

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

**Hendreforgan Primary School  
Gilfach Goch  
Porth  
Rhondda Cynon Taf  
CF39 8UH**

**School Number: 6742370**

**Date of Inspection: 18/09/06**

**by**

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78730**

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Hendreforgan 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 Hendreforgan Primary School took place between 18/09/06 and 21/09/06. An independent team of inspectors, led by Michael T. Ridout 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:

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	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 **full** 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 Local Education Authorities.

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. Hendreforgan Primary School was formed following the merger of adjacent infant and junior schools in September 2003. It is a community school for boys and girls aged from three to eleven years. It is organised in ten classes. There are 242 full-time equivalent (fte) pupils on roll, including 52 children under five. The average class size, excluding the nursery, is 24.9. There are 10.6 (fte) teachers, including one part-time teacher. To enhance this provision there are eight assistants, including two full-time qualified nursery nurses.
2. The school is situated in Gilfach Goch, a large residential village to the south west of the town of Porth. The village has a mixture of privately owned and rented homes and is a designated Communities First area. The school describes the community as disadvantaged. Thirty-four per cent of pupils are entitled to free school meals; this is above national and local averages. The local authority 'looks after' a small number of pupils. There are no pupils from ethnic minorities and none come from homes where Welsh is the first language. English is the predominant tongue spoken and the school teaches Welsh as a second language.
3. Assessment data, including baseline assessments in reception, confirms that the school receives pupils from the expected range of abilities. A minority has underdeveloped language skills; this is reflected in around 28 per cent of pupils being identified as having special educational needs (SEN). No pupils have a statement of SEN.
4. The present school has not been inspected before. The separate infant and junior schools were inspected in October 1999 (juniors) and October 2000 (infants). Since that time, overall standards have been maintained in the infants but in the juniors standards have declined in several subjects. The accommodation has been extended and refurbished but the number on roll has reduced significantly since the primary school was established in 2003. The organisation of classes changes each year as the school deploys its resources to maintain appropriate levels of staffing.

### The school's priorities and targets

5. The school's work is guided by its mission statement:

*We aim to provide a stimulating, varied and meaningful education within a caring environment, where all children and staff are equally valued and where all pupils will have every opportunity to fulfil their potential within the local community.*

6. The main priorities in the school development plan (SDP) 2006/7 are:

Major:

- to develop the use of the interactive whiteboards to enhance information and communications technology (ICT) throughout the school;
- the development of an assessment for learning strategy;
- the further development of key skills as an integrated part of teaching and learning.

Medium:

- raise standards of teaching and learning in physical education;
- to update and develop the music policy and scheme of work;
- to develop and improve parental involvement in learning strategies.

Minor:

- to involve the school in the Eco-schools project;
- to develop European links with partner schools;
- to further enhance our provision as an Autistic-Friendly School;
- to develop and organise a local studies and history project;
- to develop the multi-cultural aspect of the school curriculum.

## Summary

7. This is a school with some strong features in its provision but there are important shortcomings in key areas. In particular, leadership has yet to successfully promote appropriate consistency in expectations, daily routines and teaching.
8. In accordance with the Education Act 2005, I am of the opinion, and Her Majesty's Chief Inspector (HMCI) agrees, that this school is in need of significant improvement.
9. The misbehaviour of a minority of pupils, particularly in key stage 2 (KS2), undermines learning and the quality of life in the school for the majority. This sometimes limits achievement and progress in the upper school.

### Table of grades awarded

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

10. The evidence of inspection did not match the grading for any of the key questions given in the school's self-evaluation report.

### Standards

11. Standards were judged as follows in 56 lessons or parts of lessons:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
-	46%	41%	11%	2%

12. In almost half the lessons observed standards of achievement were good. This is below the 2007 Welsh Assembly Government (WAG) target of at least good standards in 65 per cent of lessons inspected.
13. Pupils achieved well in around half the lessons seen. This reflects the good ability of pupils throughout the school to learn and work productively.

14. The overall quality of the educational provision for children under five is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.

#### Areas of learning for under-fives

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

#### Grades for standards in subjects inspected

Inspection Area	KS1	KS2
English	Grade 2	Grade 3
Welsh second language	Grade 2	Grade 3
Mathematics	Grade 2	Grade 3
Science	Grade 2	Grade 3
Information technology	Grade 2	Grade 3
Design and technology	Grade 3	Grade 4
History	Grade 2	Grade 3
Geography	Grade 3	Grade 3
Art	Grade 2	Grade 3
Music	Grade 2	Grade 3
Physical education	Grade 2	Grade 3
Religious education	Grade 2	Grade 3

15. The first hand evidence of inspection, including the scrutiny of work from the last academic year, confirms widely variable progress and achievement across the school.
16. The more able and less able pupils, including those with SEN, are not always successful in achieving their potential. This is most evident in KS2.
17. Standards in basic and key skills are not fully developed, especially in KS2.
18. Achievement in bilingual skills is underdeveloped at both key stages.
19. The results of the National Curriculum (NC) teacher assessments in both key stages in 2005 were below national averages.
20. In comparison with similar schools having more than thirty two percent of pupils eligible for free school meals, the KS1 results in 2005 were average in English and just above average in mathematics and science. In KS2, results were above average in all three subjects.
21. Analysis of these results shows few pupils attain level three in Y2 or level five in Y6.

22. Behaviour is good where routines are established and lessons engage and motivate learners. However, on occasions in KS2, the persistent low-level misbehaviour of a minority of pupils impedes learning for all.
23. Although the youngest children develop a range of independent learning skills well, progress in the development of the skills needed for lifelong learning is limited overall.
24. The average rate of attendance, at 91.4 per cent, is below local and national averages.
25. Pupils gain a sound understanding of equal opportunities and of diversity.

### **The quality of education and training**

26. The quality of teaching was judged as follows in 66 lessons or parts of lessons:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	45%	29%	20%	1%

27. In half the lessons observed teaching was good or better. This is below the national picture reported by HMCI in her annual report 2004 – 2005. Nationally, the quality of teaching is good in 79 per cent of lessons, with 18 per cent of lessons having outstanding features.
28. There is a strong proportion of good and sometimes very good practice in teaching despite the absence of effective direction in establishing a clear framework for learning and teaching. The effective practice observed forms a good basis for improvement.
29. Teaching and support in the reception class is particularly effective.
30. Teaching in both key stages ranges between the outstanding and the less effective. There is greater consistency in KS1 than KS2.
31. Expectations are not always high enough in matching work to pupils' needs and the management of learning and behaviour lacks sufficient consistency.
32. The high proportion of unsatisfactory teaching is a predominant feature in a small number of classes.
33. There is a good framework of formalised assessments but the impact of the use made of the data to help raise standards is limited.
34. Strengths in curricular provision include good emphasis on pupils' spiritual, moral, social and cultural development, enrichment of learning through visits and extra-curricular activities, and the Cwricwlwm Cymreig.
35. There is inconsistent emphasis on promoting pupils' basic, key and bilingual skills.

36. The school has yet to secure appropriate progression in learning and not all aspects of the schemes of work are fully implemented.
37. The planned programme of personal and social education is good and a range of support services makes a significant contribution to the care, guidance and support provided by the school.
38. The school promotes positive partnerships with parents, carers, employers and the wider community.
39. The early identification of additional learning needs is effective. The support provided for pupils with SEN in withdrawal groups is well focused but the provision in class is not always tailored closely enough to individual needs.
40. The school's arrangements to secure the safety and welfare of pupils lack coherence. Monitoring arrangements lack sufficient rigour and the arrangements to minimise misbehaviour and bullying are not fully effective.
41. A number of health and safety concerns were reported to the governing body (GB) following the inspection.

### **Leadership and management**

42. Leadership has recently put in place plans that form a good basis to take the school forward. However, the shortcomings in standards and in some pupils' behaviour identified in this report reflect the limited impact of educational leadership and management in resolving these important shortcomings over time.
43. The role of the GB and senior staff in setting the strategic direction of the school and reviewing progress with the SDP is undeveloped.
44. Although the school has yet to establish systematic self-evaluation arrangements the evaluations of some subject leaders reflect good practice and provide a good basis for planning actions to support improvement.
45. For the most part the GB ensures the school complies with statutory requirements but there are shortcomings in two areas. First the school does not comply fully with the WAG regulations for recording absence and it has yet to publish details about the admission of pupils with disabilities.
46. The school is well staffed and resourced and key resources are appropriately deployed.
47. However, particular arrangements linked to the organisation of classes in KS2 and the arrangements to provide teaching cover during the time teachers have time outside their class for preparation and marking are not always efficient and effective.
48. The school has yet to provide good value for money in relation to standards. Currently there is little evidence to show how actions taken have resulted in

measurable improvements since the previous inspections and the formation of the primary school in 2003.

## Recommendations

49. In order to improve further the quality of learning and raise overall standards the school and the GB, with the support of the LEA, should implement the SDP fully, setting the highest priority on recommendations one to nine in its post inspection action plan and continuing to resolve recommendations ten to thirteen over the medium term:
- R1 Raise standards in basic and key skills across the school and in all subjects in KS2;
  - R2 Improve pupils' behaviour, particularly in KS2;
  - R3 Improve the overall rate of progress, especially for the more able pupils and those with SEN;
  - R4 Disseminate existing good practice in teaching, establish a whole school approach to learning and teaching, strengthen lesson planning and raise overall expectations of what pupils can achieve;
  - R5 Establish coherent and manageable assessment procedures to assist teachers in making effective use of assessment information;
  - R6 Implement schemes of work consistently and improve curricular and teaching arrangements to ensure appropriate progression in learning;
  - R7 Devise, formalise and implement consistently whole-school routines to assure the healthy development, safety and well being of all pupils;
  - R8 Address learning targets in individual education plans consistently and implement agreed strategies systematically to promote and reward good behaviour.
  - R9 Provide clear strategic management in directing the school's work;
  - R10 Empower key managers, and staff teams, to implement whole school policies consistently and develop plans of action in line with the priorities identified in the SDP;
  - R11 Establish systematic self-evaluation arrangements linked to the school's key priorities;
  - R12 Review the impact of spending systematically to secure improvement and ensure value for money; and
  - R13 Ensure statutory requirements for recording absence and the publication of information for parents are met in full.

The development of assessment procedure and raising standards in key skills and physical education are priorities in the current SDP.

50. The GB 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 4: Some good features, but shortcomings in important areas

51. The findings of inspection differ from the school's self-evaluation in that the school graded this key question grade 2. There is evidence of good standards in some of the school's work. However, the limited overall competence in basic and key skills, insufficient progress by some groups of pupils, the underdeveloped learning skills and the challenging behaviour of some pupils in KS2 undermines learning and achievement for the majority in these classes. These are important shortcomings.
52. The first-hand evidence of inspection, including the scrutiny of work from the last academic year, confirms widely variable progress and achievement across the school. Furthermore, discussions with pupils about their present work and observations of their achievement in lessons clearly show the majority have a good capacity to gain knowledge and understanding.
53. Standards were judged as follows in 56 lessons or parts of lessons:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
-	46%	41%	11%	2%

54. In almost half the lessons observed standards of achievement were good. This is below the 2007 WAG target of at least good standards in 65 per cent of lessons inspected.
55. The overall quality of the educational provision for children under five is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.
56. The standards achieved in the areas of learning for under-fives are:

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

57. Learners achieve appropriate overall standards in knowledge, skills and understanding. Children in reception consistently achieve good standards and meet or exceed the Desirable Outcomes. Most pupils in KS1 achieve well but across KS2 levels of achievement vary widely.
58. The standards achieved in NC subjects in both key stages are:

<b>Subject</b>	<b>KS1</b>	<b>KS2</b>
English	Grade 2	Grade 3
Welsh second language	Grade 2	Grade 3
Mathematics	Grade 2	Grade 3
Science	Grade 2	Grade 3
Information technology	Grade 2	Grade 3
Design and technology	Grade 3	Grade 4
History	Grade 2	Grade 3
Geography	Grade 3	Grade 3
Art	Grade 2	Grade 3
Music	Grade 2	Grade 3
Physical education	Grade 2	Grade 3
Religious education	Grade 2	Grade 3

59. In both key stages the school has been broadly successful in meeting or exceeding its end of key stage targets in two of the last three years. However, the school does not formally extend its targets, in line with pupils' capabilities, to help ensure more able pupils attain above expected levels.
60. By the age of five children achieve well in early literacy, numeracy, ICT and bilingual skills. Pupils in KS1 achieve sound standards in literacy and numeracy but competence in using ICT and bilingual skills is less secure. In KS2, although levels vary, overall competence in basic, key and bilingual skills is underdeveloped.
61. Learners achieve similar levels of success regardless of their social, ethnic or linguistic background.
62. The results of the NC teacher assessments in both key stages in 2005 are below national averages. In comparison with similar schools having more than thirty two percent of pupils eligible for free school meals, the KS1 results were average in English and just above average in mathematics and science. In KS2, results were above average in all three subjects.
63. The school's three-year average for pupils attaining at least expected levels in English, mathematics and science is 74 per cent in KS1 and 65 per cent in KS2.
64. Analysis of the results in both key stages over the last three years shows few pupils attaining level 3 in Y2 or level 5 in Y6. This is contrary to the national picture. Furthermore, the profile of attainment indicated by the data from a range of standardised tests in English and mathematics, administered by the school, indicate a significant number of pupils do not attain in line with their capabilities at the end of both key stages.
65. In KS1, the girls out-performed the boys in each of the last two years, reversing the position in previous years. In KS2, the girls outperformed the boys in 2006. In that year, nine out of ten girls attained at least expected levels in English, mathematics and science compared with five out of ten boys. The fluctuating picture on the basis of gender is contrary to the national picture.
66. The school's performance over time confirms limited success in raising overall standards. The trend in performance at KS1 is one of broadly similar results

over the last six years. In KS2, results have improved markedly compared with the figures for 2000. However, a drop in performance followed improved results in 2005, confirming the fluctuating pattern of recent years.

67. Progress in learning is widely variable. Children in reception make at least good progress in all aspects of their development. Pupils in KS1 make sound overall progress, although the more able and less able pupils, including those with SEN, are not always successful in achieving their potential. In KS2 the picture is very mixed. Where pupils are guided well in how to learn they develop greater understanding of what they need to do to improve and apply themselves very well. However, progress is often limited by inconsistencies in provision.
68. Learners make generally good progress towards fulfilling their potential in the lower school but progress is limited in the upper school.
69. The majority of learners in both key stages have positive attitudes to school and are keen to do well. They show genuine interest in well-focused lessons and try hard to sustain good levels of concentration.
70. Behaviour is good where routines are established and lessons engage and motivate learners. This is most evident in the lower school but there are important shortcomings in behaviour at times, particularly in KS2. The persistent low-level misbehaviour of a significant minority of pupils limits progress for the majority in all aspects of their development. This is evident in lessons, when pupils move around the school and during break times.
71. Individually pupils are friendly, courteous and happy to talk to adults. Relationships are generally good and most pupils understand what is expected of them. There are instances of older pupils acting responsibly and behaving maturely, such as when supporting the younger ones in their recently established role as Playground Pals. This is a promising initiative.
72. Nevertheless, there is a significant minority of pupils who sometimes present challenging behaviour. This is particularly evident in KS2, both in some classes and during break times. Their lack of self-discipline adversely affects their peers.
73. In discussions with pupils, including members of the school council, older pupils expressed concerns about inappropriate behaviour in and around the school. They say that behaviour in the playground at lunchtime has improved since the introduction of Playground Pals and equipment for use during play times.
74. The average rate of attendance, at 91.4 per cent for the three terms prior to the inspection, is an improvement since the last inspections but levels of attendance are below local and national averages. Absences are caused mainly through illness but a significant number of pupils are frequently absent for unacceptable reasons that their families appear to condone. This is reflected in the level of unauthorised absences recorded by the school. The school does not fully comply with the requirements of National Assembly of Wales (NAW) Circular 3/99. This sets out the requirements for the recording of pupils' absence.

75. A minority of pupils are persistently late. Some pupils in almost all the classes arrive late at the start of the day. This is an important issue because they miss the start of lessons and this has a negative impact on their learning.
76. Pupils develop a strong sense of belonging within the school. Progress in their personal, social, moral and wider development is supported well in particular aspects of school life. On occasions learning promotes independence and enquiry but the promotion of lifelong learning skills lacks overall consistency.
77. Pupils undertake a range of responsibilities appropriate to their ages and are encouraged to respect diversity and equal opportunity. This is evident in the older pupils' roles as monitors, members of the school council, and the recently established Playground Pals. They take their responsibilities seriously and show commitment to resolve disputes among their peers. The Playground Pals confirm they spend much of playtimes sorting out scuffles and over boisterous play that sometimes results in fighting.
78. Pupils are involved in community projects including the annual litter pick and they distribute goods donated to the harvest festival, to senior citizens. Such events encourage understanding of the community and raise pupils' awareness of the workplace. Pupils gain a sound understanding of equal opportunities and of diversity.

## The quality of education and training

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

#### Grade 3: Good features outweigh shortcomings

79. The findings of inspection differ from the school's self-evaluation in that the school graded this key question grade 2. There is some good and sometimes very good practice in teaching and assessment despite the absence of effective leadership in establishing a coherent framework for learning and teaching. This contributes to inconsistencies that reduce the impact of the good teaching on standards in the longer term and limits the success of most staff members' positive work in managing pupils' behaviour.
80. The high proportion of unsatisfactory teaching is only a predominant feature in a minority of classes. Furthermore, the arrangements to teach some classes, when the class teacher has the required time out of the classroom for planning and preparation, sometimes result in unsatisfactory lessons, thus markedly increasing the proportion. In determining the judgement that strengths outweigh shortcomings for this key question inspectors give weighting to the strengths observed in the majority of lessons and the positive impact this had on pupils' achievements during the inspection.
81. The quality of teaching was judged as follows in 66 lessons or parts of lessons:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	45%	29%	20%	1%

82. In half the lessons observed teaching was good or better. This is below the national picture reported by Her Majesty's Chief Inspector in her annual report 2004 – 2005. Nationally, the quality of teaching is good in 79 per cent of lessons, with 18 per cent of lessons having outstanding features.
83. The key characteristics of the teaching observed are summarised:

#### Good features include:

- well defined expectations of behaviour and response;
- positive working relationships;
- pupils who are well motivated;
- clear ground rules for learning that reduce opportunity for misbehaviour;
- high expectations for learning and achievement;
- clear planning and the learning objectives explained in a meaningful context;
- vibrant interactions including explanations and questioning; lively pace; high level of involvement;
- focused teaching of groups as well as the whole class;
- effective use of assessments to match work to pupils' needs;
- support and guidance for tasks made relevant to the learner with work matched well to the next steps required;
- pupils work productively using a range of learning styles and resources;
- rounded plenary sessions draw learning together well, with clear links to learning objectives that help reinforce new learning.

**Shortcomings include:**

- inconsistent expectations - poorly established working and class routines;
  - teachers talking against the noise - weak discipline and behaviour management;
  - planning not developed – often just a work sheet from a published scheme of work requiring low-level tasks such as colouring and the inadequate use of resources;
  - poor guidance for learning – pupils not understanding the task;
  - low expectations resulting in limited progress and achievement; and
  - insufficient account taken of pupils’ prior knowledge and understanding.
84. Although the provision is good in the nursery the impact of teaching is sometimes reduced by inappropriate expectations and over formalised teaching. Where appropriate emphasis is placed on learning through structured activities, with focused adult guidance, both the quality of learning and teaching improve.
85. Teaching and support in the reception class is very effective with consistent use of indoor and outdoor learning environments. This is an outstanding feature.
86. Teaching in both key stages ranges between the outstanding and the unacceptable. In KSI, teaching is generally consistent and promotes learning well. In KS2, there is wide variation. The extent to which teaching challenges learners to achieve their very best lacks overall consistency. Expectations of the less able and more able learners are not consistently high enough.
87. All members of staff establish good working relationships with the pupils and several teachers have good knowledge and expertise in particular areas of teaching that are strongly reflected in their individual practice.
88. Planning often sets clear objectives for lessons but these plans are not always fully implemented. For instance, the identification of opportunities to promote basic and key skills in lesson plans is not always developed in practice.
89. The sample of lessons observed exemplified the use of a suitable range of teaching methods, although shortcomings such as over direction and slow pace were evident in a high proportion of lessons.
90. Issues of equality of opportunity and gender are positively addressed. There is good emphasis on promoting language skills in English, such as through support programmes. However, the promotion of bilingual skills lacks consistency. In general, opportunities to promote oracy skills in both languages are insufficiently developed.
91. There is evidence of some good practice in planning to meet learners’ individual needs and of monitoring their progress. However, the picture is more consistent in the lower school than KS2.
92. There are good arrangements across the school for the use of standardised tests in English and mathematics. The procedures for baseline assessments for the under-fives are well developed and arrangements for the statutory NC teacher assessments are in line with requirements. However, the data from tests is not always used effectively to target the next steps in learning or to

moderate teacher assessments. In general, the information available is not sufficiently, collated, analysed and disseminated.

93. The effectiveness of monitoring pupils' progress and achievement in both key stages is inconsistent. Some individual teachers maintain detailed and informative records of pupils' achievements, but this is not a consistent feature. An example of good practice is the established system for tracking pupils' progress in English. This provides a useful model for other subjects.
94. A start has been made in compiling subject portfolios. In the better examples the work is assessed and annotated in line with NC criteria but in most cases they are of limited value in exemplifying standards.
95. The school has identified a priority to develop its policy and procedures to secure the effective use of assessment for learning within the planning process. Some teachers are beginning to involve pupils in assessment strategies and to improve their understanding of the next steps required in learning. However, targets are seldom sufficiently precise and challenging to impact fully on raising standards.
96. The marking policy is not consistently implemented with many of the written comments being descriptive instead of evaluative. Such comments give little guidance to pupils in taking the next steps forward.
97. Parents and carers are invited to meet formally with teachers to discuss their child's progress in the autumn and summer terms. The annual written reports on children's progress and achievement are well received and comply with statutory requirements.

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

Grade 3: Good features outweigh shortcomings

98. The findings of inspection differ from the school's self-evaluation in that the school graded this key question grade 2. This is because there are inconsistencies in the implementation of curricular planning in some areas.
99. The school provides pupils with access to a broad curriculum that meets the statutory requirements of the NC and the locally agreed syllabus for religious education. Pupils, irrespective of their social background, gender or ethnicity are positively included in all appropriate school activities.
100. The overall quality of the educational provision for children under five is appropriate to their needs. Children in the reception class engage in a wide range of well planned and very well implemented activities that ensure they make effective use of the whole environment. Planning across the early years provides continuity and progression across the six areas of learning, but shortcomings in their implementation in the nursery class sometimes limit the quality and range of learning opportunities.
101. Policies and planning provide a sound framework for a broad and balanced curriculum. However, some schemes of work, such as information technology and design and technology, have yet to be fully implemented. The school is tackling the omissions. For the most part, schemes of work provide appropriate guidance to ensure continuity and progression in learning. However, the over reliance on worksheets and adjustments to the content of planned programmes sometimes limits the range of work undertaken and hampers progression. This is evident on occasions in mathematics, for example in KS2.
102. At KS2 the school operates a carousel system for two afternoons a week where pupils spend blocks of time on one particular subject. Whilst this is effective in enabling some teachers to teach their specialist subjects, it contributes to disjointed learning in design and technology, art, physical education and geography. This pattern of organisation limits flexibility for the class teacher, making it more difficult to ensure the full range of work is undertaken and cross curricular links are fully developed. Furthermore, when adverse weather prevents physical activities taking place outside, pupils are not always provided with appropriate alternatives.
103. The school is working towards the Basic Skills Quality Mark. Whole school planning strategies for the development of key skills across the curriculum are well developed for children under five. In KS1 and KS2, whilst teachers are aware of the need to focus on key and basic skills in their planning, the absence of a systematic approach to ensuring their effective development throughout the curriculum is an important shortcoming.
104. A strong feature of curricular provision is the enrichment of learning provided by educational visits and visitors to the school. Pupils gain valuable first-hand experience from visits to places of interest connected to their class topics and visitors provide additional insights into many aspects of the pupils' work, such as

the provision to promote their personal and social education and in music a number of pupils also benefit from instrumental tuition. This provision impacts well on standards

105. In topic work learning is positively enhanced by handling artefacts, role play, listening to speakers and visiting places of historical significance, including the Museum of Welsh Life, Llancaiach Fawr, Caerleon and the church at Newton, Porthcawl.
106. In KS2, older pupils benefit from equal opportunities to participate in a good range of interesting extra-curricular activities and sports clubs. Members of staff work hard to ensure that pupils enjoy stimulating experiences and a significant number participate in these activities.
107. Provision for pupils' spiritual, moral, social and cultural development is good overall. The school provides pupils with a strong sense of right and wrong and encourages them to respect the talents and achievements of others. This is especially evident in the assemblies held to celebrate personal achievements.
108. Whole school, key stage and class assemblies provide appropriate opportunities for the school to share acts of worship of a broadly Christian nature and to develop a sense of community within the school. However, the emphasis placed on giving pupils the opportunity to reflect on and explore their own thoughts and feelings is not a consistent feature of school life.
109. Pupils' social development is positively enhanced by opportunities to take responsibility and to become involved in decision-making. They are successfully encouraged to organise events to raise money for local, national and international charities and to show appropriate respect for each other and for people of different cultures. The school works effectively to raise pupils' cultural awareness of the richness and diversity of the wider world.
110. Appropriate links with other education providers and interested parties have been established. Parents help with various school events. There are productive links with local teacher training institutions and colleges of further education in the area. The school is at the centre of a close community and participates actively in a range of community events and church services.
111. Educational visits and visitors from the community help to raise pupils' awareness of the world of work, both past and present and further strengthen the school's links with the community. Pupils benefit from working with professionals such as authors and storytellers, theatre groups and musicians whilst the younger pupils work with "people who help us". Two senior members of staff have benefited from industrial placements but no other members of staff have undertaken such a placement.
112. The emphasis placed on promoting bilingual skills lacks consistency. In most classes the infrequent and irregular use of incidental Welsh and too few structured opportunities in lessons to promote oracy skills hampers the development of fluency in both languages.

113. Curriculum plans promote good opportunities to reflect the Cwricwlwm Cymreig Pupils are given opportunities to acquire knowledge and understanding of the traditions, culture and history of Wales. For example, they visit the National Museum of Wales and the National Botanical Gardens and celebrate St David's Day.
114. The school is proactive in tackling social disadvantage. It strongly promotes equal opportunities. Pupils, irrespective of their social background, gender, disability or ethnicity are positively included in all appropriate school activities. The school is successful in obtaining grants to improve resources and the environment through its links with the Communities First initiative.
115. Some initial work has been undertaken to enable pupils to gain a better understanding of business and sustainable development. Entrepreneurial skills are developed through recently introduced initiatives including the Dynamo Pack and a mini enterprise activity in Year five. However, these aspects are not yet strong features in the school's provision.
116. Pupils are involved in the recycling scheme promoted by the local authority and plans are in place to involve the school council in the Eco School initiative.
117. The school attends well to national priorities for lifelong learning and community regeneration through its provision for parents. It hosts family learning and adult literacy and computer courses and actively promotes healthy eating.

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

Grade 3: Good features outweigh shortcomings
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118. The findings of inspection differ from the school's self-evaluation in that the school graded this key question grade 1. The inspection did not identify any outstanding features and finds a lack of consistency in the school's provision that impedes overall progress and standards, despite good features in some areas.
119. The school manages the input of a range of care and support services well. This is evident in the advice and support drawn upon by the school where pupils have learning and behavioural difficulties and is reflected well in some areas of pastoral care. A positive example is the recent initiative to involve pupils in organising responsible play and resolving conflict.
120. The school promotes positive partnerships with parents, carers and employers to help ensure that pupils are well cared for. Parents are welcome to visit the school at any time and initiatives such as the recently renewed Parents and Friends Association and family learning courses offer opportunities to strengthen links further. Anecdotal evidence and a small number of responses to the pre-inspection questionnaire indicate parents generally praise the school's 'open-door' policy.
121. The school has effective induction programmes for new pupils. The arrangements in the early years are a particularly strong feature. Parents receive a comprehensive information pack and meet with the head teacher and staff to discuss arrangements and any concerns. Small groups of children are integrated in the nursery, on a part-time basis initially, and parents sometimes accompany their children until they are settled. This aspect is well organised.
122. Good transitional arrangements exist with the secondary school. These include visits to the school as well as a range of joint extra-curricular activities.
123. The school implements an appropriate programme of personal and social education and a number of professionals contribute to this provision. Lessons offer positive guidance to pupils that provide them with valuable opportunities to discuss and raise any concerns they have. However, the guidance provided for pupils at whole-school level lacks consistency and this limits the impact of the provision.
124. There is appropriate provision to monitor the needs and progress of pupils looked after by the local authority and for pupils whose personal and social skills are underdeveloped. Access to appropriate guidance and counselling from specialist services is requested when needed.
125. Suitable policies and systems are in place to monitor and improve pupils' performance, attendance and behaviour. The behaviour and anti bullying policy provides outline guidance but the assertive behaviour management strategies the school has adopted, following appropriate training, are not always rigorously or consistently applied.

126. The school works with the Education Welfare Officer (EWO) to monitor and address issues relating to attendance. In the previous school year three boys in KS2 were temporarily excluded. The proper procedures were followed.
127. The school is has achieved the second phase of the Healthy Schools initiative. There is a daily fruit tuck shop and healthy options are available in the canteen. Activities such as games at lunchtime and after school dance, football, rugby and netball clubs promote healthy exercise and are very well supported. The school nurse provides first aid training for Y5 pupils.
128. The adults in the school are well aware of pupils' particular needs and are knowledgeable about procedures in the event of accidents and emergencies. There is an appropriate health and safety policy. However, the arrangements to promote pupils' safety and well being around the school sometimes reflect inconsistencies in day-to-day routines that reduce their overall impact.
129. The head teacher and caretaker undertake informal risk assessments of the premises but there is no formal record of issues and outcomes. Governors do not systematically monitor health and safety matters. A number of health and safety issues have been discussed with the school and brought to the attention of the GB.
130. There are comprehensive procedures for child protection. The head teacher and his deputy are nominated persons and there is a designated link governor. All teachers, learning support staff and supervisors are made aware of their responsibilities in this area.
131. The school is effective in identifying pupils with SEN. Procedures include a range of standardised assessments and the use of focused diagnostic assessments where appropriate. The school's policy for SEN provides staff with clear guidelines and the arrangements are in line with the recommendations in the SEN Code of Practice.
132. Early intervention is a strong feature of the school's philosophy. Tailored support, mostly in withdrawal groups, is given by support services provided by LEA and the 'Catch-up' reading programme is implemented by a trained learning support assistant (LSA). The provision is well focused on meeting pupils' additional learning needs.
133. All staff are involved fully in the writing of IEPs with support from the special educational needs co-ordinator (SENCo) for the key stage. Parents and carers are also appropriately involved in reviewing progress and setting new learning targets. The support provided for pupils with sensory impairment is effective.
134. The impact of IEPs is reduced in many lessons because too little account is taken of particular learning targets when planning work. Continuity in learning is made more difficult to achieve in KS2 as a result of frequent changes of teacher and class organisation. However, there is effective practice in a minority of classes where teaching develops IEP targets through differentiated guidance and support.

135. Although appropriate support for learners whose behaviour impedes their progress and that of others is provided through programmes that form part of individual behaviour plans (IBPs), there is wide variation in the quality and consistency of their implementation. This provision is least effective for those pupils in KS2 who sometimes present challenging behaviour. This is often characterised by persistent low-level disruption in lessons and in some cases aggressive behaviour, both in and around the school.
136. The school's provision takes appropriate account of pupils' backgrounds and needs. It promotes gender equality well, with pupils given opportunities across the full range of curricular and extra curricular activities provided.
137. The school promotes respect for diversity positively, including good race relations. This is particularly evident in displays around the school and in some of the themes chosen for assembly.
138. The arrangements to eliminate bullying and all forms of harassment lack a cohesive whole-school approach. Provision for supervision and monitoring any incidents are most effective in the lower school. Several older pupils confirm that poor behaviour, especially in the playground, causes them concern.
139. Although the school makes good arrangements to secure the equal treatment of any pupils with disabilities it does not publish details for the admission of pupils with disabilities. This is a statutory requirement.

## Leadership and management

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

Grade 4: Some good features, but shortcomings in important areas

140. The findings of inspection differ from the school's self-evaluation in that the school graded this key question grade 2. Leadership has recently put in place plans that form a good basis to take the school forward. However, the shortcomings in standards and behaviour reflect the limited impact of educational leadership and management in resolving these important shortcomings over time. This is especially evident in the limited impact of procedures to minimise the impact of low-level misbehaviour in KS2 and in the absence of consistent approaches in learning and teaching across the school.
141. Leaders and managers strive to promote appropriate values, aims and objectives in the school's work. The school's mission statement, with its positive emphasis on equality and the fulfilment of pupils' potential, together with the recent restructuring of the SDP provide a good basis to secure a clear sense of direction for the school's work. However, the school has yet to securely establish a corporate understanding of how the goals in the SDP will be achieved.
142. The school is successful in promoting equal access to its provision but the extent to which its aims and values, including the assurance that all pupils achieve in line with their potential, lacks consistency across the school.
143. Appropriate account is taken of national priorities. The school is proactive in tackling social disadvantage and joins with local partners to promote community regeneration. However, the impact of grants and initiatives has yet to fully impact on learning and teaching.
144. Following the amalgamation of the infant and junior schools staff have worked well together to revise policies and curricular frameworks in line with the needs of the primary school. The SDP sets annual targets and goals but there is evidence of limited progress on some significant issues.
145. The slow rate of improvement is exemplified by the continued need to raise overall standards of achievement and to formalise managerial processes. These aspects were identified in the last inspection of the Junior School.
146. The arrangements for performance management are used appropriately to review and promote staff professional development. Staff benefit from relevant training opportunities but the impact of this provision lacks consistency.
147. The GB is strongly supportive of the school. In helping to set the strategic direction of the school and in monitoring the quality of provision, the GB is over reliant on information from the head teacher. This is a shortcoming identified by the last inspection of the junior school. It is a positive development that the current SDP identifies developing the role of the GB as a target.

148. For the most part the GB ensures the school complies with statutory requirements but there are shortcomings in two areas. First the school does not comply fully with Welsh Assembly Government (WAG) regulations for recording absence and it has yet to publish details about the admission of pupils with disabilities.

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

Grade 3: Good features outweigh shortcomings

149. The findings of inspection differ from the school's self-evaluation in that the school graded this key question grade 2. Although the present SDP provides a good basis to improve quality and standards the impact of planning for improvement since the school was established is limited.
150. Some leaders and managers are well informed about performance and provision in particular areas. Where practice is good they produce a strong annual evaluative review and increasingly take account of the wealth of assessment data available. They are beginning to use this information, as well as evidence drawn from monitoring, to outline the way forward. This is sometimes done effectively but in other areas self-evaluations lack sufficient rigour and focus.
151. At whole-school level the evaluation process is underdeveloped and does not sufficiently inform future targets for the school.
152. Subject co-ordinators have had opportunities for first-hand monitoring but practice lacks consistency. The school has yet to formalise such arrangements through action planning and ensure monitoring is linked to the school's priorities and all subject co-ordinators contribute to the programme.
153. The self-evaluation report is of variable quality and is not always sufficiently linked to secure first-hand evidence. The evidence of inspection does not match the grading in the self-evaluation report for any of the key questions.
154. There is little evidence of robust and well established arrangements whereby senior managers draw together the findings of self evaluation systematically in order to prioritise and make meaningful plans for the future. The whole school management structure is being developed and at present the main vehicle for promoting a corporate view of improvement strategies, and the way forward, is the fortnightly staff meeting. This is not fully effective.
155. However, there is evidence of good practice developing in the restructuring of the SDP, the processes of staff discussion that contributed to the SDP and the self-evaluation statement, and in plans to involve governors more fully in supporting the school.
156. There is also good practice in seeking the views of pupils, parents and governors, such as through questionnaires and the school council. However, the processes of self-evaluation implemented by senior managers do not as yet sufficiently involve all stakeholders at appropriate levels.
157. There is limited evidence of the positive impact of planning for improvement in some areas of the school. This inspection report confirms continued good practice in some areas of the school's work but also finds that particular shortcomings are longstanding.

158. Although strategic planning and quality assurance procedures currently lack rigour, in identifying the development of an assessment for learning strategy as a major focus in the SDP, leaders and managers have identified a particularly relevant priority. This initiative provides good opportunity to plan the actions needed to bring about improvement systematically and a positive start has already been made.
159. The current SDP sets clear targets and success criteria that have usefully been broken down into major, medium and minor initiatives. It also indicates the appropriate allocation of resources to the priority needs of the school. Key elements are costed and there are clear, achievable completion dates that represent realistic timescales. The SDP provides leaders and managers with the opportunity to identify measurable improvements as focused self-evaluation processes develop.
160. Currently there is little evidence to show how actions taken have resulted in measurable improvements since the previous inspections and the formation of the primary school in 2003.

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

Grade 3: Good features outweigh shortcomings

161. The findings of inspection differ from the school's self-evaluation in that the school graded this key question grade 1. The inspection did not identify any outstanding features in the use of resources; it identified a number of shortcomings.
162. There are a sufficient number of qualified and experienced teachers and support staff to meet the needs of the curriculum. Taken overall, teachers have sufficient subject knowledge and expertise. A particular strength is the impact of staff and resources in the reception class and some individual teachers demonstrate strong expertise in particular areas.
163. For the most part, LSAs work effectively with teachers in implementing the curriculum. The school secretary helps ensure the smooth running of the day-to-day life of the school and the ancillary staff, including the caretaker, supervisors and cleaners make a significant contribution.
164. The school has an adequate supply of resources for most subjects and these are generally made accessible to pupils. The recent investment in ICT equipment is beginning to enhance learning opportunities well. In some cases the recent audit of learning resources has resulted in the relocation of shared materials, such as in mathematics. However, on occasions pupils are not given access to the full range of resources needed, such as for investigative activities.
165. The recently constructed building for the under fives provides a very well appointed learning environment. This building includes a good size multipurpose hall for the whole school. As yet the remodelling of the accommodation does not extend to the internal fabric of the older buildings.
166. With the exception of a small and congested hall in KS2, the extent of accommodation, overall, is good. However, the size of some of the junior classrooms limits practical activities. Spare accommodation provides library, administrative and some storage facilities. The design of the ICT suite limits the effectiveness of teaching with whole class groups.
167. The large hard-surface playing areas around the outside of the school buildings and the extensive playing field are in sound condition but provide few features to promote interest and constructive play. The provision for outdoor learning in the early years is both safe and secure with a good range of colourfully decorated and stimulating equipment.
168. The basic organisation of classes and deployment of staff is appropriate. However, in KS2, the twice weekly 'carousel' system where teachers teach their specialist subjects and the setting arrangements for morning lessons in literacy and numeracy were seen to have a negative impact on overall behaviour, progress and continuity in pupils' learning at the time of the inspection.
169. The arrangements to provide teachers with the required planning, preparation and assessment time, outside the classroom, have variable impact. Where

lessons are taught by qualified teachers a sound quality of learning is generally maintained. However, in some cases where insufficiently qualified members of staff manage lessons this has a negative impact on standards.

170. Suitable professional training opportunities are made available to staff. At present training and staff development needs are not systematically linked to the school's key priorities. However, the school has plans to manage this provision to improve its impact on the quality of learning and teaching.
171. Current planning clearly matches key resources to the main priorities for improvement in the SDP. However, arrangements to prioritise expenditure in allocating finance to subjects lack clarity.
172. The most recent auditors' report judged the overall quality of financial controls to be good. The recommendations have been implemented.
173. Procedures to review the use of resources in order to ensure value for money lack sufficient rigour. Taking into account the limited extent of improvement since the last inspections and variable standards of achievement, the school has yet to provide good value for money.

## Standards achieved in subjects and areas of learning

### Under fives

174. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.
175. Twelve children of nursery age attend the nursery class full time and twelve children attend part time. They all make satisfactory progress.
176. Twenty-seven children of reception age attend the reception class. They all attend full time and make at least good progress.

### Language, literacy and communication skills

#### Grade 2: Good features and no important shortcomings

##### Good features

177. In the nursery older children listen attentively to a story and they successfully predict the outcomes of the story. They respond enthusiastically to a visiting storyteller and are able to choose a book and hold it the right way. They hold and grip a pencil or crayon correctly. The younger children scribble and older children colour outline pictures with increasing control.
178. Children in the reception class make good progress in language skills. They are beginning to understand what it means to be a good listener. They can portray a character in role-play, ask imaginative questions and participate in sensible dialogue for a reasonable time. The children listen to sounds in words, word beginnings and endings and gain confidence in pre-reading skills. They recognise clues that indicate the order of the story and arrange pictures in sequence. They recall the story accurately and know which words rhyme. They speak clearly giving reasons for their choices, handle books well and enjoy following pictures and words.
179. The children can draw a recognisable human figure and talk about it and they are beginning to use early writing. They know and can pronounce correctly several commands and greetings in Welsh.

##### Shortcomings

180. In the nursery, children have few opportunities to respond to simple commands in Welsh or join in with Welsh action songs and rhymes. This limits achievement.

## **Personal and social development**

Grade 2: Good features and no important shortcomings

### **Good features**

181. In the nursery children settle happily and begin to relate appropriately to adults. They are developing an awareness of feelings and are sensitive to the needs, views and feelings of others. Most children are able to make choices independently, such as when choosing an activity. They take part in role-play, for example in the home corner, and are beginning to show imagination and enthusiasm.
182. In the reception class children continue to make good progress in their personal and social skills. They respond well to routine, play together happily and are beginning to take turns in shared activities. They are confident in their relationship with familiar adults, and respond well to instructions. Most are able to clearly understand the concept of right and wrong. They treat one another and their environment with care and concern and they are developing the ability to keep on task and work independently.

### **Shortcomings**

183. In the nursery children are not always enabled to develop the skills to concentrate for increasing periods when working on appropriate tasks.

## **Mathematical development**

Grade 2: Good features and no important shortcomings

### **Good features**

184. In the nursery older children count from one to five and are able to recall number rhymes and counting games. Younger children count from one to three. They stack construction blocks and the older children count how many bricks tall they are. The children name common two-dimensional shapes, such as square and triangle, and when pouring water they differentiate between full and empty containers.
185. Children in reception make good progress. Most recognise numbers from one to ten and the more able count beyond ten. A few children add two numbers to five in a variety of ways and confidently create a repeating pattern. They understand the concept of dominoes and confidently match an object to its partner. They compare full and half full and talk confidently about the properties of two-dimensional shapes.

### **Shortcomings**

186. In the nursery, although the children recite one to five they are not sufficiently reinforcing their learning in practical counting and matching tasks.

## **Knowledge and understanding of the world**

Grade 1: Good with outstanding features
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### **Good and outstanding features**

187. In both nursery and reception classes children benefit considerably from the opportunities given to them to appreciate the immediate world around them. For example children in the nursery examine leaves in the school garden and make rubbings. They plant grass seed in four different boxes, expose them to different conditions and examine them regularly. They learn about the seasons of the year and understand that food and water are essential for living and what happens at harvest time. They are able to name people who help us and are aware of key religious celebrations and festivals.
188. In the reception class children explore the outdoor area sensibly. This is an outstanding feature. The children collect appropriate items to make 'Handa's House' and they understand the need to wear appropriate clothing to go on a nature walk. They appreciate the importance of personal hygiene and are becoming safety conscious.
189. The children extend their language well through describing what it feels like to feel one of the trees and use their senses competently to describe what they can touch, smell and hear. They confidently name and describe natural materials.
190. The under fives are made aware of the multicultural society in which we live and are able to talk about the similarities and differences between the several cultures.
191. Children in reception are developing confidence in using the computer. They learn how to operate the keyboard and use the mouse accurately. They confidently select and move items on screen, use a graphics package and direct a program to print.
192. The children approach designing and making projects with increasing confidence such as when they successfully use materials to weave and make greetings cards

### **Physical development**

Grade 2: Good features and no important shortcomings
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### **Good features**

193. In the nursery, children make good attempts at moving confidently and imaginatively and a few of the older children show good control and co-ordination. They enjoy regular opportunities to play outside in the soft play area, on large apparatus and to use wheeled toys. They successfully use small construction materials and choose and use appropriate tools and equipment with increasing control.

194. During physical education sessions in the hall, the reception class are developing spatial awareness confidently whilst understanding related vocabulary such as behind, below, under and over. The children are clearly aware of different ways of moving as they enthusiastically walk and crawl, travelling backwards and forwards. They skip, jump and land properly, taking into consideration those around them. Children continue to benefit from regularly using the soft play area and they use for example, wheeled toys to move confidently up and down a moderately sloped ramp. They demonstrate good skills in using their hands whilst making a variety of artefacts.

### **Shortcomings**

195. In the nursery a significant number of children show limited spatial awareness.

### **Creative development**

Grade 2: Good features and no important shortcomings
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### **Good features**

196. Children in the nursery handle tools and malleable materials safely. They enjoy making choices whilst mixing water and paint and create attractive collages using a variety of materials and glue. They make attractive puppets of the people who help us.

197. The nursery children sing tunefully and most are able to listen and carry out simple instructions. A small number are able to offer suggestions of alternative methods for creating a musical pattern, for instance.

198. In the reception class children make good progress in creative tasks. They use paint confidently to experiment with primary colours to mix new colours. They create collages from different materials and develop printing techniques using their hands, fingers and cotton reels, with increasing confidence. The children successfully create atmospheric pictures after listening to a piece of music and can name a range of musical instruments. They sing tunefully and enthusiastically extend their repertoire of songs in both English and Welsh.

### **Shortcomings**

199. In the nursery, whilst taking part in musical activities, a significant number of children are not sufficiently enabled to sustain short periods of concentration.

<b>English</b>
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Key Stage 1: Grade 2: Good features and no important shortcomings
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Key Stage 2: Grade 3: Good features outweigh shortcomings
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**Good features**

200. Across the school pupils extend their vocabulary satisfactorily and gain greater confidence in speaking. Many pupils enjoy speaking, especially to adults, and do so confidently and clearly.
201. Pupils develop the skills of speaking in a variety of contexts, such as recalling their learning or presenting ideas to the class and through more formalised opportunities including presentations during assemblies and 'English Speaking Week' when pupils speak independently to an audience on a chosen topic.
202. In most classes pupils respond to questions and express themselves competently when discussing their work.
203. Standards in reading are steadily developed throughout the school. Pupils read an appropriate range of texts. In KS1, pupils read from 'Big Books' with their teacher. They gain confidence and skills in reading and learn about spelling patterns and punctuation, as well as identifying the features of books and distinguishing between fiction and non-fiction.
204. In KS2 appropriate progress is maintained in reading and pupils learn about libraries and how to locate information by using the contents and index. The more able pupils discuss books that they have read and are beginning to express preferences.
205. Pupils with underdeveloped reading and writing are well supported through targeted provision. This has a positive impact and pupils make gains in basic reading, writing and spelling skills.
206. Writing skills are satisfactorily developed across the school. In KS1, pupils describe accurately the events and characters from stories that have been read to them. They use pictures about pirates well to prompt them in sequencing and reinforce their knowledge of the story through role play. They ask and answer questions orally and older pupils write simple sentences that show growing confidence in the correct use of appropriate punctuation.
207. On occasions, the older and more able pupils in KS2, show they are capable of writing independently and of discussing and analysing each other's work. They draft and re-draft their own work and that of others confidently. In these cases pupils give good reasons for their editing. In their well structured pieces of writing some pupils use good imagination and a wide range of vocabulary to convey interesting stories and to express their opinions.

208. The scrutiny of previous work reveals some good progress in developing different styles of writing. For instance, the older pupils in KS2 have produced a variety of writing including Haiku, sonnets and acrostic poems.

### **Shortcomings**

209. In KS2, a significant minority of pupils have yet to develop the skills of active listening. Not all pupils listen well to instructions and explanations and this also impedes the range of vocabulary used in speaking.

210. Across KS2 many pupils make insufficient use of reading skills and a wide range of texts to locate and interpret information. They also demonstrate limited skills in making notes and drafting extended pieces of writing.

<b>Welsh second language</b>
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Key Stage 1: Grade 2: Good features and no important shortcomings
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Key Stage 2: Grade 3: Good features outweigh shortcomings
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### **Good features**

211. In KS1, pupils enjoy lessons in Welsh and show enthusiasm in learning the language. They understand a range of familiar questions and the majority respond appropriately in simple words or short phrases. They know and readily use simple greetings such as 'bore da, 'prynhawn da' and they can use questions such as 'pwy wyt ti?' to retrieve personal information. They recognise and respond well to a series of commands and instructions.

212. In Y2, pupils know a range of useful sentence patterns to describe certain illnesses and competently take part in role play. The more able pupils can write simple sentences with minimum support.

213. Most pupils in Y3 extend their range of vocabulary by repeating and extending set phrases about themselves and where they live. They answer in complete sentences and can ask questions themselves.

214. In Y4, pupils ask a range of appropriate questions on their topic work for the term. They extend their use of adjectives competently and gain confidence whilst reading their work to a partner.

215. Pupils in Y5 reinforce their oral skills by creating their own dialogue 'Yn Y Caffi', based on a template, but extending the vocabulary by using an appropriate dictionary. The more able pupils use correct spelling and punctuation as they confidently take part in role play. They have good pronunciation and effectively use their knowledge of the vocabulary of currency, for example.

216. In Y6, pupils describe people in terms of appearance, dimensions, clothes and accessories satisfactorily. Whilst reading out their work to the class they speak clearly and with good pronunciation.

217. By the end of KS2 most pupils use the present and past tense with increasing accuracy.

### **Shortcomings**

218. Pupils in KS2 do not effectively consolidate and extend the knowledge acquired in the previous year's work. Many of the language patterns used by the pupils are too repetitive.

219. Pupils in upper KS2 do not write at sufficient length in Welsh and seldom use compound sentences. Furthermore, their reading skills in the language are underdeveloped.

<b>Mathematics</b>
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Key Stage 1: Grade 2: Good features and no important shortcomings
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Key Stage 2: Grade 3: Good features outweigh shortcomings
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### **Good features**

220. In Y1, pupils have a sound understanding of addition and subtraction to at least ten. They confidently name a variety of two and three-dimensional shapes and describe their properties using appropriate language.

221. In Y2, pupils count in twos confidently and know number bonds to 10. They use 'counting on' strategies in making calculations and more able pupils explore the concept of difference.

222. By the end of KS1, pupils gain a sound knowledge of number and measurement, including time. They have a good knowledge of shapes and can interpret simple graphs.

223. In lower KS2, pupils develop appropriately their knowledge of place value and number operations in line with age and ability. More able pupils confidently work out number bonds up to 100 and use a number square to identify missing numbers in a sequence. In practical tasks they make satisfactory progress, such as when constructing the net of a cube.

224. Less able pupils improve their skills in numeracy by selecting two digits mentally to make 10 and reinforce their understanding of place value by linking cubes to represent 'towers' of tens and units.

225. In upper KS2, more able pupils input 'logo' instructions to draw shapes on screen, with appropriate guidance. They name the shapes drawn on screen confidently and most can describe the properties of several different polygons.

226. Pupils of average ability use appropriate strategies to identify larger and smaller numbers, in pairs of numbers, and use appropriate symbols in recording the answers. They also demonstrate a good knowledge of the properties of three-dimensional shapes.

227. Less able pupils have good knowledge and understanding of money in everyday situations. They confidently name coins and readily make given amounts using the least number of coins. In discussion, most can add prices mentally and count the change from two pounds, for example.
228. Pupils' previous work shows that by the end of KS2 more able pupils, and some average ability pupils, gain a good knowledge of the properties of two and three-dimensional shapes, identify lines of symmetry and know how to represent data on a block or line graph.
229. Pupils gain a sound understanding of place value, including decimal notation and their competence in more complex calculations using the four operations develops appropriately. They also gain a basic knowledge of fractions, mixed numbers and percentages.
230. Pupils learn to calculate area and perimeter, they acquire a basic knowledge of angles and measurement and they increasingly use a range of mathematical vocabulary accurately.

### **Shortcomings**

231. In both key stages pupils are insufficiently aware of number patterns and relationships.
232. In KS2, pupils generally lack confidence in thinking mathematically. A significant proportion has limited recall of number tables and insecure knowledge of place value, and number patterns. This limits their ability to select appropriate methods and formulate alternative strategies for making calculations.
233. The older pupils' problem solving and practical skills in measurement and collecting, representing and interpreting data are underdeveloped.

<b>Science</b>
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Key Stage 1: Grade 2: Good features and no important shortcomings
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Key Stage 2: Grade 3: Good features outweigh shortcomings
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### **Good features**

234. Pupils in KS1 have good knowledge of a range of materials, their properties and uses. They steadily improve their understanding and recognition of the vocabulary associated with materials. They sort objects according to the materials from which they are made with increasing confidence, and compare and match well the suitability of a variety of materials for different purposes and give valid reasons.
235. Pupils progress well in line with ability. Most present their work well and understand terms such as transparent, translucent and opaque.

236. By the end of KS1 pupils are able to make detailed observations, use the principle of fair testing and describe in detail what they are doing. They record their work in standard scientific format and generally make good use of appropriate scientific vocabulary.
237. In lower KS2 classes, pupils are able to select materials for an investigation independently and methodically record their results in a variety of ways. They make sound progress in their understanding of insulation and keeping themselves and objects either warm or cold. Through asking pertinent questions they successfully raise their awareness of the importance of insulating materials in everyday life.
238. Pupils are developing a good knowledge of fair testing. When learning about solutions they predict which substances will dissolve. For instance, they know the effects of adding salt to water. Through practical work in groups followed by class discussion pupils learnt that in order to have valid results, they must ensure the test is fair.
239. More able pupils demonstrate good use and understanding of scientific vocabulary such as dissolving and saturation.
240. In upper KS2 classes, pupils demonstrate a sound knowledge of how solutions are made. They carry out small group investigations, carefully measuring the time it takes to dissolve salt in water. These pupils are developing sound investigative skills and are able to work independently in small groups to devise their own methods of recording experiments. They explain their reasoning and write up their findings well using appropriate scientific vocabulary.

### **Shortcomings**

241. The scrutiny of previous work and discussions with pupils in KS2 shows that they do not develop a sufficient depth of scientific knowledge and understanding of life processes and living things, materials and their properties and physical processes.
242. Although enquiry skills were developing well in the lessons seen in KS2, previous work shows over reliance on pupils completing work sheets, with a significant amount of work unfinished.

<b>Information technology</b>
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Key Stage 1: Grade 2: Good features and no important shortcomings
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Key Stage 2: Grade 3: Good features outweigh shortcomings
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### **Good features**

243. In Y1, pupils competently use the mouse to select/deselect tools and icons in programs. They confidently use a simple art package to make pictures and a modelling package to drag pictures to an appropriate position. They successfully

use a simple data handling package to produce a pictogram and block graph to display the data they have collected about their favourite fruits.

244. Pupils in Y2 competently use a simple database to enter details about their birthdays from a tally chart. They make a block graph and successfully answer the questions. They know how to save and print their work and successfully use a basic desktop publishing package to create a simple newspaper. The pupils use a graphics package with increasing confidence and understand that messages can be sent over distances and know how to write and respond to e-mails.
245. More able pupils in Y3 competently use the 'cut and paste' command to complete a table of results. Less able pupils are developing their skills to build up their competence in using the mouse and menu commands. They improve their skills in word processing, for example by using a range of fonts, colours and styles of text in stories, poems and letters. They also improve their skills through exploring shapes, and graphic designs, such as repeating patterns, whilst using a graphics package.
246. In Y4, pupils gain confidence in presenting their work using an interactive presentation when producing a slide show linked to their study of the Victorians. They plan their work on paper, copy photographs from the internet, edit their text on screen, decide on the best layout and experiment with styles of text to achieve maximum impact.
247. Most pupils in Y5 and Y6 are able to plan an interactive presentation. They navigate menus and make selections as appropriate. They develop a methodical approach to ensure that all links go to the correct page. The more able pupils confidently navigate files to save their work using the correct naming convention.

### **Shortcomings**

248. In KS2, pupils' knowledge and competence in using a range of applications, including databases, spreadsheets, graphics and word processing is underdeveloped as they do not consistently build on their previous knowledge and skills.
249. In KS2, pupils lack both knowledge and skills in using electronic mail programs to send and receive information.

## Design and technology

Key Stage 1: Grade 3: Good features outweigh shortcomings

Key Stage 2: Grade 4: Some good features, but shortcomings in important areas

### Good features

250. In both key stages pupils use a range of tools and materials appropriately. As they progress through the school they learn the importance of working safely.
251. In KS1, pupils assemble and join materials appropriately using the skills of cutting, folding, joining and gluing when they make items such as pop-up cards, jointed figures and puppets from prepared materials.
252. Older pupils draw and label clearly their designs for a puppet. They observe model vehicles and investigate methods of attaching wheels and axles to their models. They produce prototypes, evaluate the result and produce well-finished models using card and reclaimed materials.
253. The majority of pupils in Y3 investigate toys with moving parts and achieve success for example, in constructing a box frame from card and assembling a simple crank mechanism.
254. In Y5 pupils gain a basic knowledge of joints. They carefully measure, saw and assemble jointed wooden frames and gain a greater understanding of how triangular card shapes, attached to the corners, strengthen the structure.
255. Previous work confirms pupils slowly develop their designing and making skills through particular projects. They design and make toys with movable parts, produce well finished Celtic artefacts including jewellery and design posters to promote recycling.
256. Work undertaken by the older pupils includes investigating the most durable design for a carrier bag. The materials used include paper and textiles and the products were finished with attractive designs. On occasions pupils also use ICT successfully, such as to create designs for wallpaper.

### Shortcomings

257. At KS1 pupils do not develop sufficiently the skills of investigation and evaluation in a wide enough range of contexts. Furthermore, the aspects of planning, following instructions, selecting materials and producing original designs and products are underdeveloped.
258. In KS2, pupils' knowledge of the designing and making process, including developing designs and using evaluations to assess fitness for purpose are at a very early stage of development. Pupils have little knowledge of control systems and as a result their skills in using a 'Logo' program to enter a series of commands to control a screen turtle are limited.

259. Overall, pupils in KS2 do not consistently develop their learning in order to improve their knowledge and skills in line with their capabilities.

## History

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

Key Stage 2: Grade 3: Good features outweigh shortcomings

### Good features

260. Younger pupils in KS1 are aware of change in their own lives and those of others. Their chronological awareness is developing appropriately and they can identify differences between the past and present. They are beginning to use books and handle artefacts to develop their enquiry skills.
261. In Y2, pupils are aware that there are a number of ways to find historical information and they use books, photographs and artefacts well. They are able to empathise with the way of life of people in the past and to compare the past with their own lives. They communicate their findings in a variety of ways including through good quality written and oral accounts.
262. In Y3, pupils have sound knowledge and understanding of life in Celtic and Roman times. They use timelines appropriately to plot the Roman invasion and develop greater understanding of the importance of using more than one piece of evidence to draw conclusions. They study Roman towns and make clear comparisons between the lives of rich and poor.
263. In Y4, pupils further their knowledge and understanding of life in Roman times and the major characters and events that brought about changes. They compare Latin place names to those of English towns and cities; they compare the architecture of Roman houses and modern British homes and make simple comparisons between the lives of rich and poor.
264. Pupils in Y5 and Y6 recall key events in British history and demonstrate a good understanding of chronology when discussing the importance of particular events. For example, they have researched the effects of the changes brought about through the development of coal mining in Wales and know how those changes have affected life and developments in their own locality.

### Shortcomings

265. In KS2, pupils do not sufficiently develop the skills of historical enquiry and research. They too frequently complete worksheets and copy prepared notes, as opposed to making direct comparisons between past and present times and relating these to their own experiences. Pupils seldom produce well researched written and oral accounts.

## Geography

Key Stage 1: Grade 3: Good features outweigh shortcomings

Key Stage 2: Grade 3: Good features outweigh shortcomings

### Good features

266. Pupils in KS1 have a developing knowledge of place. They name features in the school and the local environment and observe changes in the weather. They know that symbols are used to represent features on a map and they draw simple route maps well.
267. The older pupils confidently describe features in the village and use appropriate vocabulary when distinguishing between different types of houses, for example. They readily name the countries on a map of the United Kingdom.
268. Photographic evidence indicates pupils are beginning to make comparisons between Gilfach Goch and the features of a village in a contrasting locality.
269. In lower KS2 pupils successfully locate known features of the village on aerial photographs and large scale maps and develop further their knowledge of countries and places beyond Gilfach Goch.
270. In upper KS2 pupils consider local and regional weather forecasts. They understand many of the symbols used and gain confidence in interpreting and comparing the data given, such as in forecasts from a newspaper.
271. Discussions with pupils and the scrutiny of previous work confirms they develop satisfactory knowledge of physical processes such as coastal erosion and make appropriate comparisons between the local area and places including Scomer Island, Snowdonia and Chembakoli in India.

### Shortcomings

272. In both key stages, pupils' geographical knowledge and enquiry skills are generally under-developed. Previous work indicates geographical topics are seldom studied in sufficient depth.
273. The older pupils lack sufficient experience of gathering evidence from a variety of sources, including ICT, forming conclusions and answering geographical questions in sufficient depth. Their use of appropriate geographical terms to describe features and their knowledge of maps, including how to use co-ordinates is underdeveloped.

<b>Art</b>
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Key Stage 1: Grade 2: Good features and no important shortcomings
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Key Stage 2: Grade 3: Good features outweigh shortcomings
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### **Good features**

274. Across both key stages pupils develop an appropriate range of artistic skills through using a wide variety of media and materials. They experiment with techniques including printing, collage, pottery, graphic design, textiles and patterns.
275. Through discussion of the work of different artists and observing pictures of their work, pupils in KS1 thoughtfully respond by asking pertinent questions about texture and technique. They enthusiastically experiment with different techniques when using a range of media to produce their own work on the theme of 'Fantastic Creatures'.
276. Pupils in lower KS2 experiment with tone, colour and pattern in work linked to a cross-curricular topic in history. They discuss the work of various craft workers and designers, observe the structure of mosaic patterning and successfully produce their own designs.
277. Older pupils in KS2 work with enthusiasm and care when emulating the styles of famous artists including Kyffin Williams, Augustus John, Modigliani and Turner. They identify the distinctive features of each artist and carefully reproduce key elements of particular artists' work in their own drawings. Some pupils' work reflects good use of line, tone, colour and pattern. More able pupils apply their understanding of visual qualities very well and are able to review and modify their work.
278. Pupils' previous work across the school shows they make objects and artefacts in two and three dimensions using a wide variety of materials and textures.

### **Shortcomings**

279. In KS2 pupils do not develop sufficient competence in a wide enough range of artistic skills and techniques. As a consequence their ability to select appropriate techniques when planning work is limited.

## Music

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

Key Stage 2: Grade 3: Good features outweigh shortcomings

### Good features

280. Pupils in KS1 are able to sing a variety of songs and have a good repertoire. Many pupils use untuned percussion instruments to accompany their music well.
281. Pupils explore a range of sounds, including their voices and bodies and listen attentively to their own and others' music. They improvise short patterns of rhythms and melodic phrases imaginatively using their voices.
282. Pupils in lower KS2 use tuned and untuned percussion instruments appropriately to create descriptive sounds associated with animals. They select appropriate instruments and work effectively in small groups in order to perform to the whole class. Pupils are then able to appraise and discuss the effectiveness of the music and modify their compositions accordingly.
283. In upper KS2, pupils successfully maintain an ostinato using their voices and when played on a variety of percussion instruments. Pupils respond well to recognising patterns in music and demonstrate accuracy and confidence in developing and performing their own musical patterns. They appraise and evaluate their work appropriately.
284. Pupils' interest and achievement in music is enhanced by peripatetic lessons in violin and keyboard and the school provides a recorder club. Visiting musicians and performances by pupils successfully promote incidental learning.

### Shortcomings

285. In KS2, pupils' knowledge of the characteristics of different kinds of music and the work of a range of established composers is generally limited. Their abilities in composing, appraising and recording compositions is at an early stage of development and competence in making distinctions between the musical elements is insufficiently developed overall.

## Physical education

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

Key Stage 2: Grade 3: Good features outweigh shortcomings

### Good features

286. Pupils in KS1 develop their performance of simple movement skills well and readily respond to instructions. They recognise and name the body parts used in movements, balances and in the actions of simple games. The pupils show

an increasing awareness of the need for space to work safely away from others and they sensibly take responsibility for taking apparatus out and putting it away. Many pupils develop their performance in movement well with a partner.

287. The older pupils explore different activities with increasing confidence and control; their work shows well-controlled technique and movement. The majority of pupils respond well to different stimuli and refine their actions purposefully.
288. Some Y3 pupils show good control in their movements with improved tension and shape. They improve their performance through practicing their skills and linking their actions.
289. In Y5 and Y6, pupils develop their creative dance skills through repetition and evaluation against set criteria. In games they apply their ball skills well within small games and understand basic tactics. Some pupils try hard to develop their games skills further through observation of performance and applying skills to different situations.
290. Older pupils experience a range of physical activities through games, including netball, athletics, tennis, dance, football and rugby. Pupils experience practicing and performing at a local theatre and photographic evidence shows pupils exploring different moods and ideas and expressing these through a variety of movements and rhythmic responses that show control and sensitivity. Swimming skills are developed appropriately in Y5 and Y6.

### **Shortcomings**

291. Many younger pupils in KS2 lack tension, precision, control and accuracy in their individual and linked movements.
292. Older pupils in KS2 do not evaluate their performance and that of others and use the information to improve the quality of their own performance. They seldom refine skills to improve performance.

<b>Religious education</b>
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Key Stage 1: Grade 2: Good features and no important shortcomings
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Key Stage 2: Grade 3: Good features outweigh shortcomings
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### **Good features**

293. Pupils across KS1 and KS2 have opportunities to develop thinking and learning skills through the study of world religions. They demonstrate open-minded and positive attitudes towards people with different beliefs and cultural backgrounds.
294. Pupils in KS1 demonstrate a good understanding of Christian values and celebrations. Their awareness of the importance of these is enhanced by the visits of local clergy and visits to places of worship.

295. Younger pupils in KS2 develop an appropriate understanding of religious teachings, such as the need for rules to guide our behaviour and the importance of moral values in everyday life.

296. The older pupils have a good understanding of symbolism in religion. They understand that worship is central to all world faiths and that prayer is an important aspect of worship.

### **Shortcomings**

297. In KS2 pupils do not develop their knowledge of religions sufficiently through studying artefacts, making first hand visits and undertaking research. Their understanding of how religious beliefs and customs shape the lives of children from different religious backgrounds is limited.

## **School's response to the inspection**

298. We are pleased that the inspection team found that our pupils develop a strong sense of belonging within the school, are friendly and courteous and generally have a good working relationship with members of staff. In addition, the positive partnerships that the school has with parents, carers, employers and with the wider community, is also given recognition within the report.
299. Where appropriate, our SDP will be re-structured to include the recommendations from the inspection report. This will include further developments in the planning of basic and key skills and improving our procedures for the monitoring and addressing of the inappropriate behaviour of a minority of pupils. We will also consider the further development of our assessment procedures to ensure that we continue to strengthen our teaching and learning, and formalise some of our whole-school managerial systems and procedures. These are areas we are confident can be addressed to ensure the continuing improvement of our school. Governors and staff have already put into place procedures to help ensure the health and safety of our pupils is effectively assured.
300. The recommendations in the inspection report will be addressed as a high priority within the school, with a planned timetable to include the development of a policy to guide learning and teaching. Another major target will include the installation of interactive white boards in order to assist staff and pupils in developing their learning opportunities.

## Appendix 1

### Basic information about the school

Name of school	Hendreforgan Primary School
School type	Community: Nursery and Primary
Age-range of pupils	3 – 11 years
Address of school	Gilfach Goch Porth Rhondda Cynon Taf
Postcode	CF39 8UH
Telephone number	01443 672394

Head teacher	Mr. Peter T. Morgan
Date of appointment	1 <sup>st</sup> September 2003
Chair of governors/ Appropriate authority	Ms. B. Griffiths
Registered inspector	Mr. Michael T. Ridout
Dates of inspection	18 <sup>th</sup> – 21 <sup>st</sup> September 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	18	28	23	21	42	32	40	38	242

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	10	1	10.6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	23.3 : 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	24.9
Teacher (fte): class ratio	1.06 : 1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Autumn 2005	88.3	92.0	91.1
Spring 2006	90.9	91.1	92.1
Summer 2006	91.9	90.2	91.0

Percentage of pupils entitled to free school meals	34
Number of pupils excluded during 12 months prior to inspection	3

## Appendix 3

### National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2006 with national figures for 2005				Number of pupils in Y2:		41	
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School	-	14	12	74	0
		National	0.4	5.1	15.5	63.8	15.1
En: reading	Teacher Assessment	School	-	-	19	67	10
		National	0.4	5.2	17.3	55.6	21.4
En:writing	Teacher Assessment	School	-	14	12	74	0
		National	0.5	6.9	17.8	67.2	7.7
En: speaking and listening	Teacher Assessment	School	-	0	0	98	2
		National	0.4	3.2	13.3	64.1	18.9
Mathematics	Teacher Assessment	School	-	0	10	90	0
		National	0.4	3.0	11.6	60.0	25.1
Science	Teacher Assessment	School	-	0	2	98	0
		National	0.4	2.0	10.3	63.0	24.3

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	73.8%	In Wales	81%

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 2006 with national figures for 2005				Number of pupils in Y6		37					
Percentage of pupils at each level											
			D	A	N	W	1	2	3	4	5
English	Teacher assessment	School	-	-	-	-	-	11	24	57	8
		National	0.4	0.1	1.1	0.3	0.7	4.1	14.7	46.7	31.7
Mathematics	Teacher assessment	School	-	-	-	-	-	11	14	70	5
		National	0.4	0.1	0.0	0.3	0.5	3.4	15.1	47.2	32.0
Science	Teacher assessment	School	-	-	-	-	-	3	14	70	14
		National	0.4	0.1	1.0	0.3	0.3	1.6	10.6	51.1	34.6

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment			
In the school	64.9%	In Wales	74%

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  
N 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

- The inspection team consisted of five inspectors and a peer assessor (appointed by Estyn) who worked for 13 inspector days (over four days) gathering first-hand evidence. In total, 66 lessons or parts of lessons were observed and standards and teaching graded. Inspectors evaluated the pupils' work.
- The head teacher took the role of nominee, ensuring effective communication with the inspection team. The nominee attended meetings with inspectors and contributed fully to the discussion of inspection evidence.
- Inspectors observed registration sessions, school assemblies and break-times. All teachers present were observed teaching. Discussions were held with members of the teaching and non-teaching staff, representatives of the GB, parents and others, both during the initial inspection visit and during the inspection.
- All the available work and records of a representative sample of pupils from all year groups were scrutinised. Inspectors sought the views of a number of pupils in discussions with them.
- A large amount of documentation provided by the school was analysed both before and during the inspection.
- The registered inspector held a meeting attended by one parent before the inspection and considered eleven parents' responses to a questionnaire.
- At the end of the inspection, the main findings of the inspection were discussed with the head teacher in his role as the nominee. A short time after the inspection, meetings were held with the head teacher and deputy head teacher, the staff, and the governors, to report the findings of the inspection.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr. M. T. Ridout Registered Inspector	Context Summary Recommendations Key question 1: How well do learners achieve? Key question 2: How effective are teaching, training and assessment? Key question 5: How effective are leadership and strategic management? Key question 7: How efficient are leaders and managers in using resources? Mathematics Design and technology Geography
Mrs. H. Turner Team inspector	Key question 6: How well do leaders and managers evaluate and improve quality and standards? Assessment and additional educational needs elements of key questions 2 and 4. English Science Art Music
Mrs. H. Smith Team inspector	Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community? Under fives Welsh second language Information technology
Mr. S. Telling Team inspector	Key question 4: How well are learners cared for, guided and supported? Resources elements of Key question 7 History Physical education Religious education
Mrs. C. Lewis Lay inspector	Aspects of Key questions: 1, 3, 4 and 7.

#### Acknowledgement:

***The inspectors wish to thank the governing body, staff, parents and pupils of the school for their co-operation, assistance and courtesy before and during the inspection.***

The Contractor for this inspection was:  
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