

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

A Report on the Quality of Education in

**Holton Primary School
Holton Road
Barry
CF63 4TF**

School Number: 6732122

Date of Inspection: 26 November 2007

by

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5542**

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Holton 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 Holton Primary School took place between 26/11/07 and 29/11/07. An independent team of inspectors, led by Margaret Elizabeth Morgan undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **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 LEAs.

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Holton Primary School is situated in the seaside town of Barry in the Vale of Glamorgan. The school is a pilot setting for the Welsh Assembly Government's Foundation Phase. The Foundation Phase is being implemented in the under-fives classes and in years 1 and 2. In the meantime, the National Curriculum has been disapplied in years 1 and 2. Since the time of the previous inspection in 2001, the school has undergone some remodelling and has also created enclosed outdoor areas as extensions of the classrooms for the Foundation Phase children.
2. At the time of the inspection, there were 405 pupils on the school roll including 48 part-time nursery children. This number is a decrease of 130 pupils from the time of the previous inspection. The school is situated in an electoral ward identified as being in the top fifth of wards in the Index of Multiple Deprivation for Wales. A significant number of pupils reside in a designated Communities First area of the town. Nursery children are admitted to the school on a part-time basis as soon as possible following their third birthday. Pupils begin full-time education in the September before their fifth birthday.
3. Approximately 97 per cent of pupils come from English speaking homes and the remaining three per cent speak a range of other languages at home. No pupils come from Welsh speaking family backgrounds. Approximately six per cent of pupils come from a mix of other ethnic groups. One pupil receives support for learning English as an additional language. In the current academic year, approximately 22 per cent of pupils are entitled to receive free school meals. This is above both Local Education Authority (LEA) and national averages.
4. Pupils' ability on entry is below the LEA average. Approximately 28 per cent of pupils have been identified as having special educational needs (SEN) and an additional four have statements of SEN. This is above the national average. Five children are looked after by the local authority. Two pupils were excluded on a temporary basis from the school in the last 12 months. Approximately 30 per cent of pupils move in and out of the school between the reception class and year 6.
5. There are the equivalent of 22.1 full-time teachers, including four who were on temporary contracts to cover long-term absence at the time of the inspection. Seventeen part-time teaching assistants (including three who were on temporary contracts to cover long-term absence) are on the staff and also one administrative assistant. Both the head teacher and the deputy head teacher were appointed to the school in 2006. The school has received the Basic Skills Quality Mark and the Investors in People Award, the Bronze Eco-Schools Award and a Vale of Glamorgan Healthy Schools Award.

The school's priorities and targets

6. The school's motto is 'Helping Pupils Succeed'. Its aims are:
'To provide a caring and stimulating environment where children can reach their full potential in every aspect of development: physically, spiritually, intellectually and socially.
To provide a well balanced and structured curriculum from which children can acquire skills, knowledge, understanding and attitudes to enable them to become responsible members of society and provide a sound base upon which the secondary schools can build.'

7. The main shorter-term targets outlined in the school improvement plan for 2007 – 2008 include:
 - implementing a skills based curriculum, literacy, mathematical, information and communications technology (ICT) and physical education developments and further work on Foundation Phase issues;
 - improving assessment procedures and bilingualism;
 - renewing the Investors in People Award;
 - reviewing the behaviour policy;
 - creating a learning resource centre.

Summary

8. After a period of change and lack of stability, Holton Primary School is an evolving and improving school following the recent appointment of the current head teacher and deputy head. The school is working hard to pilot and implement the Foundation Phase for the Welsh Assembly Government (WAG) and is successful in its endeavour.
9. According to parents, governors and the pupils themselves, behaviour has improved significantly in recent months and pupils' attitudes to learning are now positive especially in Foundation Phase and also in lower key stage 2 classes. There are some outstanding features in the way the school manages and cares for the pupils. Progress since the last inspection has good features that outweigh some shortcomings.
10. The grades awarded by the inspection team for each of the seven key questions match the judgements made by the school in its self-evaluation report prior to the inspection.

Table of grades awarded

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

11. Standards of attainment have good features that outweigh shortcomings in Holton Primary School. Overall, regardless of their social, ethnic or linguistic background, pupils, particularly those in the Foundation Phase Pilot classes and those who spend their whole primary school career in Holton, make good progress and they achieve the targets they are set.

12. Standards in the areas of learning in Foundation Phase Pilot classes and subjects in key stage 2 are as follows:

Foundation Phase Pilot classes

Area of Learning	Grade
Personal and Social Development, Well-Being and Cultural Diversity	Grade 2
Language, Literacy and Communication Skills	Grade 2
Mathematical Development	Grade 2
Bilingualism	Grade 3
Knowledge and Understanding of the World	Grade 2
Physical Development	Grade 2
Creative Development	Grade 2

Subjects inspected at key stage 2

Subject	Grade
English	Grade 3
Welsh Second Language	Grade 3
Mathematics	Grade 3
Science	Grade 3
Information Technology	Grade 3
Design Technology	Grade 2
History	Grade 2
Geography	Grade 3
Art	Grade 3
Music	Grade 2
Physical Education	Grade 3
Religious Education	Grade 3

13. During the inspection, grades achieved by pupils in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3%	70%	25%	2%	0%

14. Standards of achievement in the lessons observed are above Welsh Assembly Government (WAG) all-Wales targets requiring that by 2007, 98 per cent of standards should be Grade 3 or better and 65 per cent Grade 2 or better.
15. The overall quality of provision for children in the Foundation Phase Pilot is good. It meets children's needs and they are making good progress. Children make good progress particularly in their personal and social skills.
16. Pupils with additional learning needs, including those with SEN, those learning English as an additional language and those with potential behavioural problems, make similar progress.

17. Children in the Foundation Phase Pilot classes use their key skills of speaking, listening and reading well. Their writing skills have good features that outweigh shortcomings. They also use their mathematical and information and communication technology (ICT) skills very competently. Under-fives are developing their bilingual skills confidently but older children in the foundation phase are not quite so competent.
18. Although pupils in the lower key stage 2 classes are developing their key skills well, older key stage 2 pupils' use of the key skills has good features that outweigh shortcomings. Throughout the school, pupils' awareness of the culture and the heritage of Wales through *Y Cwricwlwm Cymreig* also has good features that outweigh shortcomings.
19. Pupils' ability on entry is consistently below the local authority average. There is also a higher than average number of pupils on the SEN register, and several who move in and out of the school on an annual basis. All these factors impact significantly on the standards pupils achieve. Recent systems put in place to track pupils' progress more carefully indicate that the vast majority of pupils are now beginning to achieve and exceed the targets they are set. This indicates that the school ensures good 'value added' provision, and pupils maximise on their potential.
20. There is no comparative data available for key stage 1 pupils in 2007 because of the school's involvement in the Foundation Phase pilot. Children involved in the Foundation Phase Pilot have been disapplied from the national curriculum and also its assessment.
21. Over the last three years, pupils' end of key stage 2 statutory assessment results in English, mathematics and science have been below local and national averages. However, these results had been predicted due to the nature of the cohorts. In 2007, they showed a slight improvement and all pupils exceeded their targets. Despite the strategies recently put in place by the school, girls continue to do better than boys.
22. When compared with similar schools (those with similar numbers of pupils entitled to receive free school meals), results between 2004 and 2006 fluctuated between the upper 25 per cent to the lowest quarter. However, in 2007 they are in the lowest quarter for all three core subjects based on results attained by similar schools in 2006. (Data for similar schools is not yet available for 2007).
23. As pupils move through the school, they gradually acquire new knowledge and skills particularly in the Foundation Phase and in lower key stage 2. Pupils' awareness of how well they are doing is good and by the end of key stage 2 pupils are ready to move on to the next stage of their learning.
24. Attendance for the last reporting year is well below the LEA average and below the latest all Wales figure. A significant minority of pupils are not punctual at the start of the school day. Two pupils were excluded temporarily in the past 12 months.

25. The overall development of pupils' personal, social and learning skills is good. Overall, pupils are well behaved and show respect to each other and adults. Children in the Foundation Phase and lower key stage 2 are happy and enthusiastic in their learning. However, a small minority of pupils at the upper end of key stage 2 do not make the most effective use of their time and, as yet, have not developed a positive disposition to learning.

The quality of education and training

26. Despite the fact that eight members of staff were on temporary contracts during the inspection, the overall quality of teaching was good.

Grades for teaching

27. Standards of teaching in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
9%	70%	20%	1%	0%

28. The percentage of teaching that is Grade 2 or better is similar to the average for the whole of Wales as described in the most recent Chief Inspector of Schools' Annual Report. The vast majority of outstanding features in teaching were observed in the Foundation Phase, particularly with the youngest children.
29. Good and outstanding teaching includes very good relationships with pupils, imaginative use of resources including ICT, good lesson pace, providing opportunities for interactive learning, good team work between teachers and support staff and awareness of individual pupils' needs. The main shortcomings are a lack of challenge in lessons, insecure discipline strategies and a slow pace.
30. Assessment in the Foundation Phase and at key stage 2 meets statutory requirements. It is thorough in the Foundation Phase and the newly implemented system in key stage 2 is now being well used to identify progress.
31. The curriculum in the Foundation Phase covers each area of learning in a progressive manner and closely follows the principles outlined in the Welsh Assembly Government's draft guidelines.
32. A broad and balanced curriculum is planned at key stage 2 that is relevant to the needs and abilities of the pupils. It meets all statutory requirements including those for additional learning needs. In key stage two, planning for the development of pupils' key skills has good features that outweigh shortcomings. Even though it is an issue identified in the School Improvement Plan, it is currently under-developed.
33. Provision for work related education is good overall; it is outstanding for the youngest children in the Foundation Phase. The school's provision for

sustainable development and global citizenship is good with no important shortcomings.

34. The way in which the school plans and manages care and support arrangements for pupils is an outstanding feature of its work. The 'Care Committee' is an innovative method of ensuring the needs of pupils and their families are very carefully and regularly considered. In discussion, pupils confirm they feel very safe and are able to turn to any adult who works in the school for help. The school works extremely closely with parents and carers.
35. Personal and Social Education is well planned throughout the school, suitable attention is given to sex education and substance misuse, relevant to the age of the pupils. There are appropriate policies and procedures to ensure everyone's well-being and welfare within the school building and during educational visits. Child protection arrangements are well known to all that work in the school.
36. The quality of provision for pupils with additional learning needs is good and pupils make good progress. There is good support for the few pupils whose behaviour may impede progress and pupils are managed sensitively, consistently and effectively.
37. Holton Primary is an inclusive school. It recognises the diversity of pupils' backgrounds and all pupils are treated equally, with dignity and respect. This is an outstanding feature.

Leadership and management

38. Holton Primary School has a clear set of aims that promotes equality for all and is reflected in practice especially in the Foundation Phase and in lower key stage 2.
39. Since their appointment, the head and deputy head teachers have worked hard to establish a shared vision. They have instigated several new procedures that have the potential to bring about continued improvement. These initiatives have not yet fully impacted on standards particularly towards the end of key stage 2.
40. A genuine sense of team spirit exists among the large school team. Leaders and managers have worked hard to establish the Foundation Phase Pilot successfully in the school. Subject specialists have clear responsibilities that they undertake conscientiously. The school takes good account of local and national priorities.
41. All pupils are given challenging but realistic targets for their attainment at the end of key stage 2 based on their individual capabilities. Other goals for development are clearly identified in the 'School Improvement Plan' and are appropriate to the needs of the school. There are proper procedures in place to review and monitor the performance of teachers.

42. The governing body is supportive of the school and acts appropriately as its 'critical friend'. Overall, the governors monitor the curriculum in a proactive manner and provide the necessary resources for its delivery. Other than a few minor omissions in the school's prospectus, the governing body meets all statutory requirements
43. The process of self-evaluation has good features that outweigh shortcomings. It is currently being developed and refined in the school. The head teacher and senior managers use information effectively to make improvements. However, the school has identified the need to monitor teaching and that the role of the subject specialist is under-developed. Although progress has been made in some areas, the school has not rigorously addressed all the key issues noted in the last inspection
44. The quality of financial management at the school is good. The head teacher, staff and governing body ensure resources are used wisely and efficiently. The deployment of staff and the effective use of resources are very well matched to the school's priorities and objectives. Expenditure is generally well linked to targets in the school development plan. The school provides good value for money.

Recommendations

45. In order to develop and progress further, the school should:
- R1 Improve standards in the core subjects in particular and also those subjects and areas of learning with shortcomings; ****
 - R2 Ensure consistent high expectations in all classes to challenge and motivate pupils;
 - R3 Plan more carefully for the key skills in order to ensure they develop progressively throughout the school; ****
 - R4 Continue the development of the self-evaluation processes in the school; ****
 - R5 Improve attendance and punctuality.

Those recommendations marked **** have already been identified by the school as areas for development in its School Improvement Plan.

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

Standards

Key Question 1: How well do learners achieve?

Grade 3: good features outweigh shortcomings

46. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
47. Standards of attainment have good features that outweigh shortcomings in Holton Primary School. Overall, regardless of their social, ethnic or linguistic background, pupils, particularly those in the Foundation Phase Pilot classes and those who spend their whole primary school career in Holton, make good progress and they achieve the targets they are set.
48. Standards in the areas of learning in Foundation Phase Pilot classes and subjects in key stage 2 are as follows:

Foundation Phase Pilot classes

Area of Learning	Grade
Personal and Social Development, Well-Being and Cultural Diversity	Grade 2
Language, Literacy and Communication Skills	Grade 2
Mathematical Development	Grade 2
Bilingualism	Grade 3
Knowledge and Understanding of the World	Grade 2
Physical Development	Grade 2
Creative Development	Grade 2

Subjects inspected at key stage 2

Subject	Grade
English	Grade 3
Welsh Second Language	Grade 3
Mathematics	Grade 3
Science	Grade 3
Information Technology	Grade 3
Design Technology	Grade 2
History	Grade 2
Geography	Grade 3
Art	Grade 3
Music	Grade 2
Physical Education	Grade 3
Religious Education	Grade 3

49. During the inspection, grades achieved by pupils in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3%	70%	25%	2%	0%

50. Standards of achievement in the lessons observed are above Welsh Assembly Government (WAG) all-Wales targets requiring that by 2007, 98 per cent of standards should be Grade 3 or better and 65 per cent Grade 2 or better.
51. The overall quality of provision for children in the Foundation Phase Pilot is good. It meets children's needs and they are making good progress. The very good quality interaction between children and adults ensure that children enjoy their learning and they persevere and work hard at their tasks. From below average ability on entry, they make good progress particularly in their personal and social skills.
52. Pupils with additional learning needs, including those with SEN, those learning English as an additional language and those with potential behavioural problems, make good progress relative to their abilities. As a result of the good quality support they are given, the majority of SEN pupils achieve the individual targets they are set. More able pupils make similar progress.
53. Children in the Foundation Phase Pilot classes use their key skills of speaking, listening and reading well. For example they use their reading skills to follow instructions and they speak and listen to each other sensibly when they are engaged in their stimulating outdoor activities. Children's writing skills have good features that outweigh shortcomings. They also use their mathematical and information and communication technology (ICT) skills very competently for a variety of purposes. Under-fives are developing their bilingual skills confidently but older children in the Foundation Phase are not quite so competent.
54. Although pupils in the lower key stage 2 classes are developing their key skills well, older key stage 2 pupils' use of the key skills has good features that outweigh shortcomings. Pupils lack the confidence to apply their communication, bilingual, mathematical and ICT skills purposefully across a range of other subject areas.
55. Throughout the school, pupils' awareness of the culture and the heritage of Wales through *Y Cwricwlwm Cymreig* has good features that outweigh shortcomings. Although they have some knowledge and understanding of their own area of Barry, they cannot talk confidently about famous Welsh artists, musicians or writers for example.
56. Pupils' ability when they start full-time education is consistently below the local authority average. There is also a higher than average number of pupils on the SEN register and approximately 30 per cent of pupils move in and out

of the school on an annual basis. All these factors impact significantly on the standards pupils achieve especially at the end of key stage 2. Since the appointment of the new head teacher and the deputy head teacher, systems have been put in place to track pupils' progress more carefully and evidence indicates that the vast majority of pupils are now beginning to achieve and exceed the targets they are set. This indicates that the school ensures good 'value added' provision, and pupils maximise on their potential.

57. There is no comparative data available for key stage 1 pupils in 2007 because of the school's involvement in the Foundation Phase pilot. Children involved in the Foundation Phase Pilot have been disapplied from the national curriculum and also its assessment. However, the school has undertaken formal assessments when children reach the end of the Foundation Phase using levels indicated in Foundation Phase outcomes. Children achieve in line with expectations.
58. Over the last three years, pupils' end of key stage 2 statutory assessment results in English, mathematics and science have been below local and national averages. However, these results had been predicted due to the nature of the cohorts. In 2007, they showed a slight improvement and all pupils exceeded their targets. Targets set for future years indicate that standards will continue to improve in the three core subjects. Despite the strategies recently put in place by the school, girls continue to do better than boys. Over the past few years, pupils have consistently done best in science.
59. When compared with similar schools (those with similar numbers of pupils entitled to receive free school meals), results between 2004 and 2006 fluctuated between the upper 25 per cent to the lowest quarter. However, in 2007 they are in the lowest quarter for all three core subjects based on results attained by similar schools in 2006.
60. As pupils move through the school, they gradually acquire new knowledge and skills particularly in the Foundation Phase and in lower key stage 2 where approaches to teaching and learning have been adapted to suit the changing needs of the curriculum and the pupils. In upper key stage 2 classes, pupils' progress has good features that outweigh shortcomings. They make steady progress towards fulfilling their potential and are generally ready to move on to the next stage of their learning.
61. Pupils' awareness of how well they are doing is good. Throughout the school, pupils are given targets both of an academic and a personal and social nature and they are generally aware of these. These targets are also shared with parents. At the end of lessons or teaching sessions, pupils sensibly discuss what they have achieved in relation to the learning objectives of the lesson and in many cases, how effective they have been.
62. Attendance for the last reporting year, including the nursery age children, was 91.5 per cent. This is well below the LEA average and below the latest all Wales figure. Whilst many pupils arrive at school on time, a significant

minority are not punctual at the start of the school day. Two pupils were excluded on a temporary basis in the past 12 months.

63. The overall development of pupils' personal, social and learning skills is good. Children in the Foundation Phase are happy and enthusiastic in their learning. They display high levels of motivation, concentration and perseverance and work independently for sustained periods of time.
64. There are good features but also shortcomings in pupils' personal, social and learning development in key stage 2. The majority work hard in lessons, are keen to participate in class activities and are invariably enthusiastic throughout the school day. The more able pupils take increasing responsibility for their own learning and work in a mature and reflective fashion. However, a minority of pupils at the upper end of key stage 2 do not make the most effective use of their time and, as yet, have not developed a positive disposition to learning.
65. Overall, pupils are well behaved, have good manners and show respect towards adults and each other. They are courteous, friendly and are eager to listen to the opinions of other pupils and adults. Relationships are good and most pupils behave responsibly in class lessons and school assemblies. However, there are a few pupils with challenging behaviour particularly in the upper end of key stage 2. On occasions their lack of self-discipline adversely affects their peers and the progress of their lessons.
66. Throughout the school, pupils understand right from wrong and demonstrate a high degree of self discipline. They move sensibly in and around the school and members of the School Council are enthusiastic in their support for the younger pupils during school breaktimes.
67. Pupils report that there is very little bullying at the school and when it occurs, it is dealt with swiftly and effectively by staff. This is a reflection of the clear and consistent expectations and values that the school promotes and pupils adopt.
68. Pupils in the Foundation Phase and key stage 2 make good progress in their personal, moral and social skills. Relationships within the entire school community are good enabling pupils to express and explore their views openly. Overall, there is a mutual respect between adults and pupils. This helps create a happy, caring and supportive learning environment. Through initiatives such as the School Council, Eco-Committee and the position of Head Boy and Head Girl, pupils develop positive attitudes to citizenship and begin to understand the concept of democracy within society.
69. Throughout the school, pupils' understanding of equal opportunities and respect for diversity is developing well. Pupils are well prepared for effective participation in the workplace and community. They raise funds for local and national causes and visit places such as the local library, shops, the Cog Moors Environmental Centre and the Welsh Assembly building. A range of experiences ensure that pupils are developing skills, attitudes and values relevant for their roles as good citizens of the future.

The quality of education and training

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

Grade 2: good features and no important shortcomings

70. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
71. Despite the fact that eight members of staff were on temporary contracts at the time of the inspection, the overall quality of teaching was good.
72. Standards of teaching in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
9%	70%	20%	1%	0%

73. The percentage of teaching that is Grade 2 or better is similar to the average for the whole of Wales as described in the most recent Chief Inspector of Schools' Annual Report.
74. The vast majority of outstanding features in teaching were observed in the Foundation Phase, particularly with the youngest children. Good and outstanding teaching included:
- establishing very good relationships with a vast majority of pupils, through appropriate use of humour, praise and behaviour strategies to promote and maintain an interesting learning environment;
 - using imaginative resources including information technology to enhance learning and provide a range of approaches and strategies to capture pupils' attention and maintain their interest throughout the lessons;
 - good pace and progression within the lessons and the setting of suitable and appropriate challenges for the pupils;
 - sharing learning objectives with the pupils;
 - providing opportunities for pupils to work interactively in groups, thus establishing good co-operative learning strategies;
 - teachers' and learning support assistants' awareness of individual pupils' needs in social and academic settings.
75. In summary, the main shortcomings included:
- lack of challenge;
 - lack of a suitable pace;
 - insecure discipline strategies.
76. Teachers generally set appropriate time limits for the completion of activities and work with individuals and groups to keep them on task.
77. Most teachers, especially those in the Foundation Phase classes, make good use of opportunities for in-service training events to develop subject knowledge and are keen to keep abreast with new initiatives such as incorporating information technology into their lessons. These impact positively on the standards in teaching. Teachers use a variety of teaching

methods, including the use of the outdoors, the library and information technology suite.

78. Teachers are aware of pupils' levels of attainment and recognise the need to improve pupils' skills and abilities. However, in a minority of classes in key stage 2, there is insufficient challenge for pupils.
79. Teachers ask relevant questions that often challenge the learner. They provide appropriate explanations when pupils ask pertinent questions. The format of lesson planning is consistent. A clear audit trail is apparent to cross reference pupils' work and lesson plans.
80. Learning support assistants are aware of their role in the classroom and have a positive impact on pupils' learning. Teachers and support staff work very well together. Their role is a significant strength of the school and they contribute very effectively to pupils' independent thinking and skills development.
81. Teachers promote equality of opportunity. All pupils including those with additional learning needs receive appropriate attention and encouragement.
82. Teachers in the Foundation Phase, especially those in the early years classes promote bilingualism well both in and out of the classroom. However, the use of incidental Welsh is inconsistent in key stage 2 classes.
83. Good consideration is given to the needs of all pupils, including those with additional learning needs and those learning English as an additional language. Provision for gifted and talented pupils is less well established.
84. A good feature of the school is the careful assessment undertaken in the Foundation Phase classes. Accurate assessment information is collected and used on a daily basis to plan future activities to meet the needs and abilities of all children.
85. The newly implemented assessment system in key stage 2 is rigorous and reflects more precisely the achievement and progress made by each pupil. It is becoming firmly embedded throughout the school and the information gathered is used to influence future planning for improvement. Test results are now accurately analysed and the information is used to help identify progress. A full range of information is retained for each pupil and transferred from class to class. Statutory assessment requirements are met in relation to pupils with additional learning needs.
86. Teachers ensure that pupils generally understand the purpose of assessment as they set appropriate targets with individuals that are regularly updated. Overall, good verbal feedback is given to pupils to support them in developing their ideas and their understanding. This often includes re-enforcing personal targets for improvement. However, the marking of pupils' work in books is intermittent in its quality and its effectiveness in identifying the next step in learning.

87. There are regular opportunities for parents to meet with their children's teacher. Written reports conform to statutory requirements. Comments made in the reports clearly identify pupils' achievements and progress in each subject or area of learning.

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

Grade 2: good features and no important shortcomings

88. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
89. The overall quality of provision for children in the Foundation Phase Pilot is good. It meets children's needs and covers each area of learning in a progressive manner; it closely follows the principles of the Foundation Phase as stated in the Welsh Assembly Government's draft guidelines. A skill-based curriculum is carefully planned to ensure children develop to their full potential.
90. The school provides a broad and balanced curriculum at key stage 2 that is relevant to the needs and abilities of the pupils. It meets all statutory requirements including those for additional learning needs. Detailed long and medium term plans are prepared to ensure appropriate progression in pupils' knowledge and understanding. The planned curriculum offered to year 3 pupils takes into consideration some of the principles of the Foundation Stage and ensures a seamless transition between the Foundation Phase curriculum and key stage two.
91. In the Foundation Phase planning for key skills is good overall as they are an integral part the basic, planned curriculum. In key stage two, planning for the development of pupils' key skills has good features that outweigh shortcomings. Even though it is an issue identified in the school improvement plan, it is currently under-developed.
92. The way in which the school broadens pupils learning through a variety of different experiences has good features and no important shortcomings. A variety of activities, including chess, science, line dancing and drama, effectively promote pupils' learning outside the school day and have a positive impact on their self esteem and self confidence.
93. Regular opportunities for pupils to visit such places as Saint Fagan's, Stackpole, the Millennium Centre and Senedd have a direct and positive impact on pupils' knowledge and understanding in a number of subjects. Visitors to the school provide pupils with the opportunity to talk and work with experts in particular fields.
94. The provision for the development of pupils' spiritual, moral, social and cultural skills has good features that outweigh shortcomings. It is supported by an effective and comprehensive programme. Issues regarding sex education and substance misuse are dealt with in accordance with the school's policies.

95. In the Foundation Phase, spiritual, moral, social and cultural skills are promoted well. A growing strength of the provision is the cultural development of the children as they communicate regularly with Kelu, a young girl from a small village in India.
96. In key stage two the provision for pupils' spiritual and cultural development has good features which outweigh shortcomings. Assemblies and similar gatherings provide too few opportunities for pupils to sit quietly and reflect. Cultural development is promoted widely in relation to the practices of different faith groups.
97. The school encourages pupils to respect each and every person and instils in them an understanding of right from wrong; recent changes in approach have greatly improved pupils' attitudes towards each other. In addition, group work effectively develops social relationships and reinforces the importance of co-operation, care and concern for others.
98. Overall, responses from the parents' and carers' pre-inspection questionnaire and meeting indicates that they have a very positive view of the school. They are very supportive and an active Parents' Association offers practical help during the school day and raises money to help the school financially. Day-to-day information between home and school is good and regular. There is a suitable home school agreement in place.
99. The school works closely with parents/carers on such schemes as 'Enjoying the Kids', 'Families Learning Together' and 'Language and Play' courses. Parents are very appreciative of the school's support and many families have been inspired to seek further qualifications as learners themselves.
100. There are good links with a local cluster of schools. There are good and well-established links with local colleges of further and higher education and the school regularly accepts students on work placements. The Foundation Phase staff establish good links with the pre-school setting that feeds the school. There is also an effective transition project in progress linking the school with feeder High Schools.
101. Provision for work related education is good overall; it is outstanding for the youngest children in the Foundation Phase. Pupils have a good range of opportunities to gain an insight into the working world through well-planned visits and visitors that are carefully linked to the topics they study. The youngest children gain an exceptional understanding of the world of work because they have a tremendous range of opportunities to take part in role-play situations that are very well linked to business or commerce.
102. Several staff placements to business or industry have taken place as part of the school's continuing professional development programme. These have benefited curriculum developments in history and science for example.
103. Arrangements to promote pupils' bilingual skills and their knowledge of *Y Cwricwlwm Cymreig* have good features that outweigh shortcomings.

Opportunities to develop pupils' understanding are not progressively developed throughout the school. There is a lack of consistency of approach in different subjects.

104. There are good arrangements to tackle social disadvantage. All adults ensure that pupils have equal opportunity to access the curriculum offered and to take part in all areas of school life what ever their ability, gender or background.
105. The school's provision for sustainable development and global citizenship is good with no important shortcomings. The school is involved in recycling and energy saving initiatives and has received the bronze Eco award. The 'Eco warriors' are a well-established committee with many ideas for extending the current projects to ensure the school continues to act in a sustainable way. Suitable attention is given to global citizenship in the geography curriculum.
106. Pupils have good opportunities to develop their entrepreneurial skills. They take part in mini enterprise activities to raise funds for the school and use their decision-making skills well as members of the school council and Eco committee.
107. The school's strong emphasis on pupils' personal and social development, particularly in the Foundation Phase, helps to prepare them well for their next stage of learning and the skills necessary for lifelong learning. The impact of this is also seen in year 3 where pupils happily take responsibility for their own learning. This aspect is less well developed in years 4 to 6.

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

Grade 2: good features and no important shortcomings

108. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
109. The way in which the school plans and manages care and support arrangements for pupils is an outstanding feature of its work. It has established an innovative 'Care Committee' (which meets regularly) to ensure good support for individual pupils and their families. As a result of these extremely good arrangements, all pupils, including the most vulnerable, are very well supported by all adults who work in the school as well as by a good range of external agencies. In discussion pupils confirm they feel very safe and able to turn to any adult who works in the school for help.
110. The school works extremely closely with parents and carers. Wherever possible they are consulted about the care and support needed for their children. This is a strength of the school. Care plans are drawn up when required and these are appropriate to the age and need of the pupils. At the pre-inspection meeting and in response to the questionnaires, parents expressed the view that the school provides very well for their children; the inspection team endorses this.

111. Arrangements to help children settle into the nursery class are well organised. As a result children settle quickly into new routines. Arrangements to ensure pupils settle into school life at a later stage are equally well managed. Pupils relatively new to the school confirm that they have settled well and made new friends.
112. Pupils are well known to all adults within the school. The day-to-day care and guidance for pupils is of a very high quality. Personal and Social Education is well planned throughout the school, suitable attention is given to sex education and substance misuse, appropriate to the age of the pupils. The school also ensure that healthy lifestyles are promoted well though topics within the curriculum.
113. The school council is well established and effectively represents pupils' views. It provides pupils with a voice and as a consequence their views can be heard, listened to and acted upon when appropriate.
114. Arrangements to monitor and address any concerns related to pupils' behaviour, attendance, punctuality or performance have good features that outweigh shortcomings. The school's systems to monitor behaviour are effective and swift action is taken if there are any concerns. Events such as 'Anti-bullying Week' have a positive effect on pupils' attitudes and behaviour. Pupils' performance is carefully tracked throughout the school, but the systems used are a very recent introduction. Attendance and punctuality are monitored well. However, although the school has started to promote the need for regular and punctual attendance, it recognises that more needs to be done.
115. There are appropriate policies and procedures to ensure everyone's well-being and welfare within the school building and during educational visits. Good day-to-day systems are in place to deal with any pupils who have specific medical needs, and to deal with those who become unwell or who hurt themselves during the school day.
116. Child protection arrangements are well known to all that work in the school. The child protection policy reflects current guidelines. Designated child protection personnel have all received suitable training.
117. The quality of provision for pupils with additional learning needs is good. Early identification of pupils with additional needs is firmly established in the school. There is good communication between the full time special educational needs co-ordinator (SENCo) in key stage 2 and the part time SENCo teacher in key stage 1. They meet weekly to discuss and plan for pupils' needs; class teachers are also involved in discussions about the learning needs of the pupils.
118. Good procedures for pupil tracking enables targeted provision to be made quickly and effectively; this tracking process also shows that pupils with all types of additional needs make good progress.

119. Pupils with additional learning needs are withdrawn from classes for teaching in small groups and this is effective in its impact. Within these groups, pupils benefit from high quality teaching, by both teaching and support staff. Staff are trained in various strategies, *Catch-up*, *ELKLAN*, *Springboard Mathematics* and these programmes address the needs of the pupils well.
120. Good quality Individual Education Plans have challenging and achievable targets. Termly reviews of Individual Education Plans are held, with annual reviews for statemented pupils. The school's policy complies with the Code of Practice for SEN and recent 'provision mapping' processes have enhanced the arrangements.
121. There is good support for the few pupils whose behaviour may impede progress; Individual Behaviour Plans are written, with pupils being managed sensitively, consistently and effectively. Recently introduced strategies are having a positive impact on managing pupils with challenging behaviour and these procedures are well supported by the use of praise which permeates through all areas of school life.
122. Holton Primary is an inclusive school. It recognises the diversity of pupils' backgrounds and all pupils are treated equally, with dignity and respect. This is an outstanding feature. Pupils have equal access to the curriculum and are positively encouraged and included in all appropriate school activities. The good practice observed is actively supported by written policies.
123. The school effectively promotes gender equality and challenges stereotypes and as a result boys and girls work well together in the classroom. The school carefully analyses assessment information to monitor the performance of boys and girls to aid curriculum planning.
124. Pupils' achievements are regularly celebrated during "Award" assemblies and through other class initiatives such as the awarding of a weekly Class Cup. Anti-bullying procedures are well established and pupils openly and honestly voiced their opinions that bullying is not tolerated within the school.
125. The school has effective procedures in place to ensure that pupils with disabilities are not treated less favourably than other pupils. It has an appropriate accessibility plan to address constraints imposed by the design of the building and this is regularly monitored by the governing body.
126. The school actively promotes and celebrates diversity. Pupils gain an understanding and appreciation of Welsh culture and other cultures through school assemblies, in subjects such as art, music and religious education and by the school's inclusive approach to parents who represent the diverse cultures represented in the school population. Racial equality and good relationships between people of different racial groups is promoted effectively in all aspects of the school's work.

Leadership and management

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

Grade 2: good features and no important shortcomings

127. The findings of the inspection team match the judgement made by the school in its self-evaluation report. There is a difference between the grade awarded in key question 1 from the grade awarded in key question 5. In the judgement of the inspection team, the new senior management team has made a significant positive impact on provision in the school but the effect of their work has not yet permeated through to standards at the end of key stage 2.
128. Holton Primary School has a concise motto, 'Helping Pupils Succeed', which is proudly displayed around the school and in all documentation. There is a clear set of aims that promotes equality for all and is reflected in practice especially in the Foundation Phase and in lower key stage 2. The newly appointed head and deputy head teachers, and also the governors are committed to ensuring that the school will continue to thrive and develop.
129. Since their appointment, the head and deputy head teachers have worked hard to establish a shared vision and common purpose amongst staff and pupils. They have created an atmosphere of openness and collaboration in which governors and staff feel an optimism and sense of purpose. Along with the senior management team, they have instigated several new procedures and structures that have the potential to bring about continued improvement in provision. Certain developments have already brought about positive change, such as standards in the Foundation Phase, the recent improvements in behaviour, the quality of care and support for pupils and the links with pupils and their families.
130. All members of staff and governors are now fully aware of the school's principles and priorities. A genuine sense of team spirit exists among the large school team. Members of staff are committed to the vision for the school. As a result, younger pupils are already very positive about their learning experiences and are keen and eager to learn.
131. Leaders and managers have worked hard to establish the Foundation Phase Pilot successfully in the school. The head teacher and the Foundation Phase team leader have established a suitable framework that gives clear direction to all members of staff involved. They all work closely together and have ensured the successful implementation of the pilot.
132. Other members of the management team take on important roles such as preparing for the changes to the curriculum at key stage 2. Policy documents are appropriate. Subject specialists have clear responsibilities that they undertake conscientiously.

133. The school takes good account of local and national priorities. For example, it has worked hard to establish the concept of a community focussed school. It is involved in Family Literacy projects run by the Basic Skills Agency, the physical education and schools' sports (PESS) initiative and has been recognised as an Eco School. Good links have been established with other schools, including neighbouring primary and especially the local secondary schools. The head teacher works closely with the LEA and WAG on an anti-bullying initiative.
134. All pupils are given challenging but realistic targets for their attainment at the end of key stage 2 based on their individual capabilities. In 2007, pupils exceeded the targets that were set for them. Other goals for development are clearly identified in the 'School Improvement Plan' and are appropriate to the needs of the school such as raising standards in literacy and numeracy. The school development planning process is clear to all members of staff.
135. Staff development has had a positive impact on individual teachers and members of the support staff, for example, in subjects such as early years and ICT. Training opportunities for teachers and teaching assistants are provided in a variety of ways including school-based training, staff meetings and attendance at externally organised courses. Several members of staff have accessed accredited courses and this has impacted on standards in the Foundation Phase Pilot classes for example. Suitable arrangements are in place for teachers to plan, prepare and assess their work. Senior managers and governors have agreed an appropriate outline structure for teaching and learning responsibilities.
136. There are proper procedures in place to review and monitor the performance of teachers and to identify training needs. Members of the senior management team undertake staff appraisals and there are specific systems in place to review and monitor non-teaching staff. Newly qualified teachers and students are well supported by their assigned mentors.
137. The governors know the school and its community well and have involved themselves in the setting of the whole school vision. The governing body is supportive of the school and acts appropriately as its 'critical friend'. Along with the senior management team, the governors are ensuring that the school is now beginning to run smoothly.
138. Governors bring a wide and valuable range of practical and professional skills to the school. They are appropriately led, and work efficiently with the head teacher in the strategic management of the school, providing good support for its pupils and staff. Members of the governing body take a keen interest in the progress and welfare of the pupils. They have a secure understanding of their responsibilities and are kept well informed by the head teacher. Overall, the governors monitor the curriculum in a proactive manner and provide the necessary resources for its delivery. With the help of the head teacher and subject specialists, they monitor progress regularly and help to determine targets for improvement.

139. The financial management of the school is an important element of the governors' work and they successfully endeavour to obtain best value for money. Governors meet regularly and their decisions are carefully recorded. They receive a written report from the head teacher each term. The governing body meets all statutory requirements.

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

Grade 3: good features outweigh shortcomings

140. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
141. The process of self-evaluation is currently being developed and refined in the school and is an established target in the School Improvement Plan. The head teacher and senior managers use information effectively to make improvements. The links between the processes of self-evaluation and planning for improvement in the School Improvement Plan are thorough and aim to support the raising of standards.
142. Subject specialists are involved in the monitoring process. They evaluate subject areas on an annual basis. This is thorough and informative. The role of the subject specialist is under developed but the school has identified this and is working to improve the situation.
143. The head teacher and deputy head teacher monitor teaching as part of the Performance Management system, targeting specific curricular areas. Subject specialists do not evaluate teaching standards. However, they do identify areas for improvement in the long term in individual subjects through monitoring books and planning. Evidence of their role in identifying good practice in teaching is not established.
144. The school uses performance data effectively to inform judgements and evaluates specific trends over time. The school's self-evaluation is based on first-hand evidence and the school co-operates effectively with the LEA to target areas for improvement.
145. The school seeks the views of pupils, parents, staff, the governing body, the LEA and the wider community to inform its self-evaluation. This is good practice. The consultation process is detailed and provides clear evidence from a range of stakeholders and agencies that have an interest in the school.
146. The school council is a forum that allows pupils' views to be heard constructively. Questionnaires are sent to parents as part of the school's self-evaluation process. The school has addressed any concerns effectively. The governing body is involved in the self-evaluation process and under the guidance of the head teacher is pro-active in further developing and refining self-evaluation procedures.

147. All staff work as a very effective team. Dialogue is particularly good within the Foundation Phase. The Foundation Phase and key stage 2 co-operate effectively. Teachers and learning support assistants are aware that they have a part in the school's self-evaluation process and their input is valued.
148. Performance Management is well established and job descriptions note in detail the specific roles and tasks of senior and middle managers.
149. The quality of the self-evaluation report produced by the school prior to the inspection is detailed and targets areas for development. It provides a clear overview of the school's position. It also identifies in detail those areas and aspects which are strengths within the school or those which require further attention.
150. The school has adequate resources and ensures that their purchase is prioritised according to need. It is effective in its use of additional funding and uses staff and resources effectively to fulfil the requirements of grant and funding regulations.
151. The school's priorities for improvement inform the School Improvement Plan and have appropriate time scales and costs noted. For example, the actions of the school in establishing outdoor classroom areas have resulted in measurable improvements in curricular provision for younger children. This is good practice.
152. The school makes efforts to obtain measures to evaluate its performance. It uses national and local data to target areas that have shortcomings and works with the LEA to allocate resources and expertise to raise standards.
153. Although progress has been made in some areas, especially in the Foundation Phase, the school has not rigorously addressed all the key issues noted in the last inspection report.
154. The judgements of the inspection agree with the school's self-evaluation in all of the seven key questions. The majority of the recommendations have already been identified by the school as areas for development, indicating a good awareness of strengths and shortcomings.

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

Grade 2: good features and no important shortcomings

155. The findings of the inspection team match the judgement made by the school in its self-evaluation report. Although the grade allocated for this key question matches the grade for key question 5, it does not match the grade 3 allocated for key question 1. The new senior management team has made a significant positive impact on the way resources are used but the effect of their work has not yet permeated through to standards at the end of key stage 2.

156. Holton Primary School's teachers are appropriately qualified and experienced. They have a wide spectrum of specialist knowledge and expertise to meet the needs of pupils especially those in the Foundation Phase Pilot and SEN classes. Teaching staff update their knowledge and skills by attending relevant in-service training sessions.
157. There are sufficient teaching and non-teaching staff for the number of pupils on roll. The Learning Assistants and those with nursery nurse accreditation are well trained to fulfil their roles and make a key contribution to the quality of teaching. Teachers use their planning, preparation and assessment time efficiently. There are appropriate job descriptions for all members of staff.
158. The school secretary, caretaker, midday supervisors and canteen staff provide effective support. Day-to-day administration is smooth and efficient.
159. The school makes effective use of this historic series of buildings that have been amalgamated to form one school. Several structural changes have impacted positively on the school's ability to pilot the Foundation Phase successfully. The current development of the 'Learning Resource Centre' has the potential to further improve the concept of 'Community Focused Schools' and the link between home and school. Issues relating to security have been addressed since the previous inspection.
160. Good quality displays in classrooms and corridors highlight pupils' work and celebrate their achievements. Good use is made of photographs to reflect on visits and experiences. Books and artefacts associated with topics and themes are attractive and help to reinforce and extend pupils' learning.
161. Learning is well supported by a good range of resources that are thoughtfully used in most areas of the curriculum; pupils have good access to these resources. However, further provision is required in information technology where current provision is insufficient to develop pupils' skills to the full.
162. The quality of financial management at the school is good. The head teacher, staff and governing body ensure resources are used wisely and efficiently. The deployment of staff and the effective use of resources are very well matched to the school's priorities and objectives. Expenditure is generally well linked to targets in the school improvement plan. The school provides good value for money.

Standards achieved in subjects and areas of learning

Foundation Phase

Grade 2: good features and no important shortcomings

163. The overall quality of provision for children in the Foundation Phase Pilot is good. It meets children's needs and they are making good progress.

Personal and social development, well-being and cultural diversity

Grade 2: good features and no important shortcomings

Good features

164. On entry into the Foundation Phase, children gain confidence and gradually learn to form positive relationships with adults and other children. They settle quickly at the start of each session and most show great care, affection and respect for their peers and adults. They are beginning to increase their levels of concentration.
165. Most of the children behave well and quickly develop a sense of right and wrong. The vast majority of children are developing good forms of self-control when dealing with others. They gradually understand the need to take responsibility for their own actions.
166. As they move through the Foundation Phase, children respond to ideas and suggestions enthusiastically and sensitively, often with empathy. They readily explore a range of interesting activities and experiment with new learning skills. Most make informed decisions throughout the day as they work independently through their tasks.
167. By the end of the Foundation Phase, children concentrate for much longer periods of time. They readily tend plants and mini beasts in their immediate environment with care and respect. Most children work co-operatively with their peers, sharing ideas and resources. They readily take turns as they play on the outdoor equipment and interact co-operatively.
168. Throughout the Foundation Phase, children develop a good sense of differing life-styles of people from other cultures. They firmly understand the practices associated with various religious festivals such as Diwali and Sukkot. They quietly reflect on issues such as being kind to others and the importance of special people in their lives. They know and understand a range of Bible stories and usually relate the messages to their own lives. By the age of seven, most display a sense of wonder with the natural world. They are slowly becoming aware of their Welsh identity and the traditions and culture of Wales.
169. At the start of the Foundation Phase, most children quickly become aware of the need for a healthy lifestyle. Older children develop a good understanding

that exercise, healthy eating, hygiene and sleep are important for healthy growth.

170. By the end of the Foundation Phase most children enthusiastically and confidently explore and experiment with their surroundings. They are inquisitive, have very positive attitudes to new learning and are prepared to take risks to extend their knowledge. They have increasing self-esteem and self-confidence as they begin to develop their personal views and beliefs. Some are becoming independent thinkers as well as learners.

Shortcomings

171. Although there are no important shortcomings, occasionally children display restless behaviour during formal sessions.

Language, literacy and communication skills

Grade 2: good features and no important shortcomings

Good features

172. From first entering the school children soon develop and constantly use an extensive range of vocabulary. They quickly make themselves understood. They speak at length, in a logical manner about subjects that interest them. Many use the outdoor area as an extra stimuli for their conversations with others.
173. By the end of the Foundation Phase they readily ask appropriate, well thought out questions and reply articulately, often in a sensitive and empathic manner. Most enthusiastically contribute to a group discussion or debate and clearly communicate their difficulty to an adult if they fail to understand. Most use the tapes independently and listen with genuine understanding. When interested and absorbed in their activities, children's listening skills are good.
174. The youngest children quickly develop the ability to recognise various letters and their sounds using simple phonic cues. They read part of their own names and familiar signs with confidence. They begin to read simple books and use a variety of strategies to approach unfamiliar words. They sequence effectively and retell their favourite stories with enthusiasm, such as "Goldilocks".
175. By the end of the Foundation Phase children read well and are familiar with the conventions of print. The more able read for a variety of purposes and show a genuine understanding of what they have read. All children use the library with enthusiasm and choose age appropriate books independently. They are aware of the difference between fiction and non fiction, use dictionaries and word-logs with confidence and are familiar with alphabetical order. They show a great interest in all books and enjoy the contents.
176. During their time in the Foundation Phase the children become confident writers. The youngest children firmly develop their early writing skills as they happily 'mark make' whilst making lists and writing letters to family members in

their play sessions. They quickly develop the skills to write selected letters and parts of their own name independently. By the end of the second year most write simple sentences without help. Most are aware of basic punctuation rules such as capital letters and full stops.

177. By the age of seven, over half write for varying purposes such as addressing and writing formal letters to Kelu, the sponsored child from the India. Most independently select their own methods of recording and confidently use the computer to write for variety of purposes. Handwriting is neat overall. Most spell common words accurately. Over half plan, write and re-draft short stories independently.

Shortcomings

178. Although there are no important shortcomings, a minority of children's imaginative and creative writing skills are, at present, underdeveloped.

Mathematical development

Grade 2: good features and no important shortcomings

Good features

179. From the time children start school, they develop a good understanding of number, often through their role-play activities both indoors and out. The youngest children count in sequence in Welsh and English. They count sets of objects accurately often counting beyond 10. The more able children in their first year at school correctly identify numbers symbols to five and match the symbols properly to the objects counted.
180. Children make good progress in their numerical understanding and by the end of their second year in school, children read larger numerals and count beyond 20 without help. They begin to understand the concept of 'tens' and 'units' and successfully add single digit numbers together.
181. In their first year in the Foundation phase, children develop an appropriate awareness of 'measures'. The youngest sort shoes, placing them in the correct shoe boxes. Their understanding of 'measures' develops well and they differentiate between sizes such as 'big, middle size and small' in the context of their topic about 'The Three Bears'. They order objects such as towers of bricks correctly by length. Children are also well aware of the concept of 'symmetry' and 'basic fractions' and use their understanding effectively in their creative work for example.
182. In their first two years in the Foundation Phase, children develop a good knowledge of shapes and name all the most common shapes correctly describing their features. They develop an appropriate understanding about time and sequence the days of the week or talk about bedtime being seven o'clock for example.
183. Older Foundation Phase children use their mathematical knowledge well in their activities. For example, they 'manipulate' numbers confidently

recognising number sequences and knowing key facts about different numbers. Children are effective in presenting their mathematical work, particularly when they are explaining their work orally. They make sensible use of mathematical vocabulary when describing their work at the end of sessions. Children also interpret data and graphs logically.

184. By the end of the Foundation Phase, children extend their understanding of shape and measures and are familiar with three-dimensional shapes. They sequence series of lengths correctly and begin to weigh ingredients for their cooking activities. They are confident handling money, recognising various coins and making correct calculations about amounts of money. Children also develop an appropriate understanding of time using 'analogue' clocks.
185. Throughout the Foundation Phase, children use ICT effectively and confidently to help them develop their mathematical knowledge and understanding.

Shortcomings

186. There are no important shortcomings.

Bilingualism

Grade 3: good features outweigh shortcomings

Good features

187. Children of all ages in the Foundation Phase enthusiastically join in with Welsh songs and rhymes. They are generally confident responding to adults using simple words and phrases. They show good levels of understanding to instructions issued in Welsh and react appropriately. Their pronunciation is generally accurate.
188. The youngest children have a growing Welsh vocabulary and name colours, numbers and key words connected with their class topic. They use simple greetings often and some remember to use the 'Phrase of the Week'. Older children use short sentences and phrases and the most able answer questions correctly, confidently using the required sentence pattern.
189. As they move through the Foundation Phase, children's reading skills begin to develop steadily when they read words on labels or simple worksheets sheets based on their oral experiences. They show an appropriate understanding of the text in bilingual signs in their classrooms and around the school.
190. By the end of the Foundation Phase, children begin to develop appropriate writing skills. They label items correctly and with adult support, they write short sentences and phrases when completing work sheets to reinforce their oral work.

Shortcomings

191. As yet, children are not confident to include Welsh in their work independently when they are working indoors and out.

192. Older children do not naturally choose Welsh books or understand simple story lines.
193. Children are very dependent on adult support when undertaking writing activities.

Knowledge and understanding of the world

Grade 2: good features and no important shortcomings

Good features

194. Throughout the Foundation Phase, children gain a very good understanding of the environment through their work in the outdoor area. For example, they develop a good understanding about a range of different mini-beasts and the essential ingredients for plant growth. They also have a good understanding of the impact of the weather and know for example that weather conditions can be different in different parts of the country. All children in the Foundation Phase understand the need to act in a sustainable manner and that healthy eating encourages growth and development.
195. By the end of the Foundation Phase, children have a good knowledge of their locality. Through visitors to the school and walks in the community, they begin to recognise key geographical features. Even the youngest children begin to develop an awareness of places that are more distant and correctly identify Wales on a map of the British Isles.
196. Children's role-play provides experiences to enable them to develop a good understanding of different types of workers and occupations. For example, the youngest children begin to develop an appreciation of life as a 'pop star' through their 'X Factor' stage.
197. All children confidently experiment with different materials, appreciating that some can change shape by squashing, bending or twisting. Older children have a really good understanding of different light sources and that sound can be created in different ways. They have a developing appreciation of the difference between natural and man-made materials through their work in the outdoors. They skilfully use tools and materials such as saws, hammers and glue to cut materials and join them together to create photo frames for example.
198. The youngest children begin to develop a sense of time. They are aware of the days of the week and the seasons of the year. By the end of the Foundation Phase, children have a good understanding that things were different in the past, particularly in their home town of Barry. Visits to Saint Fagan's have helped them develop a real empathy for life in the past.
199. All children are confident devising appropriate strategies for recording their work, for example role-play, art-work, drawing or creating simple books. They are confident in their investigations asking pertinent questions and looking closely for similarities and differences.

Shortcomings

200. There are no important shortcomings.

Physical development

Grade 2: good features and no important shortcomings

Good features

201. All children in the Foundation Phase classes enjoy exploring their indoor and outdoor learning environments. They develop a good awareness of health, fitness and safety, of adventurous and physical play and control body movements well. Children are very aware of the space around them and control their movements successfully to avoid each other, such as when they are using wheeled toys or they are using apparatus in the hall.
202. At different levels, children work safely with each other and with equipment. Children willingly help with moving apparatus and handle it properly as helping to take it out and put it away. They are confident in the outdoor environment running, jumping and landing off equipment and they handle apparatus such as 'stilts' well. They show good body control and balance when moving to music.
203. Children generally develop appropriate manipulative skills. They use scissors correctly managing to cut on a defined line. They use knives and forks properly at snack and dinner-time. The majority of children have sufficient control to use pencils and crayons successfully to include detail in their work. All children are very competent using a computer mouse.

Shortcomings

204. There are no important shortcomings.

Creative development

Grade 2: good features and no important shortcomings

Good features

205. As they move through the Foundation Phase, children become increasingly skilful and confident experimenting with creative materials to record their ideas and feelings. They use their imagination and their own creative ideas to produce artistic work of good quality.
206. Children begin to show awareness of the work of other great artists such as Van Gogh and produce their own realistic interpretations of their work. The artistic work children produce using computer programs shows good levels of control and high levels of detail.
207. All children are confident using a good range of artistic media and tools and they adapt their work sensibly in order to improve the quality of what they produce.

208. All children in the Foundation Phase enjoy singing in both Welsh and English and they keep broadly in tune. They are confident singing both accompanied and unaccompanied and as individuals during their 'X Factor' activities. They handle percussion instruments properly and maintain a steady beat when clapping to accompany their singing. They name instruments correctly and follow the conductor's instructions well.
209. Children show great imagination in their role-play and move creatively when developing their ideas. By their last year in the Foundation Phase, children work well with each other and are confident and imaginative when developing movement to respond to music or re-create stories for example. They show good levels of control when they engage in Welsh folk dancing.

Shortcomings

210. Although there are no important shortcomings, children's awareness of Welsh artists and musicians is limited.

English

Key stage 2: Grade 3: good features outweigh shortcomings

Good features

211. Across key stage 2 the speaking and listening skills of the majority of pupils have good features that outweigh shortcomings. Overall they listen attentively and with interest to the teacher, learning support assistants and other pupils and the majority are keen to contribute to lessons.
212. At appropriate levels, pupils are beginning to speak clearly and are often enthusiastic in their response to teachers' questioning. In year 3 they participate well in extended role play situations. Pupils make a growing use of opportunities provided in class, during school council sessions and in circle time activities to develop their speaking skills and those related to expressing personal opinions.
213. The majority of pupils in key stage 2 read with developing accuracy, fluency and expression and have a clear understanding of what they read. In years 4 and 5, pupils are beginning to describe plots and the characters within the stories with ease; some read and comment with empathy.
214. Particularly in lower key stage 2, pupils use a variety of strategies to approach new words. Throughout the key stage they are beginning to make sensible predictions about the outcome of a story and make progress in using texts to infer and deduce meaning as they spend time reading with peers as part of the new guided reading initiative.
215. Towards the end of the key stage, more able pupils are proficient readers and have developed tastes for reading different genres of writing and the work of a variety of authors, such as in the "Children's Newspaper" or the poems of Wilfred Owen. Year 6 pupils are beginning to appreciate the work of

Shakespeare as they study the text of Macbeth in detail. Most use their reading to access information on the computer.

216. Pupils are familiar with the library and many use reference books to search for information independently. They differentiate clearly between biography and auto-biography, fiction and non-fiction whilst explaining the purpose of an index and glossary.
217. Pupils' writing has good features that outweighing shortcomings. Generally their writing is neat and well-formed. They produce poems, letters, stories, instructions and dialogues. In year 3 the more able write at length making imaginative use of a wide and varied vocabulary to build on the skills acquired in the Foundation Phase.
218. Throughout the upper school the pupils write in sentences and paragraphs. They spell and punctuate with an increasing measure of accuracy and make considerable progress in acquiring their formal language skills. They are beginning to write for a variety of purposes. By the end of the key stage, pupils attempt to extend their ideas and express and justify their personal opinions such as in a persuasive letter regarding the lack of allocated funding to primary schools, addressed to the Welsh Assembly Government.

Shortcomings

219. Overall pupils' creative writing lacks depth and independence of thought and ideas are not readily sustained or developed.
220. Despite the fact that the school, supported by the LEA, has put a considerable amount of effort in improving reading materials, this has not impacted sufficiently on older pupils yet and they do not read with sufficient confidence and depth of understanding.
221. In upper key stage 2, a significant minority of pupils' listening skills are under developed and focussed learning is delayed.

Welsh second language

Key stage 2: Grade 3: good features outweigh shortcomings

Good features

222. Across the key stage, pupils display a positive and often enthusiastic attitude to learning Welsh as a second language. By the end of the key stage pupils' levels of understanding, pronunciation and intonation skills are developing well.
223. Pupils in year 3 know a range of useful sentence patterns to describe their family and confidently describe features associated with the weather. They use a developing vocabulary to name basic colours and parts of the body and the more able readily compose sentences to describe themselves, their likes and dislikes and their holidays in Spain.

224. In years 4 and 5, pupils' listening and speaking skills have good features that outweigh shortcomings. They respond positively to instructions and speak with appropriate expression. They develop a good range of sentence patterns and vocabulary relating, for example, to their favourite sports, days of the week and their likes and dislikes. The more able compose an interesting paragraph describing the town of Barry and also a simple dialogue between two friends.
225. Pupils in year 6 reinforce their oral skills by completing more complex written tasks. They enthusiastically compose dialogues, describe the clothes suitable for different occasions and construct an interesting party menu. The more able use increasingly complex sentence structures and confidently engage visitors in a simple dialogue describing themselves, their town and school. They successfully develop their reading skills by reading work sheets and simple Welsh books.

Shortcomings

226. Pupils lack the confidence to speak Welsh independently and rely too heavily on adults to support them.
227. Pupils' reading and writing skills are underdeveloped.

Mathematics

Key stage 2: Grade 3: good features outweigh shortcomings

Good features

228. Across the key stage, pupils continue to reinforce their work in number with an increasing understanding of patterns and relations. Good use is made of appropriate mathematical language and terminology in all year groups.
229. Many pupils in year 4 are developing good mathematical skills and use tally and bar charts and pictograms with some degree of understanding. They have a good knowledge of their multiplication tables. Many successfully interpret data and use their knowledge to draw reasonable and appropriate conclusions.
230. Pupils' skills in handling data progresses suitably in key stage 2. The majority of pupils in year 5 are familiar with expressing measurement in a variety of ways. Their understanding of place value is good and many pupils are beginning to master more complex calculations.
231. Year 6 pupils understand that data has to be collected accurately; they then use their knowledge and skills to select, collate and represent this data on a range of graphs. They accurately classify the properties of regular and irregular two and three-dimensional shapes making use of the correct mathematical terms. They sensibly explain the differences between mode, median and mean. Their understanding of place value is good and older pupils are beginning to master more complex calculations including the use of

negative numbers. A high number of pupils explain their strategies and methods in a logical way.

Shortcomings

- 232. Many pupils' ability to apply their skills in practical activities and investigations is under-developed.
- 233. A number of the younger key stage 2 pupils are unsure of place value and they occasionally have difficulty interpreting data accurately.
- 234. Some older pupils are unsure of calculating scale.

Science

Key stage 2: Grade 3: good features outweigh shortcomings

Good features

- 235. With the support of their teachers and teaching assistants, key stage 2 pupils carry out investigations using a structured approach. They make sensible predictions about the likely outcome of their investigations. They discuss their work confidently and record their results appropriately offering simple explanations of what they have discovered.
- 236. Pupils have an appropriate understanding of the content of the Programme of Study. They use the correct scientific terms when discussing parts of the human body, they describe in detail how to keep healthy and identify foods that are an essential part of a healthy diet. By year 6, pupils identify the properties of different materials correctly and use appropriate scientific terminology when in group discussions.
- 237. Key stage 2 pupils plan scientific enquiries systematically and carry out experimental work purposefully and safely. They identify the main variables in an investigation and choose which of these are to be constant and which are to be changed. They make systematic observations and recordings and communicate their findings effectively using text, diagrams, graphs, tables, labels and simple annotated drawings.
- 238. Older pupils plan and perform their investigations with a degree of independence. Pupils have a good understanding of scientific enquiry. They sensibly relate the information studied to everyday life and the environment.
- 239. When investigating the heart, pupils make effective use of information technology and other scientific equipment to make careful observations.
- 240. Younger pupils in key stage 2 predict effectively prior to investigation and analyse their results independently.

241. Pupils have a thorough understanding of vibration and sound. They use the correct terms to name the differences in sound and describe in detail how vibrations travel from sound sources.

Shortcomings

242. Pupils' ability to investigate for scientific knowledge from a variety of sources is limited. Recording of scientific details and results is inconsistent and lacks detail.
243. Pupils do not have a full understanding of fair testing and make basic errors when creating appropriate controls during investigative work.
244. Key stage 2 pupils' assessment of the validity of experimental findings is under developed. There is little evidence of reasoned conclusions in pupils' work.

Information technology

Key stage 2: Grade 3: good features outweigh shortcomings

Good features

245. Most pupils in year 3 readily create text and change the size, colour and font; they add effects such as borders and insert images to illustrate their work. They create simple multi-media presentations with the more able pupils animating fonts and effects. They speak with enthusiasm about their work.
246. Some year 4 pupils show increasing confidence when using the interactive white board and in whole class lessons they successfully create block graphs to illustrate their findings from data collection. Pupils create and edit pieces of writing reasonably successfully; a few pupils use the 'spellchecker' facility. Pupils show good skills when using painting programmes and produce a wide variety of colourful pictures and illustrations. Pupils are involved in the National Museum of Wales' bulb study and use the 'Log-it' temperature probe/sensor confidently to read soil temperature. They access the museum's website and log their results onto the database with accuracy.
247. Across the key stage pupils e-mail and older pupils use the Internet sensibly to search for information. For example, the older pupils download Internet information and images to insert into their multimedia presentations. The more able pupils demonstrate good skills in communicating different types of knowledge. They make effective use of graphic design to illustrate their work.

Shortcomings

248. Generally pupils' ability to discuss their use of information technology and to assess its value is limited.
249. Pupils are beginning to use control packages, but at present their skills in this area are insufficiently developed.

- 250. Pupils' skills using interactive whiteboards are inconsistent and under-developed.
- 251. When word processing, younger pupils are unsure as to the reason for some of the functions, for example the 'spellchecker' facility.

Design technology

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

Good features

- 252. Pupils make good progress in designing and making a range of products for different purposes. They develop their ideas effectively through discussion. They make good simple sketches and record the materials they think they will need to make their products.
- 253. Pupils make good choices from a selection of materials when making a wide range of products. They mark and cut out successfully and join materials using a good range of techniques. The vast majority apply different finishing touches to produce good quality end products that are original and attractive. They sensibly identify features that they like and those that could be improved.
- 254. Older key stage 2 pupils build well on their knowledge and skills. They develop a good understanding of health and safety issues. For example, they are aware of the importance of personal hygiene when handling food.
- 255. Throughout key stage 2, pupils use ICT effectively to support their work in design and technology.
- 256. By year 6, pupils investigate components in detail and test products against original design specification. They critically evaluate their designs as they develop, refining them or starting afresh when they have better ideas. Their best designs show different viewpoints, good choices of materials and good manufacturing techniques.
- 257. Pupils, especially the more able, use technological vocabulary effectively during the designing and making process. Their purposeful discussion ensures that the materials and components are fit for purpose.

Shortcomings

- 258. There are no important shortcomings. However, in their design technology work, pupils make insufficient use of cross-curricular knowledge and do not fully utilise scientific and mathematical concepts.

History

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

Good features

259. Pupils' social, moral and cultural development is enhanced through their work in history. Pupils understand that historical evidence can be found in written records and that people within the community provide valuable knowledge about life and events in the past.
260. Pupils in year 3 develop an accurate knowledge of Celtic and Roman times by visiting Caerleon; they write good descriptions of their visit and enthusiastically investigate the reasons why the Romans invaded Britain. They enthusiastically describe Roman garments, weapons, pastimes and food including designing a suitable menu for a Roman dinner party.
261. In year 4, pupils are developing well in their knowledge and understanding of local history, including the changes that have occurred in the history of their school, the town of Barry and the significant contribution made to industry in the town, including the development of Barry docks by pioneers such as David Davies of Llandinam.
262. Year 5 pupils are developing a sound understanding of the characteristics of life in the Tudor period and show competence in using a range of sources to identify and extract historical information. They use photographic evidence appropriately to identify similarities and differences in the clothes worn, the appearance of the classrooms and school routines in the Tudor Age and in the present time. They are aware of important events such as the Spanish Armada and show a good awareness of the significance of the discovery of new lands at this time. The more able consider the attributes that a good leader should possess and use these effectively to assess the contributions made by the Tudor monarchs.
263. Towards the end of key stage 2, pupils' understanding of life during the Victorian Era is developing well as they study the working lives of children in the mines and as chimney sweeps. They begin to appreciate how changes in transport contributed to social change.
264. Pupils have a good understanding of life during the Second World War. They are developing a sensitive understanding of the human aspects of war especially the plight of evacuees and their feelings on leaving their homes and families. Pupils have a good understanding and knowledge of the Blitz, an Anderson shelter, rationing and the role of women during the Second World War.

Shortcomings

265. Although there are no important shortcomings, pupils do not consistently investigate, to sufficient depth the causes and consequences of the main events within their periods of study.

Geography

Key stage 2: Grade 3: good features outweigh shortcomings

Good features

266. Pupils in year 3 demonstrate a good understanding of changing weather patterns. Their skills of using plans and maps are developing well and they make good use of their understanding of keys, symbols and two-figure co-ordinates to enhance their knowledge and understanding of physical and human features related to their own locality. They are aware of some of the advantages of living in Barry and make sensible suggestions as to why visitors from rural areas and the Welsh valleys wish to holiday there.
267. The knowledge of year 4 pupils about a less economically developed country is developing well. Pupils compare life in their own locality with that of a village in Kenya and demonstrate a good knowledge and understanding of the main differences in weather, farming, climatic conditions and physical features. They have a good knowledge of the products of such regions and draw comparisons between life in Evangeline's "Shamba" with their own. The more able pupils recognise continents and oceans on a map of the world correctly.
268. Year 5 pupils' understanding of contrasting areas is developing appropriately through their studies of Porthcawl. Pupils show a good awareness that two places can have similar and different features and the more able distinguish between the distinctive physical and human features of the seaside town. They make reasonable attempts at comparing these with those of Barry and understand how development changes an area. They make good use of keys, symbols, six figure grid references and points of the compass in their map work.
269. Pupils in year 6 show an increasing grasp of complex issues relating to the care of the environment and the concept of global citizenship. They offer valid reasons for and against the transportation of oil in large tankers following the environmental disaster in Branscombe Bay, Devon. They have a good understanding of the conflicting needs of people's livelihood and the impact of their activities on the environment. Pupils fully appreciate the importance of safeguarding the environment and have a good understanding of the concept of sustainable development.

Shortcomings

270. Pupils' geographical research skills, especially the use of a variety of secondary sources, is limited.
271. Pupils knowledge of important places and physical features in Wales is underdeveloped.

Art

Key stage 2: Grade 3: good features outweigh shortcomings

Good features

272. Year 3 pupils continue to make progress in their study of art as they build on the problem solving, creative and assembling skills developed in the Foundation Phase. They independently produce creative pictures of a high standard, experimenting with line and tone. They use alpaca and ribbon to extend their weaving skills and reproduce colourful and accurate Navajo rug designs.
273. Most pupils in Year 4 carefully use a colour wheel and become more confident at colour mixing. They produce pleasing environmental pictures from woodland artefacts during a visit to Cogs Moor. They use papier mache techniques to make impressive African masks and paint colourful images of Africa based on the work of artist Tony Hudson.
274. Pupils in Year 5 paint life-like self portraits and compare them with portraits they have drawn using graded pencils, illustrating a growing knowledge of line and form. They carefully transpose these into the style of Picasso as they further experiment with shape and colour.
275. In Year 6 pupils study Islamic art forms and produce colourful tiles and shields copying traditional patterns. They successfully experiment with wire handling techniques as they make "Crazy Sculptures" from wire. They continue to slowly develop their sketching skills as they draw natural objects such as shells using charcoal.
276. Pupils' appreciation of the work of a wide range of artists and styles is well established and they readily refer to the work of famous artists as a guide to extending their own creative skills. Some pupils, particularly in the lower key stage classes adapt their own work after discussion and appreciate the work of their peers.
277. Throughout the school pupils successfully combine paint and collage techniques to design and make a variety of displays graphically illustrating their topic work. Many are beginning to independently experiment with colour and use age-appropriate vocabulary in a wider range of context. They are beginning to record from observation and memory to express their feeling and imagination.

Shortcomings

278. Throughout upper key stage 2 not all pupils have acquired the basic skills and techniques.
279. Overall pupils are not sufficiently confident to experiment with the processes and techniques and add their own creative ideas into a project; many are reluctant to work independently and make informed choices from a range of resources.

280. Pupils throughout the key stage are not sufficiently aware of the work of Welsh artists and older pupils do not always critically evaluate or reflect on their own work or that of others.

Music

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

Good features

281. Throughout the key stage, pupils enjoy performing vocally and with instruments. They sing a range of songs in English and Welsh enthusiastically and with good diction. Younger key stage 2 pupils appreciate the importance of good posture and sing in unison and in two or more parts with great gusto, modifying dynamics appropriately.
282. Pupils develop a good awareness of musical vocabulary, for example tempo, ostinato, accompaniment and drone, and they identify them in pieces of music. Whether singing or playing instruments, pupils generally respond well to the conductor and play well as a group.
283. As they move through the key stage, pupils enjoy playing a wide range of good quality tuned and untuned percussion instruments. They make steady progress in playing them with dexterity and control.
284. By year 4, pupils recognise changes in pitch in music. They are aware of the sounds that different instruments make and correctly identify them when listening to music. Pupils begin to produce logically presented graphical scores to present their compositions on paper or whiteboards using their own versions of notation.
285. By the end of the key stage, pupils are confident using technology to enhance their music. For example, they play simple tunes on electronic keyboards or use computer programs when composing basic tunes or to record what they have heard.
286. By the upper end of key stage 2, pupils have a good awareness of music from different cultures and times. They are aware of different styles of music composed by different composers. They appreciate differences in musical styles and express their preferences sensibly and logically. They respond appropriately to music in imaginative ways such as words and movement and make sensible evaluations of their performances.

Shortcomings

287. Although there are no important shortcomings, pupils' awareness of the music of Wales is limited.

Physical education

Key stage 2: Grade 3: good features outweigh shortcomings

Good features

288. In key stage 2, pupils demonstrate a good knowledge and understanding of the principles of exercising the body in the context of healthy living.
289. They succeed in making effective use of the space around them whilst moving around the hall. They devise appropriate footwork to represent different ways of moving and explain orally what they are trying to do.
290. They show increasing control of their ability to balance, change direction and freeze as and when required.
291. Pupils' ball throwing and catching skills when working individually, with a partner and in a group are developing well. They co-operate easily with each other and concentrate and persevere well in order to improve their skills.
292. Pupils demonstrate an appropriate awareness of speed and body rhythm when dancing to music.
293. Throughout the key stage, pupils sensibly evaluate the progress in their performances and note targets for improvements.
294. By the end of key stage 2, pupils succeed in mastering controlled footwork when jumping and turning.

Shortcomings

295. During group activities, pupils lose concentration and this impairs their standard of performance.
296. Pupils demonstrate a lack of creativity when working in pairs or groups and often become disengaged during these activities.
297. Pupils do not demonstrate fluency and sensitivity in more complex tasks when dancing.
298. When using equipment for ball control during skills sessions, pupils do not co-operate effectively and do not display increased refinement and consistency when attempting to work in groups.

Religious education

Key stage 2: Grade 3: good features outweigh shortcomings

Good features

299. All pupils have a good knowledge of stories from the Bible and a range of tales from other religions. Most understand and high-light the importance of personal values and good relationships within a community expressed within these stories. In general, most pupils link these ideals to the ethos of the school.
300. Pupils are developing a secure knowledge of the practices of Christianity and other major faiths as required by the locally agreed syllabus. They are becoming progressively aware of the use of symbolism in religion and the practices through which faith is expressed within the non-Christian elements of the community.
301. Generally pupils relate to the festivals of all major religions well and compare Christmas celebrations throughout the world. Pupils in lower key stage 2 are aware of the variety of lifestyles governed by religious beliefs such as during the Jewish festival of Hanukkah. They are beginning to understand these lifestyles shape communities as well as individuals and some make comparisons with other religions.
302. Most pupils are beginning to understand the principles of religious study, handle artefacts with respect and accurately describe their uses. They fully understand the importance of religious text, special places of worship and key figures within each religion.
303. In upper key stage 2, pupils are slowly developing a range of skills that enable them to explore aspects of the Islamic religion and lifestyle. A few pupils in year 6 trace the need for society to have rules to keep order, through the major world religions.

Shortcomings

304. In lower key stage 2, pupils' knowledge of the basic beliefs of the various faiths lacks appropriate depth.
305. Pupils in upper key stage 2 are not sufficiently secure in their own responses to questions and issues raised though independent research and human experiences.

School's response to the inspection

The school has considered the outcomes of the Inspection and is very pleased that the findings acknowledge Holton Primary as an evolving school with good features.

We are extremely pleased that the Inspectors' report correlate with all judgements presented in our whole school self-evaluation report.

The whole school community prides itself on our caring, inclusive ethos that is celebrated throughout the report.

The school is delighted that the report highlights the effectiveness of the leadership team and the team spirit that exists. We are proud that the inspection identifies Holton Primary School as one that is highly regarded by parents and that our pilot of the Foundation Phase has been extremely successful.

The majority of the recommendations have already been identified by the school and are included in our current school improvement plan that will continue to be a focus to ensure continual raising of standards in the educational provision for the pupils at our school.

Holton Primary School would like to thank the inspection team for their thorough assessment of the school's current strengths and areas for improvement.



Appendix 1

Basic information about the school

Name of school	Holton Primary School
School type	Nursery and Primary
Age-range of pupils	3 – 11 years
Address of school	Holton Road, Barry
Postcode	CF63 4TF
Telephone number	01446 734844

Head teacher	Mr A Gilbert
Date of appointment	January 2006
Chair of governors/ Appropriate authority	Mr D Butler
Registered inspector	Mrs M Morgan
Dates of inspection	26 – 29 November 2007

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	24	49	60	53	52	57	78	56	429

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	20	5	22.1

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	16
Pupil: adult (fte) ratio in nursery classes	5.8 :1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	23.8
Teacher (fte): class ratio	1.3:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2007	91.16	87.60	91.16
Spring 2007	90.35	87.30	92.21
Autumn 2006	91.75	90.30	92.83

Percentage of pupils entitled to free school meals	22%
Number of pupils excluded during 12 months prior to inspection	2 (temporary)

Appendix 3

National Curriculum Assessment Results

End of key stage 1:

The school is a pilot for implementing the Foundation Phase for the Welsh Assembly Government and therefore this key stage is disappplied from the National Curriculum. No comparison data is available.

National Curriculum Assessment Results

End of key stage 2:

National Curriculum Assessment KS2 Results 2007							Number of pupils in Y6		58		
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School						7	25	61	7
		National	0	0	0	1	1	4	16	48	30
Mathematics	Teacher assessment	School					1	2	31	54	12
		National	0	0	0	1	1	3	14	48	33
Science	Teacher assessment	School						3	19	64	14
		National	0	0	0	1	0	2	12	52	34

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by teacher assessment		by test	
In the school	59%	In the school	N/A
In Wales	74%	In Wales	N/A

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

Appendix 4

Evidence base of the inspection

Six inspectors spent a total of 21 inspector days in the school. A team meeting was held prior to the inspection.

There was a Nominee from the school.

Inspectors visited:

- 66 lessons or part lessons.
- All classes.
- Acts of collective worship.
- A range of extra-curricular activities.
- The School Council.
- The Eco-Committee.

Members of the inspection team had meetings with:

- Staff, governors and parents before the inspection began.
- Senior managers, teachers, other members of staff and groups of pupils during the inspection.

The team also considered:

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

The inspection team also held post inspection meetings with the head teacher, staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Margaret Morgan Reporting Inspector	Context, Summary, Recommendations, Appendices Contributions to Key Questions 1 and 5 Foundation Phase (Mathematical development, Bilingualism, Knowledge and understanding of the world, Creative development) and Music
Denise Shields Lay Inspector	Contributions to Key Questions 1, 3, and 4
Nicholas Jones Team Inspector	Contributions to Key Questions 2 and 6 Science, Design technology and Physical education
Jean Hannam Team Inspector	Contributions to Key Questions 2 and 3 Foundation Phase (Language, literacy and communication, Personal and social development, well being and cultural diversity, Physical development), English and Religious education
Ogwyn Philips Team Inspector	Contributions to Key Questions 1 and 4 Welsh second language, History and Geography
Ian Kelly Team Inspector	Contributions to Key Questions 4 and 7 Mathematics and Information technology
Andrew Gilbert	Contributions to all Team Meetings and Collation of School Documentation

The contractor was:

Evenlode Education Ltd
Little Garth
St John's Close
Hawarden
Flintshire
CH5 3QJ

Acknowledgement

The inspection team would like to thank the governors, head teacher, members of school staff, parents, other members of the community and pupils for their co-operation and courtesy throughout the inspection.