMs and search the internet for information. For example, Y5/6 pupils access the BBC website to find information for their debate on fox hunting.
- Younger pupils in KS2 use the word processor to write poems on colour. They search the Internet to find different patterns unique to South America for their project.
- Y4 pupils visited St. Hilary and wrote for their geography project using the word processor. They use IT to investigate the story of the willow pattern and can record their findings.
- Older KS2 pupils use the digital camera to support learning across the curriculum. They research information for their project on the Romans using CD-ROMs.
- Pupils begin to use databases to present information in different ways. They scan databases to check for accuracy and amend them appropriately.

### **Shortcomings**

- In KS1, pupils' use of ICT to develop their learning is very limited. They do not prepare simple databases or enter and store information for future use or add information to an existing file.
- In KS2, pupils' use of ICT equipment and software to organise, reorganise and analyse ideas and information is very limited.
- Pupils do not use IT as a matter of course to record information in their subjects. Their use of IT to analyse and interpret information is underdeveloped.

### **{~}History**

Standards in history are satisfactory in KS2. No lessons were taught in KS1 during the inspection, but on the basis of discussion with pupils and work in books standards were judged to be satisfactory.

### **Good features**

- In KS1, pupils are able to sequence events and use appropriate terms to describe the passing of time. They show a developing understanding of chronology.

- Pupils learn why people did things and can explain in simple terms the impact of people's actions in the past through their studies on Guy Fawkes.
- In KS2, pupils show a keen interest in the subject; they listen well, respond effectively to a range of questions, show a good recall of previous learning and use appropriate subject specific vocabulary in discussion.
- Pupils in Y6 are enabled to develop their skills in historical enquiry through comparing and contrasting Celtic and Roman homes. They use information gleaned from a web-site to enhance their understanding and utilise appropriate subject vocabulary to describe differences and state preferences.
- Pupils in Y6 develop their understanding of life in Roman times through participation in role play based on their own script. They make pertinent use of museum artefacts to enhance their understanding as well as making their own.

### **Shortcomings**

- In both key stages, pupils communicate their knowledge and understanding of history in a limited way. Their recording of historical events in different forms need to be further developed to include their own ideas and judgements.
- In KS2, pupils' skills of in-depth historical enquiry and ability to pose analytical questions through independent research lacks progression. Insufficient use is made on a regular basis of a range of source materials including documentary material to enhance their historical enquiries and enable pupils to select and combine information independently.

### **{~}Geography**

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

#### **Good features**

- Pupils in KS1 make good progress in developing early geographical skills. They can answer geographical questions and communicate their own opinions sensibly and logically in relation to their own homes within the locality.
- As a result of map and fieldwork, pupils are developing an understanding of their locality and can talk about local features and buildings.
- Early mapping skills such as the drawing of simple plans, the use of symbols and keys and the use of co-ordinates to locate features are developed progressively. In Y1/2, most can read co-ordinates successfully.

- Pupils in Y2 can identify objects from various viewpoints. They can locate tables and groups in the classroom and correctly record their observations on a plan giving reasons for their decisions.
- Pupils in KS2 develop their geographical skills through their use of aerial photographs, study of OS maps, four figure grid references, scale measurements and compass directions in their study of a contrasting locality in Wales. Following fieldwork in St Hilary, they can compare the features observed to their own local area. They participate in discussion, justify their own opinions and utilise appropriate subject specific vocabulary when describing a rural settlement.
- Through the establishment of the school garden and projects involving recycling, pupils are developing an understanding of an individual's responsibility for the environment and an appropriate level of awareness of sustainable development.

### **Shortcomings**

- Pupils in KS2 need to further develop in-depth enquiry skills and be able to draw conclusions when answering geographical questions. Their ability to formulate ideas and opinions about geographical issues is under-developed.
- The recording of pupils' geographical knowledge and understanding, particularly in KS2, needs to be further developed to include a range of different types of writing.
- The use of ICT, including the independent use of the digital camera during field work, needs to be developed in both key stages.

### **{~}Art**

Standards achieved in art are good in KS1 and satisfactory in KS2.

#### **Good features**

- In both key stages, pupils are developing an appreciation of the use of colour and their competence in drawing skills is increasing.
- In both key stages, pupils have experience of a variety of techniques in both two- and three-dimensional work. The sculptures of animals in the stairwell are examples of this.
- Pupils have an awareness of the techniques used by artists such as Kandinsky and Rousseau and are able to use them for their own paintings. Those produced by pupils in Y1 show a good appreciation of form and colour.

- Pupils in the Y1/2 class are able to produce their own chalk drawings from a range of photographs of the local area. They include some detail and are able to discuss their work well.
- Pupils in Y2 make good attempts at weaving on hand looms, using a variety of materials in shades of blue. They handle materials and tools confidently.
- Pupils in Y4 use shades of blue to produce drawings and patterns based on the Willow Pattern story. They are able to use repeating patterns effectively and make pencil drafts of the story which they begin to transfer to a finished copy.
- Pupils have benefited from working with visiting artists; the most recent venture has produced attractive screen prints based on an African theme to which all pupils in two classes contributed.

### **Shortcomings**

- There is little evidence of pupils' achievement in the displays in KS2 classrooms; many are adult-directed and contain little individual work.
- Overall, there is little evidence of the development of knowledge, skills and understanding through the school. This is particularly so in KS2.
- Planning to give pupils opportunities to experience continuity and progression in their learning is not evident in either key stage, and the policy document lacks clear identification of all aspects of the art curriculum. This results in lower standards being achieved by pupils.

### **Music**

Pupils achieve good standards in both key stages.

#### **Good features**

- Most pupils in both key stages sing in tune, with clear diction.
- Pupils can vary pitch and show an awareness of pace when performing.
- In KS1, pupils handle percussion instruments appropriately and use them effectively to accompany their singing.
- Pupils in KS2 are fascinated by tabla drums played by a visiting tutor, and are able to match a simple rhythm which is repeated a number of times.

- Y4 pupils are able to participate in a samba band, keeping rhythm in mind when working in groups. They are able to respond to the conductor's indication that they should increase or decrease volume when they are playing.
- In KS2, Y6 pupils demonstrate their ability to keep in time with a steady beat when composing music. They use tuned and untuned instruments effectively when composing birdsong music. They are able to evaluate the contribution of different groups and suggest ways in which performance could be improved.
- Pupils have good experiences in extra-curricular musical activities, singing in choir, learning the skills associated with the recorder and other tuned musical instruments and playing steel drums. They demonstrate these skills during some school events.

### **Shortcomings**

- Pupils are not enabled to make progress in their knowledge, skills and understanding of music through the scheme of work; this is an aspect which needs improvement and is recognised by the school.
- Pupils are not always taught by their own teachers; there has been little progress in teacher's own subject knowledge since the last inspection.
- There was little evidence of Y Cwricwlwm Cymreig in any musical experience offered to pupils during the inspection.

### **Physical education**

Standards achieved in physical education are good in both key stages.

#### **Good features**

- In both key stages, pupils respond enthusiastically to a range of activities through which they develop good movement skills. Pupils are made aware of potential hazards and are trained to look for them.
- Pupils are developing an awareness of the body and its capabilities. They know how important exercise is and can identify the changes which occur as a result of physical exertion.
- In KS1 pupils listen carefully and concentrate well. They respond appropriately to directions, use space well and travel confidently, changing speed and direction. They are beginning to develop the ability to work as teams in simple competitive games.
- Pupils in KS2 have good skills in sending, receiving, avoiding and passing and can use them well in team games. They are developing good control of the ball in football training activities.

- In dance, older pupils in KS2 respond well to musical stimuli, working effectively to develop a sequence of movements related to the music. They are able to demonstrate a complete sequence, and can evaluate the work of others using appropriate terms.
- Pupils in Y4 and Y5 attend swimming lessons and older pupils have the opportunity to undertake outdoor and adventurous activities.
- Extra-curricular sporting activities are well supported by pupils of all abilities and by their parents. Pupils are enthusiastic and work well together and with adults. These activities contribute positively to pupils' games skills which are demonstrated during their lessons.

### **Shortcomings**

- At times, pupils lose concentration and become noisy during PE lessons.
- Pupils in KS1 are not evaluating their work sufficiently.

### **Religious education**

Standards in religious education are satisfactory in both key stages.

### **Good features**

- Pupils in both key stages show a developing understanding of the significance of religious belief in the lives of others including other faith communities. They are aware of Christian practices alongside those of other faiths.
- Pupils throughout the school share their thoughts and feelings readily and understand the way others feel. They develop these skills effectively through opportunities to participate in circle time. Younger pupils appreciate the importance of friendship and are sensitive to the idea of being kind and helpful to others.
- Following a visit to a synagogue and through handling related artifacts, pupils at the end of KS2 can explain the way in which objects are used and the reasons why. In Y5, pupils produce a brochure depicting the main features of the life of a synagogue.
- Pupils in Y6, through their studies on places of worship understand the way in which people worship in a Christian Church. They demonstrate a respectful attitude towards worship and can explain the role of prayer. Pupils can give examples of different kinds of prayer and identify common features. They write their own prayers to be read in assembly.
- Pupils in both key stages recognise the importance of rules and of the need for their lives in school to be governed by a code of conduct. Pupils understand the importance of caring for and respecting others.

## **Shortcomings**

- Evidence of pupils' recording personal responses to religious belief and practise is limited. There is a need to develop the range of written activities in both key stages to enable pupils to express their understanding in their own words.
- There is a need to develop the use of ICT in the delivery of religious education.
- Currently, there is a lack of development of the progression of skills which enable pupils to ask questions and offer individual viewpoints. This development is included in the new scheme of work and needs to be implemented consistently.

## **8. SCHOOL IMPROVEMENT**

### **8.1 Progress since the last inspection{~}**

#### **Early Years and KS1 key issues identified in the previous report:**

- Improve standards in music by fully implementing the NC programmes of study and improving teachers' knowledge of the subject;

In the early years, the music subject leader supports teachers by providing teaching for a class with a non-specialist teacher. The scheme of work for KS1 has been improved, and the subject leaders are aware of the need to develop it further both for KS1 and KS2.

- Address the shortcomings highlighted for NC subjects and religious education;

There are still subjects which are identified as satisfactory, and which need addressing.

- Ensure that the time allocation to foundation subjects is consistent among KS1 classes;

The overall teaching time in KS1 needs attention to meet the recommendations of ACCAC Circular 43/90, but time allocation for foundation subjects is now consistent among KS1 classes.

- Ensure teachers plan more closely together to ensure all pupils in the same year group have equal access to the curriculum;

Teachers are planning effectively to ensure that pupils in the same year group have equal access to the curriculum.

- Actively monitor the quality of education to secure a consistency of practice and standards across all classes and subjects;

This is again an issue in this report.

- Continue in the good practice of using a wide range of teaching strategies that motivate pupils' learning;

Teaching strategies provide good motivation for pupils currently.

- Upgrade the hard-surfaced yard to remove hazards to pupils;

As this is not included in any of the sections of the previous report, it is not possible to establish whether progress has been made.

### **KS2 key issues identified in the previous report:**

- Improve standards in the basic core skills of reading, writing, numeracy and ICT right across the curriculum;

Planning for, and standards achieved in, key skills are a key issue in this report also.

- Raise overall standards in RE and address the shortcomings in those subjects where standards are satisfactory rather than good;

This is again an issue in this report; standards in English, design and technology, information technology, history, art and religious education in both key stages, and Welsh as an additional language and geography in KS2 are judged to be satisfactory.

- Make more effective use of assessment information to identify strengths and weaknesses, track the performance of individual pupils and improve teachers' planning;

This is a key issue in this report; the school has identified assessment, recording and reporting as an area for development across the whole school. However, in the early years assessment recording and reporting is already very good, with a manageable system in place enabling teachers to use assessment to plan appropriate activities.

- Develop whole-school strategies to provide work that is appropriately targeted to meet the specific needs of individual pupils of all abilities, and, in particular, to ensure that the more able pupils are sufficiently challenged to achieve their full potential;

This links with the previous point; work is not being sufficiently differentiated to support all pupils effectively.

- Provide additional support for pupils with SEN in the mainstream classrooms, particularly for pupils in the upper key stage who have specific learning difficulties;

The school has provided effectively to support the large proportion of pupils who have special educational needs.

- Maintain and further develop existing efforts to raise levels of attendance;

The school has implemented a number of effective measures which have improved attendance figures. Staff are aware of the need to continue to improve attendance.

## **8.2 Key Issues for Action**

In order to progress, the school and governing body need to:

- raise standards in those subjects identified as satisfactory;
- implement a whole-school approach to planning and integrating key skills across the curriculum; \*
- implement a manageable system of assessment, recording and reporting which will have a positive impact on provision and standards; \*
- develop a whole-school approach to leadership and management, in particular by improving the role of subject leaders\* in monitoring and evaluating work and provision;
- implement a whole-school approach to curriculum planning in order to ensure that pupils experience continuity and progression in their learning;
- continue to address actively the issue of improving attendance. \*

\* The school has identified these issues as ones which require development, together with improving writing throughout the school.

*The inspection team thanks pupils, parents, governors and staff for the courtesy and consideration with which it was treated during the course of the inspection.*

## **APPENDIX**

### **A. Basic information about the school**

Name of School	Glan-yr-Afon Primary School
School type	LEA maintained
Age -range of pupils	3 – 11 years
Address of school	Browning Close Llanrumney Cardiff
Post-Code	CF3 9NJ
Telephone Number	02920 778176

Headteacher	Mr G H Davies
Date of appointment	January 2001
Chair of Governors/ Appropriate Authority	Mr R Bennett
Registered Inspector	Mrs H R D Palmer
Dates of inspection	19 – 22 January 2004

### **B. School data as indicators**

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	24	36	40	36	30	23	37	36	261

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	13	4	15.1

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	17.6:1
Pupil : adult (fte) ratio in nursery classes	8 :1
Pupil : adult (fte) ratio in special classes	3.5:1
Average class size, excluding nursery and special classes	23
Teacher (fte) : class ratio	1.25 :1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	83	88	92	89
Term 2	81	88	90	88
Term 3	87	87	91	89

Number of pupils excluded during 12 months prior to inspection.	7
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## C. Results of national curriculum assessments and public examinations

<b>National Curriculum Assessment KS 1 Results: 2003</b>		Number of pupils in Y2: 29						
<b>Percentage of pupils at each level</b>			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	0	21	79	0	0
		National	0	4	13	63	20	0
EN: Reading	Teacher Assessment	School	0	0	31	69	0	0
		National	0	4	14	54	28	0
EN: Writing	Teacher Assessment	School	0	0	48	52	0	0
		National	0	5	13	71	10	0
EN: Speaking and listening	Teacher Assessment	School	0	0	7	93	0	0
		National	0	2	11	64	22	0
MATHEMATICS	Teacher Assessment	School	0	0	0	100	0	0
		National	0	2	9	61	26	0
SCIENCE	Teacher Assessment	School	0	0	0	100	0	0
		National	0	2	10	68	20	0

Percentage of pupils attaining at least level 2 in mathematics, science, and either English or Welsh (first language)			
In the school:	79	In Wales	80

<b>National Curriculum Assessment KS 2 Results: 2003</b>		Number of pupils in Y6:41										
<b>Percentage of pupils at each level</b>			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	3	10	29	42	15	0
		National	0	0	0	0	1	6	16	45	31	0

	Test/Task	School	0	12	0	0	0	8	12	51	17	0
		National	0	2	1	0	0	5	12	38	40	0
Mathematics	Teacher assessment	School	0	0	0	0	0	8	27	54	12	0
		National	0	0	0	0	0	4	19	46	30	0
	Test/Task	School	0	5	0	0	0	8	32	54	12	0
		National	0	2	1	0	0	4	18	42	33	0
Science	Teacher assessment	School	0	0	0	0	0	3	17	68	12	0
		National	0	0	0	0	0	2	13	49	35	0
	Test/Task	School	0	5	0	0	0	0	27	68	12	0
		National	0	2	0	0	0	1	9	48	39	0

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	54	In the school:	46
In Wales:	70	In Wales:	69

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

## D. The evidence base of the inspection

Before the inspection, meetings were held with the staff, the governing body and the parents of pupils registered at the school. One parent was present at the pre-inspection parents' meeting. Documents supplied by the school were scrutinised and 58 questionnaires returned by parents were analysed. A team of four gave fourteen inspector days to the inspection, in the course of which formal observations were made of 72 lessons or part lessons. In addition, 93 formal notes were made of aspects of pupils' work and provision. Discussions with pupils from all age groups and abilities were undertaken, both inside and outside the classroom. A representative sample of pupils' work from all classes and for the whole academic year was scrutinised. Teachers' plans and records were examined. Inspectors considered the site, fabric and resources of the school. Discussions were held with the Deputy Head Teacher (in the absence of the Head Teacher) and with teachers, particularly about their subject management roles. Still within the context of the inspection, reporting back meetings took place with the Deputy Head and members of the senior management team, the staff and the governing body.

## E. Composition and responsibilities of the inspection team

NAME	ASPECTS	SUBJECTS
Mrs H R D Palmer (Registered Inspector)	Context Main Findings 3.1 Standards of Achievement 5.1 Quality of Teaching 5.2 Curriculum	Early Years Mathematics Music Physical Education Art

	6.1 Self-evaluation 6.2 Leadership and Efficiency 6.3 Resources 8.1 Progress since the last inspection 8.2 Key Issues for improvement	
Mr C Brace (Team Inspector)	4.1 Spiritual, Moral, Social and Cultural Development 5.4 Support and Guidance 5.5 Special Educational Needs	Science Design and Technology Information Technology Religious Education
Mrs G Rees (Team Inspector)	3.2 Key Skills 4.2 Behaviour (supporting) 4.3 Attendance (supporting) 5.3 Assessment, Recording and Reporting 5.6 Links (supporting) 5.7 Industrial links (supporting)	Welsh as a second language English History Geography
Mrs C Lewis (Lay Inspector)	4.2 Behaviour 4.3 Attendance 5.6 Links 5.7 Industrial Links	

