

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

**Hawthorn Primary School
School Lane, CF37 5AL**

School Number: 6742104

Date of Inspection: 13/02/06

by

**Luned Eleri Betts
17717**

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- * pupil referral units;
- * independent schools;
- * further education;
- * adult community-based learning;
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- * LEAs;
- * teacher education and training;
- * work-based learning;
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Publication Section

Estyn

Anchor Court

Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gsi.gov.uk

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Hawthorn Primary 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 Hawthorn Primary School took place between 13/02/06 and 15/02/06. An independent team of inspectors, led by Luned Eleri Betts undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

“There are three types of inspection.

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

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

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

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

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

This school received a standard inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Hawthorn Primary School is located in the village of Hawthorn close to the town of Pontypridd. It serves families from a mixture of local authority and privately owned properties. The area is not regarded as either prosperous or economically disadvantaged. Pupils represent the full range of abilities. There are currently 264 pupils aged 3-11 on roll, a figure that includes 30 full time nursery children. Pupils from an infant school nearby transfer to this school at the start of Key Stage 2 (KS2). All pupils have English as their home language-six of whom are from an ethnic minority background. There is no one who is naturally Welsh speaking.
2. Around 29% of pupils are registered as being entitled to free school meals (FSM) 36% are on the Special Educational Needs (SEN) register, one of whom is statemented. No pupil is looked after by the local authority and none has a NC disapplication.
3. Following the last inspection the school was accommodated in temporary accommodation to allow extensive alterations to the main school building. On completion of major rebuilding and extension work the school returned to its present site.
4. The school motto is 'Be the best you can' –'Eich gorau glas'. The school was last inspected in April 2000.

The school's priorities and targets

5. The school's main objectives are to:

- provide a secure and happy atmosphere in which children can learn effectively and be sensitively cared for;
- ensure that all children reach their highest level of competence in all aspects of school life;
- provide children with a range of physical activities at both individual and group level;
- help children develop an understanding of their cultural heritage through the teaching of Welsh as a second language, and by developing the Welsh dimension of the curriculum whenever possible;
- develop in all children a tolerance of other races and ways of life;
- involve parents in the life of the school so that they become partners with the school in the education of their children;
- to liaise with other schools in order that the education of each child is a smooth continuous process;
- to encourage its pupils to be polite, honest, truthful, charitable, respectful, considerate and responsible

6. The school's priorities for this year are to:

- improve standards in literacy and numeracy;
- focus on the development of music throughout the school;
- continue the healthy schools' initiative;
- enable staff to manage the aspects of change involved in the foundation phase;
- further help pupils realise their social and personal potential through Personal and Social Education (PSE);
- develop the school grounds as a working environment;
- provide extra resources in information technology;
- establish procedures for Planning Preparation and Assessment Time (PPA) and implement new teaching and learning responsibilities.

Summary

7. The stimulating environment of the new school building has improved the quality of learning for pupils of all ages; the equal opportunities the school provides for all its pupils is an outstanding feature.
8. The school is aware of its many strengths and where developments are needed. The judgement of the inspection team matches the judgement of the school in its self-evaluation document in all seven key questions. However, the lack of a rigorous monitoring system within the school impacts significantly on raising standards and improving the quality of teaching.

Table of grades awarded

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

Standards in lessons observed during the inspection are as follows;

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	51%	37%	-	-

9. Standards of achievement in lessons observed are higher than WAG all-Wales targets that, by 2007, 98% of standards should be satisfactory or better (Grade 3) but the percentage of standards that are good or better are just below the national target of 65% good or better (Grade 2).
10. Standards in the areas of learning for the under fives are as follows;

Nursery. Grade 1: good with outstanding features

Language, literacy and communication skills	Grade 2
Personal and social development	Grade 1
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 1
Physical development	Grade 1
Creative development	Grade 1

Reception. Grade 2: good features and no important shortcomings

Language, literacy and communication skills	Grade 3
Personal and social development	Grade 1
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 1
Physical development	Grade 2
Creative development	Grade 2

11. Standards in KS1 and KS2 in the subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
English	Grade 3	Grade 2
Mathematics	Grade 3	Grade 2
History	Grade 2	Grade 2
Music	Grade 3	Grade 3
Religious Education	Grade 3	Grade 3

12. Baseline assessment in the early years indicates that pupils' skills on entry are generally low. The overall quality of the provision for the under fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
13. Overall pupils with SEN make good progress and with the support programmes provided for them achieve good standards overall.
14. Learners generally succeed regardless of their backgrounds. The majority are beginning to increase their understanding and fulfil their potential in KS2; a fewer number achieve their potential in KS1.
15. Standards in key skills for the under-fives are good overall in both nursery and reception. In KS1 and KS2 standards in key skills are good overall. although

standards are inconsistent between classes. Across the school standards in bilingualism are good.

16. In teacher assessment at the end of KS1 pupils' performance over the last three years has been significantly lower than those of schools in the same FSM category as well as Local Education Authority (LEA) and national averages in English, mathematics and science.
17. In KS2 over the last three years in tasks and teacher assessments results are more variable. Although there have been some fluctuations results in English have improved but are still a little lower than LEA and national figures. In mathematics there has been a steady increase over the last three years, which places the school's performance a little above LEA and national figures. Performance in science has shown steady improvement and for the last two years is above LEA and national percentages. In comparison with schools in the same FSM category the school is just above the average for mathematics and science and just below for English.
18. Moral, personal, social and cultural development is good with no important shortcomings. Pupils respond well to the constant reminders of what is right and wrong during teaching sessions. They develop particularly well personally and socially when they take on responsibilities. They have a sound understanding of aspects of Welsh life and a range of other cultures.
19. The school successfully promotes pupils' good understanding of the world of work and the local community.
20. Pupils are generally well motivated and have positive attitudes to learning. Although a minority display a lack of concentration and become unsettled when teaching is less effective and when practical activities are new to them, the vast majority show pride and interest in their work. Their manners and general attitudes are usually good.
21. Attendance figures over the last three terms at just above 91% have some shortcomings; those for the nursery are particularly low overall. Despite the school's efforts to improve the situation many pupils still arrive late in the mornings and miss or delay the start of lessons for others.

Quality of Education and Training

22. In the lessons observed during the inspection it was judged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
20%	47%	20%	13%	-

23. In the most effective teaching detailed and purposeful planning caters effectively for the needs of pupils of all abilities; very good working relationships exist between teachers and pupils, resulting from good class control and behaviour; lessons are well-paced.

24. In nursery and reception the quality of teaching is good in all lessons with many outstanding features in the majority of lessons; the teaching of pupils with SEN by specialist teachers and learning assistants is consistently good.
25. However, there are some shortcomings in the quality of teaching. The 13% of lessons judged to have significant shortcomings were in one class in KS2. In addition, although arrangements for teachers' PPA time are effective, there are some shortcomings in the quality of teaching in these sessions.
26. The quality of assessment and its use in assisting learning is good. The school has developed a manageable system to provide valuable information about how well pupils are learning. Procedures meet statutory requirements, including those for pupils with SEN.
27. For the under-fives assessment is good; children are assessed appropriately according to the LEA baseline assessment, and regular notes kept of their progress. In KS1 and KS2 detailed records are kept of pupils' progress, and good use is made of assessments to improve planning. Teachers mark pupils' work regularly, but there is a lack of consistency in the quality of responses made.
28. Annual reports to parents present a clear picture of pupils' achievements in all subjects; they fully meet statutory requirements.
29. The school provides a broad, relevant and balanced curriculum; language support programmes successfully improve provision for the linguistic needs of all pupils. Under-fives children receive high quality and stimulating experiences. The curriculum provided in KS1 and KS2 is often enhanced by an interesting and varied range of learning experiences. Stimulating links between curriculum areas in many classes add a depth of interest to the learning.
30. The school has produced appropriate documents for the provision of key skills. They are identified in planning and there are initiatives to further their development; for instance some teachers are auditing the planning and provision of ICT across subjects in their classes. There is some inconsistency however in planning for key skills in a minority of classes.
31. The school makes good provision for the promotion of bilingualism. The Cwricwlwm Cymreig is well developed within the school and a high profile is given to a range of other cultures through informative displays, artefacts and books.
32. Learning experiences successfully promote pupils' moral development, which is good with no important shortcomings. Spiritual development is good and generally well promoted in collective worship; however within these occasions pupils are given insufficient opportunities to reflect and so the reverence of the occasion is reduced.
33. The school has a clear policy and makes good provision for the development of pupils' personal and social skills; good opportunities are provided which enable

them to help those less fortunate than themselves and to contribute to charitable causes. The focus on healthy living and eating is an outstanding feature of the school's provision. Equal opportunity underpins all aspects of school life.

34. Learning experiences successfully promote education for sustainable development and global citizenship; however, the provision for the development of entrepreneurial skills is underdeveloped.
35. Pupils' learning experiences are very effectively enhanced through opportunities provided by an outstanding range of extra-curricular activities. Homework is appropriately targeted and for the most part enhances work undertaken in classes. Visits to the local community and beyond contribute effectively to pupils' learning.
36. The school's very close links with its main receiving secondary school and partnerships with other primary schools are good. Liaison with the local infant school, which feeds pupils into KS2 is good, but partnerships with local nurseries are limited. Links with business and industry are underdeveloped.
37. Partnership with parents is good overall. A successful Parent Teacher's Association (PTA) organises a range of fund raising and social events, which provide money for a variety of resources.
38. Pupils are looked after, guided and supported well in a happy, caring environment. Pupils are eager to say that they feel happy, well cared for and safe in the school. Should bullying occur, the school has effective measures to eliminate such undesirable behaviour.
39. There is an effective policy and procedure for child protection and to monitor pupils' attendance, punctuality, behaviour and performance. Behaviour management strategies are generally effective in promoting good behaviour.
40. Numerous steps are taken to ensure the safety of pupils. However, during the inspection it was noted that there were potential dangers related to power leads in some classrooms and also parking in restricted areas by parents collecting their children at the end of the day.
41. Provision for pupils with additional learning needs is good, and procedures comply fully with the Code of Practice (CoP). The statemented pupil and those on the register of SEN are well supported.

Leadership and Management

42. The head provides caring leadership which creates a good role model for developing relationships with pupils; they in turn are considerate and sensitive to each other. Shared aims and values promote equality of opportunity for all.

43. The School Management Team (SMT) is appropriately constituted; however, it has a limited effect on raising standards and improving the quality of teaching and learning in the school.
44. Team leadership and subject co-ordination is underdeveloped. Monitoring the quality of provision is limited and not sufficiently focused on standards or the identification and sharing of effective practice.
45. The deployment of support staff is effective and their contribution to pupils' learning is often outstanding. The School Development Plan (SDP) reflects priorities identified by the head and staff. PPA is organized effectively for teachers.
46. The Governing Body (GB) is supportive of the school and effectively manages finances and the school budget; their role in monitoring standards within the school, however is underdeveloped.
47. The school has produced an appropriate self-evaluation report describing its strengths and the areas that need developing and improving. Although the document is supported by sound evidence it does not analyse that evidence in sufficient depth in order to identify clear ways forward.
48. The lack of rigorous monitoring through visiting classrooms on a regular basis by the head and subject leaders impacts significantly on the quality of self-evaluation. As a result, subject leaders have a limited knowledge of standards in their subject areas.
49. The school has made a start in involving parents in decisions made by the school by including them in questionnaires about creating a new school motto. A culture of self-evaluation is being established effectively amongst pupils in some classes as they assess and evaluate their learning. The GB is fully aware of the importance of self-evaluation; its members, however, although supportive, have not yet visited classes.
50. Progress since the last inspection shows that good features outweigh shortcomings. The lack of whole school monitoring which was a key issue in the last inspection and is a recommendation in this one, has had a detrimental effect on that progress.
51. Classrooms are of a good size but space for some group activities outside classrooms is limited. The reception class offers restricted space and there is no direct access to an outside area; this limits opportunities to improve children's physical development in particular.
52. Resources for teaching and learning are good overall for all subjects. Spending decisions match targets and priorities identified in the SDP. The GB contributes to this process, which clearly influences the management of resources in the school.
53. Financial implications are clearly thought through and the school provides value for money.

Recommendations

In order to move the school forward the staff and GB need to

- R1 raise standards in English and mathematics in KS1 and music and religious education in both key stages;
- R2 improve the quality of teaching in sessions where there are important shortcomings;
- R3 establish rigorous procedures for monitoring standards and quality of teaching across the school;
- R4 develop further the role of the staff, governing body, parents and pupils in the self-evaluation process;
- R5 address safety issues identified during the inspection including that of parents parking vehicles in restricted areas outside the school posing considerable risk for pupils at the end of the school day;
- R6 continue to improve pupils' attendance and punctuality

Aspects of R1 are identified in the SDP as a priority by the school

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 3: Good features outweigh shortcomings

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

55. Standards in lessons observed during the inspection are as follows;

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	51%	37%	-	-

56. Standards of achievement in lessons observed are higher than WAG all-Wales targets that, by 2007, 98% of standards should be satisfactory or better (Grade 3) but the percentage of standards that are good or better are just below the target of 65% good or better (Grade 2).

57. Standards in the areas of learning for the under fives are as follows;

Nursery. Grade 1: good with outstanding features;

Language, literacy and communication skills	Grade 2
Personal and social development	Grade 1
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 1
Physical development	Grade 1
Creative development	Grade 1

Reception. Grade 2: good features and no important shortcomings

Language, literacy and communication skills	Grade 3
Personal and social development	Grade 1
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 1
Physical development	Grade 2
Creative development	Grade 2

58. Standards in KS1 and KS2 in the subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
English	Grade 3	Grade 2
Mathematics	Grade 3	Grade 2
History	Grade 2	Grade 2
Music	Grade 3	Grade 3
Religious Education	Grade 3	Grade 3

59. The overall quality of the provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
60. Overall pupils with SEN make good progress and achieve good standards.
61. Learners generally succeed regardless of their backgrounds. A more rigorous system of tracking pupils recently established, ensures that the majority in KS2 as well as those who are part of language support programmes, increase their understanding and fulfil their potential; A fewer number achieve their potential in KS1. Some pupils in KS2 understand how they are progressing and what they need to do to improve; however, there are some shortcomings in this aspect.
62. Standards in key skills for the under-fives are a Grade 2 overall in both nursery and reception. A culture of good listening skills has been established to which children respond well. They are encouraged to speak individually about their findings. Numeracy skills develop well in classroom contexts and these are often consolidated with good ICT skills.
63. In KS1 and KS2 standards in key skills are a Grade 2 overall. In the vast majority of classes pupils display good listening and speaking skills which are a Grade 2 in both key stages. Standards in reading are a Grade 3 across the school. Although pupils were observed displaying good skills when reading from computers their reading of texts in a variety of curriculum areas is more limited. Writing skills in KS1 are a Grade 3 as pupils' skills generally are limited. In KS2 however, they are a Grade 2; here pupils write on a range of topics such as World War 2 and give their opinions on wind farms. In numeracy standards are a Grade 3 overall in both key stages and are inconsistent between classes. In ICT they are a Grade 2 overall; in some classes in KS2 pupils develop outstanding skills in their use of laptops and the interactive white board when working with Logo.
64. Pupils' bilingual skills are a Grade 2 across the school. They respond to Welsh readily and positively; they read Welsh which is prominent in displays and give accurate responses to a range of questions.
65. Pupils problem solving skills are underdeveloped overall, especially in relation to those linked to number; however pupils strive to improve these in structured problem solving sessions in KS2. Their paintings display good development in creative skills, but there is a lack of progression in musical creativity across the school.
66. Baseline assessment in the early years indicates that pupils' skills on entry are generally low. In teacher assessment at the end of KS1 pupils' performance over the last three years has been significantly lower than those of schools in the same FSM category as well as Local Education Authority (LEA) and national averages in English, mathematics and science. Overall there has been a drop in performance. The Core Subject Indicator (CSI) has also fallen over the last few

years and is also well below LEA and national averages, as is the number of pupils who achieved Level 3 in all subjects. Although the performance of both boys and girls has been consistently low, the average for girls in 2005 improved on that of boys in all three subjects, but was still below that of the LEA, national and similar schools.

67. In KS2 over the last three years in tasks and teacher assessments results are more variable. Although there have been some fluctuations including a drop in performance last year, results in English have improved but are still a little lower than LEA and national figures. In mathematics there has been a steady increase over the last three years which places the school's performance a little above LEA and national figures. Performance in science has shown steady improvement and for the last two years is above LEA and national percentages. In comparison with schools in the same FSM category the school is just above the median for mathematics and science and just below for English and the CSI. There has been a significant decrease in the number of pupils, especially girls, achieving a Level 5 in English and science, but a significant increase in the number of pupils achieving this in mathematics. Overall, girls do not outperform boys; indeed, the performance of boys has improved significantly in all three subjects over the last three years.
68. Moral, personal, social and cultural development are good with no important shortcomings. A planned programme for collective worship ensures that moral issues have a consistent focus. Pupils respond well to the constant reminders of what is right and wrong during teaching sessions. They develop particularly well personally and socially when they take on responsibilities. Younger ones understand the importance of their role as milk monitors; older ones realise that the roles they undertake help the smooth day to day running of the school. They applaud their peers when they do well. Their awareness of cultures is well balanced; they have a sound understanding of aspects of Welsh life and a range of other cultures. They relate well to aspects of diversity within their learning; this enhances their attitude and also helps to form their approach towards equal opportunities, which is often outstanding.
69. The school successfully promotes pupils' good understanding of the world of work and the local community, for example by initiating role play in familiar work situations in classes for younger pupils. Pupils' pro-active role in the school gardening project and their link with the local gardening club enhances this further.
70. Pupils are generally well motivated and have positive attitudes to learning. This has an advantageous effect on the quality of life in the school. Although a minority display a lack of concentration and become unsettled when teaching is less effective and when practical activities are new to them, the vast majority show pride and interest in their work; they make good use of their time and their capacity to work independently and their contribution to paired work are good.
71. Pupils' manners and general attitudes are usually good. They show respect for their peers and to adults and respond appropriately to instructions. Their behaviour throughout the school is generally good; they enter and move around

the school in a quiet, orderly and purposeful manner, settling into their classroom quickly. However their movement into and out of the school hall for collective worship is sometimes unruly.

72. Attendance figures over the last three terms, at just above 91%, have some shortcomings; those for the nursery are particularly low. Although some pupils were kept home because of a fear of the e-coli outbreak nearby during the Autumn Term, whole school percentages generally are consistently around the same figure. Despite school's efforts to improve the situation, many pupils still arrive late in the mornings and miss or delay the start of lessons for others.

The quality of education and training

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

Grade 3: Good features outweigh shortcomings

73. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
74. In the lessons observed, it was judged that the quality of teaching was as follows;

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
20%	47%	20%	13%	-

75. In the most effective teaching:

- detailed and purposeful planning caters effectively for the needs of pupils of all abilities; lessons have clear objectives and these are shared with pupils at the start and the content is effectively reinforced in plenary sessions;
- very good working relationships exist between teachers and pupils resulting from good class control and behaviour management; pupils are given opportunities to work as a whole class, in groups, with partners or as individuals;
- tasks are stimulating and challenging and teachers' expectations are high; pupils are set clear and appropriate time limits to complete tasks;
- lessons are well paced and skilful questioning motivates pupils; effective use is made of resources to capture pupils' interest and outstanding use is made of support staff, especially in the under-fives' classes, to provide pupils with additional attention;
- teachers have good subject knowledge and are familiar with recent developments; they promote equality of opportunity well and actively address the

issues of gender, race and disability. Teachers provide good opportunities for pupils to consolidate their understanding of bilingualism in appropriate contexts;

- in nursery and reception the quality of teaching is good in all lessons with many outstanding features in the majority of lessons;
 - teaching of pupils with SEN by specialist teachers and learning assistants is consistently good.
76. However there are some shortcomings in the quality of teaching. The 13% of lessons judged to have significant shortcomings were in one class in KS2. In addition, although arrangements for teachers' PPA are effective there are some shortcomings in the quality of teaching in sessions not taught by the class teacher. They include:
- planning not sufficiently organised;
 - lessons having no clear structure and purpose;
 - low expectations regarding behaviour and standards of work with the more able not challenged sufficiently;
 - ineffective class control;
 - inaccuracies on worksheets provided for pupils.
77. The quality of assessment and its use in assisting learning is good. The school has developed a manageable system to provide valuable information about how well pupils are learning. Procedures meet statutory requirements, including those for pupils with SEN.
78. For the under-fives assessment is good; children are assessed appropriately according to the LEA baseline assessment, and regular notes are kept of their progress. In KS1 and KS2 detailed records are kept of pupils' progress and good use is made of assessments to improve planning. The school is in the process of improving its tracking system to aid teachers further in setting challenging targets and to focus additional support where it is needed.
79. Appropriate use is made of national assessment results, standardised tests and teachers' assessments to plan and improve learning. Portfolios of work produced with other schools in the local cluster group are beginning to be used effectively to moderate teachers' assessments of pupils' progress.
80. Teachers mark pupils' work regularly, but there is a lack of consistency in the quality of responses made. The best practice includes comments that provide appropriate guidance on how pupils can further improve their work.
81. Pupils in the majority of classes are involved in setting and reviewing personal targets in language and mathematics. Y6 pupils choose their best pieces of work to be placed in a special file each term and fill in self-evaluation sheets on what they have learnt and how they have learnt. This good practice gives pupils clear aims for improvement and has a positive impact on standards, but it is not consistent throughout the school.

82. Annual reports to parents present a clear picture of pupils' achievements in all subjects. They also offer valuable comments about social and personal development and provide guidelines for future improvement. Although a few parents expressed in the pre-inspection meeting the need to have more time to discuss their children's progress with teachers, the majority of parents are happy with arrangements to visit the school formally twice a year. The school fully meets statutory requirements.

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

83. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
84. The school provides a broad, relevant and balanced curriculum; language support programmes successfully improve provision for the linguistic needs of all pupils.
85. Under-fives children receive high quality and stimulating experiences. Reception and nursery class staff are already planning successfully for the new areas of bilingualism, multi-cultural understanding and children's well-being as part of the forthcoming foundation phase.
86. The curriculum provided in KS1 and KS2 is often enhanced by an interesting and varied range of learning experiences. Stimulating links between curriculum areas in many classes add a depth of interest to the learning. Provision for both key stages fully conforms with statutory requirements for the NC and religious education.
87. Relevant policy documents and appropriate schemes of work are in place for all subject areas and meet legal and course requirements. However there are examples of commercial schemes which do not as yet meet the needs of the school. There is a whole school approach to long, medium and short term planning in NC subjects. While planning is very effective in most classes, it is less detailed in a minority. Planning between the school and teachers who are employed for PPA time is not always fully effective.
88. The school has produced appropriate documents for the provision of key skills. Key skills are identified in planning and there are initiatives to further their development, for instance some teachers are auditing the planning and provision of ICT across subjects in their classes. Planning in a minority of classes is less detailed and identifies opportunities for listening and speaking only; as a result there is some inconsistency in the provision for reading, writing and numeracy skills in classes.
89. Frequent opportunities are provided for the development of pupils' creative skills especially in art; formal provision for short and sharp problem solving sessions has not yet impacted on standards.

90. The school makes good provision for the promotion of bilingualism; for example pupils of all ages know a number of songs in Welsh and are made fully aware that some people speak both languages fluently.
91. The Cwricwlwm Cymreig is well developed within the school and pupils are given a good range of opportunities to explore the Welsh dimension. They celebrate St Dwynwen's Day for example, and are aware of its significance in Wales. A high profile is given to a range of other cultures through informative displays, artefacts and books.
92. Learning experiences successfully promote pupils' moral and social development which is good with no important shortcomings. Pupils have a clear sense of ownership and responsibility for the school and its environment. They are encouraged to respect truth and justice. Spiritual development provision is good overall but there are some shortcomings. When pupils learn about Christian celebrations and discovering things about the outside environment, spiritual development is good. Collective worship also generally promotes spirituality and although whole school collective worship which features Award Ceremonies helps to build pupils' self esteem, within these occasions pupils are given insufficient opportunities to reflect and the reverence of the occasion is reduced.
93. The school has a clear policy and makes good provision for the development of pupils' personal and social skills through initiatives such as Circle Time, the School Council and fund raising for a range of charities. Good opportunities are provided which enable pupils to help those less fortunate than themselves and contribute to charitable causes. The focus on healthy living and eating is an outstanding feature of the school's provision. In PSE lessons in Y6, pupils discuss aspects of anti-social behaviour well and develop an understanding of what voluntary, community and pressure groups do within the community.
94. Equal opportunity underpins all aspects of school life. The needs of pupils with SEN are central to curriculum provision. An equal opportunities policy reflects the school's strong commitment to equality of access and opportunity for all pupils.
95. Learning experiences successfully promote education for sustainable development and global citizenship through projects such as recycling which is a good feature and often an outstanding one. Pupils are fully aware of their responsibilities for making the future a better world and are aware how mankind can effect his environment. The provision to enhance their understanding of the importance of recycling and the ways they can stop pollution is an outstanding feature; for example they produce striking war pictures in Y6 from recyclable material. However, the provision for the development of entrepreneurial skills are underdeveloped.
96. Pupils' learning experiences are very effectively enhanced through opportunities provided by an outstanding range of extra-curricular activities including a variety of musical activities, dance, games, gardening and craft. Homework is

appropriately targeted and for the most part enhances work undertaken in classes.

97. Visits to the local community and beyond contribute effectively to pupils' learning. Classes visit places such as Cardiff Bay and Llancaiach Fawr to enhance their understanding in curricular areas. Visits by the local church youth officer to take assembly and the community police who hold workshops are well received by pupils. Work related education is prominent in the under-fives class but is more limited across the remainder of the school, although pupils attending the gardening club and those on the School Council gain valuable insights into the world of work.
98. The school has very close links with its main receiving secondary school which shares the same site. There are also close partnerships at head and subject leader level with other primary schools. Liaison with the local infant school which feeds pupils into KS2 is good, but partnerships with local nurseries are limited. Work placement is often provided for secondary school pupils interested in child care. Although the head has attended seminars to develop partnerships with industry, links with business and industry are underdeveloped.
99. Partnership with parents is good overall, although in the pre inspection meeting a number of parents voiced concerns about communication with the school. The school is already aware of this and has recently installed a notice board and answer phone to improve communication. A Home school agreement is in place and statutory requirements are fully met in this respect. All necessary information is included in the prospectus which is updated annually and the annual GB report to parents. Some parents also help on a daily basis with reading and accompany pupils on school trips. Language and Play sessions for parents in partnership with the Basic Skills Agency have contributed to lifelong learning in the community. A successful PTA organises a range of fund-raising and social events, which provide money for a variety of resources.

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

Grade 2: Good features and no important shortcomings

100. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
101. Pupils are looked after, guided and supported well in a happy, caring environment. There is an atmosphere of mutual respect between most teachers and pupils. The school liaises closely with the LEA, and seeks the help and guidance of external agencies and support agencies; this is an outstanding feature. For example, a policeman visits the school to discuss misuse of drugs and alcohol with older pupils. Pupils are eager to say that they feel happy, well cared for and safe in the school.
102. The school has developed an effective working relationship with parents, which contributes significantly to the quality of support and guidance offered to pupils.

For example, parents who have accompanied Y1 pupils on a visit to the local church appreciate such an opportunity to support their children.

103. Induction arrangements for children in the early years are good, and there are effective procedures in place for pupils who transfer to the school from a local infant school in Y3. Transfer arrangements to the secondary school are also good.
104. The school has a very effective PSE policy and programme of work. The school deals effectively with sex education, and the nurse discusses aspects with older pupils.
105. There are effective procedures and policies in place to monitor pupils' attendance, punctuality, behaviour and performance. Patterns of absence are identified and there is effective liaison with the Education Welfare Officer. Also, lateness is monitored closely, and measures are being taken to improve punctuality.
106. Behaviour management strategies are effective in promoting good behaviour in most classes. The 'Super Star' assembly is used by the school to reward good behaviour and good work, and is effective in boosting pupils' confidence and self-esteem.
107. Adults in the school are aware of pupils with particular medical needs, and are very caring for those who feel ill or have an accident during the day. The head administers medicine at the request of parents and the majority of adults who work in the school are qualified first-aiders.
108. Risk assessments are systematic for educational visits and around the school itself. All members of staff are alert to issues relating to the well-being of pupils, who in turn are greatly appreciative of the care that staff show towards them.
109. Numerous steps are taken to ensure the safety of pupils, for instance, the installation of finger-shields and finger-trapping devices on doors. Outside doors are locked during the day, pupils are well supervised during playtimes and the accident book is used when necessary.
110. Procedures in case of fire are well rehearsed. However, during the inspection it was noted that there were potential dangers related to power leads in some classrooms, and parking in restricted areas by parents collecting their children at the end of the day.
111. There is an effective policy and procedure for child protection, with two nominated persons having the responsibility. All teachers are fully aware of their responsibilities in this area.
112. Provision for pupils with additional learning needs is good, and procedures comply fully with the Code of Practice. Effective systems are used for diagnosing educational needs at an early stage. Each pupil with SEN has a

detailed Individual Education Plans., which has specific short-term targets that are achievable and appropriate to specific needs.

113. The stated pupil and those on the register of SEN are well supported by the Special Educational Needs Coordinator, specialist teachers, class teachers and learning assistants. Pupils make good progress relative to their ability. The member of the GB with responsibility for SEN is very supportive. Parents are included in the process of assessment, target setting and review for pupils with SEN; where they are pro-active pupils make good progress.
114. Vulnerable groups of pupils are provided with structured language support, through various speaking, reading and writing programmes, such as Jolly Phonics and Catch Up. Pupils make good progress according to their ability in acquiring skills through these programmes.
115. The school has well planned, very effective procedures for dealing with race equality, disability and equal opportunity, and pupils are supported capably, taking account of their social, educational and linguistic background. The care and support given to a pupil with physical disabilities is an outstanding feature of this school. Should bullying occur, the school has effective measures to eliminate such undesirable behaviour.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

116. The findings of the inspection team match the judgement made by the school in the self- evaluation report
117. The head provides caring leadership which creates a good role model for developing relationships with pupils who in turn, are considerate and sensitive to each other.
118. Shared aims and values, which promote equality of opportunity for all, are reflected effectively in the life and work of the school with an appropriate focus on its contribution of all pupils; this is highly valued and fostered.
119. The school manages effectively all stakeholders and outside agencies especially in relation to SEN. A good range of managerial policies is in place to ensure the efficient running of the school; they meet legal requirements.
120. The school takes good account of national priorities and uses national and local data to inform and set targets for future action.
121. The School Management Team is appropriately constituted; however, it has a limited effect on raising standards and improving the quality of teaching and learning in the school.

122. Team leadership and subject coordination is underdeveloped. Monitoring the quality of provision is limited and not sufficiently focused on standards or the identification and sharing of effective practice. In some cases subject coordinators have little idea of how their subject is developing throughout the school.
123. The deployment of support staff is effective and their contribution to pupils' learning is often outstanding.
124. All staff undertakes professional development attending appropriate courses linked to targets identified in the SDP.
125. The SDP reflects priorities identified by the head and staff; the GB is informed and agrees targets, but is not significantly involved in the planning process.
126. The school meets with its statutory obligations in line with the workforce remodelling agreement. The planning for this is effective; staff and the GB have been consulted and fully involved in formulating a working model for the school. PPA is in place and is organized effectively for teachers.
127. The GB is supportive of the school and effectively manages finances and the school budget. The sizeable budgetary under-spend is to meet the school's priority to maintain staffing and support in the near future. However, the role of the GB in monitoring standards within the school is underdeveloped.

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

Grade 3: Good features outweigh shortcomings

128. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
129. The school has produced an appropriate self-evaluation report describing its strengths and the areas that need developing and improving. Staff were asked to provide their comments for inclusion in the report. Although the document is supported by sound evidence; it does not analyse that evidence in sufficient depth in order to identify clear ways forward.
130. However, the school has a good awareness of its strengths and weaknesses as the judgement of the inspection team matches that of the school in all seven key questions.
131. An appropriate action plan was drawn up to respond to the findings of the last inspection report. Procedures were put in place to address issues and these were reviewed appropriately.

132. An effective SDP clearly sets out the school's priorities over a three year cycle. Targets are appropriately costed and assign clear responsibilities to both head and staff. A number of priorities indicate that the school is responding to its assessment findings and is supporting development by an adequate allocation of resources.
133. Although the staff use the LEA model for self-evaluation of subjects at the end of the school year, the lack of rigorous monitoring through visiting classrooms on a regular basis by the head and subject leaders, impacts significantly on the quality of self-evaluation.
134. Subject leaders thus have a limited knowledge of standards in their subject areas. Examples of monitoring that have occurred recently concentrate only on the quality of teaching; although appropriate comments are made in these reports on teaching methods there is no mechanism to feed these into the self-evaluation process. Standards of pupils' work and quality of teaching across the school are therefore inconsistent and a great deal of good practice that exists in the school is not shared.
135. Discussions on bench marking results, which compare the school with similar schools are discussed by staff; thus they are able to evaluate the performance of their school in relation to similar ones.
136. The school has made a start in involving parents in decisions made by the school by including them in questionnaires about creating a new school motto. Parents expressed their satisfaction with this.
137. With the creation of the active and well organised School Council, the pupils' voice is becoming more important in the school. Their decisions are very important in the school's plans for its outside environment. A culture of self-evaluation is being established effectively amongst pupils in some classes as they assess and evaluate their learning.
138. The GB is fully aware of the importance of self-evaluation and the contents of the recent self-evaluation report. The chairperson is proactive and visits the school and classrooms regularly, but other members, although supportive, have not yet done so.
139. Progress since the last inspection shows that good features outweigh shortcomings. The lack of whole school monitoring which was a key issue in the last inspection and is a recommendation in this one, has had a detrimental effect on that progress.

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

Grade 2: Good features and no important shortcomings

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

141. The development of a new school building has positively impacted on the quality of learning. Classrooms are of a good size and there are areas developed outside classrooms for teachers and pupils to use. However space for some group activities outside the classrooms is limited. The reception class offers restricted space and there is no direct access for them to an outside area; this limits opportunities to improve children's physical development in particular.
142. Resources for teaching and learning are good for all subjects. However, good standards in teaching and learning in ICT are often curtailed by inadequate provision for using Interactive Whiteboards in certain classrooms.
143. Current ground developments are providing pupils with opportunities to extend their understanding of sustainable development. Plans indicate the resource will provide many learning opportunities for pupils in the future.
144. Members of staff are appropriately qualified and provide pupils with good support and guidance. Where members of staff share knowledge and expertise this positively influences standards in the school. There is some effective exchange of teachers to use this expertise.
145. Support staff are deployed effectively; the successful integration of pupils with SEN is a result of this deployment where provision is good.
146. The caretaker, school secretary, kitchen and supervisory staff play a full part in school life. Their contributions are valued and they carry out their responsibilities effectively and efficiently. The school is well maintained, clean and provides a positive learning and teaching environment. The day-to-day administration of the school is both effective and efficient.
147. Spending decisions match targets and priorities identified in the SDP, the GB contribute to this process which clearly influences the management of resources in the school. The school works closely with the LEA's support section to plan the school's long term strategic budget. The GB finance sub committee meets on a regular basis and is fully aware of the management of the school's budget
148. Financial implications are clearly thought through and the school provides value for money.

Standards achieved in subjects and areas of learning

Under 5s

Nursery. Grade 1: good with outstanding features

Language, literacy and communication skills

Grade 2: Good features and no important shortcomings

Good features

149. Children in nursery develop good listening skills; many make good use of the class listening centre to hear their favourite stories. They know that they must listen respectfully to comments made by their friends and adults in class. They are all eager to recite their end of day prayer and say it correctly. They talk happily together using a range of words to describe their sand and water play. They answer questions appropriately. When taking on the role of car mechanics they use a good range of terminology to describe their jobs. They handle books correctly and act as avid readers in the book corner. They can read the names of the milk monitors for the day and they practise emergent writing skills when recording their tasks in the garage.

Shortcomings

150. There are no major shortcomings.

Personal and Social development

Grade 1: good with outstanding features

Good features

151. Children are aware of the importance of taking turns and being fair in team games. They understand that good behaviour and manners are important and are consistently rewarded. They know how to please adults and talk eagerly with them. They move confidently from one activity to the other. An outstanding feature is the way in which they integrate very easily with different friends in a variety of activities. They can amuse themselves when playing on their own, in pairs and groups. They concentrate well on the task in hand. They have a good awareness of the need for safety within the classroom and when moving around the school. They know that they must dress properly for some activities and take responsibility for tidying up after their play.

Shortcomings

152. There are no major shortcomings.

Mathematical development

Grade 2: good features and no important shortcomings

Good features

153. Children are confident when counting up to ten in Welsh and to fifteen in English; they begin to understand the concepts of number and recognise small ones. They are able to place objects in sets according to their colour. They develop well in their understanding and use of mathematical language; for instance they use and understand terminology such as 'empty' and 'full' when

filling containers with water. When playing a computer game, they show an understanding that objects can be measured as they identify what is 'short' or 'long' and which are the 'shortest' and 'longest'. They can identify a number of two-dimensional shapes correctly and develop their awareness of sequence when using 'first', 'second' and 'third' They become aware of the purpose of money during role-play.

Shortcomings

154. There are no major shortcomings.

Knowledge and understanding of the world

Grade 1: good with outstanding features

Good features

155. Children have an outstanding awareness of the world of work and demonstrate a vivid understanding of the appropriate clothes needed for some important jobs. They can name a range of animals and identify their features. They are aware that materials feel differently; when trying on a variety of gloves they express their preference for warm furry ones. They can describe textures appropriately. They have a good understanding of how important their senses are to them. They understand that magnets have a special power and attract some materials but not others. They understand the need to dress accordingly for certain activities both inside and outside the classroom. They have a good awareness of what can be done with the computer.

Shortcomings

156. There are no major shortcomings

Physical development

Grade 1: good with outstanding features

Good features

157. Children demonstrate good hand and eye co-ordination when handling small equipment. They fit jigsaw pieces together adeptly and can handle and control small equipment in table games. They handle a range of painting and writing equipment correctly. They have good control over the computer mouse and can move the cursor across the screen appropriately. They have an exceedingly good awareness of space when developing their physical skills both in the school hall and in the outside area. They can handle bicycles skilfully developing good pushing, balancing and pulling skills and climbing, sliding and jumping skills on the slide. They can walk, run and crawl very effectively when pretending to be crabs and tadpoles in the hall; here they demonstrate an outstanding awareness of space and confidence when experimenting with body movements and are familiar with what happens to their bodies when they exercise them.

Shortcomings

There are no major shortcomings.

Creative development

Grade 1: good with outstanding features

Good features

158. Children use a range of materials and techniques well when painting and printing; they are confident when painting from their imagination and when printing to create patterns; they show confidence when choosing colours. They role play very effectively selecting clothes confidently from the dressing up box and emulating certain characters. They know that there are various kinds of musical instruments. They know the names of many and that they are held and played in different ways; they shake, tap and beat them appropriately. They keep a steady beat when singing, clapping and tapping. They understand how sounds can change and begin to understand how they can produce loud and soft tunes. They sing a variety of songs giving good attention to pitch and rhythm

Shortcomings

159. There are no major shortcomings

Reception. Grade 2: good features and no important shortcomings

Language, literacy and communication skills

Grade 3: good features outweigh shortcomings

Good features

160. Children listen well; for example they are attentive when listening to their friends' account of a walk in the school grounds. Others can also describe their walk and discuss the significance of what they see; the majority talk easily and confidently to adults. They understand that characters are important in stories and can talk about their favourite ones. They handle books well and listen avidly to stories; they ask appropriate questions about story books that are new to them. They make good attempts at predicting what comes next and realise that print goes from left to right. They understand that letters are one form of writing. Many can write their names legibly; marks they make on paper in the writing corner show that their writing skills are emerging. They make good use of a range of vocabulary and phrases in Welsh.

Shortcomings

161. The recording skills of the majority of children are underdeveloped as they find linking sounds and letters difficult.

Personal and social development

Grade 1: good with outstanding features

Good features

162. Children understand that there are certain rules that must be heeded and set routines that need to be followed within the confines of the classroom and the school day. They know that there are expectations of them and that they must share, take turns and thank. They accept responsibilities well and undertake their monitor duties with pride; they help to clear and tidy their activities at the end of sessions. They know that good behaviour is rewarded with a star and are very eager to be praised. They conduct themselves well in whole school collective worship. They demonstrate a growing sense of independence in the classroom and choose their activities confidently. They try very hard to undress for physical development lessons and to put on their coats correctly when going home. They are aware of the need for personal hygiene.

Shortcomings

163. There are no major shortcomings.

Mathematical development

Grade 2: good features and no important shortcomings

Good features

164. Children's understanding of number develops well. They are happy to count aloud both in front of the whole class and when engaged in their own private play. They have a good understanding of numbers up to thirty; when the register is called some can take away the number who are absent and add those who come late. They have an understanding of the terms 'more' and 'less'. They can also recognise the numbers expressing the date. They can name a range of two-dimensional shapes and begin to understand why three dimensional ones are different as they learn and recall the names of cones, spheres, pyramids and cubes. They sequence correctly with shape and number patterns.

Shortcomings

165. There are no major shortcomings.

Knowledge and understanding of the world

Grade 1: good with outstanding features

Good features

166. Children know that there are changes in the weather and can talk extensively about these. They make an exceedingly good effort to recall the sequence of the days of the week. They know that their senses are very important to them and which parts of the body are associated with these; for example they understand the importance of hands when feeling things. They have a very clear understanding of the properties of different materials. They feel various textures and use the words 'hard', 'soft' 'rough' and 'smooth' correctly when describing them. They can categorise the materials from which objects on the school yard are made. They can talk about the difference between the outside and inside environment noting that radiators produce warmth inside while the sun provides it outside. They know that the Bible is a very special book and can recall stories from it.

Shortcomings

167. There are no major shortcomings.

Physical development

Grade 2: good features and no important shortcomings

Good features

168. Children demonstrate good spatial awareness both within the confines of a small classroom and in the large school hall. They run and jump and can perform a variety of movements controlling their bodies in various shapes and on different levels in response to instruction. A good sense of balance is demonstrated by most when using large equipment. In the sand tray they use digging equipment adeptly when searching for objects and they fill containers carefully in the water tray. They control and handle a range of writing and painting equipment successfully and use many parts of the computer competently. They handle table activities such as card games well.

Shortcomings

169. There are no major shortcomings but the development of a range of physical skills when using large equipment is limited by the constraints of the classroom area.

Creative development

Grade 2: good features and no important shortcomings

Good features

170. Children develop a range of good skills in painting and printing. They handle a range of equipment confidently and concentrate well on choosing colours to print patterns. Their portraits show good observational skills; parts of the face are well proportioned and detailed. Their role play is very realistic; they all are very

convincing when engaged in their jobs as mechanics. They use a range of tools appropriately. They have a good sense of rhythm when singing a variety of songs.

Shortcomings

171. There are no major shortcomings.

English

Key Stage 1: Grade 3: Good features outweigh shortcomings

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

Good features

172. KS1 pupils listen well during sustained class discussions. They speak confidently and clearly, follow instructions carefully, and ask and answer questions readily. They sequence events correctly and retell stories using their own words and make adequate progress in speaking for different purposes and audiences.

173. In reading in KS1 pupils display a good understanding of the characters, settings and structure of stories. Most Y1 pupils recognise full stops and capital letters in a big book and the majority of Y2 pupils can identify grammatical conventions, such as, exclamation marks or question marks in text.

174. Y1 pupils use their phonic knowledge and a small range of other appropriate strategies, such as looking at illustrations, to help them understand the text. They have a good knowledge of the functions of the parts of a book. The majority in Y2 tackle unfamiliar texts, such as reading a poster, with confidence and have a good understanding of alphabetical order and how dictionaries are used.

175. Pupils in KS1, including those with SEN, make good progress from emergent to independent writing. They write for an adequate range of purposes and in a small variety of styles. The majority form letters well. In Y1 some write extended sentences giving news about themselves.

176. Overall in KS1 spelling is good with the majority of pupils spelling common words correctly; they recognise patterns in words and can find words within words. In Y2 they use good vocabulary in their writing and the more able express their feelings well.

177. KS2 pupils listen well. When answering questions Y3 pupils answer in full sentences, using appropriate vocabulary. Older pupils speak confidently and

thoughtfully as they share ideas and voice opinions in class and group discussions.

178. Pupils in KS1 display positive attitudes to their reading and, in general, read independently. They read aloud well, using appropriate expression and lively characterisation.

179. Y3 pupils give sensible reasons for enjoying novels by favourite authors and in Y4 and Y5 they are confident when discussing plots and characters and the feelings of various authors. In Y6 they can name historical periods in which books are set.

180. At the younger end of KS2 pupils use a good range of strategies to aid comprehension. At the older end they display appropriate higher reading skills, such as scanning, which enable them to search for information effectively. In Y6 they distinguish between fiction and non-fiction writing in their study of various diaries. Across the key stage effective use is made by most pupils of dictionaries and thesauri to help them in their written work.

181. KS2 pupils write well and in an interesting way in a variety of forms, such as, letters, descriptions, newspaper reports and poetry; on the whole, they plan their work carefully. In their poems Y3 pupils display a lively use of imagination, and in Y4 and Y5 they make good use of connectives in descriptive writing.

182. Y6 pupils show a clear understanding of tenses of verbs in their work on Anne Frank. Their poems display a good understanding of onomatopoeia and sensitivity. A small number of pupils, particularly at the upper end of the school, write very well in an extended way.

183. In the majority of classes in KS2 pupils' knowledge of language is good for example in relation to pupils giving definitions and examples of parts of speech. They spell correctly, making effective use of a range of strategies; their punctuation is good.

184. The handwriting of pupils in both key stages is very good and written work is neatly presented.

Shortcomings

185. Pupils in KS1 do not always read with understanding and the phonic and word recognition skills of many are insecure.

186. KS1 pupils' writing often consists of sentences or words in worksheets rather than continuous prose.

Mathematics

Key Stage 1: Grade 3: Good features outweigh shortcomings

Key Stage2: Grade 2: good features and no important shortcomings

Good features

187. In KS1 pupils make progress in addition and subtraction of increasingly larger numbers up to 100. They can add onwards and backwards and recognise patterns to help them accurately calculate tens and units problems. They develop a sound understanding of number bonds and some more able ones can apply these in related tasks.
188. Some pupils in KS1 calculate simple problems using money and develop a good understanding of equivalence. They can order, count and record using standard measures for length and are familiar with centimetres and metres.
189. In Y1 pupils can recognise simple two dimensional shapes and sort them according to selected properties. Some are able to identify the different properties of irregular shapes and use appropriate terminology to describe these.
190. Most pupils in KS1 know the sequence of the days of the week and can tell the time to the hour. Some pupils are able to represent data on simple graphs and draw appropriate conclusions from this representation.
191. In KS2 pupils make progress with their understanding and use of number. In Y3 they solve problems with numbers up to and beyond 100, adding and subtracting using different methods for calculation. They become more confident in using and recalling multiplication tables and solve problems requiring combinations of multiplication and addition skills.
192. Pupils in Y3 have an understanding of weight; most can convert kilograms to grams and represent grams as fractions of kilograms. They can tell the time to half and quarter past the hour.
193. In Y4 and Y5 pupils are more confident and accurate at using mental methods for calculations. They solve problems with numbers to 1000 and are familiar with place value, odds and evens, rounding up and down and recognising number patterns to help them with their calculations.
194. In Y4 and Y5 pupils can calculate perimeter and area of irregular shapes. Most pupils can recognise properties of two and three dimensional shapes and work with the properties of triangles to help them to identify and classify.
195. In Y4 and Y5 pupils are familiar with digital time and are able to count on and back in minutes and hours to solve problems from timetables. More able pupils have a sound understanding of the 24 hour clock and can solve more complex time tasks.
196. By Y5 pupils use different strategies for solving problems, choosing multiplication and division methods to find answers in standard measures as well as associated number tasks. They have a sound understanding of

multiplication tables and most can recall multiplication facts on a random basis. They are familiar with the terms numerator and denominator and can calculate equivalence of some fractions. They demonstrate an increased understanding of angular properties of triangles and can construct nets for three dimensional shapes.

197. In Y6 pupils are able to sequence number patterns up to one million and use strategies like halving, doubling, mental division and multiplication calculations to help them solve problems. Most can use written methods for long multiplication and simple division with remainders up to 1000. They are familiar with using square, triangular and negative numbers and they can estimate and round up and down to help with their calculations. Some are familiar with and can calculate mean, mode and range and use decimals and decimal fractions; most have a secure knowledge of place value.

198. Older pupils in KS2 can read graphical information and plot graphs using data such as changes in temperature. They have a secure knowledge of standard measures and how to calculate area and perimeter and they are familiar with properties of shapes to enable them to complete tasks accurately.

Shortcomings

199. A significant minority of older pupils in KS 1 are less secure with their understanding of number bonds and make mistakes in their calculations and application of these.

200. Some pupils in KS 1 do not adequately grasp mathematical concepts

201. Some older pupils in KS1 and younger pupils in KS2 do not make sufficient progress in lessons and are often uncertain about expectations and how to progress.

History

Key Stage 1: Grade 2: good features and no important short comings.

Key Stage 1: Grade 2: good features and no important short coming

Good features

202. Pupils in KS1 are able to make comparisons and using objects can identify contrasts between life from the past and in the present. In Y1 pupils confidently talk about and complete tasks on homes in Victorian times comparing methods of cooking, heating and differences in rooms.

203. In Y1 pupils can identify changes in transport and sequence developments on simple timelines. They are confident in using a range of artefacts and can order these into appropriate sets to classify their use and highlight their significance to the period of origin.

204. In KS1 pupils can ask questions, form opinions and make representations and appropriate interpretations of evidence.
205. In Y3 pupils use timelines of the Victorian period well and have a knowledge of Victorian food, jobs and the role of women. In Y4 they have increased knowledge and understanding of Victorian life in Wales, the industrial revolution and inventions.
206. Older pupils in KS2 show a good understanding of the development and significance of the coal mining industry in Wales. They can empathise with working conditions and the use of child labour.
207. In Y6 pupils develop good enquiry skills by comparing different sources of information and by acquiring evidence through research. They understand some of the developments in the growth of the iron industry and are familiar with the life of some key individuals in the 18th and 19th centuries in Wales.
208. In KS2 pupils increase their knowledge and understanding of the past. In Y3 they are able to select and make appropriate suggestions for objects a child would choose to take into an air raid shelter during World War Two; they confidently debate contrasts with objects from the present day.
209. Older pupils in KS2 collate and present information from research effectively using books, articles, newspaper reports and the internet and from research conducted at home. They confidently report back to others identifying some consequences for events during the Blitz. Some pupils use atlases to identify cities as well as control technology to plot bombing raids to targets identified in Wales.
210. In Y6 pupils have a good knowledge of war time leaders and their role in determining the outcome of the conflict. They use photographs, newspaper reports and the internet to generate their own articles about the conflict.

Shortcomings

211. There are no major shortcomings but some Y3 and Y4 pupils do not make sufficient sustained progress in their knowledge and understanding of history.

Music

Key Stage 1 Grade 3: good features outweigh shortcomings.

Key Stage 2: Grade 3: good features outweigh shortcomings

Good features

212. Pupils across both key stages can sing a variety of songs both modern and traditional, many of them in Welsh. Across the school they listen to a range of music depicting a variety of moods.
213. In KS1 pupils handle a range of untuned instruments well and are confident when playing their part in a small band. They understand that they must demonstrate self discipline in order to keep their part. They understand the difference between beat and rhythm and the importance of keeping a steady beat and that a melody can change its rhythm in the chorus.
214. Pupils in KS2 sing enthusiastically and the majority are successful in keeping in tune.
215. In Y3 pupils handle a range of tuned and untuned instruments well and use appropriate actions such as tapping and shaking to play them; they use beaters appropriately. Many play the recorder well and show good fingering and tonguing techniques producing for example a clear A note.
216. Knowledge of musical terminology develops well in lower KS2 when working in groups to compose a text and melody based on the pentatonic scale. They understand that music is made up of notes and rests.
217. Pupils in KS2 are aware of a range of instruments that represent other cultures. At the younger end of KS2 they also establish an awareness of the music of other cultures as they listen to tunes associated with the Chinese Dragon.
218. At the older end of KS2 pupils show a good sense of rhythm as they clap out a melody. They understand that changes in rhythm can add to the excitement of a composition.
219. In Y6 pupils can recognise a variety of instruments when listening to a composition and have a good understanding of how different instruments can change the texture of a piece of music; they can suggest which instruments are best to emulate particular sounds.
220. When playing a range of instruments the majority of pupils in Y6 give due attention to dynamics; they realise the importance of following a conductor when taking part in a class performance.

Shortcomings

221. Pupils' knowledge of famous composers and important Welsh composers is underdeveloped.
222. Many pupils in KS2 do not show sufficient self-discipline when engaged in practical activities.
223. Across both key stages pupils' skills in evaluating their own compositions are underdeveloped.

Religious education

Key Stage 1: Grade 3: good features outweigh shortcomings.

Key Stage 2: Grade 3: good features outweigh shortcomings.

Good features

224. Pupils in both key stages have adequate knowledge about celebrations in the Christian calendar. They know the story of Christmas and that Jesus died on the cross.

225. Pupils throughout the school have some knowledge of the Bible as a sacred book. Y2 pupils effectively retell the story of Jesus calling his disciples, and Y3 pupils recount the story of Moses enthusiastically.

226. Pupils have a good awareness of the meaning and purpose of Christian worship through visits to a local church and chapel. For example, in Y1 they realise the significance of baptism after a mock baptism service in the local church. Through purposeful activities, in KS1 and KS2 they collect money for good causes and achieve further understanding of the meaning of belonging to a Christian community.

227. Older pupils have a good knowledge of Judaism and Islam, They recount with understanding the symbolism of the Five Pillars of Islam and the concept of pilgrimage and fasting. They discuss effectively similarities and differences in beliefs and practices between Christianity, Islam and Judaism.

228. Pupils in KS1 realise the importance of having rules in everyday life. Pupils throughout the school have a good awareness of principles, such as, friendship, sharing and tolerance, and discuss these effectively and sensitively.

229. Pupils in all classes are very aware of the importance of protecting the environment and of respecting the world in which they live.

230. The school follows the Agreed Syllabus drawn up by the LEA.

Shortcomings

231. Pupils have insufficient volume of information, knowledge and written evidence of aspects of the subject, such as the work of humanitarians and philanthropists.

232. KS2 pupils have poor recall of previously learnt knowledge in areas such as Old Testament stories.

233. Pupils make insufficient use of the outstanding artefacts of Islam and Judaism bought recently by the school.

School's response to the inspection

234. The inspection findings recognise that, in most respects, the school has maintained good standards since the last inspection. The overall quality of the provision for the under fives was found to be appropriate to their needs and that pupils make good progress towards the Desirable Outcomes for learning. The curriculum provided at KS1 and KS2 is often enhanced by an interesting and varied range of learning experiences. The quality of assessment and its use in assisting learning was also deemed to be good.
235. We are pleased that the inspectors found that pupils' attitudes to their learning, the interest they show in their work and their ability to sustain concentration are good features. In addition, the care and support systems we have in place that underpin our curricular provision are recognised as appropriate and effective.
236. The skill and dedication of teachers and the care and talent of support staff are duly acknowledged. Most importantly the inspection report makes it clear the elements that make our school what it is.
237. An action plan will be put in place to address the recommendations in the report. Establishing rigorous procedures for monitoring standards and quality of teaching across the school, developing the role of staff and continuing to improve pupils' attendance and punctuality are aspects we believe we can confidently address.
238. Staff and governors have already addressed some of the health and safety issues identified in the report.

Appendix 1

Basic information about the school

Name of School	Hawthorn Primary School
School type	Community
Age-range of pupils	3-11
Address of School	School Lane Hawthorn Pontypridd
Post-code	CF37 5AL
Telephone number	01443 841230

Head teacher	Mr D C Davies
Date of appointment	September 1991
Chair of governors/ Appropriate authority	Mrs L Gibbs
Registered inspector	Mrs Eleri Betts
Dates of inspection	February 13 th -15 th 2006

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	30	30	24	32	41	36	33	38	264

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	10	0	10

Staffing information	
Pupil : teacher(fte) ratio (excluding nursery and special classes)	26:1
Pupil : adult (fte) ratio in nursery classes	15:1
Average class size, excluding nursery and special classes	29:25
Teacher (fte): class ratio	1.1:1

Term	N	R	Whole School
Spring 2005	88.8%	91.5%	91.4%
Summer 2005	89.3%	89.8%	91.2%
Autumn 2005	90.5%	90.5%	91.4%

Percentage of pupils entitled to free school meals	29%
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 20__			Number of pupils in Y2:		27		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School	0	4	22	59	15
		National	0	4	13	63	20
Mathematics	Teacher Assessment	School	0	0	26	74	0
		National	0	2	11	63	24
Science	Teacher Assessment	School	0	0	11	89	0
		National	0	2	10	65	23

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	74%	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		39					
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	21	71	8
		National	1	0	0	0	1	6	5	16	30
Mathematics	Teacher assessment	School	0	0	0	0	0	0	25	58	17
		National	0	0	0	0	1	3	17	46	31
Science	Teacher assessment	School	0	0	0	0	0	0	13	58	29
		National	0	0	0	0	0	1	11	50	37

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	64%	In the school	-
In Wales	71%	In Wales	-

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

Appendix 4

Evidence base of the inspection

Four inspectors spent a total of ten inspector days in the school. A team meeting was held prior to the inspection. There was a nominee but no peer assessor.

Inspectors visited:

- 45 lessons or part lessons;
- All classes;
- Acts of collective worship;
- A range of extra-curricular activities.

Members of the inspection team met and talked with:

- Staff, governors and parents before the inspection began;
- Senior managers, teachers, support and administrative staff and groups of pupils during the inspection.

The team also considered:

- The school's self evaluation report;
- 33 responses to the parents'/carers' questionnaire; 89% were positive;
- A comprehensive range of documentation provided by the school before and during the inspection;
- A range of pupils' work.

The inspection team also held post inspection meetings with staff and governors

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mrs Eleri Betts Registered Inspector	Context, Summary and Recommendations Key Questions 1, 3, and 6 Early Years, Music
Mr Graham Haines Team Inspector	Key Questions 5 and 7 Mathematics , History
Mrs Zohrah Evans Team Inspector	Key Question 2 and 4 English, religious education
Mrs Deris Williams Lay Inspector	Contributions to Key Questions 1, 3, 4 and 7
Mr D C Davies Head Nominee	Providing information for all key questions

Contractor

Celtic Inspection Services Unit
UWIC
Cyncoed Road
Cyncoed Campus
Cyncoed
Cardiff
CF23 6XD