

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

A Report on the Quality of Education in

**Halfway C.P. School
Havard Road
Llanelli
Carmarthenshire
SA14 8SA**

School Number: 6692188

Date of Inspection: 4th - 6th February 2008

by

**Dorothy Morris
16211**

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

The inspection of Halfway C.P. School took place between 04/02/08 and 06/02/08. An independent team of inspectors, led by Dorothy Morris undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Halfway School is situated on the northern outskirts of the town of Llanelli, in the county of Carmarthenshire. There are 202 pupils (full-time equivalent) aged between 3 and 11 years on the register. The school admits pupils to the nursery class at the beginning of the term following their third birthday, and normally on a full time basis. Pupil numbers have remained fairly stable over recent years.
2. The school is of the view that its natural catchment area is neither prosperous nor economically disadvantaged. Thirteen per cent of the pupils are entitled to receive free school meals; this figure is below the county and national averages.
3. The school admits pupils from the full range of ability. Fifty-two pupils (26%) have been identified as having additional learning needs including five pupils who have a statement of special educational needs. This percentage is higher than the national average.
4. English is the main medium of the life and work of the school and is also the main language spoken in most of the pupils' homes. Welsh is taught as a second language in the school.
5. The school has received the Basic Skills Agency Quality Mark for the second time and has gained the Silver Eco School award. The school provides a successful breakfast club for its pupils.
6. The current head teacher was appointed to his post in March 2005. The school was last inspected in March 2002. During the inspection, a supply teacher taught one class.

The school's priorities and targets

7. The school's main aim is to develop pupils to their full potential academically, socially, emotionally, physically, morally, spiritually and aesthetically, enabling each child to grow in confidence and able to participate in the wider community.
8. The school's main priorities and targets for 2007-2008 include:
 - to develop pupils' standards in Welsh;
 - to develop pupils' key skills and their thinking skills;
 - to develop 'Assessment for Learning' strategies;
 - to develop pupils' personal and social education further;
 - to extend information technology (IT) resources;
 - to develop an outdoor classroom for Early Years children;
 - to improve the school buildings and premises.

Summary

9. This is a school with many good features. It succeeds in creating a caring and supportive environment for its pupils which effectively promotes their learning and development. Since the last inspection, the school has improved pupils' standards of achievement in many of the subjects inspected and successfully enhanced the quality of the educational provision.
10. The self-evaluation report, written by the head teacher, the governing body and the teachers prior to the inspection, is clear and coherent. In the case of six of the seven key questions inspected, the findings of the inspection team match those of the school. A lower grade has been awarded to key question 7 as aspects relating to this question have shortcomings that require further attention.

Table of grades awarded

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

Standards

11. In the lessons inspected, pupils' standards of achievement are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4%	83%	13%	0%	0%

12. The school meets the Welsh Assembly Government (WAG) target for 2010 that the quality of learning assessed by Estyn is grade 3 or better in 98% of classes inspected.

The Early Years

13. The quality of provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.

Grades for standards in subjects inspected

14. In key stage 1 and key stage 2, pupils' standards of achievement in the subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Information technology	Grade 2	Grade 1
Geography	Grade 2	Grade 3
Art	Grade 2	Grade 2
Religious education	Grade 2	Grade 3

15. The education the school provides effectively meets the needs and range of pupils. The pupils, including those with additional learning needs, make good progress in acquiring new skills, knowledge and understanding and achieve the agreed learning objectives.
16. Over the years, the results of the baseline assessments show that children under five have a wide range of ability when they are admitted to the school. They make good progress and achieve good standards in listening, speaking, reading, writing, numeracy and in the use of information and communication (ICT) skills. The development of their personal and social education skills, and their creative skills, is also good.
17. In key stage 1, pupils make good progress and achieve good standards overall in applying their literacy, numeracy and ICT skills across the curriculum. In key stage 2, standards in ICT are good with outstanding features reflecting pupils' confidence and skilful use of a wide range of skills. Pupils use their numeracy and literacy skills well in aspects of their work across the curriculum and the best work is of a good standard. Overall, pupils do not consistently develop and improve their literacy and numeracy skills.
18. Overall, pupils' bilingual skills are underdeveloped and this is an appropriate target for improvement in the school's current school development plan. In the Early Years classes and key stage 1, pupils make increasing use of Welsh words and phrases to respond to greetings and questions. In key stage 2, most pupils lack confidence in communicating simply in Welsh. Pupils' knowledge and understanding of Y Cwricwlwm Cymreig (The Welsh Curriculum) is good and their pride in Wales and its culture is evident.
19. In the National Curriculum assessments in 2007, the attainments of key stage 1 pupils, according to teachers' assessments, are above the county averages in English, mathematics and science. They are above the national averages in English and science and are similar in mathematics. In key stage 2, pupils' attainments according to teachers' assessments are above the county and national averages in English, mathematics and science.
20. In comparison with similar schools across Wales, based on the percentage of pupils receiving free school meals, pupils' attainments overall in both key stages places the school in the upper 50%.

21. Trends in pupils' attainment show continuous improvement. Teachers' assessments indicate some variations between the performance of boys and girls in both key stages. The school is aware of these factors and has targeted aspects of learning with increasing success.
22. The majority of pupils are well motivated and make good progress towards achieving their potential. Pupils co-operate well and their personal and social skills are good.
23. Pupils' spiritual, moral, social and cultural development is good. Pupils have a good awareness of those less fortunate than themselves and contribute well to good causes.
24. Pupils show a good awareness of equal opportunity issues. They understand that everyone should be treated fairly and that they should respect the views of others.
25. The pupils' creative skills develop well across the school. The investigative and problem solving skills of the children under five are good. In key stage 1 and key stage 2, pupils' problem solving skills are more uneven. In the best practice, for example in IT, art and in aspects of geography, pupils' skills are good.
26. Pupils have personal targets to strive for in English and mathematics and the more able pupils have a good awareness of their strengths and weaknesses in these subjects. Overall, pupils' ability to evaluate their work and to identify what they have to do to improve is insufficiently developed. This is an area appropriately identified by the school for further development.
27. Pupils' attitudes to their work, the interest they show and their ability to concentrate are good. Most pupils work hard during lessons and are eager to participate in the activities provided for them.
28. Pupils' behaviour is good. They have a clear understanding of what is expected of them and are considerate and courteous.
29. Pupils have a good awareness of sustainable development and global citizenship. There is an appropriate emphasis on all aspects of health education, and the promotion of a healthier lifestyle permeates the curriculum and is evident in the daily routines.
30. During the three terms preceding the inspection, the average attendance was 93%. This matches the national attendance rates for pupils of primary school age and is a little above the county average. Pupils arrive in school punctually and the daily timetable operates smoothly. The registration procedures comply with the current requirements.
31. The pupils' knowledge about community life in their locality is good and they contribute to many local events. Through visits and the contribution of visitors to the curriculum, the pupils have a good awareness of the world of work in their area.

The quality of education and training

Grades for teaching

32. In the lessons observed, the quality of the teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	76%	18%	0%	0%

33. The school meets the WAG target for 2010 that the quality of teaching assessed by Estyn is grade 2 or better in 80% of classes.
34. The good and outstanding features in the teaching include high expectations of all pupils across the curriculum, stimulating presentations, effective interaction between teachers and pupils, and excellent opportunities for pupils to apply their ICT skills across the curriculum.
35. Where there are shortcomings in the teaching, the tasks provided do not always match the wide range of learning needs in every class, and there is a lack of pace in the teaching and learning.
36. The good features in the assessment procedures outweigh the shortcomings. The school has a wide range of assessment procedures and methods of assessing and recording pupils' progress. Nevertheless, teachers do not make sufficient use of the information acquired in planning future teaching and learning. The annual reports to parents conform with the statutory requirements.
37. The school provides a broad curriculum and there is good provision to ensure that pupils acquire the basic skills. The planning of key skills, particularly literacy and numeracy skills across the curriculum, is insufficiently structured to ensure that these skills are developed consistently.
38. The learning experiences provided successfully promote pupils' spiritual, moral, social and cultural development. Nevertheless, the sessions of collective worship do not always focus sufficiently on the spiritual dimension.
39. The partnerships with parents and the community are good. The partnerships with schools and other agencies are also good. The developing links with other countries and cities is a particular strength of the school.
40. The quality of the pastoral care, support and guidance offered to pupils is good. This is an inclusive school which gives good attention to pupils' well-being. There are clear policies and procedures relating to health and safety including fire prevention and first aid. Supervision at playtimes is good and risk assessments are undertaken prior to trips and visits. There is a suitable policy for child protection and all staff are aware of its guidance.
41. The provision for pupils with additional learning needs is good and meets the requirements of the Code of Practice. In classes and during withdrawal sessions, teachers and experienced support staff offer pupils good support. Overall, pupils with additional learning needs make good progress relative to their abilities and stage of development.

Leadership and management

42. The head teacher provides good leadership and management which effectively steer school improvement. The staff, governors and parents are aware of his sound values and these are clearly reflected in the work of the school. All staff members co-operate well and there is a strong sense of mutual support for the purpose of promoting pupils' education and development.
43. The school development plan sets realistic objectives and targets that are based on the needs of the school. The budget is managed with care and expenditure is closely matched to the school's targets. The school makes good progress towards achieving its main priorities.
44. The head teacher, staff and governors are committed to improving standards and a constructive monitoring programme has been produced which provides useful information on the quality of the school's provision. The self-evaluation procedures, however, do not focus consistently on monitoring pupils' standards of achievement.
45. The governing body is very supportive, well informed and makes a full contribution to the life and work of the school. Its members contribute well to the strategic planning and are developing their role in monitoring the quality of the provision and pupils' standards of achievement. The statutory requirements are given appropriate attention in the school's documentation.
46. The school has made good progress since the last inspection and has successfully addressed most aspects of the key issues noted in the report. This includes improving standards in English, IT and art. The reception class has been refurbished and the outdoor area for the under fives is developing appropriately.
47. Good features outweigh shortcomings in the management and use of resources. Financial management is good. The head teacher and finance sub-committee regularly review and monitor expenditure enabling the school to provide good value for money. There are enough experienced and suitably qualified teachers and support staff to carry out the work of the school and there is an adequate supply of resources to facilitate the teaching and learning.
48. There are important shortcomings, however, in the quality of the learning environment for pupils within a section of the main building and outside. These aspects were discussed fully with the head teacher and governing body. The head teacher and governors are currently working closely with the Local Education Authority (LEA) to address the refurbishment needs of the school.

Recommendations

In order to develop further, the school needs to:

- R1. continue to improve standards in geography and religious education in key stage 2;
- R2. strengthen curriculum planning and assessment further to ensure that provision consistently develops pupils' learning;
- R3. extend pupils' bilingual competence;*
- R4. extend the self-evaluation processes to include a greater focus on monitoring pupils' standards of achievement;
- R5. continue to work with the LEA to ensure necessary improvements to the school accommodation and site*.

*(The school has included the recommendations marked with * in its development plan.)*

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

49. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
50. Pupils' standards of achievement in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4%	83%	13%	0%	0%

51. The school meets the WAG target for 2010 that the quality of learning assessed by Estyn is grade 3 or better in 98% of classes. In addition, the figures are above the national figures published in the Chief Inspector's latest Annual Report for 2006-2007, which states that standards are reported to be Grade 1 and 2 overall in 80% of the lessons inspected. The figures are lower, however, than the 10% judged as Grade 1.

The Early Years

52. The quality of provision for the under-fives is appropriate to their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.

Grades for standards in subjects inspected

53. In key stage 1 and key stage 2, pupils' standards of achievement in the subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Information technology	Grade 2	Grade 1
Geography	Grade 2	Grade 3
Art	Grade 2	Grade 2
Religious education	Grade 2	Grade 3

54. Pupils, including those with additional learning needs, make good progress towards achieving their potential and achieve the agreed learning objectives.
55. Over the years, the results of the baseline assessments show that children under five have a wide range of ability when they are admitted to the school. They make good progress and achieve good standards in acquiring the skills of listening, speaking, reading, writing, numeracy and in the use of ICT across the curriculum. The development of their personal and social education skills, and their creative skills, is also good.
56. In key stage 1, pupils make good progress and achieve good standards overall in their use of the key skills of literacy, numeracy and ICT across the curriculum. Most pupils' speaking and listening skills are good. They listen carefully to adults and to

other pupils' contributions. According to their age and stage of development, pupils use their reading skills well in their work across the subjects. They write for different purposes and the quality of their writing is good overall. Pupils use their number and ICT skills accurately and effectively in tasks across the curriculum.

57. In key stage 2, standards in ICT across the curriculum are good with outstanding features reflecting pupils' confidence and skilful use of a wide range of skills. Pupils use computers confidently to solve problems, communicate information or to reinforce and develop skills in other subjects.
58. In key stage 2, pupils' numeracy and literacy skills develop well in aspects of their work across the curriculum and the best work is of a good standard. Most pupils' speaking and listening skills are good and the more able pupils use an extended vocabulary with understanding. Pupils make appropriate use of their reading skills in their work across the subjects but their use of these skills to research independently is less well developed. They write for a variety of purposes but pupils generally do not write sufficiently in an extended manner. In both key stages, pupils apply their numeracy skills appropriately to measure and calculate accurately to support their studies in other subjects. Overall, pupils do not develop and improve their numeracy and literacy skills consistently.
59. In the National Curriculum assessments in 2007, the attainments of key stage 1 pupils, according to teachers' assessments, are above the county averages in English, mathematics and science. They are above the national averages in English and science and are similar in mathematics. In comparison with similar schools across Wales, based on the percentage of pupils receiving free school meals, pupils' attainments are in the upper 50% in English, and the lower 50% in mathematics and science. The percentage of pupils which achieve the higher level, namely level 3, in the core subjects, is above the national average in science but is lower in English and mathematics.
60. In the National Curriculum assessments in 2007, key stage 2 pupils' attainments, according to teachers' assessments, are above the county and national averages in English, mathematics and science. In comparison with similar schools across Wales, on the basis of the percentage of pupils receiving free school meals, the pupils' attainments are in the upper 50% in the three subjects. The percentage of pupils which achieve the higher level, namely level 5, is above the national average in English, mathematics and science.
61. Trends in pupils' attainment show continuous improvement. Teachers' assessments indicate some variations between the performance of boys and girls in both key stages. The school is aware of these factors and has targeted aspects of learning with increasing success.
62. In the Early Years classes, children's investigative and problem solving skills are good. In key stage 1 and key stage 2, progress is more uneven. In the best practice, the pupils' skills develop effectively in subjects such as IT, art and aspects of geography. The development of pupils' creative skills is good across the school.
63. Pupils' bilingual competence has good features that outweigh shortcomings. Pupils of all ages communicate readily in English. In the Early Years classes and key stage 1, pupils are making increasing use of Welsh words and phrases to respond to greetings and questions. In key stage 2, the majority of pupils lack confidence in speaking in Welsh in informal situations during the school day. Pupils have a good

awareness of Y Cwricwlwm Cymreig through their studies in subjects such as music, history, geography and art.

64. The pupils' personal and social skills are good. Pupils of every age co-operate effectively in teams, as pairs and in groups. This is a strength of the school.
65. The pupils' positive attitudes to learning, the interest they show in their work and their ability to concentrate are marked and pleasing aspects of the life of the school. There is a sound work ethos here and most pupils respond enthusiastically in their classes.
66. Overall, pupils' ability to work independently is underdeveloped. In the best practice, however, pupils assume responsibility for aspects of their learning and organise their own work effectively. For instance, the children under five develop to become independent and confident learners.
67. Individual targets are set in English and mathematics each term and are shared with pupils and parents. Pupils are aware that they have targets and in the best practice, can discuss the general strengths and weaknesses in their work. Overall, pupils' ability to evaluate their work and to identify what they have to do to improve is insufficiently developed. This is an area appropriately identified by the school for further development.
68. Pupils' spiritual, moral, social and cultural development is good. In accordance with their age, they show that they have concern for others and empathy in relation to them. They are aware of the importance of fairness and social justice. This is made apparent by the manner in which they collect sums of money for good causes. They make good progress in their cultural development. Through subjects, such as art, music and history, they learn about the artists and other famous individuals who have been prominent in the history of Wales.
69. Pupils' awareness of equal opportunities issues is good. They understand that everyone should be treated equally and fairly and of the need to understand and respect those with different cultures, faiths and traditions.
70. Pupils' knowledge of their own community is good. Involvement in local activities effectively broadens their understanding of their own area. Educational visits and the contribution of expert visitors effectively develop pupils' awareness of peoples' work and businesses in the locality.
71. Pupils are familiar with other traditions and cultures through their studies in subjects such as religious education, art and aspects of geography. The older pupils have close links with children in other countries, such as Ireland and the United States, which facilitate their understanding of global citizenship and the way of life in other cultures.
72. Through their studies across the curriculum, pupils have a good awareness of issues concerning conservation, sustainability. Membership of the school council enables pupils to develop valuable social skills and also acquire an understanding of citizenship.
73. Pupils' behaviour is good. School and class rules are well understood and pupils are aware of what is expected of them. Mutual respect between the staff and the pupils is apparent and the pupils are courteous to the staff and other adults.

74. Attendance averaged 93% for the three full terms prior to the inspection. This figure matches national attendance rates for pupils of primary school age. School term holidays impact significantly on this level. There is very little unauthorised absence and the great majority of the pupils attend promptly at the start of the school day. The school monitors and records pupils' attendance with great care and in accordance with WAG circular 3/99.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

75. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
76. In the lessons observed, the quality of the teaching is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	76%	18%	0%	0%

77. The school meets the WAG target for 2010 that the quality of teaching assessed by Estyn is grade 2 or better in 80% of classes. These figures are also above the national findings reported in the Chief Inspector's Annual Report for 2006-7 which notes that the quality of teaching is Grade 1 and Grade 2 overall in 80% of lessons inspected. However, they are below the 14% which was judged as Grade 1.
78. The teachers and all the other staff members treat pupils equally, irrespective of their age, gender or ability. The good relationships between teachers and pupils promote effective learning.
79. Overall, the teachers' knowledge of the National Curriculum, religious education and the Desirable Outcomes for Children's Learning is good. This is reflected in the planning and preparation of lessons. The teachers use a range of teaching methods and suitable resources that are appropriate to the activities they plan.
80. Good features outweigh shortcomings in the promotion of pupils' bilingual competency and the school has identified this aspect appropriately for further development. In the best practice, full advantage is taken of opportunities that arise during the school day to enhance pupils' Welsh vocabulary. The Welsh dimension is promoted successfully across a range of subjects including art and geography.
81. The outstanding features of the teaching observed include the following characteristics:
- teachers have high expectations which ensure that tasks consistently challenge and extend pupils' learning;
 - excellent interaction between teachers and pupils enables pupils to investigate issues in increasing depth;
 - a particular ability to integrate various aspects of the subjects across the curriculum; and
 - excellent opportunities for pupils to apply their ICT skills across the curriculum.

82. The good features of the teaching observed include the following characteristics:
- lessons with clear aims which are shared with pupils;
 - effective direct teaching and good questioning;
 - differentiated tasks for specific purposes well matched to pupils' abilities;
 - good use of pair and group work; and
 - plenary sessions at the end of lessons that succeed well in consolidating pupils' understanding.
83. The most common shortcomings in the teaching include:
- a lack of pace in the teaching and learning;
 - tasks which are not well matched to pupils' learning needs, particularly the more able;
 - the overuse of worksheets; and
 - over-direction of teaching and a lack of opportunities for pupils to work independently.
84. Assessment, recording and reporting procedures have good features which outweigh shortcomings. A well-focused policy document and clear guidelines ensure that procedures meet statutory requirements. The baseline assessment is correctly implemented and targets are set for further development. National assessments are reported to parents at the end of both key stages and there is a thorough assessment, recording and review of the needs of pupils with additional learning needs. However, insufficient use is made of the information gained from assessment procedures when planning future teaching and learning across all abilities.
85. Baseline assessment in early years provides a useful starting point against which to measure pupils' progress. In both key stages, teachers use a wide range of standardised tests and assessments to measure and record pupils' progress. A tracking system is in place in English and mathematics to record pupils' progress across the school. A new procedure for tracking pupils' progress in the foundation subjects and religious education has been developed for this academic year.
86. Pupils are beginning to contribute to the marking and assessment of their own work through the use of strategies such as 'faces', 'traffic lights' and 'two stars and a wish'. There are good examples in key stage 2 of pupils beginning to make meaningful comments on their work. This is an area identified appropriately by the school for further development.
87. The portfolio of mathematics work, which has been annotated on a cluster of schools basis, is helpful in the assessment of standards achieved. This collaborative approach strengthens the moderation and standardisation of pupils' standards of achievement. The development of cluster based annotated portfolios for other core subjects is planned. The school has collected useful exemplars of good work in portfolios but as yet this work has not been annotated.
88. There is a detailed marking policy in place. Pupils' work is regularly marked and there are good examples of comments of encouragement in both English and Welsh. The practice of using constructive comments to identify ways forward for pupils is not consistent across the school.
89. Individual targets are set in English and mathematics each term and are shared with pupils and parents. Older pupils are aware that they have targets that are reviewed termly but are often unsure of all of their targets. The system is not yet embedded

and pupils are not sufficiently reminded of their targets to involve them in planning their own progress and improvement.

90. The school provides very informative reports for parents at the end of each year. These fully comply with statutory requirements and include comments on knowledge and skills acquired, give grades for effort and attainment and targets for the future. Parents and pupils are encouraged to comment on the reports and are offered a meeting with the teacher. Parents are invited to discuss their children's progress twice during the year and during these discussions are informed of their children's targets for the next term. Parents are informally welcomed to visit the school at any time.

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

Grade 2: Good features and no important shortcomings

91. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
92. The school responds appropriately to the learning needs and interests of pupils and offers equal access to a broad and balanced curriculum. The curriculum meets the requirements of the National Curriculum and religious education and the Desirable Outcomes for children under five.
93. The quality of provision for the under-fives is appropriate to their needs, and children make good progress towards the Desirable Outcomes for Children's Learning. Pupils in the Early Years have a good range of learning experiences and are well prepared for the next stage of their education.
94. Overall, there are appropriate policies and schemes of work in place which promote continuity and progression in pupils' knowledge, understanding and skills across the key stages. In a few subjects, however, planning is insufficient to ensure that pupils' learning is developed and extended consistently in key stage 2.
95. A good feature of the provision is the emphasis on developing pupils' basic skills and the school has gained the Basic Skills Quality Mark for the second time. Although opportunities for developing pupils' key skills are broadly noted in the planning there is insufficient attention to their progressive development across the school, particularly pupils' literacy and numeracy skills. There are very good features in the provision to develop pupils' ICT skills, including the use of the IT suite. The library, however, is insufficiently used for developing pupils' research skills. This aspect is appropriately noted by the school as an area for development.
96. Provision for pupils' personal, moral, social and cultural development is good. Pupils develop a good set of values, understand how to behave and have a clear sense of right and wrong. Policies and schemes of work, which reflect national requirements, are in place for personal and social education. Each class has a weekly timetabled session to undertake a range of activities across the curriculum including 'circle time' sessions. The school is part of the local health promotion programme and the work of the recently appointed 'Healthy Schools Council' is gaining momentum. The school runs a very successful breakfast club which offers pupils an opportunity to enjoy a nutritious breakfast.

97. The school effectively promotes pupils' appreciation of other cultures and their awareness of global citizenship through the curriculum and through very successful links with other countries and cities. The East West Project has enabled the school's netball team to visit Dublin and the school's rugby team to visit Manchester. During the return visits, pupils were able to share their Welsh culture and heritage including a visit to 'Big Pit'. An art project continues to develop these links. The school has hosted teachers from Austria and Ireland, a video link has been established with an American school, and a link with a school in China is being developed.
98. Daily acts of collective worship, of a broadly Christian nature, help pupils to understand moral issues and to respect truth and justice. However, they do not always provide sufficient opportunity for quiet reflection to foster spirituality.
99. The school's provision for developing pupils' knowledge and understanding of the culture and heritage of Wales is good. Y Cwricwlwm Cymreig meets current requirements and is promoted effectively across a range of curricular areas. The learning experiences for promoting pupils' bilingual skills are less well developed. Pupils do not receive sufficient opportunities to use the Welsh language regularly across the curriculum. This has been recognised appropriately as an area for development in the school's planning.
100. The school successfully promotes equal opportunities, tackles social disadvantage and challenges stereotypes. There are policies and established procedures for ensuring all pupils have equal access to the curriculum and all other facilities in the school.
101. The school acts in a sustainable way and ensures that pupils are sensitive to environmental issues. They are actively involved in a variety of activities, such as recycling, within the school. The Eco committee is proactive in this respect and the school has recently gained the Silver Eco School award.
102. The school is proactive in the community and has many firmly established links that contribute well to pupils' learning across the curriculum. These include visits to places of educational significance, the use of visitors who contribute to the curriculum, and school performances in the community. Older pupils have opportunities for residential experiences. Clubs are primarily sports based and confined to key stage 2.
103. The parental links and partnerships with the school are good. Telephone and personal communication is effective and formal and informal communications are appropriate. Most parents have signed the home/school agreement. There is a group of hard working parents which raises funds to provide valuable resources and equipment for the school.
104. The school's links with the local cluster of primary schools are good. Partnerships with the local secondary schools are also good and ensure pupils enjoy a seamless move to year 7. The transition curricular projects in drama, art and mathematics and the regular use of the local secondary school hall for physical education lessons enhance pupils' learning experiences. The school offers placements for students from several local colleges.
105. The school takes advantage of opportunities to link with the world of work through useful visits to retail outlets and local businesses as part of pupils' studies across the curriculum. Pupils have some opportunities to develop their entrepreneurial skills

through selling fruit at the tuck shop and designing, making and selling products at school events. The responsibility of the school council, the healthy school and Eco school committees for managing and spending their budgets is developing pupils' decision-making skills effectively. This aspect has been appropriately identified by the school as an area for development.

106. The school is successfully laying the foundations for lifelong learning and community regeneration through aspects such as developing pupils as confident learners, the breadth and quality of the learning opportunities offered, the attention to health education, and the focus on the importance of community links.

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

Grade 2: Good features and no important shortcomings

107. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
108. The school provides high quality guidance to its pupils. The attitude of the pupils to their school is positive and they state that it is a caring and happy environment. They feel confident in turning to staff if they have problems or worries. Teachers and staff know the pupils well and this is a strength of the school.
109. The school works effectively in partnership with parents. The school's open door policy allows parents daily opportunities to discuss issues. More formal arrangements allow parents to meet with staff to discuss their child's progress with teachers. Good opportunities are taken to involve parents in the education of the children.
110. Procedures for induction and transition are good. Well-established induction procedures ensure that children settle well into the nursery and feel safe and secure. Arrangements to support pupils, including those with additional learning needs, to transfer smoothly to the secondary school are very effective.
111. The school monitors pupils' punctuality and attendance well. Registration periods are administered appropriately and correctly, with attendance, absence and punctuality being monitored closely. Strategies, developed through an audit for improving the attendance levels, are ongoing. Follow-up procedures are effective and the school works in close partnership with other agencies to support children and their families.
112. The behaviour policy and positive behavioural strategies are adhered to consistently by all the staff. Reward systems are appropriate, and effective measures are taken by the school to eliminate inappropriate behaviour. The school functions well as an inclusive, supportive community.
113. The quality of personal support and guidance provided for pupils is good. Every pupil has full access to the school's personal and social education programme. Daily routines encourage pupils to take responsibility for their own actions and to respect the views of others.
114. The school successfully encourages and enables pupils to be healthy, promoting regular exercise and a healthy diet. The school council and ECO committee consider ways to keep pupils fit and healthy and improve the school environment. Water and fruit are always available for pupils.

115. Staff are aware of the procedures for assuring pupils' health and well being. Arrangements for dealing with accidents and emergencies are well established and effective. All staff have undertaken training on first aid procedures. Pupils are well supervised at break times and risks are carefully assessed prior to school visits and trips. Suitable procedures are in place for dealing with appeals and complaints.
116. There are effective policies and procedures for child protection, with two nominated persons with allocated responsibilities as well as a named governor. Staff are fully aware of their responsibilities concerning child protection.
117. Provision for pupils with additional learning needs is good and procedures fully comply with the current Code of Practice. The additional learning needs co-ordinator, classroom teachers and learning support assistants work in partnership to ensure appropriate provision for the pupils.
118. There are effective systems for identifying and diagnosing additional educational needs at an early stage. Individual education plans are prepared and updated each term by the additional learning needs co-ordinator, class teacher, special educational needs teacher and learning support assistants. They are detailed and based on achievable steps. Parents sign the individual education plans after discussion with the teacher, and older pupils are conversant with their targets. Pupils with statements of additional needs receive appropriate and effective support.
119. Pupils requiring additional support in English and mathematics are withdrawn according to their needs to work with the peripatetic special educational needs teacher or the numeracy learning support assistant. The school's timetable is constructed appropriately to ensure that the pupils are withdrawn when their mainstream classes are undertaking English and mathematics to ensure they have equal access to all subjects. This work focuses well on targets identified in their individual education plans or reinforces concepts presented in the mainstream class. Lesson planning, however, does not always ensure that strategies in mainstream classes are deployed consistently to match tasks appropriately to the pupils' learning needs.
120. The school accesses a range of outside agencies to support and enrich the opportunities for pupils with additional learning needs. The additional learning needs co-ordinator is well supported by the Educational Psychologist Service provided by the LEA. The designated governor for additional learning needs has a good understanding of the school's provision and ensures that funding is spent on their needs.
121. There are three Looked After Children in the school. Communication and links between the relevant agencies are good.
122. The school has an appropriate Disability Equality Scheme and access plan relating to the curriculum provided, the provision of information, and plans to improve physical access to the school further.
123. This is an inclusive school. The quality of provision for equal opportunities is good. All pupils have equal access to the curriculum and other facilities within the school. The school's race equality policy meets current requirements and governors are updated regularly. Pupils are taught to value and respect diversity.

124. The school council works effectively. The opportunity to serve as a member of the school council is appreciated by pupils and it promotes their understanding of citizenship. It also offers pupils good opportunities to contribute to the school's decisions which affect them.

Leadership and management

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

Grade 2: Good features and no important shortcomings

125. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
126. The head teacher provides good leadership and management which effectively steer school development and improvement. He has a clear vision for the future direction of the school and successfully engages all members of the school community in this process. The deputy head teacher and senior management team provide effective support and are good role models for colleagues.
127. All staff members co-operate well and a good sense of mutual support is nurtured to promote the educational development of pupils.
128. The school takes good account of national priorities, new initiatives and local partnerships. It has received the Basic Skills Agency Quality Mark for the second time and good initiatives are successfully helping pupils to gain a greater understanding of a healthy lifestyle and to raise their awareness of sustainable development. The Early Years staff are preparing well for the implementation of the Foundation Stage. The school also works effectively with catchment primary and secondary schools on curriculum development initiatives and transfer arrangements.
129. The school has appropriate procedures for monitoring the performance of individuals and teams. The head teacher's monitoring role, which involves lesson observations, is having a positive effect on the school's development. Senior staff work collaboratively with recently appointed staff in planning and monitoring provision.
130. Performance management procedures are in place and meet national requirements. The procedures include appraisals of the contribution of staff members, which in turn contribute effectively to their professional development and to addressing aspects of the school development plan. The targets set are regularly reviewed, with appropriate in-service training made available to improve staff performance.
131. Appropriate processes are in place for setting targets for pupils at the end of both key stages. The targets are based on the likely performance of each pupil and, overall, they are realistic and achievable. The staff analyse the school's results in the National Curriculum assessments in the context of local and national outcomes and introduce changes for improvement, which are proving effective.
132. The governing body meets regularly and fulfils its regulatory and legal responsibilities. Governors are supportive of the head teacher, staff and pupils and are fully committed to the aims and objectives of the school. The governors recently audited the existing committee structure and have implemented a more thorough structure.

133. The governing body effectively helps to set the school's strategic direction under the guidance of the head teacher. Members have adopted appropriate management policies and they attend the training courses arranged by the LEA to further their own understanding. Governors have a clear overview of financial management and they carefully monitor budgetary planning and expenditure.
134. Governors are well informed about the work of the school through written and oral reports provided by the head teacher and they demonstrate a good understanding of the school's progress in achieving its current targets. The governors' role in regularly monitoring the standards of achievement is developing appropriately. Individual governors have responsibilities for subjects and meet with the coordinators responsible. They are informed of policy and practice, and feedback fully to the full governing body. The school has appropriately identified this area for further development.

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

Grade 2: Good features and no important shortcomings

135. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
136. The school has established a systematic self-evaluation process based upon first hand evidence. Regular senior management team and staff meetings are held to take the process forward and assess outcomes, effectively identifying strengths and areas for development.
137. Subject co-ordinators make accurate judgements about the quality of provision in their areas of responsibility following discussions with pupils and staff, and scrutiny of pupils' work. The deputy head teacher effectively supports the subject co-ordinators in the development and review of a two-year action plan for each subject. Lesson observations provide additional information about provision. The focus on consistently evaluating pupils' standards of achievement is less evident.
138. All staff and governors are involved in the self-evaluation process. The school council offers pupils a good opportunity to contribute their views on their daily lives at the school. At present, the views of parents are not sought formally other than through their representatives on the governing body.
139. The school self-evaluation report is a comprehensive, well-structured document, clearly evidenced and itemising the school's current strengths and areas for development. The inspection team agreed with the judgements in six of the seven key questions. The inspection team awarded a lower grade to key question 7, as aspects of provision require further attention. Parts of the accommodation do not always provide a suitable setting for good teaching, learning and support for pupils.
140. The school development plan is a detailed three year plan identifying realistic targets for the short and long term. Success criteria, specific dates for completion, costings and responsibilities are included. Resources are allocated appropriately to support the development of the initiatives.

141. The head teacher reports progress on the school development plan to the governors, in termly meetings. Actions have led to measurable improvements in several areas including the establishment of an effective IT suite, the continuing development of an outdoor area for Early Years, the further development of pupils' personal and social education, and improvements in a number of curriculum subjects.
142. There is a clear link between the self-evaluations undertaken and forward planning. The curriculum-focused improvements identified are included in the school development plan but some management and extra-curricular targets are not included fully.
143. The school has made good progress in addressing the key issues identified in the last inspection report. Standards in English, IT and art have improved. An appropriate programme of monitoring and self-evaluation has been devised although aspects need to be extended further. Security systems in the main school buildings are in place. The reception class has been refurbished and the outdoor area for the under fives is developing. There are now daily acts of collective worship.

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

Grade 3: Good features outweigh shortcomings

144. The findings of the inspection team do not match the judgement made by the school in the self-evaluation report. The good features of the provision include the number of qualified and experienced teaching and support staff, and the range and quality of the learning resources, including information technology. There are shortcomings, however, in the adequacy and suitability of sections of the accommodation and the outside area.
145. The school has a good complement of teaching staff to deliver the curriculum. They have appropriate qualifications and a wide range of expertise. They take responsibility for class teaching and co-ordinating specialist subjects. The school makes good use of the peripatetic music teacher and Athrawes Fro.
146. The school support staff are experienced and deployed effectively by the class teachers. They support the teachers in planning, teaching and assessing pupils' progress. All members of staff have job descriptions that give a clear outline of their responsibilities.
147. The teachers and support staff are developed well with a range of training opportunities, whole school in-service training days, attendance at short courses and general in-school training. Some teachers utilise national grants to take their professional development further.
148. The school has good support from the part time clerk, who is employed for data and administration tasks, the caretaker and cleaners, and the catering staff.
149. Arrangements for workforce remodelling are being implemented appropriately. Statutory requirements are met and resources are managed efficiently. The governing body has agreed on the structure of the teaching and learning responsibility (TLR) posts. Arrangements for providing teachers with time for planning, preparation and assessment are successfully implemented and contribute well overall to the curriculum offered to pupils.

150. The learning resources are of good quality and readily available for the teachers and pupils to use. Overall, there is effective use of resources in ensuring that pupils receive good learning experiences. The establishment of the IT suite and the continued investment in ICT equipment, including Interactive Whiteboards in every classroom, has a positive impact on standards of teaching and learning.
151. Improvements have been made to the quality of the learning environment for the under fives and this is having a good impact on the provision. The reception classroom has been partly renovated and work has been done to develop the outdoor play area. Plans are in place to extend the size of the area further.
152. The quality of the classrooms in the new extension is good and has a positive impact on the education of the pupils. Most of the remaining classrooms are of a satisfactory condition. However, the large Year 6 class is situated in a small classroom providing limited space, particularly for group and practical activities. There is also a lack of storage space for pupils' possessions and this leads to clutter in the classroom. This room is separated from the hall by a partition and the lessons are sometimes disturbed by activities in the hall.
153. The small school hall has limited space for the number of pupils on roll. Staff work hard to provide appropriate physical education lessons for the pupils by taking some classes to the neighbouring secondary school. In other lessons, pupils take it in turns to participate in the activity part of the lesson. The school is unable to arrange whole school activities including whole school sessions of collective worship. This limits the opportunities to create a whole school ethos.
154. The library has been refurbished and the contents are being upgraded over time. At present it is under-utilised, but there are plans in place to develop pupils' skills in managing this useful facility. School meals and the breakfast club are provided in the school canteen, which is outdated, and does not offer the school the space and facilities it requires. Due to inadequate parking facilities, staff cars are parked in a section of the playground during the school day.
155. Aspects relating to other important shortcomings in the accommodation and outside area were discussed fully with the head teacher and the governing body. The governing body and the LEA are in discussions regarding improvements to the accommodation, including the provision of a new school hall, canteen and additional parking facilities.
156. The school's budget is well managed and monitored by the head teacher and the governors' finance committee. The school's current spending decisions are linked to the priorities for development. The school offers good value for money.

Standards achieved in subjects and areas of learning

English

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

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

Good features

157. In key stage 1, pupils listen well in class sessions and can follow instructions accurately. Most pupils ask and answer questions readily and contribute effectively to group discussion. They participate well in role-play.
158. The majority of pupils read with accuracy and more able pupils read fluently and with good expression. The more able pupils can retell stories and discuss a story line and characters effectively. Most pupils can identify exclamation marks or question marks in text correctly. They have a good knowledge of the functions of the different parts of a book.
159. Pupils write effectively for a range of purposes and in a variety of styles. Most pupils demonstrate a consistent development of good handwriting and presentation skills. More able pupils write extended sentences with accurate spelling and punctuation.
160. In key stage 2, most pupils listen well and participate effectively in class and group discussion. They make relevant contributions and can justify a point of view well in a debate. The more able pupils use extended vocabulary with good understanding.
161. The reading standards of the majority of pupils are good. They read accurately with clear expression and suitable intonation. More able pupils display a good understanding of the contents of the books they read, and they can describe the features of their favourite books. Most pupils can explain how they would access information from texts and the Internet.
162. Pupils write effectively in a variety of forms including letters, stories, descriptions, reports and poetry. In the best work, pupils display good use of imagination and write well in an extended manner. Pupils' knowledge of language is good overall and the best work displays a secure grasp of syntax, punctuation and spelling. Most pupils display a neat and legible handwriting style.

Shortcomings

163. In key stage 2, pupils generally do not write sufficiently at length.

Mathematics

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

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

Good features

164. In both key stages, pupils at all levels make good use of appropriate mathematical vocabulary and explain their mathematical reasoning well. They apply an increasing number of strategies successfully for working out mental mathematics problems.
165. In key stage 1, pupils have a good understanding of number bonds and the value of numbers depending on their position. They count accurately in twos, fives and tens, differentiate effectively between even and odd numbers, and count on and back from large numbers correctly. Most pupils recognise number patterns and can double numbers. The more able pupils are beginning to understand the concept of halving and simple multiplication.
166. Key stage 1 pupils demonstrate a good knowledge of two and three-dimensional shapes and can use appropriate mathematical language to describe their properties. They are beginning to suggest suitable units and measuring equipment to measure length, mass and capacity. They recognise the most common coins and correctly add simple sums of money to make different totals. Most pupils, at appropriate levels, use tally charts and create pictograms and simple bar graphs effectively.
167. Younger key stage 2 pupils use known number facts and place value to add and subtract mentally and have a secure understanding of halving and doubling. They have a good understanding of place value in 1000s and manipulate numbers accurately using 10s and 100s. Some pupils have good mental recall of 2, 5 and 10 times tables.
168. By the end of key stage 2, pupils develop competence in completing more complex calculations using the four operations of number. They have a good understanding of place value and use their developing knowledge of tables well to solve problems. Pupils recognise negative numbers and make good progress in their knowledge and understanding of decimals and fractions.
169. In key stage 2, younger pupils' understanding of shape, space, measurement and time is developing well. Older pupils have a secure understanding of measuring using standard units, and of the characteristics of two and three-dimensional shapes.
170. Pupils in key stage 2 collect data, and collate and analyse graphs effectively in different forms, including IT, to communicate information.
171. In both key stages, pupils' work is consistently well presented. They are adept at using the interactive whiteboard in lessons and use their IT skills well to support relevant aspects in mathematics.

Shortcomings

172. In key stage 2, a minority of pupils' ability to investigate and problem solve is underdeveloped.

Information technology

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

Key stage 2: Grade 1: Good with outstanding features

Outstanding features

173. In key stage 2, pupils make highly effective use of an exceptionally wide range of IT skills to support and enhance their work in a range of tasks and across the curriculum. This is an outstanding feature.
174. In key stage 2, pupils use their skills confidently and independently and can explain highly knowledgeably their choice of different programs for a given task.
175. In key stage 2, the pupils' ability to use visual and auditory effects and hyperlinking to create presentations of high quality for a range of purposes is an outstanding feature.

Good features

176. Pupils throughout the school have the skills and technological awareness to work at an independent level with the range of equipment in the school.
177. In key stage 1, pupils use the interactive whiteboard effectively to write and paint, and to sort and position photographs to develop their thinking skills.
178. Pupils use an art package and appropriate word processing to communicate ideas well. They use science software confidently to sort living and non-living things and to label parts of the body. Pupils load the work that they previously saved correctly.
179. Pupils programme the ROAMER successfully to move along a planned route. They use computer control programs well to copy a pattern using forward, back and turn instructions.
180. Pupils throughout key stage 2 use their word processing skills confidently. They are able to highlight, copy and paste, enter bullets and speech marks, justify, and format the text according to font type, colour and size to very good effect.
181. Pupils throughout key stage 2 make good use of data handling packages to organise and present data, and analyse it using the search and sort facility. They can search the Internet effectively to support their research across the curriculum.
182. Younger key stage 2 pupils use pictures downloaded from the Internet purposefully to illustrate their word processing. They use Publisher and Textease very effectively for a range of presentations. They construct simple PowerPoint presentations and can explain why the software is appropriate for the audience.
183. Pupils use art packages well to create intricate pictures. They use the range of different tools to create a variety of effects. They save and use their pictures in a Desktop Publishing programme.

184. Older key stage 2 pupils use spreadsheets to model, entering information and using mathematical functions to plan and cost a party. They can explain well why a spreadsheet is appropriate software to carry out the task.
185. Pupils use email effectively to communicate with children in Iowa involved in the communications network project.

Shortcomings

186. There are no important shortcomings.

Geography

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

Key stage 2: Grade 3: Good features outweigh shortcomings.

Good features

187. In key stage 1, pupils carry out geographical enquiry and use a range of geographical skills effectively when investigating their local and contrasting localities. They use correct geographical vocabulary and terms when discussing their work
188. Pupils carry out fieldwork effectively in their local area. They can name local landmarks and compare good and bad things about their immediate environment. They undertake a useful traffic survey to compare busy roads and quiet roads.
189. Pupils can identify the human and physical geographical features of Beddgelert, a contrasting locality, accurately. They can describe the weather and write clear descriptions about the geographical features discussed.
190. Pupils can identify where they live in Wales and label Llanelli and Cardiff correctly on a map of Wales.
191. In key stage 2, younger pupils can draw a plan of the classroom using correct symbols. They use an atlas appropriately to identify places on the map of Wales.
192. Younger key stage 2 pupils can investigate well a topical issue in their town considering the viewpoints of different people and the issues involved. They can express their opinions confidently about the positive and negative features of Llanelli.
193. In key stage 2, older pupils can describe river systems and the water cycle using the correct geographical vocabulary. More able pupils can name the different climates around the world with reasonable accuracy. Pupils have an increasing knowledge of the physical features and climate of India. They can discuss photographs of the monsoon in India using appropriate geographical vocabulary.
194. Older pupils use atlases effectively to plot places on a map of the United Kingdom and can work out compass directions to them. They use ICT well to investigate places and to present data.

Shortcomings

195. In key stage 1, there are no important shortcomings.

196. In key stage 2, pupils' mapping skills are insufficiently developed and they do not undertake sufficient fieldwork in their geographical study.
197. In key stage 2, pupils' ability to make detailed comparisons between contrasting areas, identifying similarities and explaining differences, is underdeveloped.
198. In key stage 2, older pupils do not formulate ideas and opinions about geographical issues sufficiently.

Art

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

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

Good features

199. In key stage 1, pupils make good use of a wide range of equipment, materials and techniques to create paintings, prints, collages and artefacts. They work with enthusiasm and confidence with a variety of media including pencil, charcoal, crayon, pen, chalk, paint, fabrics and clay.
200. In key stage 1, pupils experiment practically and imaginatively using a range of stimuli. Pupils use their observational skills effectively to produce self-portraits, and to draw leaves, fruit and winter trees when researching the natural environment.
201. Older pupils in key stage 1, develop their understanding of line, pattern, shape and tone effectively through their drawings based on the work of Laura Ashley. They study her flower patterns, developing a critical eye for detail and make good efforts to recreate the flowers.
202. Y2 pupils work in a focussed manner, and when discussing their work use the vocabulary of art with increasing confidence. They recognise similarities and differences between their own work and that of other artists. They talk critically about the work of artists, such as Mondrian, and through his work understand primary and secondary colours well.
203. Pupils in key stage 2 make good use of visits to develop their understanding of the methods and purposes of the work of artists and craft workers and to improve their techniques and skills. Work of a high quality has resulted from visits to the Glyn Vivian Art Gallery and the Llanelli Pottery. Art lessons in the local comprehensive school enable Year 6 pupils to experiment successfully with new techniques and to produce effective clay models.
204. In key stage 2, younger pupils develop good observational drawing techniques. They make good use of the work of Monet, Picasso and Ceri Richards to enhance their drawings and collages. They produce imaginative abstract work combining a variety of media.
205. In key stage 2, older pupils are familiar with a wide range of artists, including ones from Wales, representing many different periods and styles. They carefully observe their work and collect information to extend their understanding of different styles and

different artists. They make good comparisons between the methods and techniques used in the work of artists such as Kyffin Williams and Grenfell Jones.

206. In both key stages, pupils make good use of sketchbooks to record information and to experiment and record initial ideas. They also make very good use of their ICT skills to enhance their understanding of art.

Shortcomings

207. In key stage 1, there are no important shortcomings.
208. In key stage 2, pupils do not produce examples of large scale or collaborative art sufficiently.

Religious education

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

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

209. In key stage 1, pupils know that the Bible is the special book for Christians and can recall familiar stories from both the Old and New Testaments to a good standard. They can discuss a visit to the local church highlighting the main features observed and using correct terms. They can also describe a Christening service in detail.
210. Pupils write a variety of prayers for different occasions and individuals can discuss the purpose of prayer with good understanding.
211. Pupils have a good understanding of principles, such as caring for others and what makes good friends. They also recognise the attributes of effective leaders in the school, the home and in the community.
212. Pupils are aware of special events and celebrations in their family, such as birthdays, and of important events in the Christian calendar. They know about the festivals of Christmas and Easter and can talk well about the significance of the harvest festival.
213. Pupils have a good awareness of other celebrations and festivals. They know that Hindus, for example, celebrate Diwali, and demonstrate a good understanding of the customs associated with that festival. They record their thoughts and observations accurately in the form of drawing, writing and craft.
214. In key stage 2, pupils are aware that the Bible is a special book for Christians. In the best practice, pupils can recount some familiar stories from the Bible including stories about the life and teachings of Jesus. Pupils show a good understanding of the meaning of prayer and they compose short prayers of thanks.
215. Pupils have a general knowledge of some local places of worship, such as the chapel and church, and they can describe their main characteristics, together with ceremonies, such as marriage and baptism.

216. The pupils are familiar with elements of other religions, such as Judaism and Islam, and can discuss in broad terms the different forms of worship and the artefacts of these different faiths. In one class, pupils are aware of the purpose of pilgrimage.
217. In the best practice, pupils are aware of Christian values and principles and refer to them intelligently when discussing and expressing an opinion on moral issues.

Shortcomings

218. In key stage 2, many pupils' understanding of the topics studied is insecure.
219. In key stage 2, many pupils' range of subject knowledge is limited.

School's response to the inspection

The Governors and staff of Halfway Primary School are pleased with the findings of the report on the inspection of the school.

We are pleased that the inspection team found that the school creates a caring and supportive environment for the pupils and that since the last inspection the school has successfully enhanced the quality of the educational provision.

We are delighted that the inspection process found that pupil's standards of achievement and quality of teaching at least meets or exceeds targets set by The Welsh Assembly Government. We are proud of our pupils and their achievements.

It is our intention to address the recommendations listed in the report. This will enable the school to continue with the significant improvements made since the last inspection.

The staff and Governing Body would like to thank the inspection team for their courteous and professional manner during the inspection

Appendix 1

Basic information about the school

Name of school	Halfway C.P. School
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	Havard Road Llanelli Carmarthenshire
Postcode	SA14 8SA
Telephone number	01554 758601

Head teacher	Mr C Evans
Date of appointment	March 2005
Chair of governors/ Appropriate authority	Mr L Murphy
Registered inspector	Miss D Morris
Dates of inspection	4-6 February 2008

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	23	21	26	22	25	31	25	28	201

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	9	2	9.6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	18.5:1
Pupil: adult (fte) ratio in nursery classes	12:1
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	25
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2007	87%	93%	94%
Summer 2007	89%	94%	91%
Autumn 2007	88%	92%	95%

Percentage of pupils entitled to free school meals	13%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results - End of key stage 1:

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:		24		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher	School	0	0	8	75	17
	assessment	National	0	3	14	63	20
En: reading	Teacher	School	0	0	13	58	29
	assessment	National	0	4	15	55	26
En: writing	Teacher	School	0	0	13	88	0
	assessment	National	0	5	16	68	11
En: speaking and listening	Teacher	School	0	0	8	71	21
	assessment	National	0	2	11	64	23
Mathematics	Teacher	School	0	0	13	67	21
	assessment	National	0	2	11	65	22
Science	Teacher	School	0	0	8	63	29
	assessment	National	0	1	9	66	24

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

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	87.5%	In Wales	80.1%

National Curriculum Assessment Results - End of key stage 2:

National Curriculum Assessment KS2 Results 2007			Number of pupils in Y6		30						
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher	School	0	0	0	0	0	0	13	50	37
	assessment	National	0	0	0	0	1	4	16	50	29
Mathematics	Teacher	School	0	0	0	0	0	0	10	57	33
	assessment	National	0	0	0	0	1	3	15	50	30
Science	Teacher	School	0	0	0	0	0	0	10	60	30
	assessment	National	0	0	0	0	0	2	12	53	32

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by teacher assessment			
In the school	83%	In Wales	74.1%

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

Appendix 4

Evidence base of the inspection

- A team of four inspectors who were present at the school for nine inspector days undertook the inspection. A nominee and peer assessor also formed part of the inspection team.
- Pre-inspection meetings were held with the staff, parents and the governing body to discuss the life and work of the school.
- Parents completed 69 questionnaires and they were carefully analysed; 92% of the responses were positive.
- Discussions were held with the head teacher, staff with specific responsibilities and support staff.
- The school's documentation was examined.
- Thirty-four lessons were inspected, as well as other parts of teaching sessions.
- Inspectors listened to pupils from the whole ability range reading.
- Discussions were held with pupils about their work and the life of the school.
- Pupils' behaviour was observed during break-times, lunchtime and at the beginning and end of school sessions.
- The inspectors attended daily acts of collective worship.
- Post-inspection meetings were held with the head teacher, staff and governing body to discuss the findings of the inspection.

Appendix 5

Composition and responsibilities of the inspection team

Miss Dorothy Morris Registered Inspector	Context, Summary, Recommendations, Key Questions 1, 2a, 5a Appendices Subjects - English, religious education
Mrs Pat Roblin Team Inspector	Key Questions 2b, 3, 5b Subjects - mathematics, art
Mrs Val Scurlock Team Inspector	Key Questions 4, 6, 7 Subjects - information technology, geography,
Mrs Marion Donovan Lay Inspector	Contributions to key questions 1, 2, 3, 4, 7
Mr Colin Evans Headteacher/Nominee	Attending meetings and supplying information
Mr Mark Condon Peer assessor	Contributions to key questions 1, 2, 3, 4, 7

Acknowledgement

The inspectors wish to thank the governors, the headteacher, staff, pupils and parents of the school for their willing co-operation during the inspection.

Contractor:
Pembrokeshire LEA
County Hall
Haverfordwest
Pembrokeshire
SA61 1TP