

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

**Graig Y Rhacca Primary School
Addison Way
Graig Y Rhacca
Machen
Caerphilly
CF83 8WW**

School Number: 676 2328

Date of Inspection: 1 - 2 November 2005

by

**Mr Stephen Dennett
78888**

Date: 6 January 2006

Under Estyn contract number: T/079/05P

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Graig Y Rhacca Primary 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 Graig Y Rhacca Primary School took place between 1-2 November 2005. An independent team of inspectors, led by Mr Stephen Dennett 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

There are three types of inspection.

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

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

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

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

Estyn decides the kind of inspection that a school receives, mainly on the basis of past performance. Most schools receive a standard inspection and any new or amalgamated schools receive a full inspection.

This school received a standard inspection.

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The national curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Graig Y Rhacca Primary School is an average-sized community infant and junior school situated on the Graig Y Rhacca estate just outside Caerphilly. The area has recently been granted 'Community First' status. There are currently 162 pupils on roll and a 22-place nursery (opened in 2002). The number of pupils at the school is much the same as at the time of the school's last inspection in October 1999. There are eight full-time teachers at the school.
2. Most pupils come from the immediate locality and are from local authority housing. Their social and economic circumstances are described as significantly disadvantaged. All pupils come from homes where English is the first language. No pupils speak Welsh as their first language. Seventy per cent of pupils are entitled to free school meals, which is well above the local education authority (LEA) and national averages. Thirty-seven pupils (24.8 per cent) are on the school's register of special educational needs (SEN). This percentage is above the LEA and national averages. No pupils have statements of SEN. Pupils' ability on entry is below the LEA average and in the lowest 25 per cent nationally. A significant number of pupils are on the child protection register. No pupils are looked after by the local authority. Pupils are able to start full-time education at the nursery in the term after their third birthday.
3. The school has achieved a number of awards, including the Healthy Schools Award (2005), the Investors in People Award (2000 and 2002) and the Basic Skills Quality Mark (2003 and 2005).

The school's priorities and targets

4. The school's motto is '*Many hearts make a school*' and its vision statement is: '*Our school will always be filled with happy, hardworking pupils, who love coming to school. They all enjoy the challenge of learning and reach the highest possible standards of academic achievement they are capable of.*'
5. The school's main aims are to:
 - Provide a happy school where each child is cared for sensitively;
 - Provide the best possible education for all pupils to enable them to learn effectively and to achieve high standards in all aspects of work;
 - Help all pupils to listen, speak, read and write effectively in English;
 - Provide all pupils with high quality learning experiences in mathematics, science and technology to help them achieve good standards;
 - Help each pupil to know and understand the world in which they live, with special reference to Wales, Welsh Culture and Language;

- Provide all pupils with opportunities to participate in and enjoy, music, art and design activities;
 - Provide all pupils with many opportunities to participate, enjoy and acquire skills in different physical education activities;
 - Help all pupils to develop an understanding of their own and other religions and to demonstrate respect for and tolerance of other peoples' faiths;
 - Welcome all parents into the school and to encourage them to work in partnership and harmony with the teaching and support staff;
 - Maintain a warm, clean and attractive school environment.
6. The school has a wide range of appropriate and well-focused priorities and targets. In brief, the most significant are:
- Improving the accuracy and consistency of teacher assessments;
 - Further raising boys' achievement;
 - Improving standards in English at key stage 2;
 - Developing the library as a tool for research;
 - Further developing the role of the senior management team and subject leaders.

Summary

7. Graig Y Rhacca Primary School is a good school with a number of outstanding features. During their time at school, pupils make good progress from a low starting point.

Table of grades awarded

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

Standards

Subjects and Areas of Learning Early Years

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

Subject	Key Stage 1	Key Stage 2
English	2	2
Science	2	2
Information Technology	3	3
Geography	2	2
Physical Education	2	2

8. During the time of the inspection, pupils' standards of achievement in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4%	77%	19%	0%	0%

9. Pupils with additional learning needs, including those with SEN, make good progress. They all work well in classes and are able to cope well with the work they are given.

10. Pupils generally achieve good standards in their key skills. They achieve good standards in their communication and literacy skills throughout the school, although standards in speaking and reading are sound in key stage 1. Pupils' numeracy skills are good at all stages. Standards in information and communication technology (ICT) are good in the early years, but sound in key stage 1 and 2. Pupils' bilingual skills are good in the early years and key stage 1, but sound in key stage 2.
11. In national tests and teacher assessments, results are variable, as each year group contains significant numbers of pupils with SEN. This adversely affects the results and masks the actual achievement of the majority of pupils.
12. At key stage 1 in the 2005 national assessments, 65 per cent of pupils achieved level 2 or above in English. In mathematics and science, 70 per cent achieved at least level 2. The school has about 70 per cent of its pupils eligible for free school meals, and against the benchmark for schools with a similar number of pupils eligible for free school meals, the school was in the lower 50 per cent nationally in core subjects (English, mathematics and science). The group taking the test had experienced significant disruption during the school year, in addition to having a number of pupils with SEN. No pupils achieved the higher level 3 in the three core subjects.
13. In the national tests at the end of key stage 2, 53 per cent of pupils achieved level 4 or above in English. In mathematics, 71 per cent achieved level 4 or better and 83 per cent of pupils achieved at least level 4 in science. In comparison with similar schools, the school's results were in the lower 50 per cent in English and in the top 5 per cent in mathematics and science. In English and mathematics, 24 per cent achieved the higher level 5 and 18 per cent achieved level 5 in science. Results in all three core subjects show significant improvement over the past three years. Provision for the early years is good, with no important shortcomings.
14. Pupils' personal, social and learning skills are good and across the school they are well motivated and work productively. Positive relationships prevail throughout the school and this helps pupils to build their self-esteem. The vast majority of pupils concentrate well and work independently.
15. The good development of pupil's moral and social skills is a strength of the school. Pupils' good, often very good behaviour, in all aspects of school life contributes well to their good progress and development. Relationships between all adults and pupils are very good and this serves to create a happy working atmosphere, which promotes these skills.
16. The average rate of attendance for the three terms prior to the inspection was 91 per cent. There is evidence that the attendance rate for the first six weeks of the current term has improved significantly as a result of the implementation of new strategies and systems.
17. The school is having great success with the implementation of well-supported programmes for pupils who have been identified as having behavioural

difficulties. Behaviour is good. Two pupils have been excluded in the last year.

18. Children who are under five have particularly well developed personal and social skills, which give them a very good start to school life. They behave very well and respond enthusiastically to the good, often inspirational teaching they receive.
19. Graig Y Rhacca is an equal opportunities school, where pupils are encouraged to participate in all activities.
20. Pupils are well prepared to play an active part in the local community and are developing a good knowledge of the cultures of Wales and the wider world promoted through *Y Cwricwlwm Cymreig*.

The quality of education and training

21. The quality of teaching observed in lessons during the inspection is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
35%	50%	15%	0%	0%

22. Outstanding teaching was observed across the school with the vast majority of teaching being good or very good and this has been a key factor in enabling the school to improve so rapidly. There are a number of examples of outstanding practice, which include:
 - Teaching is very stimulating and challenging;
 - Teachers' planning is of a high quality;
 - Teachers use a wide range of effective teaching methods;
 - Consistent and firm behaviour management;
 - Nurturing relationships are evident.
23. Teachers demonstrate good subject knowledge and a good understanding of recent educational initiatives. Teachers plan very effectively and have high expectations for their pupils. They use a wide range of strategies and resources to stimulate and challenge pupils. They share learning objectives carefully and thoroughly so pupils are clear what they need to do.
24. Basic and key skills are taught well and relevant links are made in subjects right across the curriculum. Teachers have high expectations for the good presentation of pupils' work and scrutiny of written work shows these are being met. Consistent and firm behaviour management is a real strength of teaching, which enables all teachers to ensure that pupils' inappropriate behaviour does not impede their own or others progress.
25. The high quality of assessment arrangements is another outstanding feature of the school. The quality of assessment, recording and reporting for children in the nursery and reception classes is accurate, very thorough and comprehensive. The quality of assessment across the rest of the school is

also very high. Of note is the exceptionally thorough assessment of pupils writing skills.

26. The school strives to meet learner's aspirations by providing them with a high quality curriculum that is broad, balanced, coherent and progressive, to which all pupils have equal access. The curriculum has many outstanding features. It is full of interesting and rich experiences that link across all subjects. It is thoroughly planned to meet the needs of all pupils, including those with special educational needs and the more able.
27. Many parents value what the school does for their children. The school benefits from a wide range of links with many providers and interested parties in the locality. Visitors from the community, carefully planned educational visits and visits for pleasure as well as school based initiatives such as the careers club and market garden project help to strengthen links with parents and the community and raise the pupils awareness of the world of work both past and present. This is an outstanding feature of the school.
28. The school strongly promotes equal opportunities. Pupils irrespective of their social background, gender, disability or ethnicity are positively included in all appropriate school activities. This is an outstanding feature of the school.
29. Support programmes are carefully planned and integrated into the school's work so that they meet pupils' needs and ensure equality of opportunity. The school works closely with support agencies.
30. Teachers provide a consistent and caring environment. Relationships are very good. Pupils know what is expected of them and there is an atmosphere of mutual respect throughout the school. The school has a very positive ethos and every pupil is valued and included. The high quality of personal support and guidance for pupils is an outstanding feature.
31. A particularly outstanding feature of the school is the very good provision for pupils with additional learning needs. Very good levels of support are provided and learning activities are carefully structured to meet individual needs. The special needs co-ordinator (SENCo) is very effective and has ensured that all teachers have good quality, up-to-date training in special education needs. Training in positive behaviour management means that pupils with individual behaviour plans and those with autism are very well integrated into the life of the school.

Leadership and management

32. The head teacher's leadership, which is outstanding, has been instrumental in moving the school forward during the last five years. She gives a clear direction in all aspects of school life and co-ordinates the work of teachers, support staff, governing body and parents effectively and rigorously. Consequently agreed aims and values are well reflected in the work and ethos of the school.

33. The governing body is supportive and complimentary of the extent the school has improved under the present head teacher. Members visit the school regularly and are kept fully aware by the head teacher of all aspects of school life. They have appropriate sub-committees and are aware of their responsibilities. Governors help set the direction of the school by contributing to the school's improvement plan. The school has a comprehensive range of management policies including a useful school prospectus. However, the governors' annual report to parents does not meet statutory requirements.
34. The schools self-evaluation process is outstanding. Because of the very close teamwork that exists in the school, all staff are involved actively in the self-evaluation process. Teachers and Learning Support Assistants (LSAs) fully understand their contribution to the need for continuous improvement. Pupils have good opportunities to make suggestions through the School Improvement Group.
35. The school improvement plan (SIP) is based on a very thorough audit of the current situation. An outstanding feature is the very detailed and accurate analysis of every aspect of the school's work. The school has made good progress since its last inspection.
36. The self-evaluation report produced for the inspection is very good. It is detailed and accurate in its assessment of the school's strengths and areas for development. It provides a convincing database for the judgements made. Although the school's grade differed from that of the inspection team in four key questions, this was because inspectors found that provision was better than the school thought in three key questions.
37. The school is adequately staffed with teaching staff for the numbers of pupils on roll. Accommodation is good and the use made of the accommodation is outstanding. Much attention and care has been given to the outside environment and it is pleasant and welcoming. The school is generally well resourced for areas of learning for under fives and all subjects. Although many computers in classrooms are quite old each teaching area benefits from the use of an interactive white board.
38. The school's efficiency has been adversely affected by long term staff absence and unexpected utility expenses. This has prevented the school from fully implementing and upgrading its information technology resources, setting up a more effective library provision and implementing the school's plans for meeting the Disability Act. The school provides good value for money.

Recommendations

39. In order to improve standards further, it is recommended that the school should:
- R1 Improve resources and further raise standards in information technology.
 - R2 Resolve the long-term staff absence as a matter of urgency.
 - R3 Continue to maintain the recent improvements in attendance and punctuality.
 - R4 Ensure that the governors' annual report to parents meets legal requirements.

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

Standards

Key question 1: How well do learners achieve?

Grade 2: Good features with no important shortcomings

40. The findings of the inspection do not match the judgement made by the school in its self-evaluation report in that the school graded this key question Grade 1.
41. During their time at the school, most pupils make good progress.
42. During the time of the inspection, standards of achievement in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4%	77%	19%	0%	0%

43. Children's ability on entry to the school has been very low for a considerable period of time. Baseline scores are well below both the national and LEA average. However, by the end of key stage 2, pupils generally achieve good standards in most subjects and in their basic and key skills.
44. The overall quality of educational provision for children under five is appropriate to their needs and they are making good progress towards the Desirable Learning Outcomes for Children's Learning. By the end of the reception year, children are well adjusted to school life, settle quickly to tasks and work hard with good levels of concentration.
45. In the early years, standards in the areas of learning inspected are as follows:

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

46. In key stages 1 and 2, standards in the subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
English	2	2
Science	2	2
Information Technology	3	3
Geography	2	2
Physical Education	2	2

47. Pupils with additional learning needs, including those with SEN, make good progress. They all work well in classes and are able to cope well with the work they are given.
48. Pupils generally achieve good standards in their key skills. They achieve good standards in their communication and literacy skills throughout the school, although standards in speaking and reading are sound in key stage 1. Pupils' numeracy skills are good at all stages. Standards in ICT are good in the early years, but sound in key stage 1 and 2. Pupils' bilingual skills are good in the early years and key stage 1, but sound in key stage 2.
49. In national tests and teacher assessments, results are variable, as each year group contains significant numbers of pupils with SEN. This adversely affects the results and masks the actual achievement of the majority of pupils.
50. At key stage 1 in the 2005 national assessments, 65 per cent of pupils achieved level 2 or above in English. In mathematics and science, 70 per cent achieved at least level 2. The school has about 70 per cent of its pupils eligible for free school meals, and against the benchmark for schools with a similar number of pupils eligible for free school meals, the school was in the lower 50 per cent nationally in core subjects (English, mathematics and science). The group taking the test had experienced significant disruption during the school year, in addition to having a number of pupils with SEN. No pupils achieved the higher level 3 in the three core subjects.
51. In the 2005 national tests at the end of key stage 2, 53 per cent of pupils achieved level 4 or above in English. In mathematics, 71 per cent achieved level 4 or better and 83 per cent pupils achieved at least level 4 in science. In comparison with similar schools, the school's results were in the lower 50 per cent in English and in the top 5 per cent in mathematics and science. In English and mathematics, 24 per cent achieved the higher level 5 and 18 per cent achieved level 5 in science. Results in all three core subjects show significant improvement over the past three years.
52. Pupils' personal, social and learning skills are good and across the school they are well motivated and work productively. This is because they are eager to participate in the many aspects of school life on offer and because all adults value their contributions. They are also keen to learn because they are interested in their lessons. Pupils say they particularly enjoy the many opportunities they have to find things out for themselves, in books and on the Internet, and this makes their work more exciting.
53. Positive relationships prevail throughout the school and this helps pupils to build their self-esteem. Overall pupils are helpful, polite and courteous and benefit from the many good opportunities that they have to become mature and responsible. Pupils know their views are taken into account because the decisions made by the pupils' school improvement group are seriously considered and fully implemented.

54. The vast majority of pupils concentrate well and work independently. They structure their own work, because they have good organisational skills. They work well together and give good support to each other in their group activities. Occasionally less able pupils find it difficult to research independently and need more adult input.
55. The good development of pupil's moral and social skills is a strength of the school. Pupils' good, often very good behaviour, in all aspects of school life contributes well to their good progress and development. Relationships between all adults and pupils are very good and this serves to create a happy working atmosphere, which promotes these skills.
56. The average rate of attendance for the three terms prior to the inspection was 91 per cent. A significant number of pupils arrive late at the start of the day and often miss the very important handwriting session. Absences and lateness are predominantly caused by the social and welfare problems affecting a significant number of families. The school is committed to improving this aspect of school life. There is evidence that the attendance rate for the first six weeks of the current term has improved significantly as a result of the implementation of new strategies and systems.
57. The school is having great success with the implementation of well-supported programmes for pupils who have been identified as having behavioural difficulties. This is enabling them to become more mature and is helping to minimise disruption to their own and others education. Pupils say the school is a friendly place and although no incidents of bullying or racism were seen during the inspection, pupils say they do happen, but school staff deal with them promptly. Two pupils were excluded in the last academic year and these pupils were supported by the school with individual behaviour plans.
58. Children who are under five have particularly well developed personal and social skills, which give them a very good start to school life. They behave very well and respond enthusiastically to the good, often inspirational teaching they receive.
59. Graig Y Rhacca is an equal opportunities school, where pupils are encouraged to participate in all activities. Pupils understand the need to be friendly to all pupils regardless of gender, disability or race. Pupils with special educational needs are fully integrated into all school activities.
60. Pupils are well prepared to play an active part in the local community and are developing a good knowledge of the cultures of Wales and the wider world promoted through *Y Cwricwlwm Cymreig*. They are also developing a good understanding of issues such as sustainability and recycling that affect their community. They work well with artisans to improve their own school and the local environment.

The quality of education and training

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

Grade 1: Good with outstanding features

61. The findings of the inspection team do not match the judgements made by the school in its self-evaluation report in that the school graded this key question as Grade 2.
62. During the inspection, the quality of teaching in the lessons observed is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
35%	50%	15%	0%	0%

63. Outstanding teaching was observed across the school with the vast majority of teaching being good or very good and this has been a key factor in enabling the school to improve so rapidly. There are a number of examples of outstanding practice, which include:
- Teaching is very stimulating and challenging;
 - Teachers' planning is of a high quality;
 - Teachers use a wide range of effective teaching methods;
 - Consistent and firm behaviour management;
 - Nurturing relationships are evident.
64. Teachers demonstrate good subject knowledge and a good understanding of recent educational initiatives. They are keen to continue with their professional development. Teaching assistants are equally well trained and this enables them to become integrated fully into the staff team, giving very good support to teachers and learners.
65. Teachers plan very effectively and have high expectations for their pupils. They use a wide range of strategies and resources to stimulate and challenge pupils. They share learning objectives carefully and thoroughly so pupils are clear what they need to do.
66. They plan meticulously for and monitor the needs of individual pupils, including those with specific language difficulties, but also to challenge more able pupils. The pace of lessons is generally good, and therefore, most pupils can get on with their work. Teachers evaluate lessons regularly to ensure progression in pupils' learning. This includes checking back to the learning objective when marking pupils work.
67. Pupils say they enjoy their lessons because the work is so interesting and they find their teachers friendly and approachable. This encourages them to do well and learn well. Very good relationships are evident right across the school and this helps pupils with difficulties to feel nurtured and valued and more prepared to give of their best.

68. Basic and key skills are taught well and relevant links are made in subjects right across the curriculum. Teachers have high expectations for the good presentation of pupils' work and scrutiny of written work shows these are being met. However, the teaching of bilingual skills is more varied and requires more emphasis in key stage 2.
69. Consistent and firm behaviour management is a real strength of teaching, which enables all teachers to ensure that pupils' inappropriate behaviour does not impede their own or others progress. Very good use of the new interactive whiteboards has enabled teachers to be more innovative, in particular in developing a multi-sensory approach, which inspires and motivates pupils.
70. All staff actively promote equal opportunities for all pupils. All school activities are open to all pupils, who are taught to respect diversity.
71. The high quality of assessment arrangements is another outstanding feature of the school. All formal assessment requirements are fully met. There have been many improvements from the time of the previous inspection, particularly in the quality of teachers' own assessments.
72. The quality of assessment, recording and reporting for children in the nursery and reception classes is accurate, very thorough and comprehensive. This is helping teachers to plan meaningful and relevant experiences for their children, and also to identify and cater for children who have special educational needs.
73. The quality of assessment across the rest of the school is also very high. Assessment in English and maths is based on clear and valid information gathered from a wide range of sources, including LEA and national tests, in-house tests in every year group, and daily, ongoing assessment. Pupils' progress is tracked extremely carefully in English and maths to enable the school to analyse where they need to intervene to ensure good progress, at all times, for all pupils. Teachers' planning across the school identifies assessment opportunities and also shows evidence of where planning has been adapted as a result of assessment.
74. Of note is the exceptionally thorough assessment of pupils writing skills. When a weakness in writing was identified, teachers started to monitor progress by assessing pupils across a wide genre of writing every six weeks. Work is then levelled and annotated and carefully analysed and plans for improvement are implemented for individual pupils in every class. The quality of writing across the school has improved immensely as a result of this good practice.
75. Target skills are incorporated into schemes of work for all subjects and form the basis of detailed and rigorous termly assessment. Pupils' Progress Files are carefully compiled to track and monitor progress in all subjects. To help teachers assess accurately subject leaders have compiled useful portfolios of

exemplar work that is levelled and annotated. Plans are in hand for pupils to be more closely involved in the drawing up of their own targets.

76. Reporting to parents is good. Parents are informed about their children's progress in annual written reports. They are also welcomed into the school on a regular basis to discuss progress and look at work.

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

Grade 1: Good with outstanding features
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77. The findings of the inspection team do not match the judgements made by the school in its self-evaluation report in that the school graded this key question as Grade 2.
78. The school strives to meet learner's aspirations by providing them with an outstanding curriculum that is broad, balanced, coherent and progressive, to which all pupils have equal access. It fully meets all statutory requirements.
79. The curriculum has many outstanding features. It is full of interesting and rich experiences that link across all subjects. It is thoroughly planned to meet the needs of all pupils, including those with special educational needs and the more able.
80. The overall quality of the educational provision for the under-fives is appropriate to their needs and children are making good progress towards the Desirable Outcomes for Children's Learning.
81. Provision for the development of pupils' basic and key skills is good and is threaded effectively through the breadth of teachers planning in subjects across the curriculum. Pupils learning benefits from many opportunities to research information for themselves in books from the library and on the Internet. Good use is made of pupils mathematical skills to support their learning in science and geography, for example.
82. The promotion of pupils' bilingual skills is generally good but varies from class to class according to teachers grasp of Welsh. Pupils respond well to the use of Welsh in daily routines and the promotion of roles such as the '*helpwr heddiw*'. Study of the culture and heritage of Wales through *Y Cwricwlwm Cymreig* is firmly embedded in practice and current plans include more focus on aspects of contemporary Wales, particularly in art and music. The development of information, communication and technological skills is occasionally limited by a lack of up to date and relevant resources.
83. The school offers a very wide range of activities to broaden and enrich pupils' experiences, both within and beyond the school day. Well attended after school sporting and musical clubs, visits into the locality and wider a field, and residential and field trips all serve to enhance pupils' learning and to excite and motivate them. Visitors from the locality, such as local artists and

musicians, local health, police and fire officers, also contribute well to the richness of curricular provision.

84. Provision for pupils personal development is an outstanding feature and benefits from very strong links with many relevant outside agencies who contribute well to pupils learning in aspects such as 'stranger danger', smoking, drugs and sex education.
85. Class discussions, called 'circle time', are used effectively across the school to help pupils gain confidence in sharing and dealing with issues that affect them such as bullying. This enhances their good social and moral development and is evident in the good behaviour and attitudes to learning and school life in general that pupils have.
86. The school acknowledges the need for pupils to be aware of cultural differences and diversity and this aspect is promoted well. Daily assemblies and lesson plans contribute well to pupil's spiritual development.
87. Many parents value what the school does for their children. From even before their children start, the school is welcoming to parents and encourages them to become involved in their children's learning. As pupils move on up through the school many opportunities are provided for parents to interact with the school, through visits, reports, questionnaires and other meetings.
88. The school benefits from a wide range of links with many providers and interested parties in the locality. Links with teacher and other training institutions are strong, as are links with social and health services, and child protection agencies. Of note are the very useful links with other local primary and high schools for occasions such as sports and information technology (IT) days. Recently, a successful 'team building' day was held for all pupils in year 6 in the locality. Exchange visits with the local high school ensure a smooth transition for pupils to this phase of education.
89. Visitors from the community, carefully planned educational visits and visits for pleasure as well as school based initiatives such as the careers club and market garden project help to strengthen links with parents and the community and raise the pupils awareness of the world of work both past and present. This is an outstanding feature of the school.
90. Two teachers have benefited from industrial placements that enhance their professional development and support their teaching and management skills.
91. The school has established a number of useful links with industry and the community. For example, the police and emergency services support the curriculum through their involvement in personal and social education and IT. Pupils' work in writing and music is enhanced through working with poets, composers and musicians. They benefit from specialist sports coaching.
92. The key stage 2 lunchtime 'Careers Wales Club' is a very valuable initiative. Pupils in year 6 are trained to browse the website and in turn train their

colleagues to explore career choices and ideas. Experiences include residential visits, where they develop team building skills as well as visits to national aero engine plant. Staff and governors' training is enhanced through this link.

93. Throughout the school, pupils are involved in the market garden project that helps to strengthen the links with parents as well as permeates many areas of the curriculum and aspects of the school's work. Pupils' work for example in science and design and technology, sustainable development and conservation issues as well as healthy eating is enhanced through this project. This is an outstanding feature of the school.
94. Pupils gained first hand understanding of the construction industry through close observation of the site clearance and construction of the greenhouse. Older pupils helped parents prepare the allotments. Pupils take the sessions run by the caretaker very seriously and begin to see themselves as gardeners from a very early age. Firm plans are in place to develop pupils' entrepreneurial skills through the sale of the harvest of this year's crops to fund next year's and cover the existing costs.
95. The school strongly promotes equal opportunities. Pupils irrespective of their social background, gender, disability or ethnicity are positively included in all appropriate school activities. This is an outstanding feature of the school.
96. The school attends well to national priorities for life long learning and community regeneration. Pupils are involved in designing the logo for the 'Helping House' initiative and conservation project for example, through tree planting and laying the mosaic. Pupils regularly use the facilities such as the IT suite.

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

Grade 1: Good with outstanding features
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97. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
98. The standard of care, guidance and support of pupils is outstanding. Support programmes are carefully planned and integrated into the school's work so that they meet pupils' needs and ensure equality of opportunity. The school works closely with support agencies.
99. Teachers provide a consistent and caring environment. Relationships are very good. Pupils know what is expected of them and there is an atmosphere of mutual respect throughout the school. The school has a very positive ethos and every pupil is valued and included.
100. The school has very positive partnership with parents and works hard to involve them in the education of their children. Communication both verbal and written is very effective. There is very good daily informal contact

particularly in key stage 1. The vast majority of parents are very supportive of the school and particularly value the approachability of all staff. However, parents have not recently been given an annual report by the governing body and in this respect it has failed to meet statutory requirements.

101. Induction arrangements for the early years are carefully planned and implemented. The separate brochure provides very useful information about daily procedures. All new pupils have been provided with free school uniform for many years but this facility is not available this academic year because of budget constraints. Effective procedures including a 'Buddy' system and 'Friendship Stops' in both playgrounds are in place to support pupils who join the school at a later stage. All pupils quickly learn the routines and settle well into school life.
102. The high quality of personal support and guidance for pupils is an outstanding feature. The policy and scheme of work is integrated into all aspects of the school's activities. All new pupils are closely monitored. Pupils respond well to the award system.
103. There are very effective policies and procedures in place to monitor pupils' behaviour and performance. Procedures for monitoring attendance and punctuality are extremely rigorous. The 'five-minute rule' has produced dramatic improvement in the overall attendance rate and significant improvement in punctuality. The School Improvement Group has a role in the monitoring of procedures and helps to resolve conflicts. The educational welfare officer is heavily involved in the life of the school. Pupils with perfect attendance and those with improved attendance and punctuality are rewarded. Letters of congratulations are sent to both parents and pupils who have shown improvement.
104. Pupil's behaviour is monitored extremely closely. Teachers' 'care and concerns' files are used effectively to record observations and appropriate action is taken to support pupils who are experiencing difficulties. All staff apply policies for behaviour management consistently and all adults in the school are very good role models. Mid-day supervisors monitor pupils' behaviour during the lunch break. Arrangements to encourage pupils to behave well are very effective. This is evident in the high standard of pupils' behaviour.
105. The school has achieved the Healthy School Award and promotes health and fitness for pupils through a wide range of extra curricular activities including residential visits and the fruit tuck shop. The school takes every opportunity to involve parents in the education and improved the welfare of their children and the garden project has been invaluable in this aspect of the school's work. Pupils benefit from eating crops such as corn and new potatoes cooked in the school kitchen. Parents benefit from sampling produce such as strawberries and lettuce grown by their children. This is an outstanding feature.
106. There is an effective policy and sound procedures for child protection. The head teacher is the designated person and there is a named link governor.

The school successfully supports a disproportionate number of pupils on the child protection register. This is an outstanding feature. Observations are carefully recorded and staff are fully aware of their responsibilities.

107. A particularly outstanding feature of the school is the very good provision for pupils with additional learning needs. There are very effective systems for diagnosing educational needs at an early stage. The process of assessment, target setting and review includes both pupils and parents at all stages. Each pupil with additional learning needs has a detailed individual education plan (IEP), which has specific short-term targets that are achievable and appropriate to the specific needs. Teachers and support staff use IEPs effectively to plan pupils' work. The very good SEN policy outlines all procedures and actions to be taken and is a very useful tool for teachers in planning work for different groups of pupils.
108. Where appropriate, very good levels of support are provided and learning activities are carefully structured to meet individual needs. A language support teacher gives pupils valuable support in small groups, although this was not taking place during the inspection. The carefully structured language support is helping a vulnerable group of pupils make very good progress in acquiring reading and writing skills. Very good support is also given in classes by learning support assistants (LSAs), who receive clear instructions from the class teacher and the SENCo. There is good support from the LEA and other outside agencies, particularly for pupils with special difficulties, such as hearing and visual impairment and speech problems. There are currently no pupils who speak English as an additional language attending the school.
109. The SENCo is very effective and has ensured that all teachers have good quality, up-to-date training in special education needs. Training in positive behaviour management means that pupils with individual behaviour plans and those with autism are very well integrated into the life of the school.
110. The school has well planned and documented procedures for dealing with race equality, disability discrimination and equal opportunities. All pupils are encouraged and enabled to take part in the activities provided by the school.
111. There are effective policies for areas such as bullying, disability, fire prevention and Internet access. The school works hard to develop pupils' self esteem and emotional literacy. An outstanding feature is the confidence pupils have in approaching staff with any worries or concerns.
112. There are no pupils with mobility disabilities currently attending school but there is a suitable accessibility plan that takes account of the school site and buildings.
113. The school is outstanding in its efforts to promote diversity and equal opportunities. The Racial Harmony policy is very effective. Subliminal learning material delivered through a looping power point system in the key stage 2 hall and classrooms is a constant feature that promotes cultural diversity. There have been no racist incidents recorded in the last four years.

Leadership and management

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

Grade 1: Good with outstanding features.

114. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
115. The head teacher's leadership, which is outstanding, has been instrumental in moving the school forward during the last five years. She gives a very clear direction in all aspects of school life and co-ordinates the work of teachers, support staff, Governing body and parents effectively and rigorously. Consequently, agreed aims and values are well reflected in the work and ethos of the school.
116. The head teacher is supported very well by the deputy whose managerial skills have been developed very effectively over the last few years both through experience within the school and external training. Both head teacher and deputy are excellent role models as subject co-ordinators for other staff.
117. The senior management team is effective and meets regularly and its members are committed to promoting and maintaining developments. Although some subject co-ordinators have only recently taken on their responsibilities they are fully aware of developments and how they can move their subjects forward. They monitor their subjects effectively. Less experienced co-ordinators are supported in this by the head teacher.
118. Despite the difficulties of having two buildings, lines of communication are extremely clear within this school. All teaching staff receive useful briefs about the coming week's events and visitors. Minutes are kept of weekly staff meetings indicating that full discussions are held before decisions are taken. Day to day administration is very effective. Consequently the school day proceeds at a good pace and little time is wasted.
119. Performance management systems are well established. Targets set for all staff meet their personal needs and development and move the school forward. Arrangements for teachers' planning, preparation and assessment time are appropriate.
120. The school responds immediately and effectively to national priorities and initiatives. For example, the school has already taken effective steps to manage and co-ordinate the foundation stage.
121. The governing body is supportive and complimentary of the extent the school has improved under the present head teacher. Members visit the school regularly and are kept fully aware by the head teacher of all aspects of school life. They have appropriate sub-committees and are aware of their responsibilities. Governors help set the direction of the school by contributing

to the school's improvement plan. The school has a comprehensive range of management policies including a useful school prospectus. However, the governors' annual report to parents does not meet statutory requirements.

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

Grade 1: Good with outstanding features
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122. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
123. The head teacher and senior managers of the school have a very good overview of the school and its work. Governors contribute to the self-evaluation process by discussing and amending issues brought before the governing body. An outstanding feature of the school's self-evaluation process is the very good understanding senior managers have of pupils' performance in statutory assessments and trends over the longer term. Senior managers use the information gained in the self-evaluation process to identify effectively relevant areas for development, such as the attention currently being given to the improvement of boys' achievement and provision for IT.
124. Subject leaders have a very good overview of planning and resources in their particular areas of responsibility. They also have a very good overview of standards through the monitoring of pupils' work. A systematic approach has been adopted in the core subjects of English, mathematics and science and is no less rigorous in other areas of the curriculum. Subject leaders produce very good quality action plans and reviews that focus on key strategies to further raise standards.
125. The schools self-evaluation process is outstanding. Because of the very close teamwork that exists in the school, all staff are involved actively in the self-evaluation process. Teachers and LSAs fully understand their contribution to the need for continuous improvement. Pupils have good opportunities to make suggestions through the School Improvement Group. Pupils interviewed during the inspection said that teachers always listen to their ideas sympathetically. Parents say that the school always gives serious consideration to any suggestions they make.
126. The school improvement plan is based on a very thorough audit of the current situation. An outstanding feature is the very detailed and accurate analysis of every aspect of the school's work. The resulting priorities and actions that are derived from these analyses are appropriate within the school's context. The school sets specific timescales for the achievement of objectives and resources are realistically allocated from the school's budget.
127. The self-evaluation report produced for the inspection is very good. It is detailed and accurate in its assessment of the school's strengths and areas

for development. It provides a convincing database for the judgements made. Although the school's grade differed from that of the inspection team in four key questions, this was because inspectors found that provision was better than the school thought in three key questions.

128. Priorities set in previous action plans have been met and have had a significant positive effect on the school's progress. Since the last inspection, the school has made good progress and all the issues raised have been addressed. There has been a year-on-year improvement on the sound standards observed during the last inspection.

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

Grade 2: Good features and no important shortcomings.
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129. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
130. The school is adequately staffed with teaching staff for the numbers of pupils on roll. All are suitably qualified and have a range of experience although many have qualified in the last five years. Their subject responsibilities match initial qualifications and interests and they have sufficient knowledge to teach all aspects of the national curriculum. An effective in-service training programme ensures that teachers' awareness of new initiatives is good and their managerial skills developed; all are committed to professional development. Induction arrangements for new staff are effective.
131. A good number of support staff are employed by the school. They are used well within classrooms, have clear roles and make a good contribution to classroom activities. The school makes good use of individuals and peripatetic teachers to enhance learning. This is especially effective in physical education where older pupils receive tuition in a range of ball skills.
132. Accommodation consists of two separate buildings for the infant and junior departments. Though in close proximity, moving between both buildings is unpleasant during inclement weather and difficult for any pupils with physical disabilities. The flat roofed buildings show some signs of wear but are safe and secure. Inside, the building provides ample space for a range of activities and is conducive to teaching and learning. The use made of the accommodation is outstanding. All rooms are kept exceptionally tidy and clean.
133. Classrooms are large and provide opportunities for teachers to use a variety of teaching strategies and approaches. Displays in classrooms and the public areas in the school are outstanding and enhance the environment considerably. The two school halls are used well and staging in both enhances their effectiveness considerably. However the present library provision is small and offers limited space and resources for independent learning

134. Much attention and care has been given to the outside environment and it is pleasant and welcoming. The outdoor play area for the under-fives is well equipped and both infant and junior yards provide suitable play areas. An outstanding feature is the greenhouse and garden area where pupils work industriously and effectively under the guidance of the caretaker and the instruction of class teachers.
135. The school is generally well resourced for areas of learning for under fives and curriculum subjects. Although many computers in classrooms are quite old, each teaching area benefits from the use of an interactive white board. The school has invested heavily in a range of reading resources in the last few years in order to engage pupils in literacy.
136. The school's efficiency has been adversely affected by long term staff absence and unexpected utility expenses. This has prevented the school from fully implementing and upgrading its information technology resources, setting up a more effective library provision and implementing the school's plans for meeting the Disability Act. However, links between the school's priorities and spending decisions are clear. Financial management of resources is sound with the head teacher and governors reviewing and evaluating needs and the use of resources regularly. The school provides good value for money.

Standards achieved in subjects and areas of learning

Subject 1: Early Years

Grade 2: Good features and no important shortcomings.

137. The overall quality of the educational provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning.

Good features

Language, literacy and communication skills

138. Children in both the nursery and reception classes are making good progress in this area of their learning. Even though most children start from a very low baseline, by the end of the reception class, standards of achievement are good.
139. In the nursery children talk willingly to visitors, staff and each other, despite much of their speech being unclear. They eagerly greet each other and their dragon puppet in English and Welsh, and are proud to "show off" their Welsh words.
140. They listen thoughtfully and engage enthusiastically in discussion of simple everyday issues such as weather conditions because the teacher provides such fun resources to capture their interest. They love stories and read books independently for pleasure in the book corner. They respond keenly to the many opportunities they have for mark making, although few as yet can form any discernible letters.
141. In the reception class, the good progress is evident when children speak clearly, and most can articulate and express their thoughts sensibly. They become engrossed when listening to stories because the teacher has such an inspirational way of telling them and can confidently predict what might happen next.
142. On a walk in the school grounds they listen really carefully to try to identify the sounds around them. They enjoy reading with adults and most know many single sounds, although, as yet, no child has a bank of familiar words to draw on. Many children are beginning to form legible letters.

Personal and social development

143. This is an area where the school is having much success and is an outstanding feature of provision. Children in both the nursery and reception classes make good progress and their standards of achievement are at least good by the end of the reception class.

144. Children know what they are expected to do and behaviour is exemplary in both classes because daily routines are so well established and well organised. Children are eager to learn and get involved because the activities teachers present are exciting and interesting.
145. Relationships are very good and a calm working atmosphere prevails, which helps children to feel secure in their learning. They enthusiastically and proudly take responsibility for simple jobs as '*Helpwr Heddiw*'. They celebrate diversity when they learn about festivals and the special events of faiths and cultures around the world, for example, Chinese New year, Divali and Easter.
146. In the nursery children play well together, co-operating, for example, to build constructions. They take turns and share well. They engage happily in imaginative role-play in the home corner. They are developing concentration and perseverance.
147. In the reception class children build on these skills and are very keen to participate in all activities on offer. Children listen to instructions very carefully and, as a result, can carry them out accurately. They work independently in their groups and persevere for long periods. Most undress and dress independently for PE and personal hygiene skills are appropriate.

Mathematical development

148. In both the nursery and reception classes, children make good progress in their learning of mathematical concepts. This is because teaching methods are so imaginative, leading to a high level of interest and children having fun.
149. In the nursery, children, with support, accurately sort a range of boxes by colour and by weight. They know colour names in English and Welsh. More able children work hard with differentiated boxes and scales to identify heavy and light. With help, one group purposefully counts utensils in the home corner within 5. Their concept of simple shape is developing well.
150. In reception, most children can count accurately to 10 and beyond. They have a secure knowledge of numbers to 6 in English and Welsh, and can write them accurately. Other mathematical concepts are developing equally well, for example, they accurately identify tallest and shortest. They sing rhymes and jingles competently and this helps reinforce their knowledge.

Knowledge and understanding of the world

151. Children in both the nursery and reception classes are excited and curious about the world around them, despite having few early experiences. They make good progress and standards of achievement are good.
152. In the nursery, technological skills are developing well when children work independently on the computer to drop and drag teddies' clothes, and change animal characteristics. They develop knowledge of natural and living things when they grow potatoes in the school garden and eat them.

153. Reception children also explore the natural world, having fun when they put on wellingtons and splash in puddles in the playground. They listen carefully to sounds around them and identify voices and traffic. They develop understanding of plant life and living things, when, in groups, they ask questions and work purposefully with the caretaker to raise pumpkins that they have grown to make pumpkin soup. They readily discuss similarities and differences and recall their enjoyment when eating sweet corn, potatoes, beans and strawberries that they planted and grew.
154. They enjoy stories at the listening centre and become more environmentally aware after participating in an Environment Improvement day at the local community centre.

Creative development

155. Children in both the nursery and reception classes make good progress in this area of learning and standards of achievement are good.
156. In the nursery, children respond to and enjoy rhythm in their music making. They sing enthusiastically in English and Welsh. They enjoy exploring colour and their paintings are bold and interesting. They begin to consider the work of others when they thoughtfully discuss their good quality pressed clay Divali lamps.
157. In the reception class, children show evidence of good breathing control when they sing tunefully. They enjoy exploring a wide range of media, for example, when they use coloured rice to create their own Rangoli patterns. They build on previous experience when they work hard to roll and stretch their clay and create good quality thumb pots for their Divali lamps.

Physical development

158. Children in both the nursery and reception classes make good progress in their physical development, because work is so well planned, keeping every child happy, interested and purposefully engaged. Many children enter school with very underdeveloped gross physical skills, but because the outdoor play area is so well equipped to enable children to fully develop their skills of balance, control, confidence and co-ordination, their skills develop quickly. In lessons, fine motor development benefits from the many good opportunities children have to handle tools, objects, construction and malleable materials.
159. Most nursery children move spontaneously in the hall, with freedom and confidence. They are eager to demonstrate their early skills of jumping, sliding and running. Most negotiate an appropriate pathway when moving around the hall and many know how to find a space.
160. In the reception class children engage effectively in simple warm-up activities of stretching and shaking. They are starting to develop an awareness of how the body changes during exercise. They listen carefully to piano prompts and

move in a good variety of ways, such as crawling, jumping and skipping, making personal choices.

Shortcomings

161. Children's awareness of space is generally underdeveloped.

Subject 2: English

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

Good features

162. In key stage 1, pupils listen attentively to stories, to explanations of words and how they can extend their sentences when speaking. This is reflected in their repeating of standard forms of speech, their responses to questions and answers and their versions of their own news and class events.
163. Across key stage 1, pupils develop good skills in reading key words. The majority can identify the sounds at the beginning, middle and end of words. Many use a number of clues to help them with their reading. They pick up new words quickly from their reading and use them in new contexts. When joining the teacher in reading aloud, they show an understanding of the need to use expression to differentiate between the narrative and the dialogue.
164. In year 1 and year 2, pupils are developing a sound knowledge of how books work and use the correct terminology when talking about the cover, title and author. They are able to discuss the feelings of characters in their books.
165. In key stage 1, pupils use a number of descriptive words including comparative forms of adjectives appropriately. In year 2, pupils use their senses well to find words to describe the woodlands. By the end of the key stage most pupils are able to make use of their knowledge of connective words and simple punctuation rules to write imaginary stories. They are aware of why words rhyme.
166. In key stage 2, pupils' listening and speaking skills progress well. They engage well when listening to a variety of class novels in activities which include hot seating and discussions on settings and characters.
167. Pupils throughout key stage 2 progress well in their reading and their correct interpretation of texts is progressing well. They respond well in sessions where they are asked to read sections of texts aloud to their peers.
168. Pupils in key stage 2 make good progress in writing skills. They are aware of the various conventions involved in writing and that these can differ for various kinds of writing.

169. Pupils in year 3 think up interesting imaginary settings including city and beach settings before they engage in writing creative stories. They produce successful mind maps that help them structure their thoughts before writing about a topic. They write stories that include speech marks successfully, and understand how the format of texts giving information differs from stories.
170. In year 4, pupils show an understanding how newspapers and magazines differ in style, layout and presentation. They are able to write appropriate personal letters using the correct format and greetings. They can change the end of stories and understand what kind of language to use in posters.
171. Pupils in year 5 successfully understand how to convey information including how to present recipes, how to make character descriptions interesting and what conventions they need to observe when creating play scripts.
172. In year 6, pupils use a class novel to create their own settings for stories. They demonstrate good skills when choosing a variety of words when writing sensitive poems about a walk in the woods.
173. Across key stage 2 pupils' knowledge of language develops well. They can recognise parts of speech, can identify pronouns and adverbs and in year 6, pupils are aware of a range of abbreviations
174. Pupils' handwriting and presentation of work in key stage 2 is of a high standard. Spelling is good with consistent use of dictionaries by pupils having a positive effect on this.

Shortcomings

175. In key stage 1 a minority of pupils' use of clues to help their reading is limited.
176. In key stage 2, pupils do not develop sufficient skills in writing poetry and some pupils' awareness of how to write effective paragraphs is underdeveloped.

Subject 3: Science

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

177. Throughout the school standards of achievement in investigative work are good and pupils make good use of their numeracy skills to record their findings.
178. In key stage 1, pupils make good progress. Pupils in year 2 show a good understanding of materials and their properties and use appropriate vocabulary to describe the relative temperature of ice and warm water. They co-operate well in groups and they measure water temperature accurately. They record their findings neatly. Sampling of pupils' work show they have a good understanding of plants and their parts. Standards of presentation are good and pupils have developing writing skills, which they use effectively to record their findings.
179. Most pupils make good progress in key stage 2. In year 4, pupils are able to distinguish between solids, liquids and gases. They realise that some changes in materials are reversible and that others are not. Pupils are able to make reasonable predictions about what may happen in an investigation and they also are good at deciding what evidence should be collected. When working in groups, pupils enthusiastically discuss with each other what they have found out and use a good range of scientific vocabulary. They make good use of their mathematical skills to accurately measure out 500g of soil, for example and check their measurements with each other.
180. Pupils in year 6 have good investigative skills. They realise that in order to be fair, a test must be accurate and that only one variable should be changed at a time. Pupils explain well the differences between solids, liquids and gases. Pupils written work is of a good standard across key stage 2. Work is presented well and pupils make good use of their writing skills to record their investigations and research.

Shortcomings

181. Pupils ICT skills are not sufficiently well developed to enable them to conduct investigations using remote sensing equipment or computer simulations.
182. Some pupils have underdeveloped speaking skills, which prevent them from fully explaining their work or the processes they are undertaking.

Subject 4: Information Technology
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Key Stage 1 – Grade 3: good features outweigh shortcomings.
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Key Stage 2 – Grade 3: good features outweigh shortcomings.
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183. No lessons were seen in key stage 1, but a sample of pupils' work was examined carefully and conversations were held with pupils about their work. Judgements about standards in key stage 1 are based on these findings.

Good features

184. Pupils generally make good progress in information technology (IT). Most pupils can use IT to help them generate and communicate ideas in different forms. They are able to save and retrieve their work and have a sound understanding of the computer 'windows' environment.
185. Most pupils can order and sort information and are beginning to make sound use of the information they have gained. Pupils make appropriate use of their mathematical skills to record data and produce simple 'pictograms'.
186. Pupils make sound progress in key stage 2. Most of the work observed was text processing and many pupils achieve good standards in this aspect of the subject. Some pupils are showing a good understanding of their audience when producing presentations for example, and consider well which typefaces and colours will have the most impact.
187. In Year 3, pupils successfully enter text into a word processor and use the 'shift' key to create capital letters. They can also give an appropriate sequence of instructions to a floor robot. More able pupils are able to solve simple problems in simulations, enabling them to navigate successfully around an imaginary rain forest.
188. Pupils in year 4 use computers successfully to generate, amend, organise and present their ideas. Some pupils talk effectively about their use of computers at home and at school and clearly enjoy their study, which has a positive effect on the standards they achieve.
189. In year 6, pupils are able to use computers to add to and amend information they have entered. They understand they need to be careful when framing questions. Pupils successfully explore patterns and relationships and make predictions about likely outcomes when using an adventure programme based on a rain forest scenario. Some pupils are beginning to use their sound programming skills to move pointers around the screen using a 'logo' program.

Shortcomings

190. A significant proportion of pupils at both key stages have poorly developed keyboard skills, which prevents them making sufficient progress in their work

in some instances. This weakness was raised at the time of the last inspection and has not yet been fully addressed.

191. Pupils in key stage 2 have underdeveloped data handling skills. They do not know how to adequately 'interrogate' a database to find out answers to questions they have posed.
192. Some pupils limited speaking skills at both key stages means they cannot fully explain their use of IT at school or at home.

Subject 5: Geography

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

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

Good features

193. Pupils in both key stages have a broad geographical vocabulary and a good knowledge of maps and plans. They use their geographical knowledge appropriately in subjects across the curriculum, such as when pupils in year 3 use maps to find out where the Celts came from. They develop a good awareness of their own locality and features of other localities in Wales and around the world.
194. Pupils have a good knowledge of environmental issues and sustainable development. This starts well in key stage 1 when pupils, after learning about the roles of people who help them in school, define their own roles in keeping the school clean and tidy. From an early age, pupils engage in recycling waste materials and growing their own food in the school garden.
195. Through regular visits out into their own locality, they come to recognise important features and incorporate them onto their own maps of their route to school. They construct these maps with accurate keys and use simple grid references. After studying aspects of their own and others homes, they demonstrate a better understanding of why particular materials are chosen and their purpose.
196. Younger pupils in key stage 2 begin to identify features of the wider locality around their school, and after looking at a different seaside locality, thoughtfully compare and contrast features. They later use this knowledge to eloquently contrast their own locality with one that is less economically developed.
197. Research skills are developing well. After using a local directory and the Internet well to research goods and services, they use the knowledge they have gained to find the place of production of given goods, and identify these on a map of the UK.

198. The learning of older pupils in particular derives much benefit from the many opportunities that they have to express their own views and ideas in their geographical recording. They are adept at interpreting symbols on a map and using co-ordinates.
199. Atlas skills are developing well when, after rigorous study of local rivers, they independently research features of European rivers and compare what they have found with aspects of the Amazon River. They confidently use an index and more complex grid references to locate a given island.

Shortcomings

200. Some pupils have underdeveloped research skills in key stage 2.

Subject 6: Physical Education

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

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

201. Judgements are based on the four lessons seen during the inspection-three gymnastic lessons and one games lesson. No evidence was seen of athletics, dance or swimming.

Good features

202. All pupils are aware of the importance of warming up before starting to engage in physical exercises. They also understand the need to cool down at the end of physical activity and the general impact of exercise on health. Pupils show a developing awareness of space and use this well when running and changing direction.
203. In year 1, pupils demonstrate good skills when using different body movements to travel on various levels and at a different pace. They slide, scurry and slither across the floor, emulating a variety of animals and confidently display their movements and skills to their peers. They begin to establish an awareness that movements can be sequenced.
204. Pupils in year 2 produce clean, sharp movements when establishing skills and techniques for jumping and landing both on mats and benches. They work well in pairs and can identify and evaluate the quality of their partner's movements. They begin to take responsibility for putting away the apparatus and realise the importance of taking care of their bodies while doing so.
205. In year 4, pupils are aware of the importance of stretching their muscles carefully at the start of sessions. They develop a good sense of balance and are aware of the need to change balances to suit different levels. They can retain a balanced position for some time and sequence balances on different parts of the body. They identify good balances when appraising others and

can justify their decisions. They use a power point presentation well to emulate the skills of well-known Welsh gymnasts.

206. In years 5 and 6, both boys and girls display good skills when sending and receiving a ball. They work well in pairs to practice these skills. They extend their skills successfully when heading the ball in different ways for attacking and defending, in bouncing a ball and kicking it towards a target at some distance. The majority take part effectively in small competitive teams and realise the need to follow rules and play fairly.
207. Older pupils develop a range of skills in a variety of games and outdoor activities on a week's residential course.

Shortcomings

208. A minority of pupils in key stage 2 find it difficult to follow the rules of the game and take turns fairly.

School's response to the inspection

The Governing Body, Head teacher and staff welcome the inspection report and are very pleased with its extremely positive outcomes.

The report confirmed that Graig y Rhacca Primary School is a good school with many outstanding features.

The supportive role of our parents was also recognised, the value they place on school and its contribution to the local community.

The report clearly identifies the improvements that have been made since the last inspection; these improvements being a testament to the clear vision and drive for standards and quality, that has been established by the current management team, pupils, staff and Governors over the last five years.

School's own, ongoing self – evaluation process also identified many outstanding features. It was pleasing to note that the inspection report confirmed these findings as being accurate.

Although all judgements in the report were very positive, the school would like to highlight the outstanding quality of teaching and learning, assessment, the curriculum, the promotion of Equal Opportunities, support and guidance for pupils with additional learning needs, management teams and pupils' work in the greenhouse and garden, as particular aspects for which it is most proud.

It is also worthy of note here, that the report confirmed that our school is a place where every pupil is valued and included and where relationships and behaviour is very good.

The school would like to thank the inspection team for their professionalism and the courteous way in which they undertook the inspection. Their preparation and overall approach ensured that there was rigorous examination of all aspects of the school.

We recognise the overall positive aspects of the report; however, we are not complacent and the challenge for us will be to maintain, move forward and continue to develop this school to its full potential in our rapidly developing society and world of technological change.

In line with the recommendations of this report, action has already been taken with regard to resolving long-term staff absence and raising parental awareness of responsibility for punctuality and attendance of their child to school.

Governors will monitor progress throughout the implementation of the action plans for improvement and will report on the overall progress being made by the school in their annual report to parents.

We are all committed to build on this most successful report, so as to ensure the highest possible quality education for all pupils in our care.

Appendix A

Basic information about the school

Name of School	Graig Y Rhacca Primary School
School type	Community
Age-range of pupils	3 to 11
Address of School	Addison Way Graig Y Rhacca Machen Caerphilly
Post-code	CF83 8WW
Telephone number	02920 852516
Head teacher	Mrs Lynette Jones
Date of appointment	January 2001
Chair of governors/ Appropriate authority	Mr Derek Harvard
Registered inspector	Mr Stephen Dennett
Dates of inspection	01/11/05 to 02/11/05

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	8.5	25	25	20	19	20	22	16	155.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	0	0

Staffing information	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	24.8:1
Pupil : adult (fte) ratio in nursery classes	11:1
Pupil : adult (fte) ratio in special classes	
Average class size, excluding nursery and special classes	24.8
Teacher (fte) : class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Whole School
Autumn 2004	86.79	89.11	89.87
Spring 2005	81.33	87.39	89.33
Summer 2005	91.60	91.45	92.68

Percentage of pupils entitled to free school meals	73
Number of pupils excluded during 12 months prior to inspection	2

Appendix C

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2005			Number of pupils in Y2					20	
Percentage of pupils at each level									
			D	W	1	2	3	4	
English:	Teacher Assessment	School	0	10	25	65	0	0	
		National	0	4	13	63	20	0	
En: reading	Teacher Assessment	School	0	10	25	65	0	0	
		National	0	3	11	63	23	0	
En: writing	Teacher Assessment	School	0	15	25	60	0	0	
		National	0	5	14	69	11	0	
En: speaking and listening	Teacher Assessment	School	0	0	30	70	0	0	
		National	0	4	14	55	26	0	
Mathematics	Teacher Assessment	School	0	0	30	70	0	0	
		National	0	2	11	63	24	0	
Science	Teacher Assessment	School	0	0	30	70	0	0	
		National	0	2	10	65	23	0	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	65	In Wales	80

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

National Curriculum Assessment Results
End of Key Stage 2:

National Curriculum Assessment KS2 Results 2005							Number of pupils in Y6					17
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher Assessment	School	0	0	0	0	0	18	47	6	30	0
		National	1	0	0	0	1	5	16	46	30	0
	Test/Task	School	0	0	0	0	0	24	24	29	24	0
		National	1	1	1	0	0	4	12	42	37	0
Welsh	Teacher Assessment	School										
		National										
	Test/Task	School										
		National										
Mathematics	Teacher Assessment	School	0	0	0	0	6	0	29	53	12	0
		National	0	0	0	0	1	3	17	46	31	0
	Test/Task	School	0	0	0	0	0	6	24	47	24	0
		National	1	1	1	0	0	3	15	43	36	0
Science	Teacher Assessment	School	0	0	0	0	0	6	24	41	29	0
		National	0	0	0	0	0	1	11	50	37	0
	Test/Task	School	0	0	0	0	0	0	18	65	18	0
		National	1	1	0	0	0	1	8	51	39	0

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language)			
By Teacher Assessment		By Test	
In the school	35	In the school	41
In Wales	72	In Wales	72

- 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

- A team of four inspectors spent a total of 7 inspector days at the school.
- Pre-inspections meetings were held with staff, parents and governors.
- Thirty-five questionnaires were returned by parents and analysed.
- The school's self-evaluation report and a comprehensive range of other documents were examined.
- The head teacher acted as nominee and provided additional information as required.
- Twenty-six lesson observations were undertaken.
- Samples of pupils work from across the age and ability ranges were examined.
- Inspectors talked to pupils and listened to them read.
- Inspectors visited the school council, lunch times and break times.
- Inspectors attended daily acts of collective worship.
- Post-inspection meetings were held with the staff and the governing body.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Stephen Dennett, Registered Inspector	Summary, Context, Recommendations, Appendices Contributed to: Key Question 1 Key Question 4 Key Question 6 Science Information Technology
Mrs Caterina Lewis, Lay Inspector	Contributed to: Key Question 1 Key Question 3 Key Question 4
Mrs Kay Andrews, Team Inspector	Contributed to: Key Question 1 Key Question 2 Key Question 3 Early Years Geography
Mrs Eleri Betts Team Inspector	Contributed to: Key Question 5 Key Question 7 English Physical Education

The contractor was:

Evenlode Education Ltd
8 Fisher Close
Duxford
Cambridgeshire
CB2 4XU

Acknowledgement

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

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

**Graig Y Rhacca Primary School
Addison Way
Graig Y Rhacca
Machen
Caerphilly
CF83 8WW**

Summary for Parents

School Number: 676 2328

Date of Inspection: 1 - 2 November 2005

by

**Mr Stephen Dennett
78888**

Date: 6 January 2006

Under Estyn contract number: T/079/05P

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Basic information about the school

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Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	0	0

A SUMMARY REPORT FOR PARENTS

Graig Y Rhacca Primary 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 Graig Y Rhacca Primary School took place between 1-2 November 2005. An independent team of inspectors, led by Mr Stephen Dennett undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

Estyn decides the kind of inspection that a school receives, mainly on the basis of past performance. Most schools receive a standard inspection and any new or amalgamated schools receive a full inspection.

This school received a standard inspection.

Summary

Graig Y Rhacca Primary School is a good school with a number of outstanding features. During their time at school, pupils make good progress from a low starting point.

Table of grades awarded

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

Standards

Subjects and Areas of Learning Early Years

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

Subject	Key Stage 1	Key Stage 2
English	2	2
Science	2	2
Information Technology	3	3
Geography	2	2
Physical Education	2	2

During the time of the inspection, pupils' standards of achievement in the areas of learning and subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4%	77%	19%	0%	0%

Pupils with additional learning needs, including those with SEN, make good progress. They all work well in classes and are able to cope well with the work they are given.

Pupils generally achieve good standards in their key skills. They achieve good standards in their communication and literacy skills throughout the school, although standards in speaking and reading are sound in key stage 1. Pupils' numeracy skills are good at all stages. Standards in information and communication technology (ICT) are good in the early years, but sound in key stage 1 and 2. Pupils' bilingual skills are good in the early years and key stage 1, but sound in key stage 2.

In national tests and teacher assessments, results are variable, as each year group contains significant numbers of pupils with SEN. This adversely affects the results and masks the actual achievement of the majority of pupils.

At key stage 1 in the 2005 national assessments, 65 per cent of pupils achieved level 2 or above in English. In mathematics and science, 70 per cent achieved at least level 2. The school has about 70 per cent of its pupils eligible for free school meals, and against the benchmark for schools with a similar number of pupils eligible for free school meals, the school was in the lower 50 percent nationally in core subjects (English, mathematics and science). The group taking the test had experienced significant disruption during the school year, in addition to having a number of pupils with SEN. No pupils achieved the higher level 3 in the three core subjects.

In the national tests at the end of key stage 2, 53 per cent of pupils achieved level 4 or above in English. In mathematics, 71 per cent achieved level 4 or better and 83 per cent of pupils achieved at least level 4 in science. In comparison with similar schools, the school's results were in the lower 50 per cent in English and in the top 5 per cent in mathematics and science. In English and mathematics, 24 per cent achieved the higher level 5 and 18 per cent achieved level 5 in science. Results in all three core subjects show significant improvement over the past three years. Provision for the early years is good, with no important shortcomings.

Pupils' personal, social and learning skills are good and across the school they are well motivated and work productively. Positive relationships prevail throughout the school and this helps pupils to build their self-esteem. The vast majority of pupils concentrate well and work independently.

The good development of pupil's moral and social skills is a strength of the school. Pupils' good, often very good behaviour, in all aspects of school life contributes well to their good

progress and development. Relationships between all adults and pupils are very good and this serves to create a happy working atmosphere, which promotes these skills.

The average rate of attendance for the three terms prior to the inspection was 91 per cent. There is evidence that the attendance rate for the first six weeks of the current term has improved significantly as a result of the implementation of new strategies and systems.

The school is having great success with the implementation of well-supported programmes for pupils who have been identified as having behavioural difficulties. Behaviour is good. Two pupils have been excluded in the last year.

Children who are under five have particularly well developed personal and social skills, which give them a very good start to school life. They behave very well and respond enthusiastically to the good, often inspirational teaching they receive.

Graig Y Rhacca is an equal opportunities school, where pupils are encouraged to participate in all activities.

Pupils are well prepared to play an active part in the local community and are developing a good knowledge of the cultures of Wales and the wider world promoted through *Y Cwricwlwm Cymreig*.

The quality of education and training

The quality of teaching observed in lessons during the inspection is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
35%	50%	15%	0%	0%

Outstanding teaching was observed across the school with the vast majority of teaching being good or very good and this has been a key factor in enabling the school to improve so rapidly. There are a number of examples of outstanding practice, which include:

- Teaching is very stimulating and challenging;
- Teachers' planning is of a high quality;
- Teachers use a wide range of effective teaching methods;
- Consistent and firm behaviour management;
- Nurturing relationships are evident.

Teachers demonstrate good subject knowledge and a good understanding of recent educational initiatives. Teachers plan very effectively and have high expectations for their pupils. They use a wide range of strategies and resources to stimulate and challenge pupils. They share learning objectives carefully and thoroughly so pupils are clear what they need to do.

Basic and key skills are taught well and relevant links are made in subjects right across the curriculum. Teachers have high expectations for the good presentation of pupils' work and scrutiny of written work shows these are being met. Consistent and firm behaviour management is a real strength of teaching, which enables all teachers to ensure that pupils' inappropriate behaviour does not impede their own or others progress.

The high quality of assessment arrangements is another outstanding feature of the school. The quality of assessment, recording and reporting for children in the nursery and reception classes is accurate, very thorough and comprehensive. The quality of assessment across the rest of the school is also very high. Of note is the exceptionally thorough assessment of pupils writing skills.

The school strives to meet learner's aspirations by providing them with a high quality curriculum that is broad, balanced, coherent and progressive, to which all pupils have equal access. The curriculum has many outstanding features. It is full of interesting and rich experiences that link across all subjects. It is thoroughly planned to meet the needs of all pupils, including those with special educational needs and the more able.

Many parents value what the school does for their children. The school benefits from a wide range of links with many providers and interested parties in the locality. Visitors from the community, carefully planned educational visits and visits for pleasure as well as school based initiatives such as the careers club and market garden project help to strengthen links with parents and the community and raise the pupils awareness of the world of work both past and present. This is an outstanding feature of the school.

The school strongly promotes equal opportunities. Pupils irrespective of their social background, gender, disability or ethnicity are positively included in all appropriate school activities. This is an outstanding feature of the school.

Support programmes are carefully planned and integrated into the school's work so that they meet pupils' needs and ensure equality of opportunity. The school works closely with support agencies.

Teachers provide a consistent and caring environment. Relationships are very good. Pupils know what is expected of them and there is an atmosphere of mutual respect throughout the school. The school has a very positive ethos and every pupil is valued and included. The high quality of personal support and guidance for pupils is an outstanding feature.

A particularly outstanding feature of the school is the very good provision for pupils with additional learning needs. Very good levels of support are provided and learning activities are carefully structured to meet individual needs. The special needs co-ordinator (SENCo) is very effective and has ensured that all teachers have good quality, up-to-date training in special education needs. Training in positive behaviour management means that pupils with individual behaviour plans and those with autism are very well integrated into the life of the school.

Leadership and management

The head teacher's leadership, which is outstanding, has been instrumental in moving the school forward during the last five years. She gives a clear direction in all aspects of school life and co-ordinates the work of teachers, support staff, governing body and parents effectively and rigorously. Consequently agreed aims and values are well reflected in the work and ethos of the school.

The governing body is supportive and complimentary of the extent the school has improved under the present head teacher. Members visit the school regularly and are kept fully aware by the head teacher of all aspects of school life. They have appropriate sub-committees and are aware of their responsibilities. Governors help set the direction of the school by contributing to the school's improvement plan. The school has a comprehensive range of management

policies including a useful school prospectus. However, the governors' annual report to parents does not meet statutory requirements.

The schools self-evaluation process is outstanding. Because of the very close teamwork that exists in the school, all staff are involved actively in the self-evaluation process. Teachers and Learning Support Assistants (LSAs) fully understand their contribution to the need for continuous improvement. Pupils have good opportunities to make suggestions through the School Improvement Group.

The school improvement plan (SIP) is based on a very thorough audit of the current situation. An outstanding feature is the very detailed and accurate analysis of every aspect of the school's work. The school has made good progress since its last inspection.

The self-evaluation report produced for the inspection is very good. It is detailed and accurate in its assessment of the school's strengths and areas for development. It provides a convincing database for the judgements made. Although the school's grade differed from that of the inspection team in four key questions, this was because inspectors found that provision was better than the school thought in three key questions.

The school is adequately staffed with teaching staff for the numbers of pupils on roll. Accommodation is good and the use made of the accommodation is outstanding. Much attention and care has been given to the outside environment and it is pleasant and welcoming. The school is generally well resourced for areas of learning for under fives and all subjects. Although many computers in classrooms are quite old each teaching area benefits from the use of an interactive white board.

The school's efficiency has been adversely affected by long term staff absence and unexpected utility expenses. This has prevented the school from fully implementing and upgrading its information technology resources, setting up a more effective library provision and implementing the school's plans for meeting the Disability Act. The school provides good value for money.

Recommendations

In order to improve standards further, it is recommended that the school should:

- R1 Improve resources and further raise standards in information technology.
- R2 Resolve the long-term staff absence as a matter of urgency.
- R3 Continue to maintain the recent improvements in attendance and punctuality.
- R4 Ensure that the governors' annual report to parents meets legal requirements.

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.

Acknowledgement

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