

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

**Glynhafod Junior School
Glynhafod Street
Glynhafod
Cwmaman
Aberdare
CF44 6LD**

School Number: 674/2157

Date of Inspection: 18th – 21st October 2004

by

**Robert Alun Isaac
W170/15942**

Date: 20th December 2004

Under Estyn contract number: T/72/04P

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

The inspection of Glynhafod Junior School took place between 18th and 21st October 2004. An independent team of inspectors, led by Mr. Robert Alun Isaac, undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

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

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The national curriculum covers four key stages as follows:

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

LIST OF ACRONYMS USED IN THE REPORT IN ALPHABETICAL ORDER

ACCAC	–	Awdurdod Cymwysterau Cwricwlwm ac Asesu Cymru (The Qualifications, Curriculum and Assessment Authority for Wales)
AEN	--	Additional Educational Needs
AT	–	Attainment Target
BBC	–	British Broadcasting Corporation
CoP	–	Code of Practice
EBP	–	Education Business Partnership
EMAS	–	Ethnic Minority Achievement Service
EWO	–	Education Welfare Officer
GB	–	Governing Body
ICT	–	Information and Communications Technology
IEP	–	Individual Education Plan
INSET	–	In-service Education and Training
KS	–	Key Stage
LEA	–	Local Education Authority
NC	–	National Curriculum
NNEB	–	National Nurse Education Board
NQT	–	Newly Qualified Teacher
PSE	–	Personal and Social Education
PTA	–	Parents and Teachers Association
RoA	–	Record of Achievement
SDP	–	School Development Plan
SEN	–	Special Educational Needs
SENCo	–	Special Educational Needs Co-ordinator
SMT	–	Senior Management Team
WAG	–	Welsh Assembly Government
Y	–	Year

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Context

The nature of the provider

1. Glynhafod Junior School, with 123 pupils aged 7 to 11 years of age, is situated in the hamlet of Glynhafod near the village of Cwmaman in Rhondda Cynon Taff and was built in 1911. The school serves the local area, which is designated as a Community First area by the Welsh Assembly Government. The school reports that the intake of pupils represents the full ability range, and contains sizeable groups of children from disadvantaged backgrounds. The proportion of pupils who are entitled to receive free school meals has ranged from 24 per cent to 44 per cent in the last three years. This is above the national average. No pupils speak English as an additional language and few come from minority ethnic backgrounds. No pupils speak Welsh as their first language, four are formally cared for by the Local Authority; and none were excluded in the last year. Around 17 per cent of pupils have special educational needs (SEN), but none have formal statements of SEN. The entry of children into Year 3 (Y3) is controlled and administered by Rhondda Cynon Taff (the local education authority). The school has had two acting headteachers and acting deputy headteachers since the time of the last inspection in January 1999. The acting headteacher was appointed as permanent headteacher in October 2004 shortly before this inspection.

The school's priorities and targets

2. The school's aims include:
 - To create a happy school atmosphere, full of warmth and security where success and confidence can be achieved.
 - To ensure that the curriculum will contribute to the all-round growth and development of every child with no discrimination relating to gender, race, special learning needs and differing cultures.
 - To develop positive personal qualities and social values: a respect for people and property, honesty and consideration for others, self-discipline and tolerance.
3. The school's major priorities and targets in place this year include:
 - appointing a permanent headteacher;
 - raising standards of achievement in design and technology, art, history, geography, science and English;
 - development of assessment in the foundation subjects;
 - more use of interactive whiteboards;
 - developed use of key skills;
 - award of Investors in People;
 - training of new governors; and
 - development of links with industry.

- Since 1999, some classrooms have been refurbished, the school has inherited an adjacent building, and interactive whiteboards have been installed in all classrooms.

Summary

- Glynhafod Junior School has made good progress in raising the standards achieved by its pupils and the quality of education it provides since the last inspection. The inspection team agreed with most of the judgments made by the school about the standards pupils achieve and also with most of its judgments about other aspects of school life.

Table of grades awarded

- The inspection team judged the school's work as follows:

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

Standards of achievement

- Overall, pupils' standards of achievement in the subjects inspected are as follows:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
standards of achievement	2%	57%	38%	3%	0%

- Pupils' overall standards of achievement are good, being a little above the Welsh Assembly Government's all-Wales targets for 95 per cent of standards to be satisfactory or better and 50 per cent to be good or better. In the 12 subjects inspected, the standards of achievement are as follows:

Subject	KS2
English	Grade 2 – Good and no important shortcomings
Mathematics	Grade 2 – Good and no important shortcomings
Science	Grade 2 – Good and no important shortcomings
Welsh second language	Grade 3 – Good features outweigh shortcomings
Design and technology	Grade 3 – Good features outweigh shortcomings
Information Technology	Grade 3 – Good features outweigh shortcomings
Geography	Grade 1 – Good with outstanding features
History	Grade 3 – Good features outweigh shortcomings
Art	Grade 2 – Good and no important shortcomings
Music	Grade 3 – Good features outweigh shortcomings
Physical Education	Grade 3 – Good features outweigh shortcomings
Religious Education	Grade 2 – Good and no important shortcomings

9. Pupils' standards and progress in the key skills of speaking, listening, reading, writing, numeracy and the use of information and communications technology (ICT), across the curriculum, are satisfactory.
10. The school's results in the 2004 KS2 NC tests were in line with the average achieved by pupils in similar, local schools, that is, those with similar proportions entitled to receive free school meals. There were no significant differences in the results of boys and girls. Although there is much still to do, overall, the school's results in the core subjects have improved dramatically since the last inspection in 1999. The proportion of pupils gaining Level 4 or higher in English has risen from 44 per cent to 68 per cent. In mathematics the proportion has risen from 43 per cent to 76 per cent, and science from 43 per cent to 85 per cent.
11. In the KS2 NC test results in 2004, pupils' achievements were in line with national averages in mathematics and science, and below the national average in English. The proportion of pupils who achieved the higher NC level 5 was below the national average in English, below average in science, and in line with the national average in mathematics. The 2004 results in national tests were in line with those of recent years at the school. The school's KS2 results for pupils who gained at least NC level 4 in all three core subjects were below national and local averages.
12. Pupils with special educational needs (SEN) make good progress and usually achieve the targets set for them.
13. Pupils' attitudes to learning are good. In the classroom, most pupils work with enthusiasm and show respect towards one another. Pupils' behaviour is good with no important shortcomings. Pupils have positive attitudes towards their work and play. They co-operate willingly with staff and their fellow pupils, settle quickly to tasks and sustain concentration. They enjoy their work, are keen to do their best and they take pride in their achievements.

14. The oldest pupils take their responsibilities seriously. They move around the school in an orderly manner. Most pupils have a clear understanding of what is expected of them. Throughout the school, their understanding of equal opportunities issues is developing well. Most pupils attend school regularly and are punctual at the start of the school day.

The quality of education

15. Overall, the quality of teaching in the subjects inspected is as follows:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Quality of teaching	5%	46%	46%	3%	0%

16. There has been a significant improvement in the quality of teaching since the last inspection. The percentage of lessons which are good or better, although below the national average, has improved from 40 per cent to 51 per cent. Also, the proportion of unsatisfactory teaching – 20 per cent in 1999 - has been drastically reduced.
17. In the most effective lessons, teachers provide opportunities for pupils to talk about concepts and to explain their thinking in reaching answers. They use open-ended questions and investigation to encourage independent thinking. They pace lessons well, providing both challenge and reinforcement. Teachers manage pupils well and have a good range of strategies to stimulate and motivate the more passive or slower learning pupils. Lessons are usually lively and varied ensuring that pupils maintain interest throughout. The use of interactive whiteboards, coupled with appropriate software, is having a significant impact on teaching and learning in two classrooms.
18. When teaching is less effective, it is due to a combination of factors. Some teachers use a limited number of teaching strategies. Lesson planning is too brief and few teachers share clear learning objectives with the pupils. Behaviour management is insufficient to control or sustain pupils' concentration and too little emphasis is placed on the good presentation of work.
19. The school's managers are developing a comprehensive system of assessment which tracks pupils' progress over time. This process includes the analysis of results from a range of national and standardised tests. The assessment requirements of the NC are met and due regard is given to the new SEN Code of Practice for Wales.
20. Teachers have used the information from assessment to support the improvement in standards in the core subjects of English, mathematics and science. The school acknowledges that assessment in the other nine foundation subjects is in its infancy and plans to develop this in the next year.
21. Pupils have a satisfactory understanding of their own progress and are beginning to understand how well they are doing in lessons and what they need to do to

- improve their work. Teachers' use of marking to promote good standards is underdeveloped.
22. Targets for improvement are not set for each pupil in mathematics and science. Pupils are not provided with enough opportunities to evaluate their work and comment on how they can improve it.
 23. The school responds satisfactorily to pupils' learning needs in the curriculum it provides. It provides opportunities for pupils to learn and experience a broad curriculum but the use of information and communications technology across the curriculum is underdeveloped. The planning for, and teaching of, key skills across the curriculum are also underdeveloped. Provision for pupils who are gifted and talented is insufficient to challenge them. Most pupils benefit from equal opportunities to take part in a range of extra-curricular activities, including various sports clubs, art and ICT clubs.
 24. The promotion of pupils' spiritual, moral, social and cultural development is good and a strength of the school. As a consequence, pupils have a sense of ownership and responsibility to the school and its environment. Acts of collective worship make a good contribution to their understanding of moral issues and help them to respect truth and justice. The headteacher and his colleagues create good opportunities for spiritual development on these occasions.
 25. The provision for promoting bilingual skills and reflecting the languages and culture of Wales is satisfactory. The school's Cwricwlwm Cymreig ensures that pupils are given opportunities to acquire knowledge and understanding of the tradition, cultures and history of Wales. They visit places of educational value in, for example, the Brecon Beacons and Cardiff Bay and celebrate St David's Day.
 26. The quality of care, support and guidance provided for all pupils is consistently good and is a strength of the school. All pupils are cared for well, and appropriate support programmes are in place to ensure any specific needs are met sensitively.
 27. The provision for learners with additional needs is good. The school identifies, assesses and monitors pupils' individual needs effectively and this helps them to make good progress.
 28. Links with parents, the community, schools and other organisations are effective. Most parents are supportive and have good relationships with the school.

Leadership and management

29. The overall quality of leadership and management has good features which outweigh the shortcomings. The quality of management shown by the headteacher, whose temporary headship has very recently been made permanent, is good. His management is purposeful and decisive, and he is setting a clear sense of direction to the school's work. He is ably supported in his work by a very experienced deputy headteacher. However, the absence of

permanently-appointed leaders for the last five years has seriously held back development.

30. The quality of team leadership and subject coordination is satisfactory. Subject co-ordinators have monitored standards in some but not all subjects. They have reviewed and refined schemes of work in a planned cycle of improvement. However, monitoring and evaluation of the quality of teaching is conducted by the headteacher and his deputy alone, and coordinators and governors are relatively uninvolved. As a result, the school's stakeholders have a limited knowledge of whole-school issues.
31. The governing body is supportive of the school's ethos but governors have not taken a full role in setting its strategic direction for a long time. They have few committees, and are insufficiently involved in monitoring the quality of provision. However, the development of governors' roles is a priority identified in the SDP and governors are keen to help the school more.
32. Self-evaluation and target-setting are underdeveloped. Very good development planning has been undertaken by the headteacher and his deputy in the light of the school's needs but other stakeholders, such as governors and parents, have not been sufficiently involved. Some details in the school prospectus do not meet statutory requirements.
33. Overall, the accommodation is unsatisfactory. The newly acquired building is out-of-date and in very urgent need of repair. A recent survey highlighted an unstable lintel and general disrepair. The building has had recurring dry rot since 1992 in a number of areas, including walls and ceilings. Some of the woodwork in windows and doors is rotten and full of water. In September 2003 an outbreak of fungal growth was found in one classroom and the hall. In addition there was damp on several other walls. Because of underground subsidence, the doors are ill-fitting and need constant adjustment or repair. Existing toilet facilities were designed for nursery children and as such are completely inadequate for use by pupils in Y3 and Y4, or wheelchair-bound pupils. The roof has a number of points which allow water in directly. There are severe health and safety implications for pupils and staff in a separate building without adequate doors, windows, walls, ceilings or toilet facilities. The cramped hall in the main building is too small for physical education lessons. The school yard has a hard, uneven surface with no grassed areas. There is no onsite, playing field. These factors limit pupils' achievements in physical education. The above factors combine to have a negative effect upon the overall quality of teaching and learning.
34. Overall, the school has made good progress since the last inspection. It has responded positively to the key issues identified in the 1999 report. Standards in the core subjects have risen significantly. Standards were unsatisfactory in six subjects in 1999 whereas they are satisfactory or better in all subjects now. The quality of teaching has improved. However, the school has not improved as much as it could do, for example in its accommodation, because it has not had a full-time, permanent leader until now.

Recommendations

35. In order to improve the school further, the staff and governing body need to now:
 1. raise standards further in Welsh, design and technology, information technology, history, music and physical education;
 2. improve standards - in the use of key skills across the curriculum; and
- for pupils who are gifted, talented or more able;
 3. urgently improve all aspects of the accommodation for pupils in Y3 and Y4 and for physical education;
 4. continue to develop the roles of subject coordinators and governors, as set out in the school development plan;
 5. improve the quality of teaching where it is less than good and develop further the range and quality of assessment, including pupils' self-assessment;
 6. improve short term planning to cater for pupils in mixed-age classes and share lesson objectives with all pupils in all lessons;
 7. ensure that the school prospectus meets statutory requirements.

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

Standards

Key question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

37. Overall, the inspection team found standards to be higher than in the judgment made by the school in the self-evaluation report.
38. Pupils' standards of achievement in the subjects inspected are as follows:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Pupils' standards of achievement	2%	57%	38%	3%	0%

39. Pupils' standards of achievement are good, being a little above the Welsh Assembly Government's all-Wales targets for 95 per cent of standards to be satisfactory or better and 50 per cent to be good or better.
40. In the 12 subjects inspected, the standards of achievement are as follows:

Subject	KS2
English	Grade 2 – Good and no important shortcomings
Mathematics	Grade 2 – Good and no important shortcomings
Science	Grade 2 – Good and no important shortcomings
Welsh second language	Grade 3 – Good features outweigh shortcomings
Design and technology	Grade 3 – Good features outweigh shortcomings
Information Technology	Grade 3 – Good features outweigh shortcomings
Geography	Grade 1 – Good with outstanding features
History	Grade 3 – Good features outweigh shortcomings
Art	Grade 2 – Good and no important shortcomings
Music	Grade 3 – Good features outweigh shortcomings
Physical Education	Grade 3 – Good features outweigh shortcomings
Religious Education	Grade 2 – Good and no important shortcomings

41. Pupils' standards and progress in the key skills of speaking, listening, reading, writing, numeracy and information and communications technology (ICT), across the curriculum, are satisfactory.
42. Pupils listen attentively to their teachers, to other adults and to each other. They have a satisfactory recall of stories and of first-hand experiences. Good listening skills enable most pupils to gain good levels of incidental knowledge.
43. The majority of pupils speak confidently about their learning experiences. They ask and answer questions clearly. Pupils recount the characters and plot of novels they have enjoyed but in general they make too little use of reading skills to locate information.

44. Pupils are taught the conventions of writing but most rarely research topics with sufficient independence or structure their own, detailed accounts.
45. Pupils sometimes use their numeracy skills well to organise data, for example, in science in Y4 and geography in Y6. Pupils, generally, have insufficient opportunities to make use of numeracy in design and technology.
46. The extent to which pupils regularly use ICT to support and develop their learning varies. Where pupils have regular opportunities to use word processing, data handling and graphics their skills are improving well. Pupils in some classes use ICT for wordprocessing in geography to good effect. There is less evidence of the use of information sources held on magnetic media. Pupils have limited skill in obtaining information from the internet because the school has limited access to the internet.
47. In the KS2 NC test results in 2004, pupils' achievements in attaining NC level 4 or higher were in line with national averages in mathematics and science, and below the national average in English. The proportion of pupils who achieved the higher NC level 5 was 19 per cent below the national average in English, 30 per cent below average in science, and in line with the national average in mathematics.
48. The 2004 results in national tests were in line with those of recent years at the school. The school's KS2 results for pupils who gained at least NC level 4 in all three core subjects were below national and local averages in 2004.
49. The school's results at KS2 were in line with the average achieved by pupils in similar schools in the LEA, that is, those with similar proportions entitled to receive free school meals. There were no significant differences in the results of boys and girls although girls tend to do better than boys.
50. Although there is much still to do, overall, the school's results in the core subjects have improved dramatically since the last inspection in 1999. The proportion of pupils gaining Level 4 or higher in English has risen from 44 per cent to 68 per cent. In mathematics the proportion has risen from 43 per cent to 76 per cent, and science from 43 per cent to 85 per cent.
51. Pupils' attitudes to learning are good. In the classroom, most pupils work with enthusiasm and show respect towards one another.
52. Pupils' behaviour is good with no important shortcomings. Pupils have positive attitudes towards their work and play. They co-operate willingly with staff and their fellow pupils, settle quickly to tasks and sustain concentration. They enjoy their work, are keen to do their best and they take pride in their achievements.
53. The oldest pupils take their responsibilities seriously. They move around the school in an orderly manner. Most pupils have a clear understanding of what is expected of them.

54. The school is a happy, supportive and orderly community where pupils are courteous, polite and relate well to each other, to staff and to visitors. A clear code of conduct exists and pupils understand what is expected of them. They appreciate the need for class and school rules, which they perceive to be fair and they show respect for people, property and the environment.
55. Throughout the school, pupils' understanding of equal opportunities issues is developing well. They have respect for the diversity of beliefs, attitudes and cultural traditions within society. In class and in school assemblies, the oldest pupils give mature and thoughtful responses to issues of diversity within society. Visits into the local community, and to places of interest linked to the workplace help to broaden pupils' understanding of their community and the world of work.
56. Attendance rates for the past three terms are satisfactory, averaging 92 per cent, and unauthorised absence is minimal. The majority of pupils are punctual and keen to attend school. Registration periods and lessons start promptly. The school complies with the attendance requirements set out in the National Assembly for Wales Circular 3/99, *Pupil Support and Social Inclusion*.

The quality of education and training

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

Grade 3: Good features outweigh shortcomings

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Quality of teaching	5%	46%	46%	3%	0%

57. The overall quality of teaching and assessment have more good features than shortcomings. The findings of the inspection team do not match the judgement made by the school in the self-evaluation report.

Good features

58. There has been a significant improvement in the quality of teaching since the last inspection. The percentage of lessons which are good or better, although below the national average, has improved from 40 per cent to 51 per cent good or better. Also, the proportion of unsatisfactory teaching has been drastically reduced.
59. The most effective teaching was observed in Y6 and Y4/5. In the most effective lessons observed, teachers clearly explain the learning intentions to the pupils, skilfully engage the class, use questioning to develop pupils' understanding, support individual or group work well and make good use of plenary sessions to consolidate new learning. Such lessons are well structured and have good pace.
60. Teachers know their pupils well and establish good relationships with them. The pupils feel happy and secure as a result. Teachers place strong emphasis on English and mathematics. Reading is taught effectively.
61. Teaching is most effective where the guidance offered in the scheme of work is followed rigorously. This is more evident in English and mathematics than in other subjects. Teachers' medium term planning is of good quality in the core subjects.
62. Targets for improvement are set for each pupil in English. Generally, these targets are used well to make sure pupils make good progress.
63. Teachers ensure that pupils have equality of access to the whole curriculum. Teachers make good provision for pupils with SEN. Pupils are identified early in KS2 and a good enhancement programme is in place for them.
64. Teachers receive relevant training in the Welsh language and all teach Welsh for fifteen minutes each morning and for one extended session every fortnight.

65. The use of interactive whiteboards, coupled with appropriate software, is having a significant impact on teaching and learning in two classrooms but less so in the other three classrooms.
66. The school's managers are developing a system of assessment which tracks pupils' progress over time. This process includes the analysis of results in English, mathematics and science, from a range of national and standardised tests. Also, the KS1 assessments in these core subjects are carefully analysed and used to inform teaching at the beginning of KS2. Termly assessment takes place and a formal reading test has recently been introduced to determine pupils' reading ages. The assessment requirements of the NC are met and due regard is given to the new SEN Code of Practice for Wales.
67. Teachers have used the information from assessment to support the improvement in standards in English, mathematics and science. Assessment in the other nine foundation subjects is in its infancy.
68. Pupils have a satisfactory understanding of their own progress and are beginning to understand how well they are doing in lessons and what they need to do to improve their work. Teachers' use of marking to promote good standards is underdeveloped.
69. Collections of pupils' work and photographic evidence have been compiled in most subjects. These collections contain many lively examples of pupils' work although they have not yet been annotated. They also do not exemplify NC levels of attainment. Annual reports to parents on their child's progress are helpful and informative and meet statutory requirements.

Shortcomings

70. When teaching is less effective, it is due to a combination of factors:
 - teachers use a limited number of teaching strategies;
 - lesson planning is too brief and does not show clear learning objectives;
 - behaviour management is insufficient to sustain pupils' concentration; and
 - too little emphasis is placed on the presentation of work.
71. Individual targets for improvement are not set for each pupil in mathematics and science.
72. Pupils are not provided with enough opportunities to evaluate their work and comment on how they can improve it. The use of marking to promote improved standards is underdeveloped.
73. Teachers' evaluations and records in the foundation subjects seldom identify strengths and weaknesses in pupils' knowledge and understanding. As a consequence, subsequent lessons or group tasks are not based enough on pupils' prior knowledge. This results in a lack of appropriate challenge in some of the work, particularly in some of the mixed-age classes.

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

Grade 3: Good features outweigh shortcomings

74. The findings of the inspection team match the judgement made by the school in the self-evaluation report.

Good features

75. The school provides pupils with equal access to a broad curriculum and meets the statutory requirements of the Welsh Assembly Government.

76. Subject policies and schemes of work are in place and these include appropriate emphasis on Y Cwricwlwm Cymreig. The schemes of work in the foundation subjects have recently been updated.

77. Where homework is regularly set this has a good impact on the standards achieved.

78. The arrangements for learning support, including the enhancement programme for less able pupils and withdrawal sessions for pupils with SEN, are good features. Good support is provided for pupils with SEN and those who are underachieving.

79. The school has achieved the Quality Mark of the Basic Skills Agency. However, the arrangements for planning for use of the key skills of literacy, numeracy and ICT across the curriculum are in the early stages of development. Some schemes and lesson plans clearly identify opportunities to promote the use of key skills but others do not.

80. Pupils benefit from equal opportunities to participate in a wide range of interesting extra-curricular activities, including the school choir, sports clubs and a gardening club. A large minority of pupils engage in these activities.

81. The curriculum is enhanced through educational visits and by visitors to the school. This provision includes an opportunity for older pupils to visit a field studies centre in the Brecon Beacons.

82. The provision for promoting bilingual skills and reflecting the language and culture of Wales is satisfactory. The school's policy on Y Cwricwlwm Cymreig ensures that pupils are given some opportunities to acquire knowledge and understanding of the tradition, culture and history of Wales. They visit places of interest and celebrate St. David's Day but they have a limited knowledge of Welsh musicians and artists.

83. The arrangements for pupils' personal, social and health education (PSHE) are good. The school follows the guidance provided the Qualifications, Curriculum

and Assessment Authority for Wales' (ACCAC) and ESTYN in its framework for personal, social and health education (PSHE). Provision has been enhanced by developing a school watch committee and an eco-schools council. The pupils who belong to these committees are shortly to form a new school council. The school has also been involved successfully in the Healthy Schools Initiative. This has included the encouragement of healthy playground games and the promotion of healthy nutrition through a fruit tuck-shop. The school has a good racial equality policy and action plan.

84. Pupils have visited a few retail and commercial sites. They gain insight into different working environments and develop an understanding of the work undertaken. Teachers encourage personnel from different occupations and professions to speak to pupils about their occupations and this has helped build their understanding of the world of work.
85. Pupils are aware of environmental issues concerning the disposal of litter and pollution. The school has gained eco-school status. This has given pupils some understanding of the importance of sustainable development and global citizenship.
86. The planning for and use of information and communications technology across the curriculum are underdeveloped.
87. The school's provision for spiritual, moral, social and cultural development is good. Teachers give pupils a clear set of values and provide them with a good understanding of how they can contribute to their school, their community and to the environment.
88. Collective worship, of a broadly Christian nature, plays an important part in pupils' growing spiritual awareness; pupils are encouraged to reflect on their experiences and consider the values and beliefs of others. School assemblies are happy occasions that offer guidance on moral and spiritual issues and pupils respond positively to these experiences.
89. Pupils' social development is enhanced by opportunities to take responsibility and to become involved in decision-making through initiatives such as the eco-committee and the school watch committee. Pupils work and play co-operatively together, learning to accept responsibility for their actions and, with the help of their teachers, develop a clear understanding of right from wrong.
90. The school promotes an understanding of the heritage and culture of Wales and pupils are increasingly aware of other faiths and cultures. Overall, pupils' multi-cultural understanding is underdeveloped.
91. The school's partnerships with parents, other providers and interested parties are effective and developing well. Many parents are supportive of the school and express satisfaction with the aims and values that it promotes. Parents are kept well informed about the life and work of the school by regular newsletters, opportunities to meet teachers to discuss their children's work and progress, and by an informative annual report of the governing body. The school prospectus is

a useful document but, in its present form, it fails to include all statutory information for parents. A useful home/school agreement has recently been drawn up and distributed to parents this term. Most parents have signed and returned it. The newly appointed headteacher is working diligently to encourage more parents to become involved in the life and work of the school and this remains a priority in the SDP.

92. Good pastoral, administrative and curricular links have been developed with the main receiving secondary school. Regular liaison meetings, an exchange of information and ideas and shared in-service training help to promote continuity of education for pupils. The school enjoys many successful social and pastoral links with the infant school but curriculum links remain underdeveloped.
93. The school successfully prepares pupils to play an active role within their local community, and good use is made of the locality as a learning resource. Educational visits and the expertise of members of the local community make a positive contribution to pupils' learning in many curriculum areas. Pupils regularly serve the community by supporting a range of cultural, environmental and charitable projects.
94. The school is successful in raising pupils' awareness of the world of work. Through their visits to a variety of retail, commercial and industrial sites, pupils are gaining first-hand knowledge of different working environments and an understanding of the variety of work undertaken in their immediate area and further afield. Local employers are supportive of the school but no teachers have recently undertaken a relevant industrial placement with a view to enhancing professional development and enriching curriculum provision for pupils.
95. Pupils are keenly aware of the environmental issues that impact upon their school and local area, and the whole school community actively promotes sustainable development. As part of the eco-schools award initiative, pupils are involved in re-cycling schemes and understand the problems concerning litter and pollution, and the necessity for water and energy conservation. Pupils are proud of their school and local community and are eager to contribute to the care and development of their surroundings.
96. Pupils take part in a number of competitions and workshops sponsored by industry and relevant agencies, including the Education Business Partnership (EBP). With the support of EBP, the school has introduced pupils to the work of the British Association of Young Scientists (BAYS) in thriving after-school clubs. The school's involvement with BAYS has been successful and pupils are justly proud of their achievements. Pupils also have become involved in mini-enterprise activities when they designed and made products for sale.

Shortcomings

97. There is an imbalance of time and emphasis given to subjects such as design and technology and music. This limits continuity and progression in learning in these subjects.

98. Planning for key skills is in the early stages of development. Planning in the foundation subjects is now based on good quality schemes of work, but the content is sometimes not developed fully.
99. Provision for pupils who are gifted and talented is underdeveloped.

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

Grade 2: Good features and no important shortcomings

100. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
101. The quality of care, support and guidance provided for all pupils is consistently good. All pupils are cared for well, and appropriate support programmes are in place to ensure any specific needs are sensitively met. The school liaises carefully with outside agencies and draws on external support services when required.
102. The school is developing effective working partnerships with parents and carers, which contribute significantly to the quality of support and guidance offered to pupils. The school listens carefully to the views of parents and carers. Parents and carers appreciate the ready access they have to the headteacher and staff.
103. The induction procedures for pupils entering the school, moving up to new classes and transferring to secondary school are effective and ensure that they settle quickly into their new environments.
104. Pupils work and play in a happy, supportive environment where they are secure and valued by staff. They readily turn to adults for help and support and are listened to and treated with respect. The quality of relationships throughout the school is good and this contributes significantly to pupils' self-esteem and confidence. Pupils have access to an effective personal and social education (PSE) programme, in line with ACCAC recommendations and ESTYN guidance, which contributes significantly to the quality of support and guidance offered to pupils.
105. Pupils' behaviour, attendance and punctuality are monitored carefully. The school's policies and procedures to promote good behaviour are effective. Pupils whose behaviour is giving cause for concern are counselled, parents are involved and support is sought from external agencies and the LEA when necessary. These arrangements work well.
106. Very effective procedures are in place to encourage good attendance and punctuality, to ensure pupils' absence is adequately explained and to follow up situations where necessary. The high priority given to attendance and punctuality is frequently made known to pupils and parents, and a good working partnership has been established with the Education Welfare Officer (EWO).
107. Teachers know pupils well and effectively monitor and support their social development and their personal welfare. The quality of academic support and guidance based on individual assessment and linked to high, but realistic expectations of pupils' progress, is underdeveloped.

108. The school has a clear policy and set of procedures to promote health and safety, which are monitored and implemented carefully by the headteacher, staff and the governing body. The school is rightly concerned about some health and safety issues concerning its accommodation. The general safety and well-being of pupils is a priority in the school and it has conducted an audit of the accommodation and reported its findings to the LEA.
109. The school has a clear policy and set of procedures for dealing with child protection issues, and the headteacher is the designated member of staff with responsibility for this. Good working relationships have been established with social services and other external welfare agencies. Appropriate arrangements are made for pupils who are ill or have an accident. Staff and pupils have an appropriate awareness of pupils' health and safety and the school has a sufficient number of adult first aiders.
110. The provision for learners with special or additional learning needs is very good. The school's early identification, assessment and monitoring of individual needs are effective. These contribute well to raising pupils' achievements. In particular, the arrangements for providing literacy and numeracy support, in withdrawal groups or in the classroom, fit smoothly into daily routines so that all pupils study the full curriculum.
111. Pupils with SEN are supported well by conscientious staff. Both classroom and external support are of a good standard and are managed well by the SEN coordinator (SENCo). Class teachers and the SENCo work closely together to ensure that individual programmes closely match the needs of pupils. Individual provision is appropriately differentiated from lesson to lesson but the analysis of individual pupils' achievements from year to year is in its infancy.
112. The school ensures that all pupils have equal opportunities. Clear, effective documentation underpins good practice. Policy monitoring and evaluation are carried out by the headteacher. Teachers ensure that boys and girls receive equal opportunities within the classroom and as part of general school organisation.
113. Similarly, there is a good policy and action plan to promote good relations between racial groups and guidelines on eliminating racial discrimination from school life. No incidents of discrimination or harassment have been recorded for the past two terms and none were observed during the inspection.
114. The school promotes pupils' awareness of the many different, racial, cultural, religious and linguistic backgrounds in the United Kingdom in assemblies and in classroom work. Teachers encourage a positive attitude towards diversity but there are too few displays which promote respect for people of all cultural backgrounds. Pupils respond very positively to the promotion of equal opportunities in occasions such as school assemblies.
115. Pupils benefit from equal opportunities to participate in a wide range of extra-curricular activities. The school has a good disability policy which summarises its disability discrimination duties and the amended SEN framework.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

116. Overall, the findings of the inspection team match the judgment made by the school in the self-evaluation report.
117. The overall quality of leadership and management has good features which outweigh the shortcomings. The headteacher has served as the acting headteacher for one year and his appointment as the permanent headteacher was only ratified in the week before the inspection. Previously the school was led on a part-time basis for four years by another acting headteacher, who was at the same time the headteacher of the feeder infant school.
118. The quality of leadership and management shown by the headteacher is good. His management is purposeful and he gives a clear sense of direction to the school's work. However, the absence of permanently-appointed leaders for five years has seriously held back school development.
119. The combination of the newly-appointed headteacher and his experienced and able, acting deputy headteacher now gives the school a good basis for further improvement. They work closely together in leading the school forward and are making a significant contribution to the overall quality of leadership and management.
120. The quality of team leadership and subject coordination is satisfactory. Subject co-ordinators have monitored standards in some subjects. They have reviewed and refined schemes of work in a planned cycle of improvement. However, monitoring and evaluation of the quality of teaching in different subjects are only conducted by the headteacher and his deputy, and coordinators are relatively uninvolved. As a result, some have a limited knowledge of whole-school issues regarding their subjects. The school has good, shared aims and values, which promote equality of opportunity for all, and are reflected well in the life and work of the school.
121. The school takes good account of national priorities. The recent initiatives to improve standards in literacy, numeracy, ICT and education for sustainable development are helping pupils to achieve higher standards. There are also plans to develop a school council, designed to help pupils to contribute to and influence directly the decisions that affect them.
122. The headteacher's effective staff performance management system promotes teachers' continuous professional development well and helps to improve the quality of teaching and of the curriculum. New staff confirm that they are

mentored well when they are first appointed and induction systems are very good.

123. The governing body is supportive of the headteacher, staff, pupils and the aims and objectives of the school. Governors meet regularly and are supplied with comprehensive information about the life and work of the school through the headteacher's very detailed and helpful reports.
124. Governors have not taken a full role in setting the strategic direction of the school for a long time, have few committees, and are not sufficiently involved in monitoring the quality of provision. However, the development of governors' roles is a priority identified in the SDP and governors are keen to help the school more.
125. Overall, governors fulfil most of their legal and regulatory requirements but the school prospectus does not meet statutory requirements.

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

Grade 3: Good features outweigh shortcomings

126. Overall, the findings of the inspection team do not match the judgment about self-evaluation made by the school in the self-evaluation report. The school found the quality of self-evaluation to be good with no important shortcomings whereas there is still much to do in developing a positively critical culture.
127. The school's self-evaluation report produced prior to the inspection is honest. It identifies strengths and areas where improvements are required. In many respects, the inspection team agrees with the school's identification of its strengths and weaknesses in subjects inspected. The inspection team also agrees with the school's judgments in four of the seven key questions.
128. Self-evaluation and target-setting are underdeveloped in the school's management structures. Development planning has been undertaken by the headteacher in the light of the school's needs but the governing body and staff have been insufficiently involved.
129. The school is committed to improving standards. In some areas, the views of pupils, notably members of the school watch and the eco-committee, have been taken into account. Senior managers have monitored the quality of teaching and analysed the standards achieved in English, mathematics and science. The headteacher is planning school improvement well and is keen to foster a culture of self-evaluation. He has undertaken a full audit of the accommodation which has itemised the inadequacies of the newly acquired building for teaching pupils in Y3 and Y4.
130. The school development plan (SDP) is a useful and thorough document. It includes robust evaluations of priorities, and targets within it include time schedules and success criteria, but they are not consistently costed. The SDP, however, lacks a concise overview of priorities and targets.
131. The school has made a detailed analysis of a range of pupils' assessments, including assessments of pupils from KS1, and NC teacher assessments in KS2.
132. The performance management process is beginning to have a good impact on the school. It sets a framework for teachers to agree and review priorities in the context of the school's development plan.
133. The school has made good progress since the last inspection. It has responded positively to the need for improvement in a number of key areas. Standards in the core subjects and in foundation subjects have risen significantly. The quality of teaching has improved. However, the school has not improved as much as it could do because it has not had a full-time, permanent leader until now. Much remains to be done in order that all pupils may achieve their full potential.

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

Grade 3: Good features outweigh shortcomings

134. The findings of the inspection team do not match the school's judgement of grade 2 in the self-evaluation report.

Good features

135. The overall quality of staffing is satisfactory. There are sufficient appropriately qualified and experienced teachers to meet the demands of the NC and for the ages of pupils taught. Staff are suitably deployed.

136. Teachers' and ancillary workers' job descriptions are undergoing much-needed review. The teachers undertake duties as subject co-ordinators but their roles are in the early stages of development. Most have undertaken relevant training in the subjects they lead and have recently started to maintain a co-ordinator's file.

137. Pupils with SEN receive good support from classroom assistants, and other pupils benefit greatly from two visiting teachers, for Welsh and instrumental, musical tuition.

138. The school operates very smoothly. The school administrator carries out daily routines and a range of other responsibilities efficiently, effectively and very conscientiously. The caretaker, cleaning and lunchtime staff all make a contribution to the running of the school.

139. The overall quality of accommodation is unsatisfactory. The accommodation comprises of two separate buildings. The main building provides a small hall and five classrooms. One classroom accommodates a network of computers and another accommodates a library. The computer room and all classrooms throughout the school have been fitted with high quality interactive whiteboards. The school took over an adjacent building which housed a nursery until 2002. A few classrooms are surplus and have been adapted well for use for SEN and musical tuition as well as for storage of resources. The outdoor provision is being enhanced by the creation of a sustainable garden.

140. Throughout the school, colourful displays in classrooms and shared areas celebrate pupils' achievements and provide a cheerful learning environment. Extensive carpeting has enhanced the accommodation in the main building.

141. The overall quality and quantity of resources for subjects are satisfactory. Spending decisions are matched well to the school's priorities. Investments in the development of the computer room and the music room and the good resources for design and technology match the school's objectives in the SDP.

142. Given the overall improvements that have occurred in the last five years, the school gives satisfactory value for money.

Shortcomings

143. The newly acquired building is out-of-date and in very urgent need of repair. There is no provision in it for a toilet for disabled pupils. A recent survey highlighted an unstable lintel and general disrepair. The building has recurring dry rot in a number of areas, including walls and ceilings. Some of the woodwork in windows and doors is rotten and full of water. In September an outbreak of fungal growth was found in one classroom and the hall. In addition there was damp on several other walls. Because of underground subsidence, the doors are ill-fitting and need constant adjustment or repair. Existing toilet facilities were designed for nursery children and as such are completely inadequate for use by pupils in Y3 and Y4 or those who are wheelchair-bound. The roof has a number of points which allow water in directly. There are severe health and safety implications for pupils and staff in a separate building without adequate doors, windows, walls, ceilings or toilet facilities.
144. The cramped hall in the main building is too small for physical education lessons. The school yard has a hard, uneven surface with no grassed areas. There is no onsite, playing field. These factors limit pupils' achievements in physical education.
145. The above factors combine to have a negative effect upon the overall quality of teaching and learning.

Standards achieved in subjects and areas of learning

English

Grade 2: Good features and no important shortcomings

Good and outstanding features

146. Most pupils listen respectfully to their teachers and to others. In lessons, they remain focused for a sustained time. When answering questions, most give answers, in writing and orally, in full sentences. They make satisfactory progress in speaking for different purposes and audiences and collaborate effectively in discussions. In drama and role play, pupils are successful in group recitations.
147. Younger pupils in KS2 read aloud to quite a good standard. Older pupils read well. They ask questions about the topics they investigate and suggest and use appropriate sources of information, when available. They skim the pages to find the answers to their questions and use dictionaries and thesauruses to find the meaning of unfamiliar words. Most pupils read fairly fluently and can discuss plot and character.
148. More able readers in Y6 can interpret meaning in texts beyond the literal. Generally, older pupils can read easily, with appropriate expression, and show sensitivity to changes of style or mood. In dealing with the analysis of character in Shakespeare's *Macbeth*, they develop a good understanding of the Scottish King's weaknesses and strengths. The more able write creative fiction very well, using powerful, striking imagery and telling similes and metaphors. Pupils have a good vocabulary using words such as *conscience* correctly.
149. Most pupils show an awareness of different degrees of formality in writing. A minority of pupils are familiar with the differences between fiction and non-fiction texts. They understand terms such as contents, index and glossary and recognise that these are guides to finding information. Pupils build a good understanding of the differences between direct and indirect speech, using appropriate punctuation well.
150. Overall, standards of writing are good. Pupils' work shows some command of the characteristics of persuasive and informational writing as well as satisfactory use of punctuation. Their playscripts and acrostic poems are good. Pupils in mid-KS2 understand that writers' work is dependent upon their experiences and that they need to draw on these experiences in order to write effectively.
151. Generally, the work of more able pupils is satisfactory, showing some good use of adjectives, neat sentence construction and good punctuation. Pupils in Y4/5 and Y6 make good use of the interactive whiteboard for literacy.

Shortcomings

152. Pupils are sometimes self-conscious and speak indistinctly when speaking independently.
153. The written work of a large minority shows unsatisfactory presentation. Some pupils in Y5 are still writing with pencils and a number of older pupils are confused about the correct verb tense to use.
154. Pupils in three classes have underdeveloped skills in the use of the interactive whiteboard for literacy.

Mathematics

Grade 2: Good features and no important shortcomings

Good and outstanding features

155. Pupils use mathematical terms confidently and correctly.
156. In mental mathematics sessions, pupils respond with enthusiasm and give correct answers to the teacher's questions.
157. More able Y3 pupils know by heart facts for the two, four, five and 10 times tables. They count on or back in 10s or 100s from any two-digit number.
158. They use units of time and know the relationships between them, and they read scales of measure with increasing accuracy.
159. In Y4, most pupils use known number facts and place value to add or subtract mentally, including any pair of two-digit numbers.
160. They know the names of 2D shapes and their properties. They classify polygons according to whether or not they are regular. They know the purpose of a database and are able to competently create their own.
161. Most pupils in Y3 and Y4 pupils demonstrate an increasing ability to choose and use the appropriate operations to solve real life problems.
162. In Y5, most pupils can solve equations which multiply and divide by three and four. They differentiate between 2D and 3D shapes and state that cuboids have six faces. More able pupils can accurately describe the shape of a rhombus.
163. Most Y6 pupils reduce a fraction to its simplest form by cancelling common factors. They use a fraction as an operator to find parts of numbers or quantities of a whole. They understand percentage as the number of parts in every 100, and find simple percentages of small whole-number quantities.

164. They competently use a protractor to measure acute and obtuse angles to the nearest degree. They accurately draw acute, obtuse and right angles. They estimate sensibly and extend their mathematical vocabulary well.
165. They read and plot co-ordinates along four quadrants.
166. Most pupils in Y5 and Y6 use all four operations to solve simple word problems involving numbers and quantities, including time. They explain their methods and reasoning clearly.

Shortcomings

167. In some classes, the careless presentation of pupils' work has an adverse effect on their accuracy in calculations.
168. Pupils in Y5 have made limited progress in learning the three and four times tables.

Science

Grade 2: Good features and no important shortcomings

Good and outstanding features

169. The development of an enquiry-based approach has improved pupils' knowledge and understanding. Pupils observe, explore and ask questions about living things, materials and physical phenomena and work collaboratively to collect evidence, answer questions and develop their scientific ideas.
170. Pupils make good use of scientific vocabulary. They make observations about the properties of common objects and materials using terms such as 'smooth', 'stretchy' or 'rough'. They observe, describe and compare the movements of objects by pushing and pulling and then record their results appropriately.
171. Younger pupils identify the use of common materials, suggest why they are suitable for common tasks, and explain why it is important to test materials to find out whether descriptions are reliable. They make sensible predictions about the properties of different fabrics.
172. Younger and older pupils recognise the need for a test or experiment to be fair.
173. Older pupils make sensible predictions. Pupils in Y5 know that gravity is a force which pulls down, and can explain the term *upthrust*.
174. Pupils can use appropriate terminology to make predictions about changes in materials, recognising that the processes of dissolving, melting, freezing and evaporating are changes that can be reversed. They know that condensation involves the process of water in the air changing from a gas into a liquid.

175. Older pupils understand that the changes which occur as a result of burning are mostly irreversible and usually produce a new material. They can apply their knowledge to identify a range of contexts in which changes such as evaporation or condensation occur. Pupils in Y6 know that carbon dioxide is produced by a burning candle and draw parallels between the condensation formed by a burning candle in a jar and that formed in a running shower.

Shortcomings

176. Presentation is sometimes poor and pupils do not consistently use drawings, tables and graphs to communicate their findings clearly.
177. Pupils' use of numeracy and ICT in science is limited.

Welsh as a second language

Grade 3: Good features outweigh shortcomings

Good and outstanding features

178. Most Y3 pupils know the names of clothes and colours. They answer in complete sentences and can ask questions themselves. They can use the third person singular and the negative form in the present tense accurately.
179. Y4 pupils can ask a range of questions on their topic for the term. They extend their use of adjectives. They gain confidence whilst reading their work to a partner.
180. Y5 pupils have a satisfactory vocabulary on a narrow range of topics. Their pronunciation is good. They use the interactive whiteboard to good effect.
181. By the end of the key stage, they use an increasing range of phrases and sentence patterns in the present and past tense with increasing accuracy.

Shortcomings

182. Pupils do not use Welsh incidentally as part of their daily routine in all classes.
183. Pupils in upper KS2 do not write enough Welsh in extended tasks or use compound sentences enough.
184. Older pupils' reading skills in Welsh are underdeveloped.
185. Pupils lack the confidence to apply their Welsh language skills in a variety of settings.

Design and Technology

Grade 3: Good features outweigh shortcomings

Good and outstanding features

186. Pupils in Y3 satisfactorily design and make desk tidies using an appropriate range of materials. They design and make puppets. They make drawings of their designs and use a simple worksheet to evaluate their work.
187. In Y4, pupils design and make ball bearing games. They use a graphics package to successfully create a suitable design to decorate the game. They use an appropriate range of tools and materials and critically evaluate the process both orally and in writing.
188. When older pupils design and make kitchen tidies, they investigate a range of fabrics and cut the fabric accurately. They choose the best method of joining the fabric and reinforcing the corners of the pockets.
189. They understand the need for hygienic conditions when preparing food. They apply this well whilst planning and making a healthy sandwich.
190. In Y5, pupils work together in groups to design a rocket to go as fast as it can. They investigate ways which will make it stay up in the air the longest when it is fired vertically. They successfully evaluate the product against their specification.
191. They practise their drawing skills whilst designing a land yacht. They discuss and identify situations where wind is a source of power. They begin to understand how a land yacht works and sensibly consider the shape of the frame.
192. As part of a cross phase project, Y6 pupils carefully design, make, test and evaluate a water pipeline.
193. As part of an mini-enterprise project, they design and make picture frames and book marks. They evaluate the products well during the design stage and after manufacture.

Shortcomings

194. Pupils do not develop a sufficient range of designing and making skills in the narrow range of projects they undertake and do not learn to use a wide enough range of tools.
195. In most classes pupils do not record their design ideas in sufficient detail and their skills in evaluation are underdeveloped.

196. Pupils' skills in using ICT to develop their design ideas are at an early stage of development. Their understanding and use of control technology are underdeveloped.

Information Technology

Grade 3: Good features outweigh shortcomings

Good and outstanding features

197. Y4 pupils know how to create data-bases and use them to record information, for example, in their work on houses. They carry out a simple search. More able pupils successfully use two criteria in conducting searches of a database.
198. Y5 pupils are able to communicate information in an imaginative way. They change font size, colour and style, import photographic images and clip art, and access sound files.
199. Y6 pupils are able to produce a suitable multimedia presentation for an audience. They begin to understand what constitutes good or bad presentation. They choose suitable backgrounds, templates, text and graphics.

Shortcomings

200. In most classes, pupils' skills in using CD-ROMs are in the early stages of development.
201. Pupils have a limited understanding of how to send electronic mail or how to find and download information and pictures from the internet.
202. Pupils' skills in using 'Logo' to enter a series of commands to control a screen turtle are limited. Their skills in using information technology systems to sense external changes, such as light and temperature, are also underdeveloped.

Geography

Grade 1: Good with outstanding features

Good and outstanding features

203. Pupils observe and describe their surroundings using photographs, maps and an increasing number of geographical terms such as hill, river and road. They use imaginary maps to follow a route. They identify how the housing and employment features of Cwmaman and Glynhafod have changed over the years.

204. Pupils use a range of maps and aerial images to identify cities in Wales and the United Kingdom, and write their own extended address including the terms UK, Europe, and Earth.
205. Younger pupils can identify how people affect the environment and they recognise ways in which it can be better managed, for example, by classifying items of general rubbish for recycling and suggesting environmentally friendly methods of disposal. Their visits to the field studies centre at Garwnant have helped build their understanding further.
206. Pupils have in the past developed some knowledge about life in the third world through studies of Eritrea and more recently about St. Lucia. They observe physical features using geographical language to good effect and have a good knowledge of Castres in St. Lucia. They are beginning to recognise some of the differences between St. Lucia and their local environment.
207. Pupils in some classes use ICT for wordprocessing in geography to good effect.
208. Older pupils can use compass points and scales appropriately on local or ordnance survey maps. They can also estimate and measure distances accurately when linking similar and different regions of Wales.
209. Pupils in Y5 have studied the location of the world's deserts and seas. They have benefited from field trips to measure the flow of water in local rivers and streams. They have used maps well to obtain information about the origins of settlements.
210. Pupils have a clear understanding of the distinctive physical and human features of the local area of Cwmaman, and can give succinct explanations for its growth.
211. Y6 pupils have studied the continents of the world and analysed and compared the lengths of the great rivers. Their local studies have produced good quality writing about the advantages and disadvantages of the changes in Cwmaman.
212. In conducting useful interviews with local residents about Cwmaman, pupils have achieved good standards in data handling when producing graphs and reports on their research.
213. Y6 pupils have developed good understanding of the various features of Cardiff Bay, including a wide range of new buildings there.
214. The recent introduction of a new scheme of work and a more enquiry-based approach has enabled pupils to give more depth to their geographical knowledge, skills and understanding.
215. The links built between art and geography in aerial landscape paintings have enabled Y6 pupils to have a greater insight into aspects of both subjects.

Shortcomings

216. There are no discernible shortcomings.

History

Grade 3: Good features outweigh shortcomings

Good and outstanding features

217. Y3 pupils know some of the characteristics of life in Celtic and Roman times. They know the Celts and the Romans invaded Wales and gain good insights to home and army life through studying artefacts and written sources.
218. Y4 pupils identify perceptively how life was different for town and country people in Tudor and Stuart times. They visit the 17th Century Manor House, Llancaiach Fawr, and gain further insights into life at this time. They discuss events such as the Gunpowder Plot and the actions of King Henry VIII imaginatively.
219. Y5 pupils compare life for Victorian children with their own life and know that people such as Lord Shaftesbury and Doctor Barnardo made a significant contribution to social change in the nineteenth century.
220. Most pupils in Y5 and Y6 have a good knowledge of World War II. They identify headlines from newspapers of the time. They write their own heading for a picture of the Battle of Britain and write an account in the role of a good reporter. Educational visits and visitors to the school enhance their understanding of this topic.

Shortcomings

221. Pupils use only a limited range of historical sources and their skill in independent historical enquiry is underdeveloped.

Art

Grade 2: Good features and no important shortcomings

Good and outstanding features

222. Pupils generally are very enthusiastic in their approach to art and are excited by the work they do. They collaborate well and show appreciation of each other's work.
223. Pupils' artistic creations adorn many walls. They show vivid pictures and crafts. Pupils learn a range of different skills well and examples of their work show good continuity and progression.

224. Pupils experiment with shade, tone and colour-mixing effectively, after initial group work using ICT. They show their work with pride and can explain their choices adequately. They are confident and daring when using paint, collage or charcoal.
225. The artwork of younger pupils is careful, imaginative and vivid. They have learned how to vary brush or pencil strokes in order to give warmth and depth to their work. Their work on silhouettes is skilled in setting black outlines against background combinations of vibrant colours.
226. Pupils are beginning to learn about the work of Welsh artists and also of the Impressionists. They show good listening skills and then take part in lively discussions before creating their own sketches. They independently appraise their own and each other's work constructively.
227. Older pupils are adept in composing digital imagery of good quality. They produce arresting pastel images. Many have learned how to hold pencils or pastels at different angles in order to alter the thickness of each stroke. Their wax-resist work is often good.

Shortcomings

228. Pupils' skills in the use of sketchbooks are underdeveloped in that they do not make enough use of sketchbooks to plan and organise their work or to show how their ideas develop.
229. Pupils have a limited understanding of three-dimensional art.

Music

Grade 3: Good features outweigh shortcomings

Good and outstanding features

230. The standards in singing are good throughout the school. Pupils give good attention to intonation and phrasing. They sing with sensitivity and enjoyment.
231. Y3 pupils listen and clap in response to a variety of complex musical patterns. They perform and sing easy melodic echoes from their song repertoire, and unknown songs using four to eight beats. They competently perform simple phrases on tuned percussion instruments. They listen attentively to a short musical excerpt on a recording.
232. Y6 learn new songs quickly and sing with enthusiasm. They successfully compose pentatonic melodies to simple rhythms using non-tuned and tuned percussion instruments. A few pupils fulfil the role of the conductor confidently. Most pupils perform with a sense of occasion.

233. They take part in a project, led by a KS3 teacher, with pupils in other local schools successfully. They effectively compose music based on two short poems and perform confidently in front of a large audience.
234. A significant minority of pupils receive lessons from a peripatetic strings teacher and make good progress. Pupils play the recorder with enthusiasm.

Shortcomings

235. Pupils do not progressively develop their musical knowledge and skills enough from year to year.
236. Pupils have limited skills in using computer software to compose music.

Physical Education

Grade 3: Good features outweigh shortcomings

Good and outstanding features

237. Pupils engage in a range of warm-up activities sensibly and safely. These activities include suitable movements. Older pupils demonstrate knowledge of the purpose of exercise and its effect on the body. They understand the need to warm up and cool down before and after exercise.
238. Y3 pupils make good star-jumps, tucks and stretches on the move. They use specific terminology well. They take out and put away mats, tables and benches sensibly.
239. Generally, boys achieve more highly than girls. The shapes they form are crisper and their finishing positions more exact. That said, older girls show great maturity and a balletic grace in movement or dance lessons.
240. Many show a keen, competitive spirit. In games, pupils develop useful ball-handling skills. During lessons, they improve their ability to throw and catch. They can apply skills to a simple game showing a good understanding of their roles. They move in a controlled way.
241. Pupils collaborate well in groups. In games, younger KS2 pupils develop a good understanding of a variety of passes when improving their ball skills. The more able throw the ball accurately and catch well. They know the rules of the game and follow them well.
242. Pupils develop their athletic skills in running quite well. They have good control and balance.

243. Pupils respond well to music in dance, using good spatial awareness and a sense of rhythm when practicing a range of movements. They perform a range of actions including quick, slow and vigorous movements. They coordinate their rhythmic movements well. They make good progress in improving their footwork in dance.
244. Older pupils show poise and imaginative flair in their movements across wallbars, benches, ladders, tables and mats. Pupils evaluate their performances and those of others well.
245. The school reports that most pupils make appropriate progress in learning to swim 25 metres by the end of KS2.
246. Many pupils participate successfully in a wide range of extra-curricular sports both in the school and in area-wide competitions. These include teams which are successful in dance, football, netball, hockey and athletics.

Shortcomings

247. A minority of pupils' throwing and catching skills are underdeveloped.
248. Pupils' abilities to improve their standards in games lessons are limited by the lack of playing fields or of a suitable, even surface on the school yard. This adversely affects standards in athletics and competitive games.
249. Older pupils try their best but are greatly hampered in their achievements because the main hall is too small for them.

Religious Education

Grade 2: Good features and no important shortcomings

Good and outstanding features

250. Most pupils know that the Bible is a sacred text and some know that the Bible is made up of the Old and New Testaments. They know that other religions, such as Judaism and Islam, also have sacred books. Y3 pupils know about stories such as The Creation and also the Good Samaritan, and the Temptations of Jesus Christ in the Desert.
251. Older and younger pupils know that Christians worship in churches and chapels, and have visited local places of faith to further their understanding.
252. Pupils are increasingly aware of the beliefs, customs and practices of other faiths. Y4 pupils know that Muslims wash their hands before praying and that they pray on prayer mats. They also know that Muslims wear special clothes, give money to charity and visit a Mosque as their special place of faith.

253. Many pupils show respect for each other's views and beliefs. They have a good understanding of issues such as prejudice and write well on this theme. Pupils understand that prejudice need not only imply racial hatred against black people but also was embodied in the Nazi government's persecution of the Jews in World War II. Pupils have learned about the Nazi concentration camps and the gas chambers. In English lessons, they read Anne Frank's Diary and show empathy for her desperate plight.
254. Y6 pupils have some knowledge of the work and customs of the Salvation Army, including its uniforms and music. They have visited Aberdare Tabernacle and learnt about William Booth's help for homeless people.
255. Pupils use key words in class to good effect, such as congregation, font and baptism.
256. The quality and range of work in religious education and in English shows that pupils have developed a spiritual sensibility. This sensitivity for others is supported further by the school's inclusive approach to pupils with ethnic minority backgrounds, those who have SEN, and those who have personal difficulties.

Shortcomings

257. A minority of pupils have a limited knowledge of Bible stories or Church furniture.
258. Pupils, generally, have an underdeveloped knowledge of the major World faiths because of the school's lack of religious resources.
259. Pupils have a limited idea of how well they are achieving because often marking is cursory.

School's response to the inspection

260. The school is delighted that the inspection findings recognise that the school has made good progress since the last inspection and that standards of teaching and learning have risen. This is a reflection of the hard work of staff since 1999. We are pleased that the team recognised the progress made in subjects such as English, mathematics, science, religious education, history and geography as we have placed them clearly as priorities in our school development plan. We are, equally encouraged that inspectors found that pupils' attitudes to learning, the interest they show in their work and their ability to concentrate are good features. In addition, the support and guidance that we offer pupils is judged as a particular strength. The work and care of the teaching staff is duly recognised as is the support of other staff. Most importantly, the report confirms that we are achieving our aim to make our school a happy and safe place in which pupils grow in confidence and achieve good standards of learning.
261. An action plan will be put into place to address the recommendations in the report. Some have been identified and acted upon already, whilst others will be

addressed shortly. We feel that all can be satisfactorily rectified in a short space of time. With regard to the accommodation issues, the governing body has already passed on its concerns to the LEA and urgent meetings have been called.

262. We aim, as a school to have dealt with all the recommendations by January 2006. Each will, if not already there, be prioritised in the School Development Plan. Much of the work needed involves sharing the many good features identified within the whole school and this will be a feature of our way forward.
263. A copy of the school's action plan in response to the inspection recommendations will be sent to all parents. The governors' annual report to parents will report on the progress we are making on the inspection recommendations.
264. The school wishes to thank the inspectors for the courteous and professional way in which they undertook the process of inspection.

Appendix A

Basic information about the school

Name of school	Glynhafod Junior School
School type	Community
Age-range of pupils	7 to 11
Address of school	Glynhafod Street Glynhafod Cwmaman Nr Aberdare
Post-code	CF44 6LD
Telephone number	01685 873335
Headteacher	Mr Simon Roberts
Date of appointment	14 th October 2004
Chair of governors	Mr Howard Davies
Registered inspector	Mr R. A. Isaac
Dates of inspection	18 th October 2004

Appendix B

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	0	0	0	0	34	28	24	38	124

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

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	20.66
Pupil: adult (fte) ratio in nursery classes	n/a
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	24.8
Teacher (fte): class ratio	1.2 : 1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Summer 2003			90.89	90.89
Autumn 2003			92.88	92.88
Spring 2004			93.51	93.51

Percentage of pupils entitled to free school meals	24%
Number of pupils excluded during 12 months prior to inspection	Nil

Appendix C

National Curriculum Assessment KS2 Results 2004										Number of pupils in Y6: 34			
Percentage of pupils at each level													
			D	A	F	W	1	2	3	4	5	4+	
English	Teacher assessment	School	0	0	0	0	0	3	27	44	27	71	
		National	0	0	1	0	1	5	16	45	29	74	
	Test/Task	School	0	0	7	0	0	3	29	47	21	68	
		National	0	2	0	1	0	4	12	41	38	79	
Mathematics	Teacher assessment	School	0	0	0	0	0	3	29	56	12	68	
		National	0	0	0	0	1	4	19	46	27	73	
	Test/Task	School	0	0	0	0	0	0	21	44	32	75	
		National	0	2		0	0	4	19	43	30	73	
Science	Teacher assessment	School	0	0	0	0	0	0	12	68	21	89	
		National	0	0		0	0	2	13	49	33	81	
	Test/Task	School	0	0	0	0	0	0	15	77	9	86	
		National	0	3		0	0	1	10	47	38	88	

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	58	In the school	58
In Wales	68	In Wales	70

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

Appendix D

Evidence base of the inspection

The inspection team of three inspectors, including the lay inspector, was at the school for a total of nine inspector days.

During this time, all teachers were visited and all classes were seen. A total of 37 sessions, part sessions or interactions were observed and a wide range of pupils' work was scrutinised. Inspectors talked to pupils about their work and life in the school and listened to them reading their own work and extracts from class reading books.

The full range of documentation made available by the school was scrutinised. Discussions were held with the headteacher, deputy headteacher, governors, teachers, classroom assistants, other staff and pupils. Pre- and post-inspection meetings were held with 12 governors and staff, and eight parents attended a pre-inspection meeting with inspectors. Questionnaires completed by 57 parents were also analysed.

Appendix E

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Mr Robert Alun Isaac	Registered Inspector	Leading on Key Question 1 and Key Question 5 and Key Question 6 Recommendations Summary Report	English Science Geography Art Physical Education Religious Education
Mrs Helen Wynne Smith	Team Inspector	Leading on Key Question 2 and Key Question 3 and Key Question 7.	Welsh Mathematics Design Technology Information Technology History Music
Mrs Janet Warr	Lay Inspector	Leading on Key Question 4.	

Contractor: Atlantes Educational Services
Technology House
Lissadel Street
Salford M6 6AP

Acknowledgement

The visiting inspectors wish to thank the governors, the headteacher, all the staff and the pupils for the co-operation and courtesy they received during the inspection.