

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

A Report on the Quality of Education in

**Llancaeath Junior School
Commercial Street
Nelson
Treharris
Caerphilly
CF46 6NF**

School Number: 6762158

Date of Inspection: 05 – 07 March 2007

by

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Llancaeath Junior 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 Llancaeath Junior School took place between 05/03/07 and 07/03/07. An independent team of inspectors, led by Edward Goronwy Morris undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Llancaeath Junior School is a local authority maintained Community Junior School located in the centre of the small town of Nelson in the Rhymney Valley. The majority of pupils are drawn from the immediate area. English is the first language spoken. No pupils speak Welsh as their first language. The community is neither advantaged nor economically disadvantaged, with a mixture of private and rented accommodation. Pupils represent the full ability range. Sixteen per cent of the pupils are registered as entitled to receive free school meals. This is lower than the local education authority's (LEA) average of 22.8 per cent and the all-Wales average of 19.7 per cent. Information from National Curriculum Assessments at key stage 1 indicates that pupils' attainment on entry to school is average, with a small number of children having attained level 3 in the core subjects, whilst a significant number entered at level 1 in one or more subjects.
2. There are currently 212 pupils on the school register from year 3 to year 6. Fifty two pupils have been identified as having special educational needs (SEN), including 22 on school action plus and five pupils with a statement of special educational need. There are no pupils who are 'looked after' by the local authority. No pupils receive support in English as an additional language (EAL).
3. There are 8 full-time teachers at the school including the head teacher. In addition, there are two teachers who work part time. Pupils are arranged into 7 classes. The head teacher took up his post in January 1979. A new deputy head was appointed for January 2006. In 2004 the school succeeded in attaining the Basic Skills Agency's Quality Mark. The school was last inspected in February 2001.
4. Structural alterations and the construction of two new classrooms took place in the upper teaching block during the summer 2006. Similar internal alterations are currently taking place in the lower teaching building. A new assembly hall is also under construction. It is anticipated that these building works will be completed during the summer term.

The school's priorities and targets

5. The school aims to provide a rigorous and broad education within a happy and secure atmosphere.
6. The school's mission statement is:
'Llancaeath Junior School is a fun and exciting place where children can learn for a brighter future'.
7. The school's main priorities and targets for 2006-2007 include:
 1. To develop pupils' learning opportunities that promote the ability for explanation and challenge potential and misconceptions across the curriculum, using focussed teaching and learning techniques.
 2. To respond to the cessation of the Key Stage 2 SAT.
 3. To carry out a whole school self-evaluation review of all curricular subjects and assessment procedures.
 4. To continue to develop the Healthy schools initiative.
 5. To comply with Disability access legislation.
 6. Continued development of the School's Self-evaluation file, incorporating the contributions of all stakeholders.

Summary

8. Llancaeath Junior School is a good school with outstanding features in the way pupils are cared for, guided and supported. The school has a very positive ethos and works hard to make every pupil feel valued and included. As a result pupils make good progress and achieve well. Pupils' behaviour is an outstanding feature of the school. Good progress has been made since the last inspection. Standards in design technology and art have improved significantly.
9. The findings of the inspection team concur with the opinion of the school in its self-evaluation report in six of the key questions. In the other key question, the inspection team felt that the school had underestimated the effectiveness of its provision.

Table of grades awarded

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

Standards

10. Pupils' standards of achievement in the lessons observed and subjects inspected were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4%	75%	21%	0%	0%

11. These percentages are higher than the Welsh Assembly Government's all Wales targets for 2007 i.e. that 98 per cent of standards should be (Grade 3) or better and 65 per cent good or better (Grade 2). They show a good improvement on the standards at the previous inspection.

Grades for standards in subjects inspected

Inspection Area	Key Stage 2
English	Grade 2
Science	Grade 2
Welsh second language	Grade 3
Information technology	Grade 3
Design technology	Grade 2
Art	Grade 2

12. Standards in the key skills of speaking, listening, reading and writing and numeracy are good. Pupils' development of information and communications technology (ICT) skills across different subjects is limited. Their Creative and problem solving skills develop well throughout the school.
13. Pupils have a good understanding of everyday Welsh commands and greetings; however: pupils' bilingual competence and skills have shortcomings.
14. All pupils, regardless of their background, and including pupils with special educational needs (SEN), make good progress and achieve well.
15. For a number of years, pupils' assessments in the three core subjects have been consistently above local and national averages. In 2006, results in mathematics continued to improve, however, results in English and science were lower than national and LEA averages. Teacher assessments indicate that 60 per cent of pupils attained the Core Subject Indicator i.e. the expected level 4 or above in the three subjects of English, mathematics and science compared to the national average of 74 per cent. This was below the average for similar schools based on the proportion of pupils known to be eligible for free school meals. These assessments, however, were in line with the school's predictions based on pupils' prior performance. The difference between the performance of girls and boys is similar to the national average.
16. Pupils succeed regardless of their ability, gender, or social background. They are involved in the learning process, and as a result, increasingly apply their knowledge, understanding and skills to new and unfamiliar situations with competence and motivation.
17. Pupils' behaviour and the atmosphere of mutual respect is an outstanding feature of the school. They demonstrate a high degree of self-discipline and maturity. Pupils work and play together very well and relationships with each other are very good. Pupils increasingly demonstrate their ability to work well independently.
18. At 94 per cent the average rate of attendance for the three terms prior to the inspection is above the LEA and all Wales averages. The majority of pupils attend school regularly and are punctual.

19. Pupils make good progress in their personal, social, moral and wider development. There is mutual respect between adults and children. Relationships throughout the school are outstanding. Pupils develop positive attitudes towards citizenship and a good understanding of moral and social issues.
20. Throughout the school, pupils show a good awareness of equal opportunity issues. They demonstrate a good understanding of and respect for the diversity of beliefs, traditions and attitudes within society.
21. Pupils participate effectively in the life of the community. They understand the need to be good citizens and to protect the environment. Their understanding of the world of workplace is less well developed.

The quality of education and training

22. Overall the quality of teaching is good.
23. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8%	77%	11%	4%	0%

24. This is a significant improvement from the last inspection and compares well with the national picture reported by Her Majesty's Chief Inspector in her annual report 2005-2006. Nationally, the quality of teaching is good or better in 79 per cent of lessons, with 17 per cent of lessons having outstanding features.
25. A particularly strong feature of the teaching is the successful way in which teachers establish extremely good working relationships that foster learning.
26. Lessons judged outstanding are characterised by, energetic and lively presentations and activities, which foster more independent learning amongst the pupils. Good teaching observed was characterised by evidence of well-paced lessons, purposeful use of resources and effective questioning. In lessons where shortcomings were noted the pace of lessons is slow; the range of teaching methods is limited.
27. Teachers have good knowledge and understanding of the subjects they teach, and are aware of recent developments. Careful planning ensures good continuity and progression in the teaching, with assessment informing planning well in the vast majority of classes.
28. The quality of assessment is good with outstanding features. Assessment is an integral part of the teaching and learning process in the school. The assessment system is comprehensive and manageable, and pupils' achievements and progress are recorded accurately and consistently.

29. The way in which teachers respond to pupils' work is outstanding. An outstanding feature is pupils' understanding of the purpose of assessment. They are involved in planning their own progress through setting personal achievable targets.
30. The detailed reports provided to parents are an outstanding feature of the provision. They provide a clear picture of pupils' achievements and skills in all subjects and give clear guidelines regarding future progress.
31. The learning experiences including out-of-hours learning experiences are good and meet the needs and interests of pupils. The curriculum meets the requirements of the Welsh Assembly Government.
32. The curriculum is broad and balanced. Learning experiences are planned and structured carefully and are equally accessible to all, including pupils with SEN.
33. The school works hard to promote basic and key skills. Planning for the development of pupils' communication, numeracy, creative and problem solving is good. The provision to develop pupils ICT skills has been hampered during refurbishment.
34. The provision for the spiritual, moral, social and cultural development of pupils is good, and is well integrated into the school's daily life. Provision for personal and social education is carefully incorporated into the curriculum. The school promotes cultural development well.
35. The curriculum is enriched by effective partnerships within the local community, other primary schools and the local secondary school.
36. The *Cwricwlwm Cymreig* is well integrated into schemes of work and is effectively promoted through various subjects. There is insufficient detailed planning for the promotion of pupils' active bilingual skills.
37. Pupils' experience of the world of work is broadened through a range of activities both inside and outside school.
38. The school actively supports sustainable development. The school lays the foundations of lifelong learning and community regeneration.
39. The quality of the care, support and guidance provided to pupils is outstanding. The school has a very positive ethos and works hard to make every pupil feel valued and included.
40. The school has a very positive partnership with parents and carers and takes good account of their views.
41. Induction arrangements for pupils are carefully planned and implemented.

42. The quality of personal support and guidance provided by the school through its comprehensive personal and social education programme is outstanding. All staff know the pupils very well and have a very high standard of concern for their welfare and well being.
43. There are very effective policies and procedures in place to monitor pupils' attendance and punctuality, behaviour and performance. All staff including caretaking and support staff are very good role models. This is an outstanding feature.
44. Health and fitness is very well promoted through a wide range of initiatives. The school was the first in the LEA to gain the prestigious Heartbeat Wales award.
45. All adults in the school are well aware of pupils with particular needs and are very knowledgeable about procedures in the event of accidents and emergencies. Pupils are very well supervised at playtimes and lunchtimes. The potential dangers arising from the current construction work have been particularly well managed.
46. There is an appropriate policy and sound procedures for child protection that follow LEA guidance.
47. The provision for pupils with additional learning needs is good and fully meets the requirements of the Code of Practice for Wales. The school recognises the diverse needs of pupils and promotes inclusive education effectively. Pupils' needs are identified fully and support is provided promptly.
48. The provision for equal opportunities for all is an outstanding feature of the school. Careful planning ensures that all pupils, whatever their abilities, background, race or gender have equal access and opportunity to participate in all school activities.
49. The school has well planned and documented procedures for dealing with race equality, disability discrimination and equal opportunities. In discussion, pupils say that misbehaviour or incidents of bullying are not tolerated and teachers deal very quickly with concerns.

Leadership and management

50. The head teacher provides purposeful and sensitive leadership and successfully promotes shared values about learning, behaviour and relationships. He is very well supported by the deputy head teacher and staff who work very well as a team.
51. The school has a positive ethos which promotes equality of opportunity for all. This is reflected in the warm and friendly atmosphere, which is immediately evident to school visitors.

52. The school takes full advantage of local and national initiatives. For example, the school has gained accreditation through the Basic Skills Agency Quality Mark together with Healthy Schools and Eco-School awards.
53. Whole-school targets set for pupils at the end of key stages are challenging and realistic and are based on an assessment of the likely performance of each pupil.
54. The school meets statutory requirements for reducing teachers' workloads.
55. The Governing body makes a good contribution to the success of the school. The Governing Body complies with all statutory requirements and discharges its duties and responsibilities very well. Governors are well informed about areas of the school's work through their link roles.
56. The head teacher monitors teaching and learning as part of performance management and has an accurate picture of strengths and areas for improvement. Subject co-ordinators perform their duties conscientiously; however, their role in monitoring subjects has not been fully developed.
57. Good use is made of the school's own assessment data and National Curriculum assessments to bring about improvements in standards in the core subjects.
58. The school's self-evaluation procedures are inclusive. Staff and governors were involved in producing the self-evaluation document. The views of parents are sought both formally through questionnaires and less formally by discussion. The School Council provides valuable opportunities for pupils to make their views known on a number of issues.
59. The self-evaluation report produced by the school before the inspection is open and honest. It matches the grades awarded by the inspection team in six of the seven key questions. Issues identified by the school as requiring further attention are similar to those identified by the inspection team.
60. The School Development Plan is a useful, clearly written document, which focuses on appropriate priorities for improvement. The head teacher and governors ensure that all identified priorities are adequately resourced.
61. Good progress has been made since the last inspection. All the key issues raised during the last inspection have been addressed well.
62. The school has an adequate number of experienced teachers. They are effectively deployed to meet the needs of pupils. Support staff provide valuable contribution to the quality of learning.
63. The quality and range of learning resources is generally good. They are accessible for pupils' use and respected by staff and pupils alike. However, access to Information Technology and library facilities has been limited during the current refurbishment being undertaken at the school.

64. A considerable investment has recently been made by the LEA to improve the school's internal and external environment. This period of refurbishment is now coming to an end and has been managed particularly well by all concerned ensuring minimum disruption to the day to day routine of the school. The internal and exterior of the buildings are extremely well kept, clean and tidy.
65. The Head teacher has effective systems in place to ensure that all resources are fully utilised to support teaching and learning. Priorities for further development are well identified within the School Development Plan and careful consideration is given to costs and benefits to the school.
66. The Head Teacher and the supportive Governing Body regularly review and evaluate expenditure decisions in order to ensure that pupils' standards of achievement are maintained and developed according to the priorities and targets set by the school.
67. The school manages the annual budget effectively to ensure good value for money.

Recommendations

In order to improve the school further, the head teacher, governors and staff need to:

- R1 Raise standards in information technology and Welsh as a second language;
- R2 Continue to improve standards of bilingualism ensuring progression throughout the school;
- R3 Extend the range of teaching strategies to better meet the needs of all pupils;
- R4 Strengthen the self-evaluation process by developing the role of subject leaders in monitoring teaching and learning and pupils' achievements.

Note: The school has already identified R4 as a priority within its own self-evaluation report and school development plan.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

68. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
69. Pupils' standards of achievement in the lessons observed in the subjects and areas of learning inspected were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4%	75%	21%	0%	0%

70. These percentages are higher than the Welsh Assembly Government's all Wales targets for 2007 i.e. that 98 per cent of standards should be (Grade 3) or better and 65 per cent good or better (Grade 2). They show a good improvement on the standards at the previous inspection.

Grades for standards in subjects inspected

Inspection Area	Key Stage 2
English	Grade 2
Science	Grade 2
Welsh second language	Grade 3
Information technology	Grade 3
Design technology	Grade 2
Art	Grade 2

71. Standards of speaking, listening, reading and writing are good. Pupils listen carefully to their teachers and to one another. The majority speak articulately and express their opinions well. They achieve good standards in reading a variety of texts across the curriculum. The majority read correctly, fluently with appropriate correctness and expression. The quality of pupils' writing is good and pupils use their writing skills effectively across the curriculum subjects. Pupils' numeracy skills are good and are used effectively for example in science and technology. Their development of ICT skills across different subjects is limited. Creative and problem solving skills develop well throughout the school.
72. Pupils have a good understanding of everyday Welsh commands and greetings; however, as yet bilingualism is not sufficiently nor consistently integrated into the life of the school. Consequently, pupils' bilingual competence and skills have good features that outweigh shortcomings.
73. All pupils, regardless of their background, and including pupils with special educational needs (SEN), make good progress and achieve well.

74. For a number of years, pupils' assessments in the three core subjects have been consistently above local and national averages. In 2006, results in mathematics continued to improve. Results in English and science, however, were lower than national and LEA averages.
75. Teacher assessments in 2006 indicate that 60 per cent of pupils attained the Core Subject Indicator i.e. the expected level 4 or above in the three subjects of English, mathematics and science compared to the national average of 74 per cent. This was also below the average for similar schools, based on the proportion of pupils known to be eligible for free school meals. These assessments, however, were in line with the school's predictions based on pupils' prior performance. The difference between the performance of girls and boys is similar to the national average.
76. Pupils succeed regardless of their ability, gender, or social background. They are involved in the learning process, and, as a result, increasingly apply their knowledge, understanding and skills to new and unfamiliar situations with competence and motivation. They are aware of their levels of achievement and play an active role in the setting of realistic, but challenging, targets to address their particular strengths and areas for development.
77. Pupils are very well behaved. As a result of the high expectations set by all adults in the school, pupils know what is expected of them. They are friendly, polite and considerate and relate well to adults. Pupils move sensibly in and around the buildings. They demonstrate a high degree of self discipline and maturity. Pupils increasingly demonstrate their ability to work well independently. Pupils' behaviour and the atmosphere of mutual respect is an outstanding feature of the school.
78. Pupils work and play together extremely well and relationships with each other are outstanding; this is a notable feature of the school. Older pupils are sensitive to the needs of their peers and the younger ones. Pupils work well in small groups. The School Council have a role in maintaining good relationships and willingly help to resolve conflicts. Pupils have a role in devising the Golden Rules. They sensitively discuss incidents of misbehaviour and agree appropriate sanctions. They have a strong sense of fairness. Pupils understand that bullying is unacceptable behaviour and are aware of what to do should it occur. When asked, pupils say they are confident that any misbehaviour reported to an adult in the school will be dealt with immediately.
79. At 94 per cent the average rate of attendance for the three terms prior to the inspection is above the LEA and all Wales averages. The majority of pupils attend school regularly and are punctual. Absences are caused mainly through illness and family holidays in term time. The school was affected by a flu virus in the spring term.
80. Pupils make good progress in their personal, social, moral and wider development. There is mutual respect between adults and children. Relationships throughout the school are outstanding which contributes to

creating a happy, caring and supportive learning environment. Pupils show fairness and consideration towards others and are happy to take their turn when undertaking tasks. They are friendly and polite to each other, staff and visitors. They develop positive attitudes towards citizenship and a good understanding of moral and social issues through the school's personal and social education programme.

81. Throughout the school, pupils show a good awareness of equal opportunity issues. They demonstrate a good understanding of and respect for the diversity of beliefs, traditions and attitudes within society.
82. Pupils participate effectively in the life of the community. They understand the need to be good citizens and to protect the environment through initiatives and participation in such activities as the School Council and Eco Committee. Their understanding of the world of work is enhanced by activities such as the visits of artists and through the undertaking of a various projects for example; creating stone tablets for the local park. However, their understanding of the workplace is less well developed.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

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

84. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8%	77%	11%	4%	

85. This is a significant improvement from the last inspection and compares well with the national picture reported by Her Majesty's Chief Inspector in her annual report 2005-2006. Nationally, the quality of teaching is good or better in 79 per cent of lessons, with 17 per cent of lessons having outstanding features.

86. Across the school, teaching shows a well developed understanding of planning so that pupils, in general, are challenged and motivated in a wide range of appropriate learning experiences. Time limits for the completion of tasks and teacher interventions are appropriate for the age and ability of all pupils.

87. A particularly strong feature of the teaching is the successful way in which teachers establish extremely good working relationships that foster learning. The caring and supportive attitude of all teachers encourages pupils to work hard and to enjoy school life.

88. In lessons where there are outstanding features teachers:

- organise and plan lessons particularly well, ensuring that pupils have differentiated tasks which cater well for their individual needs;
- stimulate and challenge pupils through lively presentations and purposeful tasks;
- foster independent learning through ensuring that all pupils take an active role in their learning.

89. Good features seen in the teaching include:

- well-paced lessons;
- clear learning objectives that are shared with pupils;
- purposeful use of resources;
- effective questioning.

90. Teachers have good knowledge and understanding of the subjects they teach, and are aware of recent developments. Careful planning ensures good continuity and progression in the teaching, with assessment informing

planning well in the vast majority of classes. Teachers work closely with planning, preparation and assessment time teachers and learning support staff to ensure that they are fully involved in the planning, teaching and assessment processes. Homework is set on a regular basis, and tasks are appropriately linked to classroom work.

91. Teachers promote equal opportunities well. They meet the English language needs of pupils well, including those of pupils who learn to speak other languages at home. Teachers' use of incidental Welsh is limited to simple words and phrases, and does not promote the development and application of pupils' bilingual skills sufficiently in subjects across the curriculum.
92. Teachers plan effectively to meet pupils' individual needs, and to monitor and review their progress. Teaching of pupils with SEN is consistently good.
93. Where there are shortcomings in the teaching:
 - the pace of lessons is too slow;
 - the range of teaching methods is limited, and, as a result, the active engagement of all pupils is not always secured;
 - there is insufficient differentiation in tasks to cater appropriately for the needs of all individuals.
94. The quality of assessment is good, with outstanding features. Assessment is an integral part of the teaching and learning process in the school. Strategies for assessment are well matched to clearly identified purposes and learning objectives. Teachers know their pupils well and use an appropriate range of approaches when making judgements about attainments. The assessment system is comprehensive and manageable, and pupils' achievements and progress are recorded accurately and consistently. There is an effective tracking system to monitor the progress of individual pupils.
95. An analysis of national and standardised tests is undertaken each year, and implications for teaching and learning discussed, and used most effectively to inform planning. Portfolios of work assessed at agreed standards in some subjects are used effectively to moderate standards of assessment.
96. Assessment procedures meet statutory requirements, including those for pupils with SEN.
97. The way in which teachers respond to pupils' work is outstanding. They mark work regularly and give positive feedback, which gives pupils valuable guidance on how to improve future work. Another outstanding feature is pupils' understanding of the purpose of assessment. They are involved in planning their own progress through setting personal achievable targets in their English target books. The self-evaluation section of the target books allows pupils to recognise their strengths and areas for development, and displays a good understanding of what they need to do to make progress. Pupils also set their own short-term language, mathematics and general targets, which are displayed on classroom walls.

98. The detailed reports to parents are an outstanding feature of the provision. Annual end-of-year reports provide a clear picture of pupils' achievements and skills in all subjects, with grades for achievement and effort. Teachers offer valuable comments about pupils' general development and give clear guidelines regarding future progress. Reports meet statutory requirements. Additional mid-term reports clearly indicate each pupil's attainment and effort in all subjects.
99. Governors are fully informed about test results, and relevant data and information is transferred to the secondary school.

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

100. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
101. The curriculum meets the needs of all pupils and is equally accessible to all, including pupils with SEN. The learning experiences meet the needs and interests of pupils and the wider community well. The curriculum meets the requirements of the Welsh Assembly Government.
102. The curriculum is broad and balanced, with all subjects having appropriate time allocations. In mixed age classes, teachers match work carefully to meet the needs of older or younger pupils. Learning experiences are planned and structured carefully. Activities within units of work for each year group offer rich opportunities, which make the curriculum interesting and appropriately challenging to both boys and girls. Schemes of work show progression, and discussions and target-setting meetings between previous and current class teachers ensure continuity and progression between years and key stages. Short-term plans contain detailed differentiation, which is matched to the particular learning needs of pupils.
103. The school works hard to promote basic and key skills, and achieved the Basic Skills Quality Mark in 2004. Opportunities to develop learners' basic and key skills are clearly indicated in planning documents, and teachers are effective in promoting these skills and enriching the learning experiences of pupils greatly. Planning for pupils' development across the curriculum in communication skills, numeracy, creative skills and problem solving is good. The planned development of their ICT skills has been hampered by major building work.
104. Out-of-hours learning experiences are good. These include off-site provision, for example, a residential course for older pupils, and visits by pupils to places of educational interest, such as local churches and chapels, which broaden and enrich pupils' experiences significantly. After-school clubs, including sports clubs organised by professional coaches promote the learning of new

skills and are well attended. Visitors from the local community contribute most effectively to pupils' learning, and provide pupils with a range of valuable experiences, and further their awareness of the outside world. For example, pupils worked with a local sculptor to produce work that will be incorporated into the new school building. Pupils also worked with members of the community to paint a backdrop for the Blackwood Festival.

105. The provision for the spiritual, moral, social and cultural development of pupils is good, and is well integrated into the school's daily life. Collective worship provides good guidance on moral and spiritual values, with pupils being given time to reflect on topical issues.
106. Provision for personal and social education is carefully incorporated into the curriculum, through such initiatives as circle time and class rules. There are rewards for pupils who display positive behaviour and attitudes to learning. Teachers provide many opportunities for pupils to take responsibility and show initiative, for example, School Council members acquire a good understanding of taking responsibility in a community. In circle time pupils are given opportunities to discuss sensitive issues. The school promotes cultural development well through a range of well-planned visits, and their learning about other cultures is enhanced, for example, by a visit to a mosque.
107. The curriculum is enriched by effective partnerships within the local community. Positive relationships exist with parents, who are very supportive, and who raise a great deal of money for charity. Newsletters and outlines of planned work ensure that parents are well informed about activities. Parents respond well to the home/school agreement, and their responses in the pre-inspection questionnaires reflect their positive view of the school.
108. There are effective partnerships with other primary schools and the local secondary school. Other community links include projects, such as ones involving year 6 pupils organised by the Police Service and the LEA, and the Healthy Schools' Scheme; the community police officer supports the school's personal and social education programme. Recently, the school received an anonymous donation of a substantial sum of money towards the purchase of IT equipment.
109. Provision for work related education has good features that outweigh shortcomings. Pupils' experience of the world of work is broadened through a range of activities both inside and outside school. The deputy head teacher has benefited from industrial placements to enhance her teaching and management skills. Effective use is made of links with local and national companies to extend pupils' experiences. Pupils gain first hand experience of safety regulations in the construction industry as they observe the extensive refurbishment of their school and the construction of the new hall. A small number of older pupils learn about their parents' jobs through taking part in the 'Bring your child to work' initiative. Developing effective relationships and links with local businesses and industry is a target noted in the school development plan.

110. The *Cwricwlwm Cymreig* is well integrated into schemes of work and is effectively promoted through various subjects. Teachers' use of incidental Welsh is inconsistent between classes and the school is not sufficiently proactive in increasing pupil participation in the use of the language. There is insufficient detailed planning for the promotion of pupils' active bilingual skills, to ensure that Welsh and English are used effectively as media in teaching and learning.
111. Staff are consistent in their positive promotion of equality of access and opportunity for all pupils. There is a strong commitment to ensure that all pupils have equal access to all that the school has to offer, regardless of individual background, circumstance or ability.
112. The school acts in a sustainable way, for example, through recycling, energy saving and composting schemes and regular support for various charities. In a short space of time has gained the ECO Schools Silver Award. Pupils' understanding of environmental awareness is greatly enhanced through such programmes. Their knowledge and understanding of global citizenship is less well-developed and is limited mainly to fund-raising for various charities and the work of the School Council.
113. The school promotes the development of entrepreneurial skills well, although there is no mini-enterprise scheme in the school. A local art dealer mounts and frames pupils' artwork and the school sells the works to parents. The Governing Body comprises of representatives from local businesses and community organisations, and the school benefits from their expertise in various fields. Teachers make effective use of Education Business Partnership workshops to support science study units, for example, visits to Techniquest and Cilfynydd Environmental Centre. A visit by the School Council to the WAG Senedd building involved negotiating and spending a notional budget, and gave members a valuable insight into economic issues.
114. The school lays the foundations of lifelong learning and community regeneration by providing opportunities for pupils to acquire the appropriate knowledge, understanding, skills and attitudes necessary to progress and achieve the highest standards within the community.

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

Grade 1: Good with outstanding features

115. The findings of the inspection team differ from the Grade 2 judgement made by the school in its self-evaluation report. The inspection team identified a number of outstanding features in the way learners are cared for, guided and supported and felt that the school had underestimated the effectiveness of its provision.
116. The quality of the care, support and guidance provided to pupils is outstanding. The school has a very positive ethos and works hard to make

every pupil feel valued and included. The pastoral care of pupils has a very high priority within the school. Teachers know their pupils very well and are sensitive to their individual needs. Pupils in turn confirm that they feel safe and very well supported by all the adults who work at the school. They know that any concerns they have will be dealt with quickly and effectively by all adults working within the school. Parents also report that their children are happy at school.

117. The school has a positive partnership with parents and carers and takes good account of their views. At the pre inspection meeting and in the questionnaire the vast majority of parents confirmed this. They expressed very positive views about the school and strong appreciation that the head teacher and staff are friendly and approachable.
118. Induction arrangements for pupils moving from key stage 1 to key stage 2 are carefully planned and implemented. In discussion younger pupils say they value the support that helped them settle quickly into routines. There are effective procedures including a buddy system in place to support pupils who join the school at a later stage. All pupils quickly learn the routines and settle well into school life. There are well established transitions arrangements with the receiving secondary school.
119. The quality of personal support and guidance provided by the school through its comprehensive personal and social education programme is outstanding. Links with a wide range of outside agencies are very well established. They provide specialist help and practical advice as required.
120. There are very effective policies and procedures in place to monitor pupils' attendance and punctuality, behaviour and performance. All staff including caretaking and support staff apply policies for behaviour management consistently and have a role in the reward system. All adults in the school are very good role models. This is an outstanding feature.
121. Pupils' attendance and punctuality are very carefully monitored. The school operates a first day response to absence system. Targets are set and pupils are keen to be in the best class each week. A significant number of pupils with 100 per cent attendance are rewarded at the year end. The head teacher informs individual parents of their children's level of attendance to raise awareness of the potential impact that holidays can create on their education.
122. Pupils' behaviour is monitored very closely and when required action is taken to support pupils who may experience difficulties. There have been no exclusions throughout the head teacher's career in the school.
123. Pupils have responsibilities through the School Council to help to resolve conflicts.
124. The school is in its fourth year of the Healthy School scheme. Health and fitness is promoted through a wide range of extra curricular activities including

residential visits to outdoor pursuit centres. The school was the first in the LEA to gain the prestigious Heartbeat Wales award.

125. Pupils are encouraged to bring fruit for snacks and a significant number buy milk in school. Pupils understand the importance of healthy eating and a balanced diet. They say there is a good selection of dinners including healthy options such as salad and fruit. Mid-day supervisors carefully monitor pupils' choices, particularly the younger ones, to ensure they eat a healthy meal. Pupils respond well to this attention and are eager to please.
126. Arrangements to ensure everyone's health, safety and welfare are outstanding. All adults in the school are well aware of pupils with particular needs and are very knowledgeable about procedures in the event of accidents and emergencies such as how to help pupils with identified allergic reactions and medical conditions. There is a comprehensive health and safety policy. Risk assessments are systematic and all staff are alert to issues relating to the well being of pupils. Pupils are very well supervised at playtimes and lunchtimes. The potential dangers arising from the current construction work have been particularly well managed.
127. There is an appropriate policy and sound procedures for child protection that follow LEA guidance. The head teacher and his deputy are the nominated persons: teachers, support and ancillary staff are fully aware of their responsibilities. The Governing Body is trained in child protection procedures: there is the named link governor.
128. The provision for pupils with additional learning needs is good and fully meets the requirements of the Code of Practice for Wales. The school recognises the diverse needs of pupils and promotes inclusive education effectively. The provision is led and managed well by the Special Educational Needs Co-ordinator (SENCO).
129. Pupils' needs are identified fully and support is provided promptly. Individual Education Plans contain appropriate and realistic targets and these are shared with the pupil, with parents, teacher concerned and with learning support staff. Targets are regularly reviewed and updated. Very full and useful records and tracking systems are kept of pupil progress and development. Annual reviews are held in accordance with the statutory requirements of the Code of Practice.
130. Provision is further enhanced by rigorous assessment that ensures a depth of knowledge and understanding of pupils' needs. Pupils benefit from the productive teamwork of well-trained non-teaching staff who support their learning effectively. The Language Support Teacher involves parents and carers appropriately and enlists their help with supporting, guiding and motivating pupils so that they acquire the necessary self – esteem and personal resources to make good progress in their learning relative to their needs and abilities.

131. The school has well planned and documented procedures for dealing with race equality, disability discrimination and equal opportunities. Careful planning ensures that all pupils, whatever their abilities, background, race or gender have equal access and opportunity to participate in all school activities. The school recognises the diversity of pupils' backgrounds and promotes positive attitudes and strategies in order to overcome any prejudices or pre suppositions based on gender, race or social background.
132. There are effective policies and arrangements to eliminate bullying, and oppressive behaviour. In discussion, pupils say that misbehaviour or incidents of bullying are not tolerated and teachers deal very quickly with concerns. They particularly value the problem box and the support from School Council.
133. There are no pupils with mobility disabilities currently attending the school but there is suitable accessibility plan that takes account of the school site and buildings.
134. Pupils are positively encouraged by staff to recognise and respect diversity. They have good opportunities to learn about other faiths and share experiences with others.

Leadership and management

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

Grade 2: Good features and no important shortcomings

135. The findings of the inspection team match the judgement made by the school in the self- evaluation report
136. The head teacher provides purposeful and sensitive leadership and successfully promotes shared values about learning, behaviour and relationships. The deputy head teacher who has a significant role in school improvement supports him very well. The staff work very well as a team and very committed to the school and the pupils in their care. Administrative and caretaking staff make a very significant contribution to the effective daily routines. All staff are very supportive of each other and the good relationships that exist among the staff influences positively the pupils' personal, social and educational development.
137. The school has a positive ethos and explicit aims and values that promote the right of every individual to be happy and safe and to be respected. There are specific mission and vision statements supported by relevant principles and aims, which promotes equality of opportunity for all and which are reflected in the warm and friendly atmosphere, which is immediately evident to school visitors.
138. The school takes full advantage of local and national initiatives. For example, the school has gained accreditation through the Basic Skills Agency Quality Mark accreditation together with Healthy Schools and Eco-School awards.
139. Whole-school targets set for pupils at the end of key stages are challenging and realistic and are based on an assessment of the likely performance of each pupil.
140. A Performance Management Framework has been introduced and performance objectives agreed. Classroom observations by the head teacher and deputy are supportive in helping staff to realise their performance management objectives. Appropriate professional development opportunities are accessed, shared and discussed.
141. The school meets statutory requirements for reducing teachers' workloads. All staff have appropriate time during the school week for planning and preparation and this is used effectively. The head teacher ensures that the teachers have a fair workload and administrative tasks are kept to a minimum. Induction arrangements for members of staff joining the school are very thorough and much valued by those involved.

142. The Governing body makes a good contribution to the success of the school. Governors are highly supportive of the head teacher, staff and pupils and are fully committed to the school's aims and objectives.
143. The Governing Body complies with all statutory responsibilities and discharges its duties very well. It is very well led and is fully and appropriately involved in helping to set the school's strategic direction. Governors carefully consider the school development plan and are effectively involved in planning, monitoring and reviewing expenditure. The work of committees makes significant contribution to governing the school.
144. Governors are well informed about areas of the school's work through their link roles. The Governing Body is well informed by the head teacher and the information provided in termly reports assists governors well in monitoring the school's performance.

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

Grade 2: Good features and no important shortcomings

145. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
146. Elements of the self-evaluation process have been in place in the school for some time. The head teacher monitors teaching and learning as part of performance management and has an accurate picture of strengths and areas for improvement.
147. Subject co-ordinators perform their duties conscientiously; however, their role in monitoring subjects has not been fully developed. In the core subjects co-ordinators monitor their subjects through classroom observations and the scrutiny of teachers' planning and pupils' work. The practice of listening to representative groups of learners is particularly effective in helping subject co-ordinators to form judgements about pupil achievements.
148. Evaluating standards is not as rigorously developed in the foundation subjects. The school recognises the need to develop more systematic self evaluation procedures based observation of teaching and learning, and pupil achievement across the curriculum in order to come to a firm conclusion on whole school standards.
149. Good use is made of the school's own assessment data and National Curriculum assessments to bring about improvements in standards in the core subjects.
150. The school's self-evaluation procedures are inclusive. Staff and governors were involved in producing the self-evaluation document. The views of parents are sought both formally through questionnaires and less formally by

discussion. The School Council provides valuable opportunities for pupils to make their views known on a number of issues.

151. Members of the governing body have increasing opportunities to contribute to the self-evaluation process through their visits to the school and their meetings with the appropriate co-ordinators.
152. The self-evaluation report produced by the school before the inspection is open and honest and carefully considers each of the seven key questions of the inspection framework. It matches the grades awarded by the inspection team in six of the seven key questions. Issues identified by the school as requiring further attention are similar to those identified by the inspection team.
153. The School Development Plan is a useful, clearly written document, which focuses on appropriate priorities for improvement. Challenging targets for improvement have been set in each of the core subjects. However, the link between the self-evaluation process and the priorities listed in the School Development Plan is not evident.
154. The head teacher and governors ensure that all identified priorities are adequately resourced.
155. Good progress has been made since the last inspection. All the key issues raised during the last inspection have been addressed well.

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

Grade 2: Good features and no important shortcomings

156. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
157. The school has an adequate number of experienced teachers who work well together as a team and show a strong commitment to the school. They have the necessary knowledge and experience to teach the full requirements of the National Curriculum and religious education. They are effectively deployed to meet the needs of pupils. The support staff provide valuable contribution to the quality of learning. The provision is further enhanced by the visits of specialist and peripatetic music teachers who have a positive impact on pupils' experiences.
158. The quality and range of learning resources is generally good. They are accessible for pupils' use and respected by staff and pupils alike. Effective planning ensures that appropriate investment is made in resources for learning. However, access to Information Technology and library facilities has been limited during the current refurbishment being undertaken at the school,
159. A considerable investment has recently been made by the LEA to improve the school's internal and external environment. This period of refurbishment is

now coming to an end and has been managed particularly well by all concerned ensuring minimum disruption to the day to day routine of the school. The interior and exterior of the buildings are extremely well kept, clean and tidy. Classrooms are of adequate size to accommodate the number of pupils and provide a suitable and effective learning environment.

160. Pupils' work is celebrated by the colourful displays found within all areas of the school. These make a considerable contribution to creating a stimulating environment for learning.
161. The Head teacher has effective systems in place to ensure that all resources are fully utilised to support teaching and learning. Priorities for further development are well identified within the School Development Plan and careful consideration is given to costs and benefits to the school.
162. Strong emphasis is placed on the continuous professional development of staff. Teachers update their teaching skills and knowledge by attending in-service training sessions, which are matched to the needs, requirements and priorities of the school and to the personal development of individual members of staff. The school takes advantage of opportunities to obtain grants and bursaries to further extend these opportunities. Support staff make a key contribution to the quality of teaching and investment is made by the school to ensure their continuous professional development.
163. Teachers' preparation, planning and assessment time is used efficiently. The effective use made of the expertise of teachers employed to cover for colleagues during these sessions ensures progression and continuity in pupils' learning.
164. The Head Teacher and the supportive Governing Body regularly review and evaluate expenditure decisions in order to ensure that pupils' standards of achievement are maintained and developed according to the priorities and targets set by the school.
165. The school provides good value for money.

Standards achieved in subjects and areas of learning

English

Key Stage 2: Grade 2: Good with no important shortcomings

Good features

166. Throughout the school standards in listening are good. The vast majority of pupils listen attentively to teachers' presentations and to the opinions of others during discussions. Pupils recall accurately what has been said or read to them, and respond appropriately.
167. Pupils make good progress in their speaking skills. They discuss their tasks and activities and understand the need to speak clearly to an audience. The majority use good quality English when explaining their activities confidently to visitors. Older pupils express themselves very effectively. They can defend a standpoint and contribute thoughtfully to discussions.
168. Standards in reading are good. Pupils progress well in relation to their age and abilities. Pupils read from a variety of sources, including books from the school and the local library. The majority read correctly, fluently with appropriate correctness and expression. They are able to discuss what they read sensibly and are able to talk about characters and critical incidents within a story. They can predict events and justify their ideas. They understand the differences between fact and fiction books. The more able understand the difference between the contents page and index can gather information effectively from various sources.
169. Pupils can write factually and creatively using a range of linguistic forms. They understand how a text can be edited and can make sensible suggestions when evaluating written work. By the end of the key stage, the majority of pupils' writing conveys meaning clearly. Pupils use good vocabulary and use adjectives, comparisons, similes and metaphors effectively. Sentences are organised into paragraphs, and punctuation is used appropriately. At its best, pupils' writing fully engages the reader and sustains interest.
170. Across the school pupils' knowledge about language develops well. Pupils have a good understanding of the conventions of punctuation. They have a good knowledge of grammatical terminology. Spelling develops well across the key stage.
171. Pupils' handwriting, almost without exception, is neat and legible and the standard of presentation throughout the school is good.

Shortcomings

172. There are no important shortcomings.

Welsh second language

Grade 3: Good features outweigh shortcomings

Good features

173. Pupils' listen attentively in lessons and have a good understanding of simple greetings and instructions. They use appropriate vocabulary when participating in question and answer sessions. For example, year 3 pupils are able to give positive or negative answers when asked about their favourite foods, and year 4 pupils name colours, shapes and parts of the body correctly. Year 5 pupils role-play in a lively fashion, and year 6 pupils speak confidently when expressing likes and dislikes. All pupils enunciate well when reciting poems and the Lord's Prayer, and when singing Welsh songs, for example, the Welsh national anthem.
174. Within a limited range, pupils read their own work with appropriate intonation, and can read single words and phrases on flash cards, worksheets or on a screen. Pupils in all classes make appropriate use of dictionaries to check spellings.
175. Pupils use appropriate vocabulary and sentence patterns when they write for various purposes, and writing standards are good throughout the school. Year 3 and year 4 pupils use 'Shwmae Dylan' workbooks effectively to answer simple questions about themselves and their homes. Year 5 pupils use 'Bwgan Brain' workbooks to tell the time, and to describe the weather. They create lively dialogues based on the café. Year 6 pupils write paragraphs about themselves, using adjectives effectively. They use a good variety of sentence patterns when writing dialogues and describing healthy foods. Pupils in years 3, 4 and 5 use the present tense of the verb correctly, whereas year 6 pupils also make effective use of the past and imperfect tenses of the verb in their written work, for example, when creating scripts for a television chat show.

Shortcomings

176. The range of language pupils' use is narrow. A significant number have an insecure grasp of the vocabulary and sentence patterns they use. Generally they lack confidence in speaking and are unsure of the different responses needed to various oral questions. They do not make extended oral contributions when sharing experiences or conveying information.
177. Pupils read a limited range of Welsh texts and have a limited understanding of what they have read.

Science

Grade 2: Good features and no important shortcomings

Good features

178. Pupils' investigative skills are developing well across the key stage. By the end of the key stage they show a sound understanding of the scientific

process. They confidently make predictions when planning and undertaking investigations. They form sound conclusions and record their results in the form of tables, diagrams, block and line graphs.

179. Younger pupils have acquired a good understanding of materials and their properties. They recognise similarities and differences in materials and realise that certain materials have specific purposes. When planning an investigation on the best thermal insulator to keep liquids warm, pupils begin to show their understanding of the requirements of a fair test.
180. Through their investigations they have also learned that certain materials such as bread changes when heated or cooled and use the terms reversible and irreversible correctly.
181. Younger pupils show good awareness of how to differentiate between living and non-living things. They have sound knowledge of food sources and of the conditions necessary for living things to flourish. They are also aware of the importance of maintaining a healthy and balanced diet.
182. By the end of the key stage, pupils have a good understanding of a fair test and can identify the constant and variable elements that have to be controlled in experiments. Older pupils confidently use tests to prove or disprove their predictions as when preparing a concept map on magnets. They understand the importance of systematic methods of scientific enquiry. This was displayed when investigating the ability of magnets to work in water or when considering varying magnetic strengths. They are aware that detailed observation is an integral part of forming a correct conclusion. They realise the importance of checking their results against their initial predictions of outcomes.
183. Pupils have a sound understanding of how plants reproduce. They describe the process and identify the corresponding parts of a plant correctly. They can explain the different ways in which seeds are sown and pollinated and are aware that particular conditions are required before seeds germinate.
184. Year 6 pupils understand the concept of dependency in nature. They apply their knowledge of the inter-dependency of plants and animals to competently construct a variety of food chains in differing environments.
185. Year 5 and 6 pupils confidently name the main parts and organs of the body and know that the skeleton provides the framework for our bodies.
186. Throughout the key stage pupils collaborate well and discuss confidently within their groups. They use a good range of scientific vocabulary correctly.

Shortcomings

187. There are no important shortcomings.

Information technology

Grade 3: Good features outweigh shortcomings

Good features

188. Pupils are becoming increasingly confident in using a range of ICT equipment as they learn to use ICT to achieve specific outcomes. They are developing their ability to communicate, share and exchange ideas and information in different forms including graphs and pictures.
189. Pupils use their word processing skills effectively to draft, redraft and present their work. The more able save and retrieve their work confidently. Pupils in year 4 are able to use different fonts, borders and backgrounds for example to display their work on 'The Iron Woman'. Good examples of drafting and redrafting were seen in years 5 and 6 as pupils use different background and borders to present their 'Personification Poems'. They successfully import pictures to illustrate their work. Older pupils show a good awareness of audience when preparing Power Point presentations for example to share information about various animals.
190. Pupils in year 3 begin to explore how information is stored in a simple database. The more able load and open the program independently. The majority correctly identify appropriate fields and display the results in the form of graphs effectively. They interpret the information successfully in response to teacher questions. Groups of pupils demonstrate good use of the interactive whiteboard during the lesson.
191. Pupils in year 5 use bar and line graphs successfully to illustrate the effect of exercise on the heart. They know that databases can include inaccuracies and that improvements can be made. More able pupils in year 5 log on and access programmes confidently. They find out specific information from the internet to support their work in other subjects.
192. Pupils in year 6 are beginning to understand that information can be organised using a simple spreadsheet. The more able input data accurately and identify totals and averages correctly. They use calculators successfully to complete a table and are able to discuss the advantages and disadvantages of the differing methods.

Shortcomings

193. Pupils' ability to work independently to load, save and print varies across the key stage. A significant minority have limited keyboard skills and their ability to store and recall their work independently is not sufficiently secure.
194. Generally pupils' ability to use ICT based models and simulations to explore patterns and relationships, and to make simple predictions is limited.
195. Pupils' ability to send and receive messages using e-mail are not sufficiently developed.

Design technology

Grade 2: Good features and no important shortcomings

Good features

196. Pupils show a good awareness of the design process and use appropriate technological language appropriately when describing and discussing their work.
197. Pupils use a range of materials to create various products, and work effectively with a good variety of tools.
198. All pupils apply appropriate health and safety measures when using equipment, tools and materials. For example, when making sandwiches and biscuits year 3 and year 5 pupils have a good understanding of the importance of hygiene.
199. Pupils throughout the school apply knowledge and skills from other subjects, such as mathematics, when completing design tasks. For example, year 4 pupils measure carefully when designing picture frames and similarly year 3 pupils when designing bookmarks. When tasting foods before making their favourite sandwiches year 3 pupils recorded their preferences using a Venn diagram effectively.
200. Pupils evaluate products on the market before starting on their own designs. Year 5 pupils made a careful study of biscuits before choosing their final designs, and year 6 and year 5 pupils looked critically at various types of slippers before designing their own.
201. Pupils succeed in producing effective designs and making good quality products, such as tablecloths with repeating patterns, Christmas cards with a three-dimensional effect, kitchen tidies, slippers and picture frames. As pupils progress through the school they modify their designs with more sophistication, recording a step-by-step analysis of the process, testing each stage against initial design specification and purpose and evaluating finished products effectively.
202. Collaborative work is of a high standard, for example, older pupils designing and making learning aids for younger children. Safety factors were of prime importance when year 6 pupils designed games, books, clocks, soft toys, shakers and other early-learning apparatus. Pupils used an appropriate range of materials to produce toys, which met a clear need and were fit for purpose.
203. Older pupils have a good understanding of the place of design and technology in meeting the needs of society.

Shortcomings

204. There are no important shortcomings, however, pupils' experience of control technology is limited, and as a result their knowledge and skills in this area are less well developed.

Art

Grade 2: Good features and no important shortcomings

Good features.

205. Pupils plan, prepare work and develop good skills through their use of sketch books in order to explore line, tone, colour and shape. These skills are transferred effectively to their artwork.
206. When studying the work of world famous artists such as Picasso or Van Gogh older pupils recreated detailed observational still life drawings experimenting well in using their methods and techniques in their own work.
207. In year 5 pupils created an attractive and colourful tablecloth by designing alternating shapes and patterns through observing the traditional Welsh patchwork quilts in the style of James Williams. They display good awareness of natural shapes such as flowers and mathematical shapes to create repeating patterns for their own designs.
208. Pupils display an effective awareness of texture and shape when recreating charcoal portraits of miners in the style of the artist Nicholas Evans. Good progress is made in the blending, softening and smudging of lines to create depth.
209. Younger pupils develop good printing skills using potatoes and string and when creating monoprints for a border on a music frieze. They learn how to evaluate shape, colour, pattern and texture within their own designs.
210. When experimenting with mixing colours using paint and pastels, pupils successfully created their own striking "Reflection" pictures to represent mood and feelings.
211. Before attempting to create plates out of clay, pupils discussed and observed different kinds of crockery such as those from Nantgarw pottery. They researched very effectively how to create different patterns and texture on clay before designing and creating their own work.
212. At the end of the key stage and inspired by the work "Autumn Meander" by the artist Tim Pugh, pupils created a visually impressive collage entitled "Summer Phoenix". Their use of overlapping paper leaves and their exploration of vibrant colour tones in order to create a spiral shape representing the sun and the rising of the mythological bird is extremely effective.

Shortcomings.

213. There are no important shortcomings; however, pupils' awareness of art from other cultures is limited.

School's response to the inspection

The inspection findings recognise that, in most respects, we have maintained high standards since our last inspection and that our standards have improved in Art and Design Technology. We are very pleased that the inspectors found that the school is considered outstanding in the manner pupils are cared for, guided and supported and that the standard of pupils' behaviour is also an outstanding feature of our school community. It is also most pleasing that the inspectors recognised many outstanding aspects of our assessment procedures and that the detailed pupil progress reports provided to parents are also considered outstanding. In addition, the skill and dedication of teachers and the care and high levels of responsibility and involvement of all non-teaching staff are also strongly praised. Most importantly, the inspection report makes clear those elements that make our school what it is. In particular, the report confirms that we are achieving our aim to make our school a fun place where children can learn for a brighter future.

An action plan will be put in place to address the recommendations in the report. Improving our standards in ICT and Welsh as a second language, maintaining and improving our standards in bilingualism to ensure that progression throughout the school is developed further, extending the range of teaching strategies and strengthen the self-evaluation process to ensure that pupils' learning continues to improve we believe we can confidently address. Staff and governors have already made significant progress in the whole school development of ICT since the completion of the major building refurbishment.

Where it is possible to do so, staff and governors will address the recommendations before the end of the next school year. Raising standards of achievement in ICT and Welsh will continue to be major priorities for us and will be included in our school development plan. In addition, we will continue to provide opportunities for staff to improve their range of teaching strategies to better meet the needs of all pupils. Pleasingly, inspectors identified many elements and procedures, already firmly embedded in the school that will help us address any areas for further improvement by sharing good practice.

A copy of the school's action plan in response to the inspection recommendations will be sent to all parents. The governors' annual report to parents will report on the progress we are making on the inspection recommendations.

Appendix 1

Basic information about the school

Name of school	Llancaeach Junior School
School type	Community
Age-range of pupils	7 - 11
Address of school	Commercial Street Nelson Treharris Caerphilly
Postcode	CF46 6NF
Telephone number	01443 450211

Head teacher	Mr Stuart Telling
Date of appointment	1 st January 1979
Chair of governors/ Appropriate authority	Cllr L Lewis
Registered inspector	Mr Goronwy Morris
Dates of inspection	05/03/07 – 07/03/07

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					45	60	57	50	212

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	2	8.7

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	26.5:1
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	30
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Spring 2006	N/A	N/A	92.5
Summer 2006	N/A	N/A	93.5
Autumn 2006	N/A	N/A	95.3

Percentage of pupils entitled to free school meals	16%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2006							Number of pupils in Y6		42		
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	7	24	64	5
		National	0	0	1	0	1	4	15	47	33
Mathematics	Teacher assessment	School	0	0	0	0	0	0	12	38	50
		National	0	0	1	0	1	3	15	47	32
Science	Teacher assessment	School	0	0	0	0	0	0	19	55	26
		National	0	0	1	0	0	2	11	51	35

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment			
In the school	60%	In Wales	74%

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

Appendix 4

Evidence base of the inspection

Four inspectors spent nine inspection days at the school, and met as a team prior to the inspection.

The inspectors visited:

- 26 lessons or parts of lessons;
- every class;
- daily acts of collective worship;
- a range of extra-curricular activities.

Members of the team met as a team at the start of the inspection and with:

- staff, governors and parents prior to the inspection;
- senior management, teachers, support staff, the school council and groups of pupils during the inspection.

The team also considered:

- the school's self-assessment report;
- 86 responses to a parents' questionnaire;
- comprehensive documentation prepared by the school prior to and during the inspection;
- a wide range of pupils' previous and present work.

The head teacher, in his role as nominee, was part of every team meeting. After the inspection, meetings were held with staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team Members	Responsibilities	Subjects/areas of learning
Mr. Goronwy Morris Registered Inspector	Context Summary and recommendations Key questions 1,5 and 6	English IT
Mrs. Caterina Lewis Lay Inspector	Contributions to Key Questions 1,3,4 and 5	
Mrs. Zohrah Evans Team Member	Key question 2 and 3; and contributions to Key Question 1	Welsh Design Technology
Mrs. Eleri Honour Team Member	Key questions 4 and 7; and contributions to Key Question 1	Science Art
Mr. Stuart Telling Head teacher Nominee	Contributions to all questions by providing information	

Contractor

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