

REPORT

on the

**INSPECTION UNDER SECTION 10 OF
THE SCHOOL INSPECTION ACT 1996**

**LLANHARAN PRIMARY SCHOOL
LLWYNBRAIN TERRACE
LLANHARAN
PONTYCLUN
CF72 9PW**

School Number: 674/2142

Date of Inspection: 11 – 13 June 2002

By

Mr Eifion R Morgan
Registered Inspector W087/16248

Under Estyn contract number: T/259/01P

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CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13 the year group who attain the age of 18 during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key stage 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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1. CONTEXT

The school and its priorities

The school is located in the small town of Llanharan, some two miles to the west of Llantrisant. There are 122 pupils on roll (55 girls and 67 boys) and practically all pupils live in the immediate area. A further twenty-seven children attend the nursery on a full time basis. The school describes its intake as comprising the full range of ability and the majority of pupils coming from homes that are neither prosperous nor economically disadvantaged. A small number of pupils come from an economically disadvantaged area within the catchment of the school. In all, 30 pupils (25%) are known to the school as being entitled to receive free school meals and the school has identified 40 pupils (33%) as having special educational needs – no pupil has a statement of special educational needs. English is the predominant language spoken at home and none of the pupils speak Welsh as a first language or to an equivalent standard.

The aims of the school have been agreed by the Governing Body and can be summarised as:

- (ii) to offer a broad curriculum that will equip pupils for the world of work and leisure and to become active members of society;
- (iii) to provide the pupils with a challenging but supportive environment and to encourage them to reach their full potential;
- (iv) to foster close relationships between the school, homes and the local community.

The school was last inspected in April 1997. Since then a new headteacher has been appointed and has identified its priorities as raising the standards of pupils achievement, particularly in literacy and numeracy of all pupils, and to improve nursery provision.

2. MAIN FINDINGS

The main findings of the report

This is a school that provides its pupils with a good quality of life. Pupils have a very good attitude to learning and are well respected by their teachers. The headteacher provides the school with very good professional leadership that ensures a clear direction to the work of the school.

- The standards achieved by children under five are good. The educational provision, taken overall, is appropriate to their needs and these children are making good progress towards achieving the Desirable Outcomes for Children's Learning.
- Pupils' standards of achievement are good in Key Stage 1 (KS1) and Key Stage 2 (KS2) in both English and mathematics. They are good in science in KS1 and in information technology, design technology and art in both key stages. Overall standards are as follows:

Subjects	Standards of Achievement Key Stage 1	Standards of Achievement Key Stage 2
English	Good	Good
Mathematics	Good	Good
Science	Good	Satisfactory
Welsh (second language)	Satisfactory	Unsatisfactory
Information Technology	Good	Good
Design Technology	Good	Good
History	Satisfactory	Satisfactory
Geography	Satisfactory	Satisfactory
Music	Unsatisfactory	Unsatisfactory
Art	Good	Good
Physical Education	Satisfactory	Satisfactory
Religious Education	Satisfactory	Unsatisfactory

This represents an improvement since the last inspection and current indications are that standards are continuing to improve.

- Many pupils entering the nursery have underdeveloped communication skills, but the emphasis given to encouraging them to speak and to listen, enables them to make good progress. However, due to the large increase in the number of children now in the nursery, the current accommodation restricts the range of experiences that can be available to the children at any one time. The school is aware of this problem.
- Pupils' standards of achievement in KS1 and KS2 reflect the progress they have made. They make good progress in the core subjects of English and mathematics, and in ICT, art and design and technology in both key stages. Pupils make good progress in art and in science in KS1. Progress is unsatisfactory in music, Welsh and religious education in KS2. Progress is satisfactory in other subjects.
- In lessons seen during the inspection standards of achievement were good in half the lessons and satisfactory in the remainder. No lessons were seen where standards were unsatisfactory.
- The results of the NC Assessments (2001) showed that pupils' attainment at the end of KS1 based on pupils' performance in English, mathematics and science were below the National averages for Wales and below those for the Local Education Authority (LEA). Standards were below those for similar schools in Wales based on the number of pupils registered as being eligible to receive free school meals. The current inspection findings indicate that standards overall have improved in English, mathematics and science. However pupils ability to write clearly remains a cause for concern and detracts from the quality of their work. The results of the NC Assessments (2001) at the end of KS2 were above National and LEA averages and well above those for similar schools in Wales. The school's NC Assessment results at KS2 based on pupils' performance in the core subjects of English, mathematics and science, have shown a gradual improvement over the last few years.

- Pupils' achievement and progress in using their literacy, numeracy and information and communications technology (ICT) skills are good. Pupils listen very well and speak clearly and audibly. Pupils respond less enthusiastically to questions and instructions given in Welsh.
- Pupils' reading skills are good throughout the school. They have well-developed strategies to tackle new and unfamiliar words in English, but less so in Welsh. Whereas some pupils are capable of good and sometimes very good writing, pupils' writing skills overall are limited, as are their skills of presentation.
- Pupils' numeracy skills are good and well used across the curriculum. They have a clear understanding of basic number processes and apply and interpret data correctly as when undertaking experiments in science.
- Good practice is evident in the use of ICT in both key stages and pupils achieve good standards particularly in art.
- The school's provision for pupils with special educational needs is very good. Pupils with learning difficulties are identified at an early stage and they are given very good support. Their progress is effectively monitored and they are making very good progress. Pupils with SEN are fully integrated into the life of the school.
- The quality of teaching seen during the inspection was good in half the lessons and satisfactory in the remainder. No lessons were seen where the quality of teaching was unsatisfactory. A notable feature of all lessons is the very good relationships evident in the lessons. However, tasks are not always well matched to pupils' ability and prior attainment and lesson outcomes are not consistently identified and shared with the pupils. Plenary sessions are not always used to best effect. Pupils' contributions are valued by their teacher and this effectively raises their self-esteem.
- The curriculum is, overall, broad and balanced and includes a satisfactory range of learning experiences and pupils benefit from a good range of extra curricular activities. However, pupils' knowledge and understanding of all subjects, particularly the non-core subjects, are not developed progressively across the whole age range and with sufficient rigor in KS2. In this respect the role of the curriculum coordinators is underdeveloped. Whilst lessons plans incorporate reference to the development of key skills, there is no whole school plan for the development of key skills so as to ensure continuity. Homework is set regularly and a home-school agreement is in place. Very good provision is made for the inclusion of all pupils in school activities.
- The curriculum for the under five children is satisfactory and successfully promotes the Desirable Outcomes for their Learning. The provision for pupils with SEN is very good.
- The quality of assessment, recording and reporting is satisfactory overall. A range of assessment procedures are in place to record pupils' achievements in the core subjects but the results are not used consistently by teachers to ensure that tasks are well matched to pupils' abilities and prior attainment. Neither are pupils' achievements routinely assessed in the foundation subjects.

- The school makes good provision overall for pupils' spiritual, moral, social and cultural development. The school's caring ethos, and the value placed on each pupil as an individual, successfully develop their self-confidence. In lessons pupils are encouraged to reflect on their own experiences and those of others in ways that develop their spiritual awareness.
- The school promotes a positive framework of values and teachers are good role models. The promotion of the school as a community lies at the heart of its ethos and the emphasis placed on individuals is evident in the work of the school. Pupils are given responsibilities and accept responsibility readily.
- Pupils' cultural development is satisfactory. Visits to the locality and further afield enhance pupils' knowledge and understanding of Welsh culture and heritage and school functions, such as the school eisteddfod, reinforce the Welsh culture. Through the curriculum pupils develop an understanding of life styles of other people, however knowledge and understanding of other cultures is limited.
- Pupils' behaviour and attitudes to learning are very good. Pupils are attentive in class and respond enthusiastically to their teachers. They are conscientious and make constructive contributions in lessons. Pupils of all ages co-operate willingly in pairs and in small groups and overall their behaviour and attitudes ensures a very good quality of life in the school.
- Pupils are well supported and guided by their teachers and procedures to ensure their welfare are good. Teachers know their pupils well and a programme of personal and social education is incorporated into the curriculum. Effective child protection procedures are in place. Attendance is satisfactory and pupils arrive punctually.
- The school has established a good relationship with parents and the community. Newsletters and other communication keep parents well-informed about events in the life of the school. Consultation evenings and annual reports keep them informed about their children's progress. The headteacher and staff make themselves available at the beginning and end of the school day to meet with parents. Parents responding to the inspection survey confirmed that they find the school approachable and indicated their support for the work and values of the school.
- A number of parents and grandparents help out in the school with a range of activities and share their developing skills, such as in ICT with pupils. This has substantially helped many pupils and raised standards. Friends of the school are also actively involved in the social as well as fundraising activities from which the school has benefited substantially.
- The school has developed good partnerships with industry and commerce and this has substantially enhanced pupils' learning experiences. The school works closely with the Education Business Partnership through which a number of topic-related activities have been undertaken.
- The headteacher provides the school with very good professional leadership that ensures a clear direction to the work of the school. This is focused on maintaining good personal relationships in the school and raising academic standards.

- The headteacher is well supported by all staff including non-teaching staff. Staff have been allocated appropriate responsibilities and current plans for continuing the monitoring and evaluation of the curriculum to ensure progression, continuity and rigour are being planned. A great deal has been accomplished recently and a good foundation has been established for further development.
- The governors are well informed and fully supportive of the school. Their individual expertise is well used and they have been actively involved in formulating the SDP. The budget is directly linked to the school's educational objectives and spending is carefully costed. The school gives very good value for money.
- Teachers are appropriately qualified and work together effectively. This is particularly noticeable in the class that spans both key stages. The school is suitably resourced to meet the needs of the NC in most subjects. Software to support pupils' developing ICT skills is one area in need of development.
- Accommodation is generally in good condition and well maintained. Small patches of damp are evident in some areas due to roof leakage. The space for the nursery children is inadequate for the number on roll, otherwise classrooms are of adequate dimension. Routine administration is undertaken efficiently and the day to day running of the school carried out with the minimum of disruption to the teaching programme.
- The school was previously inspected in April 1997 and the key issues in the report have been largely addressed.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

The overall position for the children under five is satisfactory and successfully promotes the Desirable Outcomes for Children's Learning. Standards are good overall and these children are making good progress.

Standards of achievement in the subjects of the NC and in religious education are as follows:

Subjects	Standards of Achievement Key Stage 1	Standards of Achievement Key Stage 2
English	Good	Good
Mathematics	Good	Good
Science	Good	Satisfactory
Welsh (second language)	Satisfactory	Unsatisfactory
Information Technology	Good	Good
Design Technology	Good	Good
History	Satisfactory	Satisfactory
Geography	Satisfactory	Satisfactory
Music	Unsatisfactory	Unsatisfactory

Art	Good	Good
Physical Education	Satisfactory	Satisfactory
Religious Education	Satisfactory	Unsatisfactory

This represents an improvement since the last inspection and current indications are that standards are continuing to improve.

- In lessons seen during the inspection standards of achievement were good in half the lessons and satisfactory in the remainder. No lessons were seen where standards were unsatisfactory overall. Pupils identified with SEN are making very good progress and achieve very good standards relative to their ability.
- The results of the NC Assessments (2001) showed that pupils' attainment at the end of KS1, based on pupils' performance in English, mathematics and science were below the National averages for Wales and below those for the Local Education Authority (LEA). They were also below those for similar schools in Wales based on the number of pupils registered as being eligible to receive free school meals. The current inspection findings indicate that standards overall have improved in English, mathematics and science. However pupils' ability to write clearly remains a cause for concern and detracts from the quality of their work. The results of the NC Assessments (2001) at the end of KS2 showed that the results in English, mathematics and science were above the National averages for Wales and well above those for similar schools in Wales. The school's NC Assessment results at KS2 based on pupils' performance in the core subjects have shown a gradual improvement over the last five years.

3.2 Standards achieved in key skills across the curriculum

The standards achieved and progress in key skills achieved by children in the early years are good. Many pupils entering the nursery have underdeveloped communication skills but the good emphasis given to encouraging them to speak and listen enables them to make good progress and by the end of the year standards are good across the six areas of learning. However, due to the large increase in number of children in the nursery the current accommodation is unsatisfactory and restricts the range of experiences that are available for the children at any one time.

- Pupils in KS1 and KS2 have very good listening skills. All pupils listen attentively in class and respond enthusiastically to their teachers. All pupils engage in meaningful dialogue during discussion using a rich, descriptive vocabulary. Their ability to speak and engage in conversation in Welsh is less well-developed but satisfactory overall.
- Pupils' reading skills are built up gradually throughout both key stages and those pupils requiring extra help are given effective support. Overall reading standards are good when pupils read English but unsatisfactory when reading Welsh in KS2.
- Pupils' writing skills are varied. At best particularly in Y5 and Y6, many pupils write extensively across the curriculum. Whilst standards of written work are overall satisfactory, pupils' written work continues to be a cause for concern. There are a small number of pupils in every year group whose written work across the curriculum, both in terms of quality and presentation, is unsatisfactory.

- Pupils' skills in numeracy are well developed throughout both key stages in both mental and written tasks. Pupils have a clear understanding of basic number processes; they apply and interpret data well as for example in geography and science. They demonstrate good numerical skills across the curriculum.
- Good practice is evident in the use of ICT in both key stages, and pupils achieve good standards. Pupils utilise facilities in classrooms and in the newly established ICT suite to support their understanding and reinforce their work across the curriculum.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

The provision for pupils' spiritual, moral and social development is good. The provision for pupils' cultural development is satisfactory.

- The school's principles and values are clearly evident in practice. Pupils are encouraged to reflect on their experiences and those of others in a way that develops their spiritual awareness and self-knowledge. Pupils participate in collective worship with enthusiasm, they sing well and display sincerity during prayer. However, opportunities for reflection are limited; for instance, the lack of music to commence and conclude the worship.
- The school promotes a positive framework of values that guide personal behaviour. Teachers provide sound moral examples and expectations are high in this respect. A sense of fairness and honesty for truth and justice are seen in many aspects of the school's life.
- The promotion of the school as a community lies at the heart of its ethos, and this emphasis is clearly reflected in the standards achieved. Pupils care for each other and thrive within the supportive atmosphere of daily life at the school. Relationships between pupils and peers, as well as between staff and pupils are strong. In KS2 pupils are nominated from each class to take part in the School Improvement Committee and they have been responsible for a number of innovations, such as vegetarian meals at lunch-times. Pupils are actively engaged in supporting a number of charities, and the humanitarian nature of this work positively promotes their notion of social responsibility.
- Pupils have a good appreciation of their own culture but their knowledge and understanding of other cultures is less extensive. Visits to the National Folk Museum at St Fagan's, Llancaiach Fawr, and the National Museum & Art Gallery provide pupils with knowledge and an understanding of Welsh culture and heritage. This is developed through the school eisteddfod where pupils present drama and songs in Welsh, and music and dance in Welsh styles. However, pupils' knowledge of other cultures is limited. Some pupils have celebrated Chinese new year and have studied village life in India. Students from Atlantic College have visited to share Indian food with pupils and to tell them about their lives in India.

4.2 Behaviour and attitudes

Pupils are very well behaved and display very positive attitudes towards their work. Overall pupils' behaviour and attitudes are very good and make a positive impact on their learning.

- Pupils have very good attitudes to the school and to learning. They are conscientious, and make constructive contributions to lessons.
- Pupils are used to making choices in lessons and, are given the opportunity to choose whether they work independently or in collaboration with others.
- Pupils' attitudes and their response to the encouragement to behave well that they receive from teachers and other staff ensures that the quality of life in school is very good.
- The school uses assemblies and tutorial time to very good effect in the promotion of good behaviour. Through classroom discussion and role play pupils learn the importance of community life and the possible effects of their own behaviour on others. They learn not to exclude others from their friendship groups and to avoid any form of discrimination.
- There have been no exclusions since the last inspection.

4.3 Attendance

Attendance is satisfactory.

- The rate of attendance for the last year exceeded 90%. There were no unauthorised absences. However, in a few instances, attendance has been adversely affected by sickness and by family holidays being taken during term time.
- The Education Welfare Officer is effective in monitoring poor attendance and helping parents to meet their obligations.
- Pupils are generally punctual and lessons and the school day start on time.
- Registration procedures comply with the recommendations of the National Assembly for Wales circular 3/99.

5. QUALITY OF EDUCATION

5.1 Teaching

Twenty-eight lessons were observed during the inspection. The quality of teaching was good in half of these lessons and satisfactory in the remainder. No unsatisfactory lessons were observed.

- The quality of teaching in the under-five classes was good in half the lessons seen and satisfactory in the others.
- The quality of teaching in KS1 was good in a quarter of the lessons and satisfactory in the remaining three-quarters. In KS2 the quality of teaching was good in three-quarters of the lessons and satisfactory in the remainder.
- The quality of the relationships between teacher and pupils is invariably very good and this ensures that all pupils' self-esteem is raised as they know that their ideas are respected by their teacher. This facilitates good interaction between teacher and pupils and between pupils themselves.
- In lessons where the quality of teaching was good, the teacher's enthusiasm for the subject was evident and conveyed to the pupils who responded enthusiastically. Teachers have high but realistic expectations of pupils in terms of discipline. These expectations are very largely met, and teachers' good management strategies ensure that very little time is wasted in lessons on maintaining discipline, and learning opportunities are maximised.
- Lessons are well planned and resources well used to support the learning. Pupils work well and co-operative effectively in pairs and in small groups. There are suitable opportunities for small group discussion and this effectively improves pupils' learning.
- A common shortcoming in lessons is the inconsistent use of assessment to inform planning. Learning objectives, including the key skills, are not sufficiently specific and are not shared with the pupils. Consequently the teaching and learning sometimes lack focus and the work is not always sufficiently differentiated to meet the needs and abilities of all pupils in these mixed age classes. The rather generalised lesson objectives means that the plenary sessions are not sufficiently directed at assessing learning and represents lost opportunities for the teacher to informally assess pupils' progress.
- In some lessons there is an over reliance on worksheets resulting in pupils having insufficient opportunities to express themselves and to develop their own lines of enquiry and individual learning skills.

5.2 Assessment, recording and reporting

The quality of assessment, recording and reporting is generally satisfactory. The quality of reporting to parents is good.

- Assessment processes are identified in a whole-school policy, but they provide insufficient guidelines for all staff so as to ensure accuracy and consistency of assessment across all N C subjects including the foundation subjects
- Children under five are assessed effectively and the information is used appropriately by teachers to track children's progress and inform their planning.
- Pupils with SEN are regularly assessed and the findings are well used to identify progressive learning targets. A specialist teacher and adult support staff intervene

effectively to support pupils in the achievement of their targets and pupils make very good progress.

- A range of assessment procedures is used to provide information on pupils' achievements in core subjects. However assessment opportunities are not routinely and consistently used in teachers' planning so as to ensure that work is always appropriately matched to pupils' abilities and prior attainment. Lesson objectives are not always clearly understood by pupils and assessment data is not used consistently to underpin the teaching and learning process. Pupils' achievements and progress in the foundation subjects are not formally assessed.
- Reading records are maintained regularly and provide a clear picture of achievements. Samples of pupil's work for core subjects are retained in individual Records of Achievement files. However, not all work is levelled against NC criteria and does not clearly chart pupils' progress. Pupil's personal and non-academic achievements are recognised and recorded.
- Curriculum leaders have developed portfolios of exemplar material to aid the moderation of standards and ensure consistency in teacher assessment in core subjects. This has not been done in the foundation subjects.
- Pupils' work is marked regularly but the quality of the feedback to pupils is variable. In the best practice teacher's comments indicate the way forward and pupils are involved in the process. However, this is not consistent.
- The school effectively evaluates its NC assessment results in the light of previous performance and comparable and national standards and data is used efficiently to set targets for improvement. Long-term targets are set for pupils in English and mathematics and are discussed with parents at the beginning of the year. Pupils are regularly set written short-term targets for improvement in English and pupils are actively involved in the process; this practice has not been extended to include other NC subjects.
- Reports to parents are good and meet statutory requirements. They provide information on effort, attitude, personal qualities and interests. Parents are able to visit the school, to discuss their children's work on two formal occasions in the year and they are actively encouraged to discuss their needs at any time. Parents of nursery children receive a first report in the term of entry.

5.3 Curriculum

The quality of the curriculum is satisfactory. It is broad and balanced and complies with statutory requirements.

- The curriculum for the under fives is based on the Desirable Outcomes for Children's Learning. It provides pupils with a satisfactory range of experiences. However, lack of space impacts adversely on the range of activities and resources that can be made available at any one time and this makes monitoring pupils' progress more difficult.

- The curriculum for KS1 and KS2 pupils is broad and balanced and is supported by a good range of extra curricular activities that enhance pupils' learning. Good cross curricular links are evident in the work. Homework is set regularly and reinforces learning. A home-school agreement is in place.
- Policies and schemes of work are in place for all NC subjects and religious education. Curricular provision is being monitored but has not ensured that all the foundation subjects are taught with sufficient rigor nor to ensure progressive development of knowledge, understanding and skills.
- Planning incorporates opportunities for the inclusion of the key skills of literacy, numeracy and ICT. However, the reference to key skills in teachers' planning is too generalised and there is no whole school plan for the development of key skills across the curriculum.
- Pupils' personal, social and health education is incorporated into the curriculum and is of a good quality provision. This is well-reflected in pupils' attitudes and behaviour.
- All pupils, including those identified with SEN, have equal access to all aspects of the curriculum and school activities. Individual pupils' specific needs are well catered for and all pupils whatever their academic and personal needs are well supported. There are no pupils for whom the NC is modified or disappplied.
- Pupils' knowledge of local culture and the heritage of Wales is satisfactorily developed through visits to the locality and places of interest. Welsh artists are incorporated into the art curriculum and pupils sing Welsh songs in morning acts of collective worship. However, Y Cwricwlwm Cymreig is not always given a sufficiently high profile.

5.4 Support, guidance and pupils' welfare

The school provides good levels of support and guidance for pupils of all ages and abilities.

- The well-being of pupils is a shared concern of the head, governing body and staff, all of whom are committed to providing a caring environment where pupils feel safe and secure. New pupils are quickly and happily integrated into the life of the school.
- Personal and educational guidance through pastoral care is very good. The head and staff know their pupils well and relationships are built upon confidence and trust. Pupils address members of staff politely and confidently. They find the staff very approachable and know that any problems they encounter will be met in a sympathetic and understanding way. Parents are happy with the level of pastoral care provided throughout the school.
- The school's personal, social and health education curriculum is used effectively as part of the pupils' support and guidance. Cross-curricular links are good, for example, in science and physical education, which stress the importance of diet and exercise as part of a healthy lifestyle. There is a sex education policy in place and parents are aware of their rights of withdrawing pupils from the relevant programmes of study.

- The head is responsible for dealing with issues of child protection and has received training in the local authority's procedures; staff are aware of the procedures.
- The head and governing body conduct annual risk assessment of the premises. These are of a high quality and demonstrate good understanding of the identification and evaluation of risks. In addition to the risk assessment, safety audits of school activities are undertaken. Fire and evacuation procedures are tested regularly, as are fire detection and prevention equipment.
- All members of staff have first aid certificates; first aid supplies are of a high standard. There are good routines in place for dealing with sickness and accidents, and pupils are well cared for until their parents can be contacted.
- Children's medical needs are reviewed regularly and records identify pupils with allergies or other specific medical needs.

5.5 Provision for pupils with special educational needs (SEN)

The quality of provision for pupils with special educational needs is very good and pupils make very good progress.

- Forty-one pupils have been identified as requiring special educational needs support; all are included within mainstream classes and have full access to the NC.
- Pupils with language difficulties are withdrawn for two sessions per week and receive very good support from a Language Support Teacher and two support assistants.
- The school's policy and procedures for pupils with SEN are in line with the "Special Educational Needs Code of Practice" and relevant documentation is precise and informative.
- Pupils with learning difficulties are identified early and there is very good teamwork between the SENCO, class teachers, support staff and a designated member of the GB.
- Parents are informed of their child's entry onto the register and procedures are in place to facilitate an effective partnership with them.
- Individual education plans are detailed and manageable documents and they are reviewed regularly, Pupils are set clear targets and a broad range of strategies is effectively employed in order to cater for each pupil's needs and ensure maximum progress.
- There is close liaison with outside agencies, particularly with the health service and LEA educational psychologist.
- Each pupil has a detailed profile that is passed on to the secondary school.

5.6 Partnership with parents and community, schools and other institutions

The school has good relationships with parents and the community and with the receiving secondary school.

- Parents are provided with good quality information about the school and, through newsletters and other communications, are kept up to date with events in the life of the school. Consultation evenings and pupils' annual reports provide them with information about their children's progress.
- The headteacher and staff make themselves available to meet parents at the beginning and end of each day to help resolve any concerns that may arise. Parents responding to the inspection survey confirm that they find the school approachable and indicated their support for the work and values of the school.
- A number of parents help out in school regularly and by listening to pupils practising their reading, managing the libraries, and supporting art and craft activities, provide additional opportunities for teaching and learning. Adults who are benefiting from the IT training programme available through the school share their new skills and learning with pupils. In this way, pupils are encouraged to develop their IT skills further, and are shown that adults value education. Parents involve themselves in most extra curricular activities and provide support for school visits.
- The Friends of Llanharan Primary School (FOLPS) organise social and fundraising events in support of the staff and pupils. They raise significant amounts of money which are used to provide additional resources such as the soft outdoor play area for younger children, and the Successmaker software programme for supporting pupils' academic development.
- A programme of visits to places of interest helps all pupils to develop an understanding of the wider community. Y6 pupils spend a day at an outward bound centre that helps to develop their social skills in anticipation of their transfer to high school.
- Pupils from two local high schools and students from local colleges are welcomed into school to undertake their work experience placements. These events provide pupils with additional opportunities to develop their social skills and to learn about higher education.
- The links with the high school to which most pupils transfer are very well developed. Visits by pupils, teachers, co-ordinators and past pupils provide pupils with good support during transition. Bridging project work in mathematics and English provides academic continuity during this time, and sports events involving primary schools within the cluster provide pupils with opportunities to share experiences with their peers and to make new friends.

5.7 Partnership with industry

There is a good partnership with industry and commerce that enhances pupils' learning experiences.

- Younger pupils have visited a local fast-food outlet where they undertook practical tasks that gave them an insight into the complexities of planning in the food industry.
- Pupils understanding of materials for building has been reinforced by experiences gained during visits to a local building site. A local builder has provided funds to purchase extra learning resources.
- Shell science workshops have provided all pupils with additional science experiences.
- Y6 pupils have worked with a local estate agent and other pupils have interviewed local shopkeepers. In addition to supporting their topic studies, these activities provide pupils with improved knowledge of their own community and help to provide them with a sense of belonging.
- The school works closely with the Education Business Partnership (EBP) through which a number of topic related activities are undertaken.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

The quality of self-evaluation and planning for improvement is good.

- The school has, over the last two years, evolved a self-critical culture that involves both staff and governing body. This has enabled it to identify its strengths and weaknesses and the school has begun the process of eliminating weaknesses.
- Procedures are now in place to enable all staff to be involved in decision making and the governing body, through its committees, play an active part in evaluating the school's priorities and monitoring progress. These arrangements are very good.
- The school analyses its SATs results and compares the school's performance against national and local data. Targets are set for each pupil in language development. Curriculum co-ordinators are in place for all NC subjects and religious education. However, monitoring procedures have not ensured a uniform high quality provision across all subjects.
- The School Development Plan is an effective management tool. The governing body and staff are fully involved in its development and priorities are clearly identified. Success criteria and targets are clearly identified and firmly linked to educational priorities. Developments are carefully monitored and evaluated on a termly basis.

6.2 Leadership and efficiency

The quality of leadership is very good and the school is efficiently managed.

- The headteacher provides the school with very good professional leadership that ensures a clear direction to the work of the school. Effective procedures have been put in place to raise standards and these are beginning to have effect. Very good arrangements are in place to monitor progress.
- The aims and work of the school are clearly focused on pupils' needs and an equal opportunity for all, irrespective of their ability, gender or ethnicity.
- The governing body is well-informed and individual expertise well used. Through its sub-committee structure, by regular visits to the school to meet teachers and pupils and through classroom visits it is becoming ideally placed to support the school and contribute fully to its development.
- The headteacher is fully supported by the staff, including all non-teaching staff. Communication links are well established and staff morale is high. All are committed to raising standards and to the well being of all pupils.
- The school has recently achieved the Investors in People award that acknowledges the quality of its staff development programme. This award was undertaken with the support of Education and Learning in Wales (ElWa).
- Curriculum co-ordinators have begun to undertake their role but more requires to be done to ensure a good quality of education.
- The school budgets systematically for new expenditure and has been successful in obtaining funds for new initiatives. Appropriate priorities for development have been established and these are clearly linked to its educational priorities.
- Financial management is very good and all spending carefully evaluated for best value for money.
- Daily routines and administrative procedures are undertaken efficiently and with the minimum disruption to the teaching.

6.3 Staffing, accommodation and learning resources

The provision of staffing and accommodation are satisfactory; learning resources are good.

- There are six full-time teachers, including one Newly Qualified Teacher (NQT). During the inspection, the nursery class was taught by a recently- appointed teacher on a temporary contract. In addition the school employs three learning support assistants who provide valuable support for pupils. A language support assistant, funded by the local comprehensive school, provides very good support for pupils with reading difficulties and they make very good progress. All staff are suitably qualified. Staff attend professional

development courses regularly and curriculum responsibilities are appropriately allocated on the basis of experience and expertise.

- The accommodation is mainly in good condition and is maintained to a very high standard of cleanliness. Some patches of damp are evident in some areas due to roof leakage. The school is a safe and secure environment, but classroom space for nursery children is inadequate for the current number of children on roll. Very good use is made of indoor facilities to create an attractive and stimulating environment; pupils' work is displayed well and is a significant feature of the school.
- In general the school is well resourced and they are used effectively to support learning. The newly appointed computer suite with Internet access provides a valuable additional resource for ICT but the available software is too limited to fully support learning across the curriculum. The recently completed safe-play area for under-five children enhances their physical development but a wider range of outdoor play equipment would further improve their physical skills.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The overall provision for the children under five is satisfactory and successfully promotes the desirable Outcomes for Children's Learning. Standards are good overall and these children are making good progress.

Nursery pupils (aged 3 – 4 years)

Good features

- Many children entering nursery have underdeveloped communication skills, but the good emphasis on developing their speaking and listening skills through a range of appropriate experiences, enables them to make good progress. Children show an interest in books and handle them competently; older children can recall and retell events from favourite stories. Early writing skills develop appropriately in role-play situations, as in the home corner. They are introduced to the Welsh language and respond enthusiastically to simple greetings.
- Children are polite and confident and relate well to each other and to adults. They play together, take turns, and share resources well. Children are increasingly independent and they take responsibility for a variety of tasks and can move confidently between activities in class and in the recently completed outdoor play area. They respond positively to new experiences, concentrate for sustained periods and readily seek and offer help. Children understand the need to care for living things, and increasingly take responsibility for their own hygiene.

- Children can sort and match familiar objects and make and copy simple patterns. They use appropriate mathematical language to compare and describe size, weight and capacity in practical situations. Children develop an understanding of numbers up to 5 and older children are able to match number to sign and sound. They can recognise and name simple two-dimensional shapes.
- Practical activities and first hand experiences enhance children's knowledge and understanding of the world. Children talk confidently about many aspects of their environment, their homes and their families. Their understanding of the wider world is fostered through visits, such as to Techniquest and their understanding of the concept of past and present is fostered appropriately in relation to their own development and to seasonal change. They know about the different jobs people do and people who help them. They use the computer to support their learning.
- Outdoor play facilities enhance children's physical development, although resources are limited. They use wheeled vehicles with care and increasing skill. Children's fine motor skills develop well and they handle a variety of small tools and equipment with increasing control.
- Children play imaginatively in role-play situations particularly when supervised by an adult. They recall a number of songs and rhymes, they sing tunefully and use percussion and clap their hands rhythmically to accompany their songs. They are introduced to a range of art and craft techniques and independently make choices about colour and medium.

Shortcomings

- There are no major shortcomings, but due to the large increase in numbers of nursery children attending the school the current accommodation is inadequate and restricts the range of activities and resources that are available for children at any one time.

Reception children (aged 4 – 5 years)

Good features

- Children listen intently to their teacher, speak confidently, ask questions and offer opinions readily. They make good progress in early reading skills. Children follow stories in print, begin to build simple words phonetically and know many sounds of the alphabet. Children discuss books enthusiastically and accurately. Early writing skills develop well and children form letters correctly and many make good progress in independent writing. They develop an increasing vocabulary of Welsh words and phrases.
- Children are polite and confident and engage in conversation readily. They play together co-operatively, share and take turns and are willing to offer help to each other. They readily form relationships with adults. Children become increasingly independent, select appropriate activities in free play and confidently ask for help when needed. Many children are able to dress themselves and all are responsible for their own hygiene. They understand the need to show care and respect for living things.

- Children’s understanding of number is well developed. They recognise numerals to 20 and older children add two numbers to 10. Their mental mathematical skills are fostered appropriately and they use an increasing range of counting strategies to 20. Children name simple two and three-dimensional shapes and know some of their properties such as the number of corners. Older children recognise and use coins to 10p, and interpret data represented in simple graphs. They use mathematical language of length, weight and capacity confidently and appropriately in practical situations.
- Children develop a good understanding of the concept of time in relation to the sequence of events of their normal day. They are increasingly aware of a number of the features in their locality through visits to the local park and shops. Children become more knowledgeable of the world of work, for example, through role-play in the class “garden centre” whilst visits to places, such as to Techniquet enhances their understanding of the wider world and fosters simple scientific concepts. Children use computers confidently and with increasing skill to support their learning.
- Children move with increasing control and in different ways, displaying an awareness of space. They use small equipment for activities such as marking, drawing, writing competently.
- Children recall a number of songs and rhymes and sing them tunefully and rhythmically. They play imaginatively when engaged in role-play situations. They produce pictures, with increasing detail, using a range of media and use untuned and tuned percussion instruments rhythmically to accompany their songs.

Shortcomings

- There are no major shortcomings, but the current classroom space limits the range of experiences that are offered to children at any one time. Additional opportunities to use outdoor equipment would enable children to make greater progress.

English

Standards of achievement are good in KS1 and KS2. All pupils make good progress.

The results of the NC Assessments (2001) in KS1 are below National and local averages and below those for similar schools in Wales. The current inspection findings indicate that standards have improved but the quality of pupils writing affect the overall quality of their work. Results in KS2 however show that pupils’ attainment is in line with local and National averages and also in line with similar schools in Wales. The results at KS2 have shown a gradual but significant improvement of the last five years

Good features

- Pupils, in both key stages, have very good listening skills and respond readily and positively to their teachers’ instructions. Pupils interact effectively in small group activities and listen and respond to each other.

- Pupils, in both key stages, have good speaking skills. The majority of pupils have a good vocabulary relative to their age and speak clearly. Whilst a few pupils in KS1 are reluctant speakers, the majority can engage in conversation and express their ideas fluently using an extensive vocabulary.
- The older and more able pupils in KS2 realise that language serves a range of purposes and adapt their language appropriately. These pupils are eager to engage in conversation and can justify their points of view.
- Pupils' reading skills are well developed in both KS1 and KS2. Most pupils in KS1 have suitable strategies for reading and tackling unfamiliar words. The more able pupils in Y2 can recall stories they have read and name the authors and illustrators of their reading books. These pupils know that the blurb gives an outline of the story and enables them to select books that interest them.
- By the end of Key Stage 2 practically all pupils have well-developed reading skills. Older and more able pupils can talk about their favourite authors and read with good expression. These pupils read books for pleasure as well as for gathering information and have appropriate strategies for finding information.
- Pupils' writing skills are variable. The majority of pupils, by the end of Y2, write clearly and generally the work is well-organised. Basic punctuation is used correctly in most instances. By the end of Y6 the majority of pupils are capable of presenting their ideas using a well-developed and extensive vocabulary. The work is appropriately organised into sentences and paragraphs and punctuation is used appropriately. Pupils' writing, at best, as in several instances in Y5 and Y6 is very good. Their writing fully engages the reader and sustains interest. The style of writing is adapted for different purposes and ideas are well-organised. Sentence construction is often complex and punctuation is used correctly.
- Pupils use their ICT skills well to present and communicate their ideas for example in their imaginative writing and poetry.

Shortcomings

- The quality of the written work of a number of pupils in each year group, is limited and the work is often poorly presented.

Mathematics

Standards of achievement are good in both key stages. All pupils make good progress.

The results of the NC Assessments (2001) in KS1 are below National and local averages and below those for similar schools in Wales. Results in KS2 however, show that pupils' attainment is in line with local and National averages and in line with similar schools in Wales.

Good features

- In KS1, pupils have a good understanding of place value to 100 and older pupils can add and subtract one and two digit numbers to 100 accurately and confidently. In Y2 pupils can explain number patterns, recognise odd and even numbers and use multiples of two, five and ten. They confidently round numbers to the nearest 10 and 100. Pupils calculate mentally using an appropriate range of strategies, such as, doubling and halving; they explain their thinking with increasing confidence. They represent data in simple tables and graphs and recognise decimals in the context of time and money.
- Pupils in KS1 recognise simple two and three-dimensional shapes and classify them according to their properties. They recognise angle as a measure of turn and link analogue time to simple fractions. Pupils measure with increasing accuracy using non-standard and standard measures of length, weight and capacity and their estimation skills develop appropriately.
- Pupils in KS2 continue to make good progress in number work; they develop an increasingly secure understanding of place value. By the end of the key stage they multiply and divide numbers and decimals by 10, 100 and 1000; use all four operations with decimals to two decimal places. They understand equivalence between fractions, decimals and percentages, using calculators where appropriate.
- Pupils in KS2 recognise and classify an increasing variety of two and three-dimensional shapes. At the end of the key stage they measure angles accurately, identify all the symmetries of shapes and calculate area, perimeter and volume. They use a range of frequency tables and diagrams to construct accurate graphs using their ICT skills and use the language of probability accurately.

Shortcomings

There are no significant shortcomings, but pupils' mental calculating strategies are not fully developed. Pupils, at times, are rather slow in their mental work.

Science

Standards of achievement are good in KS1 and satisfactory in KS2. Pupils make good progress in KS1 and satisfactory progress in KS2.

The results of the NC Assessments (2001) in KS1, based on teachers' assessment, are below local and National averages. They were below those for similar schools in Wales. Results in KS2 however were above local and National results. There were in line with similar schools in Wales based on the number of pupils registered as being entitled to receive free school meals. The results at KS2 have shown a gradual but significant improvement over the last five years.

Good features

- Pupils in KS1 have good observational skills and can draw and describe what they observe. These pupils can sort materials into groups based on simple properties such as hard or soft, and distinguish between natural and man-made objects. Pupils' experimental skills are also good and are being effectively developed as when investigating the relative strength of magnets using paper clips.
- Pupils' experimental skills are satisfactory in KS2. Pupils are capable of following instructions and undertake their practical work competently. The more able pupils, even in Y3, understand the importance of "fair testing" and can suggest ways in which variables are kept constant. Older pupils make realistic predictions and test their ideas. Most pupils realise the need to review their predictions in the light of their experimental results.
- Pupils in KS1 can name and identify the major parts of the human body and of flowering plants. They know that foods provide the body with its basic requirement and that some foods, such as fruit, are beneficial in maintaining good health.
- Pupils in KS2 know that the heart pumps blood around the body and the changes that take place during exercise, such as increased breathing and pulse rate. The more able pupils know that some foods, such as sugar provide the body with energy.
- Pupils in KS1 know the properties of basic materials and that this determines their use. They know that wood is rigid and used for tables and chairs whilst glass is transparent and used in windows. Pupils in KS2 know that materials change when heated and whilst some changes, such as the melting of chocolate are reversible, other changes, such as coal burning, are irreversible.
- Pupils in KS1 know that some appliances in the home are powered by electricity and recognise the danger of mains electricity. They make simple electrical circuits and know that a complete circuit is necessary for a bulb to light. This work is extended in KS2 when pupils use their knowledge of circuits to test different materials to determine if they will conduct electricity. Pupils in KS2 know that different surfaces affect the rates at which objects slide down a slope.

Shortcomings

- The investigative skills of pupils in KS2 are underdeveloped and pupils are over reliant on worksheets. They lack the ability to plan and conduct their own investigations.
- Standards of reporting experimental work are sometimes unsatisfactory in KS2.

Welsh second language

Standards of achievement are satisfactory in KS1 but unsatisfactory in KS2. Pupils make satisfactory progress in KS1 but progress is unsatisfactory in KS2.

Good features

- Pupils in KS1 understand a limited range of familiar commands and questions posed by their teacher. With prompting, they respond in simple words and phrases. Pronunciation, in the main, is satisfactory.
- Pupils in KS1 write single words and brief sentences usually copied from worksheets or the board in answer to basic questions. Pupils in KS2 have an extended vocabulary and can answer an increasing range of questions. These pupils in KS2 write short descriptive accounts of themselves, their friends, their likes and dislikes.
- Pupils in KS1 recognise simple and familiar words that are within their experience, particularly those illustrated in the classroom, such as parts of the body. Most pupils understand these words and phrases. Pupils in KS2 can read words they have written and the more able pupils have a basic understanding of the meaning of what they read.

Shortcomings

- The incidental use of the language in the school is underdeveloped, pupils do not regularly hear the language being spoken and they are consequently reluctant to use the language.
- Pupils in KS2 do not regularly engage in conversation and dialogue, such as talking about their own experiences. Their vocabulary is limited, as is their ability to pronounce words correctly.
- Pupils in KS1 and KS2 have unsatisfactory reading skills. They lack familiarity with simple texts and can not read back their own work accurately.
- Pupils in KS2 have unsatisfactory writing skills and are unable to vary sentence patterns.
- Insufficient use is made of pupils' ICT skills to reinforce learning.

Design and technology

No lessons were observed during the inspection. However, from scrutiny of pupils' work and discussions with pupils, standards of achievement in design and technology are good in both key stages. All pupils make good progress.

Good features

- In all classes, pupils can draw plans of what they intend to make. They list materials and carry out evaluations of their finished product.

- As pupils move through the school they tackle increasingly complex tasks. They can research products from a range of sources, and using the information gathered when creating design plans. Finished artefacts are of a good standard and well presented.
- Pupils in KS1 design and make a range of products, such as crowns for the Jubilee party and miniature pairs of curtains for their model homes. They select from a range of materials, tool and techniques. Their designs are imaginative and detailed and the finished products are of a good standard. They evaluate their products and justify their choices. Pupils investigate moving models through using construction kits.
- In KS2 pupils develop their design skills further, for example to include accurate measurement when making shoes in Y4/5 and picture frames in Y5/6. The picture frames are part of a mini-enterprise scheme, where products will be sold to parents on “Leaver’s day” were of good quality.
- At the end of the key stage pupils have well developed skills in the design and making processes. They are well aware of the need for their artefacts to meet the purpose for which they are intended and they evaluate the products effectively.
- Pupils record their observations, using an established format, which is appropriately applied to their needs. With increasing accuracy they record their observations systematically as they progress through the school.
- Pupils make very good use of ICT when designing models and to enhance their learning in terms of researching different ideas.

Shortcomings

There are no significant shortcomings.

Information technology

Standards of achievement are good in both key stages. All pupils make good progress.

Good features

- Pupils, in both key stages, have confidence when handling computers. They can enter and store information and communicate their ideas in different forms effectively.
- Pupils in KS1 use a range of programmes confidently to create artwork and to develop their writing skills through labelling and simple word processing software. They are able to use and add to a prepared data- base of information and ask questions of the information, as for example, in work on the weather.
- Word processing techniques are further developed in KS2 where pupils can draft their work directly on to the computer, modify, edit and combine graphics and text to create

attractive and informative work in many subject areas. They collect and analyse data and present it in a variety of forms.

- In KS1 pupils use paint programmes to experiment with colour and patterns to create pictures. Pupils in KS2 produce illustrated story books which they read and share with KS1 pupils.
- Pupils in KS2 demonstrate good level of capability in using databases when storing and retrieving information, such as, when formulating graphs in mathematics and supporting topics such as minibeasts in science.
- Pupils make good use is of the Internet and multi-media technology, in both key stages, to support their investigations, for example, in history, science and art.
- The recently installed computer suite contributes significantly to continuity and progression in pupils' learning in both key stages. Adult support from a member of the GB greatly enhances pupils' competence.

Shortcomings

There are no significant shortcomings.

History

Standards of achievement are satisfactory in KS1 and KS2. All pupils make satisfactory progress.

Good features

- Pupils in KS1 know and recall episodes from stories about life in the past. They are able to compare their own life style with that of children in Victorian times. Pupils also understand that they themselves change as they get older and compare what they can do at present with what they could do as babies. Their idea of chronology is reinforced with a time line illustrating critical dates during the reign of the present Queen leading up to the Golden Jubilee celebrations.
- Pupils in KS2 know that the past can be divided up into different periods and these pupils can describe life in Britain during these different periods. Older and more able pupils can recall some of the main events that occurred in the different historical periods.
- The more able pupils in KS2 can describe what life was like for people during the Victorian times. They recall reports of the daily lives of children such as themselves working in local mines. These pupils have a satisfactory historical vocabulary.
- Pupils in KS2 can recall a few critical dates from the past and know about some people of historical interest. Pupils in Y6 know that the Great Fire of London began in a bakery in 1666 and that Samuel Pepys recorded his observations in a diary.

- Regular visits to sites of historical interest have effectively raised pupils' understanding of life in the past. Following one such visit pupils compared foods and food preparation in Victorian Britain with our present methods effectively.

Shortcomings

- Pupils do not develop their enquiry skills systematically. Their skills consequently lack sufficient depth at the end of the key stage.
- Pupils' do not have a sufficient depth of knowledge and understanding of history to enable them to identify cause and consequence of change.

Geography

Standards of achievement are satisfactory in KS1 and KS2. All pupils make satisfactory progress.

Good features

- Pupils in KS1 have a good awareness of their own locality and a satisfactory vocabulary to describe different buildings they have seen. Most pupils in this key stage know that maps are a way of representing features they have observed and illustrate classroom furniture effectively on plans they draw.
- Pupils in KS1 know the countries that make up the United Kingdom and the more able can local their village on a large-scale map of the UK.
- Pupils in KS2 have a satisfactory knowledge of their local area and some of the proposed changes, for example a proposed new road. They evaluate their locality in terms of their likes and dislikes.
- Pupils in KS2 understand that maps can be drawn to different scales and can estimate distances with a reasonable degree of accuracy. Most pupils in Y5 and Y6 recognise basic map symbols and deduce different land use patterns.
- Pupils in KS2 know that the life style of people living in a developing country is dependent on the climate. More able pupils compare their life style to that of children in an Indian village.

Shortcomings

- Pupils' skills of enquiry are unsatisfactory. They lack familiarity with skills to collect, record evidence through field work and to ask questions about geographical features and issues based on their findings.

- Insufficient use is made of pupils' ICT skills and pupils' ability to handle, classify and present their evidence is limited.
- Pupils' breadth and depth of knowledge, particularly of a contrasting locality in Wales or the United Kingdom is limited.
- Pupils, in KS2, have a very limited knowledge of environmental change either on a local or national context.

Art

Standards of achievement are good in KS1 and KS2. All pupils make good progress.

- Pupils in KS1 use a good range of materials in their work, including painting their junk materials for a display of their work. They use a range of different paper for their paper weaving.
- Pupils in KS1 learn to record their observations carefully and can mix paints to produce different tones in their pictures. These pupils experiment using shapes from nature, such as leaves to make patterns and use sponge prints as background to their work.
- Pupils in KS1 examine the work of famous artists and this is well integrated into the curriculum emphasising good cross-curricular links. Examination of the work of Mondrain followed work on pattern in mathematics. Portrait painting was well related to Van Gogh's painting of people in his village.
- The work on pattern in art was well used to emphasise progression in skill development and linked to symmetry in mathematics. Pupils in Y1 produced symmetrical patterns by folding over paper with wet paint. Those in Y2 did so with crayons and squared paper.
- Pupils' develop their skills progressively across the key stages and by the end of KS2, most pupils have a well-developed understanding of art. Pupils have opportunities to observe the work of famous artists particularly related to their curricular themes. For example, in conjunction with their study of the Victorians pupils saw the way the Victorians used floral patterns in decorations, pupils experimented with their own designs. They also reviewed some of the work of William Morris. Portrait work arose in conjunction with the study of the Tudors and pupils' portraits were in the style typical of Tudor artists.
- Pupils' understanding and representation of perspective followed studies of landscape paintings of Kyffin Williams. These paintings were of a good quality and well illustrated.
- Pupils in Y5 and Y6 understand the importance of art in the commercial world of business. Using their ICT skills they have developed different logos and designs and

examine the use of art in the world of advertising. This is also related to their work in design and technology.

- Pupils in KS2 have undertaken some three-dimensional work as in the production of collage in the style of the Victorians.
- A notable feature of the school is the way display material of pupils' work is used to enhance the learning environment and as examples of quality work which younger pupils can observe.

Shortcomings

There are no major shortcomings but pupils' have insufficient knowledge and understanding of three-dimensional work.

Music

Standards are unsatisfactory at both key stages. Pupils' progress is unsatisfactory.

Good features

- Pupils' performing skills are satisfactorily developed in both key stages. Pupils sing tunefully in assembly and the general standard of singing is satisfactory.
- Pupils in KS1 use their hands and a limited range of untuned instruments to maintain rhythm in response to a poem.
- Pupils in KS2 create an appropriate musical score based on "Planet Earth". They use hands and voices appropriately to illustrate contrasting rhythms and observe signals and follow directions appropriately.
- Two peripatetic teachers visit the school weekly to provide tuition on string and brass instruments.

Shortcomings

- Pupils' ability to compose and appraise is limited and there is insufficient evidence of progression in pupils' knowledge, skills and understanding.
- Pupils in KS1 use untuned instruments inappropriately to perform simple rhythms.
- Pupils' knowledge of music and famous composers is unsatisfactory in both key stages. Pupils who do not receive peripatetic music tuition are unable to identify common musical instruments.

Physical education

Standards of achievement are satisfactory in KS1 and KS2. All pupils make satisfactory progress.

Good features

- Pupils in KS1 show satisfactory confidence and control in their work. Their hand-eye co-ordination is satisfactory and they practice in order to improve their competence. These pupils co-operate effectively when engaged in small games activities. They work safely and make good use of the space available.
- Pupils in KS2 know the importance of warm-up activities and they follow simple rules of activity giving due consideration to others and to their safety.
- Pupils in KS2 know some of the changes that take place in their bodies during exercise. They know that the faster rate of heartbeat is to increase the blood supply to the muscles and this is accompanied by an increased rate of breathing.
- All pupils have opportunities to learn to swim and the school reports that practically all pupils are competent swimmers by the end of Y6.
- Pupils have opportunities to participate in a satisfactory range of extra-curricular activities and all pupils take part in a day of outdoor pursuits and a residential three days of activities.

Shortcomings

- Pupils' ability to evaluate their own performance and to use this information to improve is unsatisfactory.
- Pupils' ability to link a series of actions into a sequence is underdeveloped.

Religious education

Standards are satisfactory in KS1 and unsatisfactory in KS2. Pupils make satisfactory progress in KS1 but progress in KS2 is unsatisfactory. The school has adopted the Locally Agreed Syllabus.

Good features

- In both key stages pupils understand the importance of caring and respecting others. They realise the significance of rules within the context of the school and the importance of upholding these.
- Pupils in KS1 recognise themselves as special people. They talk about other special people and they know that Christians believe in Jesus and worship in a church or chapel.

Pupils recall a range of Bible stories well and develop empathy and awareness of moral issues through role-play and discussion.

- Pupils in Y2 devised a questionnaire and used the results to identify favourite Bible stories known by pupils and adults in the school and they confidently discuss their findings. Pupils identify important features associated with major festivals in the Christian calendar.
- Pupils in KS2 recall a limited range of Bible stories.

Shortcomings

- Pupils in KS2 demonstrate limited understanding of customs and traditions of religions other than Christianity and their knowledge is often confused and incorrect.
- Pupils do not consolidate their learning by writing about what they have learnt.
- Pupils in KS2 show little awareness of how religious beliefs shape the lives of people of different faiths.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

- Standards have been raised in art in both key stages, in Welsh in KS1 and in science and design and technology in KS2. Shortcomings highlighted in the last report have been addressed in mathematics and to a degree in writing. The school is continuing to tackle pupils' writing skills and whilst some progress is evident, it still remains an issue. Standards in Welsh in KS2 remain unsatisfactory.
- Pupils have appropriately challenging work in most curricular areas and more able pupils have been targeted to receive support.
- Teachers use a good range of teaching and learning strategies that allow for greater opportunities for pupils to take initiative in their work.
- Generally the time available for teaching in both key stages is adequate and lessons proceed at a satisfactory pace.
- The present headteacher is clearly focused on monitoring progress and raising standards.
- Financial planning is now good and procedures are in place to ensure full value for money.
- The security of the school building has been improved.

8.2 Key issues for action

In order to improve the quality of education, the school needs to:

- (i) raise standards in music in both key stages, in Welsh and religious education in KS2 and address the shortcomings identified in the other subject reports;
 - (ii) continue to develop the roles of curriculum co-ordinators so as to ensure that pupils' knowledge and understanding of all subjects are developed progressively across the whole age range and with increasing rigour in Key Stage 2.
 - (iii) develop suitable assessment procedures to track pupils' progress in the foundation subjects.
 - (iv) ensure that all teachers use the results of assessment to guide lesson planning enabling
 - (a) lesson outcomes (including specific key skills) to be suitably matched to pupils' ability and prior attainment,
 - (b) lesson outcomes to be shared with pupils to give the lesson specific focus,
 - (c) good use to be made of plenary sessions to consolidate learning.
 - (v) * continue to seek strategies to improve pupils' writing skills.
 - (vi) * make provision for more space to be made available for the children in the under fives classes, so that a greater range of activities and resources can be made available for them at any time.
- * The school has recognised these aspects for development.

APPENDIX

A. Basic information about the school

Name of School	Llanharan Community
School type	Primary
Age -range of pupils	3-11
Address of school	Llwynbrain Terrace, Llanharan, Pontyclun,
Post-Code	CF72 9PW
Telephone Number	01443 237831

Headteacher	Mr TS Phillips
Date of appointment	26 September 2001
Chair of Governors/ Appropriate Authority	Mrs Anne Brett Rhondda Cynon Taff Education Authority
Registered Inspector	Mr E R Morgan
Dates of inspection	11-13 th June 2002.

B. School data and indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	27	15	10	17	16	21	23	20	149

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	-	7

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	20:1
Pupil : adult (fte) ratio in nursery classes	27:1
Pupil : adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	24:1
Teacher (fte) : class ratio	1.2:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	90	91	91	91
Term 2	92	87	91	90
Term 3	94	90	94	92

Number of pupils excluded during 12 months prior to inspection.	0
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C. Results of National Curriculum assessments and public examinations

END OF KEY STAGE 1: 2001

National Curriculum Assessment KS 1 Results: 2001			Number of pupils in Y2:15					
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	13	27	40	20	0
		National	0	4	13	62	21	0
EN: Reading	Teacher Assessment	School	0	13	27	40	20	0
		National	0	4	13	54	29	0
	Task/Test	School	0	13	27	40	20	0
		National	1	3	13	53	30	0
EN: Writing	Teacher Assessment	School	0	13	27	60	0	0
		National	0	5	13	70	12	0
	Task/Test	School	0	27	7	67	0	0
		National	0	5	10	75	9	0
EN: Speaking and listening	Teacher Assessment	School	0	7	33	40	20	0
		National	0	3	11	63	23	0
MATHEMATICS	Teacher Assessment	School	0	0	20	67	13	0
		National	0	2	9	60	29	0
	Task/Test	School	0	0	20	60	20	0
		National	0	2	6	56	36	0
SCIENCE	Teacher Assessment	School	0	7	27	67	0	0
		National	0	2	10	67	21	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	60	In Wales:	81

D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

END OF KEY STAGE 2: 2001

National Curriculum Assessment KS 2 Results: 2001							Number of pupils in Y6:18					
Percentage of pupils at each level												
			D	A	N	W	1	2	3	4	5	6
English	Teacher assessment	School			11	0	0	0	11	56	22	
		National	0	0	1	0	1	6	19	48	25	0
	Test/Task	School			11	0	0	0	11	56	22	
		National	0	2	2	0	0	4	14	47	31	0
Mathematics	Teacher assessment	School			6	0	0	6	11	39	39	
		National	0	0	1	0	1	4	19	47	28	0
	Test/Task	School			6	0	0	6	11	39	39	
		National	0	2	1	0	0	4	18	42	32	0
Science	Teacher assessment	School			0	0	0	11	0	78	11	
		National	0	0	1	0	0	3	15	52	29	0
	Test/Task	School			0	0	0	0	11	78	11	
		National	0	2	0	0	0	2	13	51	31	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:	78	In the school:	78
In Wales:	68	In Wales:	68

- 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

D. Evidence base of the inspection

The inspection was carried out by a team of three inspectors over a three day period. The report was based on evidence from:

- the observation of twenty-eight lessons or sessions;
- listening to a representative sample of pupils reading;
- discussion with groups of pupils to ascertain their knowledge and understanding of subjects;
- the scrutiny of teachers' plans, assessment records and co-ordinators' documents;
- the scrutiny of other school documents;
- interviews with the teaching staff about their roles and responsibilities;
- discussion with the headteacher;
- pre-inspection meeting with staff, governing body and parents;
- attendance at a staff meeting;
- the analysis of questionnaires returned by parents;
- the observation of pupils' behaviour in lessons, in and around the school at break times, lunch times and before and after school;
- attendance at school assemblies and acts of collective worship;
- the observation of a range of extra-curricular activities;
- tour of school building and grounds.

E. Composition and responsibilities of the inspection team

	Aspect	Subject
Mr E R Morgan Registered Inspector	The school and its priorities. The main findings of the report. Standards achieved in subjects and areas of learning. Teaching. Curriculum. Quality of self-evaluation and planning for improvement. Leadership and efficiency. Progress since the last inspection Key Issues for action.	English Welsh (second language) Science History Geography Art Physical Education
Mrs J Stevens Team Inspector	Standards achieved in key skills across the curriculum. Pupils' spiritual, moral, social and cultural development. Assessment, recording and reporting. Support, guidance and pupils' welfare. Staffing, accommodation and learning resources.	Early Years. Mathematics. Information and Communications Technology. Design & Technology. Music. Religious Education.
Mr B Harrington Lay Inspector	Behaviour and attitudes. Attendance. Partnership with parents and community, schools and other institutions. Partnership with industry.	

The inspection team would like to thank the headteacher, staff, governing body, parents and pupils of the school for their hospitality, courtesy and co-operation throughout the inspection.