

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

**Lansbury Park Junior School
Pen-y-Cae
Mornington Meadows
Caerphilly
CF831QH**

School Number: 676 2265

Date of Inspection: October 4th-7th 2004

by

**Mrs E. Betts
Inspector Number
W248 17717**

December 6th 2004

Under Estyn contract number: C/T/85/04P

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Lansbury Park Junior School was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Lansbury Park Junior School took place between October 4th and October 7th 2004. An independent team of inspectors, led by Mrs Eleri Betts undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

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

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The national curriculum covers four key stages as follows:

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

List of Acronyms used in the report. In alphabetical order

CoP Code of Practice

GB Governing Body

GLD General Learning Difficulties

ICT Information and Communication Technology

IEP Individual Education Plans

INSET In-service Education and Training

KS2 Key Stage 2

LEA Local Education Authority

NC National Curriculum

PTA Parent Teacher's Association

SDP School Development Plan

SEN Special Educational Needs

Y Year

WAG Wales Assembly Government

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Context

The nature of the provider

1. Lansbury Park Junior School is situated on the eastern edge of Caerphilly. The school serves a mix of local authority and housing association dwellings with some private houses.
2. The 199 pupils currently on roll come mainly from the local area. Approximately 60% are from homes that are economically disadvantaged; around 53% are entitled to free school meals. English is the predominant language of all pupils; only 0.5% are of an ethnic minority. Pupils transfer to the school mainly from Lansbury Park Infant School which is located on the same site.
3. The school has identified 82 pupils (42%) as having SEN. It hosts a GLD class funded by Caerphilly LEA which provides for 11 pupils, six of whom have statements. Many of these pupils live outside the catchment area.
4. The school was last inspected in 1999. Since then there have been many staff changes. The school now has an acting head and acting deputy. Of the three special classes located there during the last inspection only one remains. Numbers have continued to fall in the last few years due to the change in the nature of the local community. Consequently, the school is at present in consultations regarding amalgamation with the infant school. The school was awarded the Basic Skills Quality Mark for the second time in December 2001.

The school's priorities and targets

5. The aims of the school are to;
 - encourage children to express their own thoughts and feelings with respect for others;
 - encourage children to achieve measurable academic progress and constantly strive to improve upon their previous best;
 - encourage children to master communication skills in a variety of media;
 - provide access to the latest advances in educational and technological practice and materials;
 - provide children with opportunities to work and achieve common goals with others;
 - develop self respect, respect for others, community, country and the world;
 - encourage children to make wise choices;
 - encourage children to accept responsibility for their own learning and actions;
 - provide opportunities to achieve success individually and as part of a team;
 - provide children with a sense of worth and place in the school community.

6. The school's major priorities and targets for 2004-2005 include:

- improving standards in aspects of mathematics, language, ICT, science and design and technology;
- developing key skills;
- developing further the school's assessment, recording and reporting procedures;
- reviewing the behaviour policy;
- ensuring equal opportunities for all pupils by developing policies and procedures for disability;
- revising child protection policies;
- improving aspects of the school premises;
- developing the role of the GB;
- achieving the Basic Skills Quality Mark for the third time and gain the Investors in People Award.

Summary

7. Lansbury Park Junior School is a happy, successful school. The high quality of teaching, the commitment of the acting head and whole school efforts to raise pupil self-esteem, impact on the consistently good standards achieved. In three of the seven key questions, the inspection team agreed with the judgements of the school; where they differed, the inspection team awarded a higher grade.

Table of grades awarded

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

Standards

8. Standards in the subjects inspected during this inspection are as follows:

Subject	Key Stage 2
English	Grade 2
Science	Grade 2
Design and Technology	Grade 2
Geography	Grade 2
Art	Grade 2
Physical Education	Grade 2

9. Pupils with SEN make good progress and achieve good standards.
10. Standards in the key skills of listening, speaking, reading, writing, numeracy and the use of ICT are good and often very good across the curriculum.
11. Bilingualism is promoted through positive strategies within the school. Standards are satisfactory. Both Welsh and English are used on a regular basis in school assemblies where pupils occasionally have individual speaking parts in both languages.
12. In end of KS2 NC results in 2004, as in previous years, English and mathematics were below and science was above the national average. In comparison with similar schools within the LEA and Wales, results are in the lower quartile for English, just below the median for mathematics and in the upper quartile for science. The core subject indicator in 2004 was lower than county and national averages.
13. Pupils make good progress in personal and social skills. They are able to work independently and co-operate effectively in tasks involving paired and group work. Creative skills and problem solving skills develop well in all classes.
14. The sharing of learning outcomes with pupils promotes effectively their understanding of the nature and purpose of their work. In effective plenary sessions, they demonstrate how well they are progressing and are eager to share what they have learnt.
15. Pupils understand the importance of equal opportunities. They know that people have different beliefs and customs and they learn to respect diversity. They are also very aware of life in their own community.
16. Pupils have a good awareness of moral values such as fairness and almost without exception, display this aspect towards each other during the day.

17. Pupils have very good attitudes to work and school life generally. In class they settle down quickly and show interest and enthusiasm in lessons; they work hard and most concentrate very well.
18. Behaviour is good both in lessons and in and around the school. It is managed consistently well by staff, so that there is little disruption to learning. Pupils are tolerant of each other and have the highest respect for their teachers.
19. Overall attendance and punctuality are satisfactory. Most pupils attend school regularly. However, in spite of stringent rules and constant reminders concerning lateness, some pupils still arrive late missing valuable learning time.

The quality of education and training

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
38%	62%	0%	0%	0%

20. The overall good and very good quality of the teaching is a crucial factor in the progress made by pupils and the good standards they achieve. The percentage of good lessons is above the WAG target of 95% satisfactory or better and the percentage of very good lessons is well above the WAG target of 50% good or better.
21. Teachers are very good role models and have very good relationship with pupils. They have high expectations and pupils' efforts and good work are praise; consistent encouragement ensures their progress.
22. Support staff are used effectively and make important contributions to the overall quality of the learning.
23. Teachers throughout the school provide a stimulating environment with very good displays of pupils' work, which are conducive to good teaching and learning.
24. Lessons are well structured and organised and develop at a good pace. Teachers employ a good range of teaching strategies and focus effectively on differentiated activities, which are well matched to pupils' needs and levels of development.
25. Teaching is often very good especially when teachers exchange classes to use their expertise.
26. Features of lessons judged to be very good include:
 - imaginative approaches which gain and maintain interest and enthusiasm very effectively

- challenging tasks and activities and very well thought out opportunities for independent and collaborative work
 - well focused interventions and skilled questioning which enable pupils to focus on activities in increasing depth and detail;
27. The overall quality of assessment is good; it is used consistently to inform planning. Teachers keep comprehensive records of pupils' achievements in core areas and tracking pupils' progress is very effective. Oral feedback to pupils during lessons is well focused, but, while the marking of work is consistent, it does not always identify ways forward and pupils are not given individual short term targets to help them evaluate their own progress. Annual reports to parents conform with statutory requirements and are of a very good quality.
 28. The school provides a broad, balanced curriculum that is highly relevant to the needs of its pupils and appropriate differentiation in provision ensures that all receive access to it although arrangements for extra support for some pupils involves withdrawal on occasions from some sessions. Moral messages are conveyed consistently and effectively during the school day and in collective worship, but opportunities to reflect and contemplate quietly to develop spirituality are less evident. Social and cultural development are good.
 29. Links with parents are good and with the community and other institutions they are very good. Parents are kept very well informed through monthly and other newsletters. The school values the help and support they provide and continually seeks to involve them more fully in their child's education. However parents, generally, do not play a full part in the life of the school. The prospectus and the GB's annual report to parents do not conform fully with statutory requirements.
 30. Partnerships with local industry are used well to develop pupils' understanding of the world of work and to improve the school environment.
 31. The school is a harmonious community in which pupils feel happy, valued and secure. Those with additional learning needs are effectively catered for. Appropriate systems are in place for the early diagnosis of SEN and early intervention where needed. Provision for SEN is good and meets the requirements of the CoP.

Leadership and management

32. The aims and objectives of the school, which are centred around working together are shared by staff and pupils. The acting head provides very good and innovative leadership. Her management provides the school with a clear sense of direction. Lines of communication are clear and are promoted by very good administrative procedures.
33. The school has a range of management policies; many are of an outstanding quality. The SDP is an effective document that is costed appropriately and has

realistic goals. The GB is supportive of the school and eager to see it succeed. However its role in relation to curricular matters is not sufficiently developed.

34. The self-evaluation report, produced by the head, is an informative document. It provides a clear analysis on all aspects of school life in that it analyses performance, is based on first hand evidence and demonstrates clearly an awareness of the school's particular priorities while recognising its present strengths. It was shared with the remainder of the staff prior to the inspection. A culture of self-evaluation has been clearly established within the school and both head and staff are committed to improving standards.
35. Documents produced since the last inspection include action and development plans which identify shortcomings and include detailed strategies on how the school can move forward.
36. Curriculum co-ordinators, who have monitored their subjects since the beginning of this term, produce detailed reports and offer effective advice as to how teaching and learning can be improved. This is good practice and is moving standards forwards. However, this is not consistent across all subjects and the GB is not sufficiently involved in the self-evaluation process.
37. Progress since the last inspection has been good. Although aspects of assessment still need developing further, other key issues have been addressed effectively.
38. The school has invested heavily in additional teaching and support staff during the last academic year to reduce class sizes and to support individual needs. There are now sufficient, enthusiastic, suitably qualified teachers of high quality and very effective support staff who work very well together and provide very good assistance for pupils of all abilities. The overall quality and deployment of staff is an outstanding feature.
39. The school building is well maintained and overall provides a suitable setting for teaching and learning. Classrooms provide sufficient space for pupils to engage in a wide range of curricular activities. All spare classrooms are fully utilised to enhance the curriculum and are time-tabled for each class.
40. The school has a good range of resources of good quality in all curriculum areas.
41. The very effective use of them has had a major impact on pupils progress in a number of curriculum areas.
42. Overall, the school achieves very good value for money.

Recommendations

43. In order to improve the school in the areas inspected the school needs to:

- maintain good standards and address shortcomings identified in subject areas in the report;
- continue to develop aspects of the school's procedures for assessment;
- move self-evaluation forward by continuing to develop the monitoring role of curriculum co-ordinators and that of the GB both in curriculum provision and the self- evaluation process;
- ensure that the school prospectus and the GB's annual report to parents comply with statutory requirements.
- continue to encourage parents to play a fuller role in all aspects of the life of the school.

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

Standards

Key question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
11%	89%	0%	0%	0%

45. Pupils with SEN make good progress and achieve good standards.
46. Standards in the key skills of listening, speaking, reading, writing, numeracy and the use of ICT are good and often very good across the curriculum. Pupils are made aware at the start of lessons of the key skill that is related to particular activities. This is good practice.
47. Pupils contribute orally with confidence across a range of subjects, read a variety of information texts with interest and write appropriately in a number of formats and registers in subjects. They present information in subjects, such as science, using ICT and they use computers extensively to access information. The use of the interactive white-board contributes to their knowledge and understanding of the role of ICT.

48. Bilingualism is promoted through positive strategies within the school. Standards are satisfactory. Both Welsh and English are used on a regular basis in school assemblies where pupils occasionally have individual speaking parts in both languages. Bilingual displays in many areas helps pupils' acquisition of both languages. In some sessions there is some inconsistency in the use of incidental Welsh and, although a structured programme has been produced, progression is not always evident.
49. In end of KS2 NC results in 2004, as in previous years, English and mathematics were below and science was above the national average. In comparison with similar schools within the LEA and Wales, results are in the lower quartile for English, just below the median for mathematics and in the upper quartile for science. The core subject indicator in 2004 was lower than county and national averages; results generally were disappointing and did not match teacher assessment because of absentees and a number of more able pupils left the school prior to the test. Girls regularly outperform boys but the school is making effort to address this.
50. Pupils make good progress in personal and social skills. They are able to work independently and co-operate effectively in tasks involving paired and group work.
51. The sharing of learning outcomes with pupils promotes effectively their understanding of the nature and purpose of their work. In effective plenary sessions, they demonstrate how well they are progressing and are eager to share what they have learnt.
52. Pupils understand the importance of equal opportunities. They know that people have different beliefs and customs and they learn to respect diversity. They are also very aware of life in their own community.
53. Pupils have a good awareness of moral values such as fairness and almost without exception, display this aspect towards each other during the day.
54. Pupils have very good attitudes to work and school life generally. In class they settle down quickly and show interest and enthusiasm in lessons; they work hard and most concentrate very well. Their constructive attitude and involvement help them learn effectively from activities. They talk keenly about the school and make good use of their time.
55. Behaviour is good both in lessons and in and around the school. It is managed consistently well by staff, so that there is little disruption to learning. Pupils are tolerant of each other and play well together on the spacious playground. Playtimes are enhanced by good quality play equipment. Pupils also behave well at lunch time taking their turn in the dining hall. They have the highest respect for their teachers and a high priority is given to developing self-esteem, with praise and encouragement being used very effectively. Pupils eagerly strive to win individual rewards presented during merit assemblies and give close attention to house charts.

56. Overall attendance and punctuality are satisfactory. Average attendance for the three terms before the inspection was around 92%. Most pupils attend school regularly although several are withdrawn for holidays in term time. The newly introduced first day telephone call system is working well but, in spite of stringent rules and constant reminders concerning lateness, some pupils still arrive late missing valuable learning time.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
38%	62%	0%	0%	0%

58. The overall good quality of the teaching is a crucial factor in the progress made by pupils and the good standards they achieve.
59. Teachers are very good role models and have very good relationship with pupils. They have high expectations and pupils' efforts and good work are praised; consistent encouragement ensures their progress.
60. Support staff are used effectively and make important contributions to the overall quality of the learning.
61. Teachers throughout the school provide a stimulating environment with very good displays of pupils' work, which are conducive to good teaching and learning.
62. Lessons are well structured and organised and develop at a good pace. Teachers employ a good range of teaching strategies and focus effectively on differentiated activities which are well matched to pupils' needs and levels of development.
63. A wide range of resources, including ICT facilities, are used effectively to stimulate interest and enhance understanding.
64. Teaching is often very good especially when teachers exchange classes to use their expertise.
65. Features of lessons judged to be very good include:

- imaginative approaches which gain and maintain interest and enthusiasm very effectively;
 - challenging tasks and activities and very well thought out opportunities for independent and collaborative work;
 - well focused interventions and skilled questioning which enable pupils to focus on activities in increasing depth and detail.
66. The overall quality of assessment is good; it is used consistently to inform planning. On- going assessment and the results of a good range of periodic diagnostic tests are effectively analysed.
67. Teachers keep comprehensive records of pupils' achievements in the core areas and an electronic system for tracking and recording pupils' progress is very effective.
68. Good use is also made of pupils' records of achievement folders that contain the results of tests as well as examples of recent work and evidence which relate to their personal and social development.
69. Oral feedback to pupils during lessons is well focused. However, while the marking of work is consistent, it does not always identify ways forward and pupils are not given individual short term targets to help them evaluate their own progress.
70. Portfolios of levelled work and procedures for assessment and record keeping in the foundation subjects and religious education are not in place.
71. Annual reports to parents conform with statutory requirements and are of a very good quality. They contain evaluative comments about pupils' achievements in all subjects and in their personal and social development. They focus clearly on areas for further development in the core areas.

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

72. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
73. The school provides a broad, balanced curriculum that is highly relevant to the needs of its pupils; it is appropriately differentiated. All receive access to it although arrangements for extra support for some pupils means withdrawal on occasions from some sessions.

74. Curriculum planning is of very good quality. Schemes of work are comprehensive and many have been recently updated to include current educational initiatives.
75. Key skills are identified in planning and mapped in detail across subjects. The very good provision ensures that all pupils acquire the necessary basic and key skills.
76. Pupils have a good understanding of sustainable development. World-wide issues such as rain forests, global warming, pollution and the need to care for endangered species feature in many subjects. Local initiatives, such as the disposing of rubbish and recycling have a high profile within the curriculum.
77. The school's provision for personal and social skills is of good quality; curricular activities include such activities as creating posters on the dangers of smoking.
78. The Cwricwlwm Cymreig features prominently in a number of subjects, especially history, geography and religious education. The culture of Wales is promoted through dance and music and pupils have a good awareness of other cultures.
79. The advantages of healthy eating are integrated well into the school's curriculum. Initiatives such as the school fruit shop run by the pupils themselves, promote further awareness and develop individuals' social skills.
80. Collective worship is of a Christian nature, but pupils gain an insight into other religious beliefs and traditions. In addition, they are encouraged not to have stereotyped concepts of other countries and people. Moral messages are conveyed consistently and effectively during the school day and in collective worship, but opportunities to reflect and contemplate quietly to develop spirituality are less evident.
81. Pupils' experiences are enhanced by a range of extra-curricular activities both creative and sporting; these include residential visits and team games.
82. Visits to the community and beyond enrich curricular provision and visitors, representing local and national initiatives, further promote the good curricular provision.
83. Links with parents are good; they are kept very well informed through monthly and other newsletters. The head is readily available to parents and access to class teachers is also good. The school provides good written curricular details and other information in the prospectus; however, other important facts are missing and it, therefore, does not meet statutory requirements.
84. The school values the help and support parents provide and continually seeks to involve them more fully in their child's education. There is a small and hard working PTA, which fully supports the school by raising funds and holding

social events. Many initiatives to engage parents fully in their children's education are poorly supported, for example one parent attended the pre-inspection meeting. No curriculum workshops for parents have taken place.

85. The views of parents who responded to the pre-inspection questionnaire were positive particularly in relation to their children's work and progress and the standards of care and support available at the school.
86. Homework is set at specific times and extends class work and parents are asked to comment on reading progress.
87. The home-school agreement conforms with statutory requirements but the annual GB report to parents does not meet statutory requirements.
88. There are very close links with the church and those with the community are very good. Pupils benefit from local inter-school and other events run throughout the year, some involving parents and community members.
89. The school keenly pursues sponsorship to broaden and enhance pupils' education and has recently received funds for a football strip.
90. Partnerships with local industry are well used to develop pupils' understanding of the world of work and to improve the school environment. Pupils visit the local supermarket and other industries and company representatives come into school to run workshops and address the pupils. All of these arrangements greatly improve the curriculum and benefit learning.

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

Grade 1: Good with outstanding features.

91. The findings of the inspection team do not match the judgement made by the school in the self-evaluation report in that the school judged this question as a Grade 2.
92. The school is a harmonious community in which pupils feel happy, valued and secure.
93. The school plans and manages care arrangements and support services very effectively. The overall quality of the pastoral care of pupils is an outstanding feature of the life of the school.
94. Very good procedures are in place for working with parents and carers.
95. During the last academic year in particular, staff have worked hard with the feeder infant school to develop close links; induction programmes contribute effectively to the smooth transition. The 'buddy system' which is currently being

set up, involves pupils from both schools and thereby brings an added dimension to the transition process. Pupils, who join the school at a later stage, settle well and feel welcome and are well supported by staff and their peers. Transition with the secondary schools where pupils transfer is effective.

96. The school provides high quality personal support and guidance for pupils. The success of efforts to raise pupils' self-esteem and give them confidence is an outstanding feature of the life of the school. Achievements are celebrated in a wide range of ways.
97. Effective procedures are in place to monitor pupils' punctuality, attendance and behaviour and performance.
98. Clear well documented policies and procedures are in place for ensuring the healthy development of pupils. Health and safety features are regularly reviewed. Teachers' first aid qualifications have been updated.
99. The school gives a very high priority to its responsibilities regarding child protection. All teaching and non-teaching staff have received appropriate training in this area and are very clear about procedures to be followed. There are very close links with social services, ensuring that any needs are immediately reported to the appropriate agency.
100. Pupils with additional learning needs are catered for effectively. Appropriate systems are in place for the early diagnosis of SEN and early intervention where needed. Provision for SEN is good and meets the requirements of the CoP. IEPs are in place and of good quality. Teachers and support staff work closely together to ensure continuity of support. The school has invested heavily in additional teaching and support staff during the last academic year to reduce class sizes and to support differentiation procedures. Provision in the GLD class is very good and these pupils are included in all aspects of school life; they are considered as just another class rather than being viewed just a county funded resource base.
101. Staff work very hard and successfully with pupils who display very challenging behaviour. Parents are well informed about the strategies used. The monitoring of behaviour is very good. The new policy is exemplary and offers clear guidance to pupils, staff and parents about all aspects of behaviour including bullying. Staff follow this guidance consistently and fairly, so that behaviour management is very good.
102. Good behaviour and attitudes are celebrated with every opportunity and appropriate steps are taken to help pupils overcome any difficulties they may be having, involving, where appropriate, outside support agencies to resolve particularly challenging problems.
103. No bullying or anti-social behaviour was seen during the inspection although pupils openly admit that there are occasionally problems. They are confident

that action will be taken to help both the victim and the bully resolve their differences through adult mediation.

104. Effective policies and procedures for ensuring equality of opportunity, recognising and respecting diversity and promoting good race relations are in place. The school has a racial policy which it promotes successfully.
105. Pupils are given good opportunities to work collaboratively and to take responsibility. membership of the school council is taken very seriously by pupils and is seen as an important way of making their voices heard.
106. Plans are in place to ensure more appropriate toilet facilities for disabled persons.

Leadership and management

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

Grade 2: Good features and no important shortcomings

107. The findings of the inspection team do not match the judgement made by the school in the self-evaluation report in that the school judged this question as a Grade 3.
108. The aims and objectives of the school, which are centred around working together, are shared by staff and pupils. Teachers work very effectively as a team and consistent procedures across all aspects of school life are very good.
109. The acting head provides very good and innovative leadership. Her management provides the school with a clear sense of direction. Lines of communication are clear and are promoted by very good administrative procedures. The head is well supported by the acting deputy, who is a good role model as a class teacher.
110. The leadership of the school ensures that good relationships exist between all adults at the school; everyone's contribution is valued.
111. Although there have been many changes in staff over recent years, effective leadership has ensured that school life has not been disrupted. The mentoring of new teachers is very good. and staff meetings are held regularly.
112. The school has a range of management policies; many are of an outstanding quality.
113. Procedures in relation to performance management are developing appropriately. Teachers are eager to continue their professional development and are pleased with its effect on provision and standards. INSET undertaken by staff is appropriate to the needs of the school.

114. The SDP is an effective document that is costed appropriately and has realistic targets. All curriculum co-ordinators are familiar with the document and the priority within it for their subject. There are clear links between the SDP and the self-evaluation document.
115. The GB is supportive of the school and is eager to see it succeed. However its role in relation to curricular matters is not sufficiently developed.

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

Grade 2: Good features and no important shortcomings.
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116. The findings of the inspection team do not match the judgement made by the school in the self-evaluation report in that the school judged the question as a Grade 3.
117. The self-evaluation report produced by the head prior to the inspection is an informative document. It provides a clear analysis on all aspects of school life in that it analyses performance, is based on first hand evidence and demonstrates clearly an awareness of the school's particular priorities while recognising its present strengths.
118. In four of the seven key questions the school underestimated its effectiveness in management issues; it attributes this judgement to the fact that management staff had not been allowed sufficient time to establish themselves and become truly effective in their roles.
119. The self-evaluation report was shared with the remainder of the staff prior to the inspection. A culture of self-evaluation has been clearly established within the school. Staff who teach pupils of the same age group work together in planning and evaluating their work; staff meetings are a platform for further evaluations of whole school issues.
120. Documents produced since the last inspection include action and development plans which identify shortcomings and include detailed strategies on how the school can move forward.
121. The acting head evaluates teachers' planning files on a weekly basis and provides short written constructive comments on teaching strategies and planning. Staff are encouraged through these comments to reflect on their effectiveness and to think how they can improve.
122. Both head and staff are committed to improving standards. Curriculum co-ordinators, who have monitored their subjects since the beginning of this term, produce detailed reports and offer effective advice as to how teaching and

learning can be improved. This is good practice and is moving standards forwards. However, this is not consistent across all subjects.

123. Pupils in plenary sessions confidently self-evaluate their work and comment on their activities. Teachers listen to their comments and take them on board.
124. The GB is not yet sufficiently involved in the self-evaluation process.
125. Progress since the last inspection has been good. Although aspects of assessment still need developing further, other key issues have been addressed effectively.

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

Grade 1: Good with outstanding features
--

126. The findings of the inspection team do not match the judgement made by the school in the self-evaluation report in that the school judged this key question as a Grade 2.
127. The school has invested heavily in additional teaching and support staff during the last academic year to reduce class sizes and to support individual needs. There are now sufficient, enthusiastic, suitably qualified teachers of high quality and very effective support staff who work very well together and provide very good assistance for pupils of all abilities. The overall quality and deployment of staff is an outstanding feature.
128. All staff have are strongly committed to developing new skills and ways of working
129. The school secretary carries out the daily routines and range of other responsibilities efficiently and effectively.
130. The school building is well maintained and overall provides a suitable setting for teaching and learning. Classrooms provide sufficient space for pupils to engage in a wide range of curricular activities.
131. All spare classrooms are fully utilised to enhance the curriculum and are time tabled for each class. Good use is made of a room for the withdrawal of pupils for language support. The regular and very well targeted use of the spacious hall, new computer suite, library, music room and the art and design and technology room contribute significantly to the good standards pupils achieve in a wide range of curricular areas.
132. Staff work very hard and imaginatively to make the internal environment attractive and stimulating. Interactive displays are a very strong feature of the school and are used very effectively to support learning and to celebrate pupils'

achievements. The school has been highlighted by the LEA's school effectiveness unit as a good practice school in this domain.

133. The school benefits from an extensive hard surface play area and a large field for games activities, which is very well used.
134. The school has good range of good quality resources of in all curriculum areas. Subject leaders audit resources annually and manage their own budget to purchase new materials very effectively in line with priorities for development.
135. The school's very effective use of resources including interactive whiteboards has a major impact on pupils' progress in a number of curriculum areas. This is an outstanding feature.
136. The school works very closely with the LEA to plan long-term budget needs. Termly finance sub-committee meetings of the GB carefully monitor expenditure. All members of staff are made aware of key financial issues. The aspirations of the SDP are always met within stated budget. Spending decisions are carefully linked to school priorities and the effects of spending decisions such as the recent high investment in staffing and ICT facilities are carefully monitored.
137. Overall, the school achieves very good value for money.

Standards achieved in subjects and areas of learning

English

Grade 2 Good features outweigh some shortcomings Key Stage 2

Good features

Across the key stage the vast majority of pupils listen purposefully to the teacher and to contributions by other pupils. They speak confidently and in the vast majority of instances use correct syntax and vocabulary. Many discuss daily literacy activities enthusiastically, ask relevant questions and provide extended answers.

Across the key stage pupils display positive attitudes in their reading; this has a significant impact on standards. Their enjoyment in reading class novels together impacts on their desire to read by themselves. They talk about characters and incidents in books in an informed manner.

The majority of younger pupils in the key stage read fluently and use suitable strategies to help them tackle new words. Many older pupils read with expression and understand how punctuation helps their understanding and interpretation of texts.

Younger pupils in the key stage understand the importance of the start, middle and endings of stories while older ones can discuss content, setting and characters in novels.

Older KS2 pupils develop good skills in skimming and scanning for information and facts in fiction and non-fiction books.

Pupils across the key stage understand the difference between written forms. Younger pupils can write simple letters, list instructions, plan descriptions and compose diary entries effectively. Older ones write formal letters, short plays, simple manifestos and character descriptions well.

Across the key stage pupils compose effective poetry. Younger ones use rhyming couplets effectively and older ones write sensitive poems in free verse.

In all classes most pupils develop a good knowledge of language. They know the rules for using parts of speech and punctuation and older pupils have a good understanding of compound words and use similes and adverbs appropriately.

Pupils use dictionaries regularly to check their work and thesaurus to extend their knowledge of language. The spelling skills of the majority develop effectively.

Older KS2 pupils understand how redrafting work can improve style and content.

Shortcomings

Overall, pupils give insufficient attention to handwriting and a minority take too little care with spelling.

Science

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

Pupils in all classes demonstrate positive attitudes towards the subject and, at levels appropriate to their age and stage of development, they have a good science vocabulary.

The great majority of pupils develop a good understanding of factors relating to healthy eating and healthy living. In their investigational work they demonstrate a good knowledge of the importance of a fair test.

Pupils in Y3 have a good knowledge of the different categories of teeth and their functions. They effectively investigate the relationship between the shape of teeth and eating habits of various types of animals.

The majority of pupils in Y3 can name and describe the habitats of mini-beasts and they demonstrate good investigative skills when they focus on factors which affect plant growth.

The majority of Y4 pupils have a good awareness of the key steps in the investigative process. They focus well on the effectiveness of different types of insulation for maintaining heat and keeping objects cool; they use the thermometer effectively in their investigations. They make good use of their knowledge of circuits, as they discover which objects are the best conductors of electricity.

Pupils in Y4 and Y5 have a good knowledge and understanding of the concepts of evaporation and condensation. They experiment to see if different locations affect the speed of water evaporation and they describe the water cycle very effectively. They describe the effect of vibration and how sounds travel in an effective manner.

The majority of pupils in Y6 have a good knowledge of the concept of gravity and demonstrate good investigative skills when they use the Newton meter effectively in their investigation of the strengths of paper towels. They present their results effectively in graph form. They are aware of air resistance as an upward force and demonstrate good prediction and explanation skills in their focus on how parachutes work.

Pupils in Y6 have a good knowledge of life cycles and food chains.

Shortcomings

The independent investigative skills of a significant minority of pupils are insufficiently developed.

Design and Technology

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

Pupils in all classes make good use of a new design schedule and the opportunities provided by well-focused blocked periods in the design and technology room to develop their skills.

Pupils in Y3 demonstrate a good grasp of the planning process in their work on constructing desk tidies and wooden land yachts. They evaluate their work effectively and produce end products of a good quality.

In their detailed week -long focus on designing and making wooden vehicles driven by electric motors, Y4 pupils investigate the early stages of the project effectively. Their initial plans, which include interesting sketches, are of good quality. The majority demonstrate very good skills in using appropriate tools, as they create end

products of very good quality. Their skills of evaluating their products and their on-going descriptions of their work are good.

Y5 pupils make good use of their construction skills and draw effectively on their knowledge of electric circuits in their work on burglar alarms for homes. The majority plan their work effectively and in detail and offer relevant comments as to how the end products can be improved.

Older pupils in KS2 demonstrate a good understanding of the planning process when they focus effectively on creating cardboard toys of good quality. They evaluate their work well. In Y6 they work well with fabrics and create finished products of good quality.

Shortcomings

Overall pupils' skills in the use of control technology are not well developed.

Geography

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

Pupils across the age range make good use of a wide selection of maps, photographs and information gathering skills to develop their knowledge and understanding of places.

Y3 pupils develop a good understanding of physical and man made features relating to their locality and it links with other places in the area. Their work also demonstrates good skills in drawing routes and measuring distances.

Pupils in Y4 effectively gather relevant information and make good use of their fieldwork skills during a visit to a contrasting seaside locality. They focus particularly well on land forms, land use and man made features and demonstrate good skills when they contrast a number of features with those in their own area

Pupils in Y4 and Y5 make effective use of tourist brochures and reference books to dispel misconceptions about India. They focus well on features of life in the Indian locality of Keshapur. They gather a range of facts and draw comparisons with their own area.

Pupils in Y5 focus effectively on weather conditions in Keshapur and explore life from the point of view of a child living in that locality. They offer interesting observations as to how the area could be improved with the construction of a new road.

Pupils develop a good understanding of the importance of respecting the environment. In Y6 they focus particularly well on natural and man-made catastrophies and on how people misuse the environment in different ways at a local, national and wider level. They demonstrate particularly good skills of researching

issues in groups and in adapting a global model of dealing with environmental issues to the local situation.

Shortcomings

Pupils' fieldwork skills in relation to their own locality are limited.

Art

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

Pupils across the key stage use a wide range of materials, techniques and processes. They experiment very effectively with line, colour, pattern and texture. They mix colour appropriately and have a good awareness of tone, light and shade and of primary and secondary colours; they can indicate which ones convey cold and warm effects.

Pupils in Y3 make good use of printing techniques when experimenting with Celtic patterns. In this activity they display good skills when using rollers and sponges and pulling and pressing techniques, when moulding clay to make tiles; older pupils consolidate these skills when making clay pots.

Pupils in Y4 observe and understand the importance of line when producing a series of self-portraits. They understand the need to work to scale and to produce effective portraits.

Older pupils produce very effective sketches of still life. They choose and arrange an attractive still life display and use effective shading techniques in their work.

Pupils across the key stage use computer art well to produce detailed, colourful pictures and they search the internet regularly for examples of art work.

All pupils display confidence when describing what they have produced and how they went about it. They compare it with work they are emulating and indicate how the work can be improved.

Across the key stage pupils are confident and accurate in their use of artistic terminology.

Pupils in all classes have a good knowledge of famous artists such as Van Gogh, Picasso, Matisse, William Morris and Munch and some Welsh and local artists. Visits to galleries and museums contributes to their work as do artefacts on loan from galleries and museums.

Art work linked to literacy and other subjects in displays enhance pupils' awareness of colour, texture and the effects of the use of three-dimensions.

Physical education

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

Pupils across the key stage have a good awareness of health and safety issues related to the subject.

All pupils are aware of the need to warm up at the beginning of lessons and the purpose of cooling down exercises at the end. They can describe the effect of exercises on their bodies and the function and effect of the heart when undertaking physical exercises.

In the majority of classes pupils use space well. They work sensibly as individuals, in pairs and small teams and produce refined, quality movements.

Pupils show confidence when displaying their movements to others, evaluating movements sensibly and identifying ways of improvement appropriately.

Pupils' ball skills develop well across the key stage. In Y3 they refine skills in bouncing, throwing and catching and demonstrate good hand-eye co-ordination and balance when travelling with a ball.

In Y4 pupils show an understanding of defence techniques as they send and receive the ball and in Y5 they work well in groups to consolidate these techniques in small groups.

Younger pupils demonstrate their ability to travel in a variety of curving pathways on the floor using various parts of the body and apparatus. They step, hop and skip well as they link a series of movements smoothly.

Older pupils produce controlled actions when jumping with twists and turns, giving appropriate attention to body tension and balance.

The school states that the majority of older pupils achieve the NC standards expected of eleven year olds in swimming.

Pupils' skills benefit from partnerships with outside sporting agencies and team Game competitions with other schools.

Shortcomings

In a minority of classes pupils' ability to use space and produce refined quality movements is limited.

School's response to the inspection

The acting Head, staff and governors welcome the positive report that has resulted from the inspection carried out by Estyn in October 2004. The outcomes of the inspection have been considered and the school concludes that they very fairly reflect the teamwork ethos of the school.

It is pleasing to accept the higher judgements made by the inspection team and that the newly formed management team at Lansbury Park Junior School have been acknowledged as taking the school forward in a short space of time.

The school would like to thank the inspection team for their thorough and wide-ranging approach throughout the 3.5 days. The professional approach by the team left no stone unturned and care was taken to arrive at balanced and agreed views. Time was taken to seek and evaluate further evidence in a consistent way.

The acting Head in her role as nominee felt that the process was very open and transparent.

The report conveys very well the school as a very important part of the local community. The inspection team recognised extremely positive elements of our pupils' attitudes and behaviour. Additionally the excellent care and support systems that underpin our curriculum provision are noted. The outstanding skill and dedication of our teachers and the care and talent of our effective support staff are duly acknowledged.

The focus on standards and attainment recognises clearly those areas in which we are doing well and those that need attention. Further development and improvement will certainly follow as we act on then recommendations made.

At Lansbury Park Junior School, we are extremely proud of all the pupils and stake holders. We recognise that only regular review and reflection will secure the best for our school. Through self-evaluation, we have sought to gain an objective picture of our school. The inspection has contributed significantly in recognising our strengths and identifying clear areas for further improvement and development.

“Together we can make a difference”

Appendix A

Basic information about the school

Name of school	Lansbury Park Junior School
School type	Community
Age-range of pupils	7-11
Address of school	Pen-y-Cae Mornington Meadows Caerphilly
Post-code	CF831QH
Telephone number	02920852521

Headteacher	Mrs Judith Lewis (Acting)
Date of appointment	September 2003
Chair of governors/ Appropriate authority	Mrs Karen Dyer
Reporting inspector	Mrs Eleri Betts
Dates of inspection	4-7/10/2004

Appendix B

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	-	-	-	-	51	57	41	50	199

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	9	2	10.1

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	24.6:1
Pupil: adult (fte) ratio in nursery classes	-
Pupil: adult (fte) ratio in special classes	5.5:1
Average class size, excluding nursery and special classes	24.88
Teacher (fte): class ratio	1.01:1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
			91.18	91.18
			91.09	91.09
			90.61	90.61

Percentage of pupils entitled to free school meals	52.8
Number of pupils excluded during 12 months prior to inspection	10

Appendix C

National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2004 For School National Curriculum Assessment KS2 Results 2003 For National			Number of pupils in Y6										59
Percentage of pupils at each level													
			D	A	F	W	1	2	3	4	5	6	
English	Teacher assessment	School	0	0	0	0	0	22	29	34	15	0	
		National	0	0	0	0	1	6	16	45	31	0	
	Test/Task	School	0	2	0	0	0	19	37	30	12	0	
		National	0	2	2	0	0	5	12	38	40	0	
Mathematics	Teacher assessment	School	0	0	0	0	0	7	44	44	5	0	
		National	0	5	3	0	0	4	19	46	30	0	
	Test/Task	School	0	0	5	3	0	0	14	31	39	8	
		National	0	2	1	0	0	4	18	42	33	0	
Science	Teacher assessment	School	0	0	0	0	0	2	15	33	50	0	
		National	0	0	0	0	0	2	13	49	35	0	
	Test/Task	School	0	2	0	0	0	2	14	57	24	0	
		National	0	2	0	0	0	1	9	48	39	0	

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	54%	In the school	36%
In Wales	71%	In Wales	70%

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

Appendix D

Evidence base of the inspection

- A team of three inspectors who were present at the school for nine inspector days carried out the inspection.
- Pre-inspection meetings were held with parents and the GB to discuss the life and work of the school.
- Thirty eight questionnaires were completed by parents and carefully analysed.
- Discussions were held with the head and staff with responsibilities, and support staff.
- School documentation was examined.
- Forty- eight lessons or parts of lessons were observed.
- A sample of pupils' work from across the ability range in each year group was examined.
- Inspectors listened to a sample of pupils reading.
- Discussions were held with pupils about the life of the school.
- Pupils' behaviour was observed during break periods, at lunch time and at the start and end of school sessions.
- Inspectors attended assemblies and observed extra- curricular activities.
- Post inspection meetings were held with the staff and GB.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mrs Eleri Betts	Context Summary and recommendations Key Questions 1,3,5,6. English, Art, Physical education
Mrs Rhiannon Boardman	Contributions to key questions 1, 3, 4 7.
Mr Brinley Jones	Key Questions 2,4,7. Science, Geography, Design and Technology

Acknowledgement

The Inspection Team would like to thank the governors, staff and pupils for their co-operation and courtesy during the inspection.

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

**Lansbury Park Junior School
Pen-y-Cae
Morningson Meadows
Caerphilly
CF831QH**

A SUMMARY REPORT FOR PARENTS

Date of Inspection: October 4th-7th 2004

by

**Mrs E. Betts
Registered Inspector
W248 17717**

December 6th 2004

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Lansbury Park Junior School was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Lansbury Park Junior School took place between October 4th and October 7th 2004. An independent team of inspectors, led by Mrs Eleri Betts undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

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

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The national curriculum covers four key stages as follows:

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

List of Acronyms used in the report. In alphabetical order

CoP Code of Practice

GB Governing Body

ICT Information and Communication Technology

KS2 Key Stage 2

LEA Local Education Authority

NC National Curriculum

SDP School Development Plan

SEN Special Educational Needs

WAG Wales Assembly Government

Y Year

Context

The nature of the provider

Lansbury Park Junior School is situated on the eastern edge of Caerphilly. The school serves a mix of local authority and housing association dwellings with some private houses.

The 199 pupils currently on roll come mainly from the local area. Approximately 60% are from homes that are economically disadvantaged; around 53% are entitled to free school meals. English is the predominant language of all pupils; only 0.5% are of an ethnic minority. Pupils transfer to the school mainly from Lansbury Park Infant School which is located on the same site.

The school has identified 82 pupils (42%) as having SEN. It hosts a GLD class funded by Caerphilly LEA which provides for 11 pupils, six of whom have statements. Many of these pupils live outside the catchment area.

The school was last inspected in 1999. Since then there have been many staff changes. The school now has an acting head and acting deputy. Of the three special classes located there during the last inspection only one remains. Numbers have continued to fall in the last few years due to the change in the nature of the local community. Consequently, the school is at present in consultations regarding amalgamation with the infant school. The school was awarded the Basic Skills Quality Mark for the second time in December 2001.

Summary

Lansbury Park Junior School is a happy, successful school. The high quality of teaching, the commitment of the acting head and whole school efforts to raise pupil self-esteem, impact on the consistently good standards achieved. In three of the seven key questions, the inspection team agreed with the judgements of the school; where they differed, the inspection team awarded a higher grade.

Table of grades awarded

Key question	Inspection grade
1 How well do learners achieve?	2
2 How effective are teaching, training and assessment?	2
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	2
4 How well are learners cared for, guided and supported?	1

5	How effective are leadership and strategic management?	2
6	How well do leaders and managers evaluate and improve quality and standards?	2
7	How efficient are leaders and managers in using resources?	1

Standards

Standards in the subjects inspected during this inspection are as follows:

Subject	Key Stage 2
English	Grade 2
Science	Grade 2
Design and Technology	Grade 2
Geography	Grade 2
Art	Grade 2
Physical Education	Grade 2

Pupils with SEN make good progress and achieve good standards.

Standards in the key skills of listening, speaking, reading, writing, numeracy and the use of ICT are good and often very good across the curriculum.

Bilingualism is promoted through positive strategies within the school. Standards are satisfactory. Both Welsh and English are used on a regular basis in school assemblies where pupils occasionally have individual speaking parts in both languages.

In end of KS2 NC results in 2004, as in previous years, English and mathematics were below and science was above the national average. In comparison with similar schools within the LEA and Wales, results are in the lower quartile for English, just below the median for mathematics and in the upper quartile for science. The core subject indicator in 2004 was lower than county and national averages.

Pupils make good progress in personal and social skills. They are able to work independently and co-operate effectively in tasks involving paired and group work. Creative skills and problem solving skills develop well in all classes.

The sharing of learning outcomes with pupils promotes effectively their understanding of the nature and purpose of their work. In effective plenary sessions, they demonstrate how well they are progressing and are eager to share what they have learnt.

Pupils understand the importance of equal opportunities. They know that people have different beliefs and customs and they learn to respect diversity. They are also very aware of life in their own community.

Pupils have a good awareness of moral values such as fairness and almost without exception, display this aspect towards each other during the day.

Pupils have very good attitudes to work and school life generally. In class they settle down quickly and show interest and enthusiasm in lessons; they work hard and most concentrate very well.

Behaviour is good both in lessons and in and around the school. It is managed consistently well by staff, so that there is little disruption to learning. Pupils are tolerant of each other and have the highest respect for their teachers.

Overall attendance and punctuality are satisfactory. Most pupils attend school regularly. However, in spite of stringent rules and constant reminders concerning lateness, some pupils still arrive late missing valuable learning time.

The quality of education and training

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
38%	62%	0%	0%	0%

The overall good and very good quality of the teaching is a crucial factor in the progress made by pupils and the good standards they achieve. The percentage of good lessons is above the WAG target of 95% satisfactory or better and the percentage of very good lessons is well above the WAG target of 50% good or better.

Teachers are very good role models and have very good relationship with pupils. They have high expectations and pupils' efforts and good work are praise; consistent encouragement ensures their progress.

Support staff are used effectively and make important contributions to the overall quality of the learning.

Teachers throughout the school provide a stimulating environment with very good displays of pupils' work, which are conducive to good teaching and learning.

Lessons are well structured and organised and develop at a good pace. Teachers employ a good range of teaching strategies and focus effectively on differentiated activities, which are well matched to pupils' needs and levels of development.

Teaching is often very good especially when teachers exchange classes to use their expertise.

Features of lessons judged to be very good include:

- imaginative approaches which gain and maintain interest and enthusiasm very effectively

- challenging tasks and activities and very well thought out opportunities for independent and collaborative work
- well focused interventions and skilled questioning which enable pupils to focus on activities in increasing depth and detail;

The overall quality of assessment is good; it is used consistently to inform planning. Teachers keep comprehensive records of pupils' achievements in core areas and tracking pupils' progress is very effective. Oral feedback to pupils during lessons is well focused, but, while the marking of work is consistent, it does not always identify ways forward and pupils are not given individual short term targets to help them evaluate their own progress. Annual reports to parents conform with statutory requirements and are of a very good quality.

The school provides a broad, balanced curriculum that is highly relevant to the needs of its pupils and appropriate differentiation in provision ensures that all receive access to it although arrangements for extra support for some pupils involves withdrawal on occasions from some sessions. Moral messages are conveyed consistently and effectively during the school day and in collective worship, but opportunities to reflect and contemplate quietly to develop spirituality are less evident. Social and cultural development are good.

Links with parents are good and with the community and other institutions they are very good. Parents are kept very well informed through monthly and other newsletters. The school values the help and support they provide and continually seeks to involve them more fully in their child's education. However parents, generally, do not play a full part in the life of the school. The prospectus and the GB's annual report to parents do not conform fully with statutory requirements.

Partnerships with local industry are used well to develop pupils' understanding of the world of work and to improve the school environment.

The school is a harmonious community in which pupils feel happy, valued and secure. Those with additional learning needs are effectively catered for. Appropriate systems are in place for the early diagnosis of SEN and early intervention where needed. Provision for SEN is good and meets the requirements of the CoP.

Leadership and management

The aims and objectives of the school, which are centred around working together are shared by staff and pupils. The acting head provides very good and innovative leadership. Her management provides the school with a clear sense of direction. Lines of communication are clear and are promoted by very good administrative procedures.

The school has a range of management policies; many are of an outstanding quality. The SDP is an effective document that is costed appropriately and has realistic goals. The GB is supportive of the school and eager to see it succeed. However its role in relation to curricular matters is not sufficiently developed.

The self-evaluation report, produced by the head, is an informative document. It provides a clear analysis on all aspects of school life in that it analyses performance, is based on first hand evidence and demonstrates clearly an awareness of the school's particular priorities while recognising its present strengths. It was shared with the remainder of the staff prior to the inspection. A culture of self-evaluation has been clearly established within the school and both head and staff are committed to improving standards.

Documents produced since the last inspection include action and development plans which identify shortcomings and include detailed strategies on how the school can move forward.

Curriculum co-ordinators, who have monitored their subjects since the beginning of this term, produce detailed reports and offer effective advice as to how teaching and learning can be improved. This is good practice and is moving standards forwards. However, this is not consistent across all subjects and the GB is not sufficiently involved in the self-evaluation process.

Progress since the last inspection has been good. Although aspects of assessment still need developing further, other key issues have been addressed effectively.

The school has invested heavily in additional teaching and support staff during the last academic year to reduce class sizes and to support individual needs. There are now sufficient, enthusiastic, suitably qualified teachers of high quality and very effective support staff who work very well together and provide very good assistance for pupils of all abilities. The overall quality and deployment of staff is an outstanding feature.

The school building is well maintained and overall provides a suitable setting for teaching and learning. Classrooms provide sufficient space for pupils to engage in a wide range of curricular activities. All spare classrooms are fully utilised to enhance the curriculum and are time-tabled for each class.

The school has a good range of resources of good quality in all curriculum areas.

The very effective use of them has had a major impact on pupils progress in a number of curriculum areas.

Overall, the school achieves very good value for money.

Recommendations

In order to improve the school in the areas inspected the school needs to:

- maintain good standards and address shortcomings identified in subject areas in the report;
- continue to develop aspects of the school's procedures for assessment;
- move self-evaluation forward by continuing to develop the monitoring role of curriculum co-ordinators and that of the GB both in curriculum provision and the self- evaluation process;
- ensure that the school prospectus and the GB's annual report to parents comply with statutory requirements.
- continue to encourage parents to play a fuller role in all aspects of the life of the school.

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