

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

**LLANHARI PRIMARY SCHOOL
AELFRYN
LLANHARRY
PONTYCLUN
RHONDDA CYNON TAFF
CF72 9LQ**

SCHOOL NUMBER: 674 / 2151

DATE OF INSPECTION: 9TH – 12TH JUNE 2003

BY

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REGISTERED INSPECTOR: W/180/78730

DATE: 28TH JULY 2003

UNDER ESTYN CONTRACT NUMBER: C/T/269/02P

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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.

CONTENTS

1. CONTEXT	1
THE SCHOOL AND ITS PRIORITIES	1
2. MAIN FINDINGS.....	1
THE MAIN FINDINGS OF THE REPORT	1
3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS	1
3.1 STANDARDS ACHIEVED IN SUBJECTS AND AREAS OF LEARNING.....	1
3.2 STANDARDS ACHIEVED IN KEY SKILLS ACROSS THE CURRICULUM	1
4. ETHOS OF THE SCHOOL.....	1
4.1 PUPILS’ SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT	1
4.2 BEHAVIOUR AND ATTITUDES	1
4.3 ATTENDANCE.....	1
5. QUALITY OF EDUCATION	1
5.1 TEACHING	1
5.2 ASSESSMENT, RECORDING AND REPORTING	1
5.3 CURRICULUM.....	1
5.4 SUPPORT, GUIDANCE AND PUPILS’ WELFARE.....	1
5.5 PROVISION FOR PUPILS WITH SEN.....	1
5.6 PARTNERSHIP WITH PARENTS AND COMMUNITY, SCHOOLS AND OTHER INSTITUTIONS	1
5.7 PARTNERSHIP WITH INDUSTRY	1
6. MANAGEMENT.....	1
6.1 QUALITY OF SELF-EVALUATION AND PLANNING FOR IMPROVEMENT	1
6.2 LEADERSHIP AND EFFICIENCY	1
6.3 STAFFING, ACCOMMODATION AND LEARNING RESOURCES	1
7. SUBJECTS AND AREAS OF LEARNING.....	1
STANDARDS ACHIEVED BY PUPILS.....	1
PROVISION FOR THE UNDER-FIVES.....	1
ENGLISH	1
MATHEMATICS	1
SCIENCE.....	1
WELSH SECOND LANGUAGE	1
DESIGN AND TECHNOLOGY.....	1
INFORMATION TECHNOLOGY	1
HISTORY	1
GEOGRAPHY	1
ART.....	1
MUSIC.....	1
PHYSICAL EDUCATION.....	1
RELIGIOUS EDUCATION	1
8. SCHOOL IMPROVEMENT	1
8.1 PROGRESS SINCE THE LAST INSPECTION	1
8.2 KEY ISSUES FOR ACTION	1
APPENDIX.....	1
A. BASIC INFORMATION ABOUT THE SCHOOL	1
B. SCHOOL DATA AND INDICATORS.....	1
C. RESULTS OF NATIONAL CURRICULUM ASSESSMENTS AND PUBLIC EXAMINATIONS.....	1
D. THE EVIDENCE BASE OF THE INSPECTION	1
E. COMPOSITION AND RESPONSIBILITIES OF THE INSPECTION TEAM	1

PART 2: THE INSPECTION SCHEDULE

1. CONTEXT

The school and its priorities

Llanhari Primary is a community school, catering for boys and girls aged three to eleven years. There are 189 pupils on roll, including 55 children who are under five years of age. There is a nursery and a reception class. In KS1 there are two single age group classes, and in KS2 there are two mixed-age classes and a Y6 class. The average class size, excluding the nursery, is 27. There are eight full-time teachers, including the headteacher. Three assistants support this provision.

The school is situated in Llanharry, a rural community about 10 miles north west of Cardiff. The school describes the majority of families as neither prosperous nor economically disadvantaged, with a significant minority being disadvantaged. Thirty-three per cent of pupils are entitled to free school meals. This is above average. There are a small number of pupils from ethnic minorities. No pupils come from homes where Welsh is the first language. English is the preferred language used.

The school receives pupils from the full range of abilities. The results of baseline assessments indicate that most children attain in line with expectations for their age. Subsequent assessments identify 35 per cent of the pupils to have special educational needs (SEN). This is above average.

During the two years before this inspection a large number of changes in personnel have taken place. At the moment the headteacher is taking extended leave and the governors have appointed an acting headteacher and deputy headteacher. At the time of the inspection temporary teachers were teaching three classes.

The school's aims are published in the prospectus. Targets for attainment at the end of KS2 are set and the school development plan for 2002/3 identifies the following areas for improvement:

- to further raise standards in literacy, numeracy and science;
- to further raise standards in ICT;
- to provide appropriate continuing professional development for staff;
- review provision in geography with a view to raising standards;
- develop systems for school self-evaluation;
- further develop links with the community;
- continue to improve the learning environment;

The school was previously inspected in March 1998.

2. MAIN FINDINGS

The main findings of the report

This is a very caring and supportive school in which all staff work in the best interests of the pupils. The acting headteacher, staff and governors have worked very hard, and to positive effect, during the recent extended period of changes in staff that have affected the school.

Standards achieved in subjects and areas of learning

- The overall quality of educational provision for the under-fives is appropriate to their needs and they make good progress towards the Desirable Outcomes for Children's Learning.

Area of learning:	Nursery	Reception
Language, literacy and communication skills	Good	Good
Personal and social development	Very good	Very good
Mathematical development	Good	Good
Knowledge and understanding of the world	Very good	Very good
Physical development	Very good	Very good
Creative development	Good	Good

- The standards of achievement in the subjects of the National Curriculum (NC) and religious education are as follows:

Subject	KS1	KS2
English	Satisfactory	Satisfactory
Mathematics	Good	Satisfactory
Science	Satisfactory	Satisfactory
Welsh second language	Satisfactory	Unsatisfactory
Design and technology	Satisfactory	Insufficient evidence to judge overall standards
Information technology	Unsatisfactory	Unsatisfactory
History	Good	Satisfactory
Geography	Satisfactory	Satisfactory
Music	Satisfactory	Insufficient evidence to judge overall standards
Art	Satisfactory	Satisfactory
Physical education	Good	Good
Religious education	Good	Satisfactory

- The school has raised standards successfully since the last inspection in mathematics, religious education and history in KS1. In most other subjects it has maintained standards. In KS2, overall standards are maintained.
- The school has worked very hard to minimise the impact of a large number of staff changes and to limit the impact of the disruptive behaviour of a minority of pupils on the progress of the majority.

- In observed lessons standards were judged to be very good in eight per cent of lessons, good in 33 per cent, satisfactory in 44 per cent and unsatisfactory in 15 per cent. The overall judgement in each subject takes account of pupils' progress in a wide range of work over time.
- Progress in KS1 is satisfactory overall. In particular, younger pupils gain greater independence and achieve well. In both year groups the pace and organisation of lessons sometimes slows pupils' progress in literacy and investigative skills.
- In KS2, there is significant variation in pupils' progress. Progress is good in Y6. In other classes across the key stage progress is sometimes unsatisfactory, often satisfactory and only occasionally good.
- The more able pupils make too little progress where work is insufficiently challenging for them and the progress of pupils with SEN is also limited where work is not suitably adapted to their needs.
- Across the school, pupils' skills in investigative research and enquiry skills are underdeveloped. Furthermore, the limited range of work undertaken in most foundation subjects limits achievement. In particular, most pupils are at a low starting point in information technology.
- Taken overall, the school's results in the NC assessments in KS1 have declined over the last three years.
- In the KS2 NC tests, there is a recent trend of improvement in the school' results.
- In the 2002 KS1 NC assessments, 65 per cent of pupils attained at least the nationally expected level two in speaking and listening, reading, writing, mathematics and science. This is below the most recent national figure and close to the average for similar schools¹. The average over the last three years is 75 per cent.
- In the 2002 KS2 NC tests, 75 per cent of pupils attained at least the nationally expected level four in English, mathematics and science. These results compare well with the national picture and very well with the performance of similar schools. The average over the last three years is 69 per cent.
- Analysis of the school's KS2 test results, on the basis of gender, indicates that boys' performance has improved in all three subjects in recent years. The latest available results indicate no significant difference in the overall performance of boys and girls.
- The standards achieved in key skills across the curriculum are generally satisfactory in speaking, listening, reading and numeracy. They are unsatisfactory in writing and in the use of information and communications technology (ICT).

¹ Schools with between 33 and 40 percent of pupils eligible for free school meals.

Ethos of the school

- The quality of provision to promote pupils' moral development is very good. This is a particularly good feature of the school. The provision for pupils' spiritual, social and cultural development is good overall.
- Pupils' behaviour is generally good and the majority have positive attitudes to learning. Although behaviour is widely variable, especially in KS2, the older pupils have a good capacity to work collaboratively and this has a positive impact on the quality of learning.
- However, a significant minority of pupils, mainly boys in KS2, do not behave well. This has a detrimental effect on the learning of others in many lessons.
- Behaviour in the playground is generally good but there is a high level of aggressive play, particularly among older boys and girls.
- Good strategies are in place to manage pupils' behaviour and minimise bullying but there is a continual problem with low level bullying, particularly in upper KS2. The school is very aware of the difficulties and the staff work hard to overcome these.
- The level of attendance is satisfactory. Overall levels have improved since the last inspection.

Quality of education

- The overall quality of teaching is satisfactory. In observed lessons teaching was judged to be very good in 10 per cent of lessons, good in 42 per cent, satisfactory in 33 per cent and unsatisfactory in 15 per cent. Examples of good or better teaching were observed in most classes. Across the school teachers have high expectations.
- The teaching of the under fives is effective and teaching in the nursery is a particular strength of the school. Examples of very good teaching were seen in physical education and information technology with older pupils.
- Teachers in most classes use a limited range of teaching strategies and only seldom provide suitable problem solving and research activities to promote independent study skills. In KS2, there is too little emphasis on Welsh and across both key stages there is insufficient emphasis on teaching the skills of design and technology and ICT.
- Although lesson planning is based on appropriate schemes of work the use of assessments to help match work more closely to pupils' abilities is not well developed in all classes.
- The school has good procedures for assessing pupils' attainments, through the systematic use of standardised tests and is developing suitable systems to track pupils' progress over time. However, there are shortcomings in the use of assessment information to promote higher standards for individual pupils, classes or groups of pupils.
- There are very good arrangements for the ongoing assessment of children under five.

- The overall quality of the planned curriculum is good. Provision in the early years is a particular strength but there are some shortcomings in implementing the curriculum across the school.
- Although there is no whole-school policy for the development of key skills across the curriculum, opportunities for pupils to develop the key skills are being identified in planning and this is beginning to have a positive impact on pupils' learning.
- Homework is planned carefully and set regularly. This provision has a positive impact on standards.
- A positive emphasis is given to the *Cwricwlwm Cymraeg* and there is good emphasis on pupils' personal and social education (PSE). Extra-curricular activities greatly enhance the quality of the curriculum.
- Due emphasis is placed on equal opportunities and social inclusion. The management of those pupils presenting challenging behaviour is constructive and pupils with SEN are well integrated into the life of the school.
- The provision for pupils' personal support and guidance and the attention given to their welfare is very good. This is a particular strength and is reflected in the generally good quality of relationships across the school. The quality of academic guidance is satisfactory.
- The school's provision for pupils with SEN is good. However, the rate of pupils' progress is widely variable and reflects variations in progress across the school. Taken overall, progress for pupils with SEN is broadly satisfactory.
- The school has good partnerships with parents and community, schools and other institutions. There are good policies in place to promote these aspects. However, the school does not publish all the required information for parents in the prospectus and governors' annual report.
- The school's partnership with local industry and commerce is satisfactory.

Management and efficiency

- The quality of the school's self-evaluation and planning for improvement is satisfactory overall. This aspect is developing very well under the leadership of the acting headteacher. She has successfully built upon performance indicators and the perceptions of staff and governors to draw together a wide-ranging and realistically focused SDP.
- The school is working very hard to implement the SDP. It has yet to sufficiently prioritise action plans and implement rigorous monitoring and evaluation to help ensure consistent progress towards its goals.
- The overall quality of leadership and efficiency is satisfactory. There have been significant barriers to improvement that have constrained the impact of leadership since the last inspection. In particular, the significant number of changes in staff has disrupted organisational arrangements put in place by the headteacher. This has hindered

developments, as the organisation of the school has had to change in response to events that could not have been foreseen.

- The impact of leadership over the last five terms has been very effective in inducting new teachers and refocusing the school's efforts to raise standards further and improve provision.
- The acting headteacher is making a significant impact in planning the way forward for the school and making good any shortcomings in policies and procedures. The school has been very well led and managed throughout a lengthy and uncertain period.
- In general, staff, lesson time and learning resources are deployed appropriately. However, the use of support staff and lesson time is not always fully effective.
- The governing body (GB) is organised appropriately and fulfils most of its statutory obligations. The school budget is well managed.
- The overall quality of staffing, accommodation and learning resources is good.
- A number of health and safety issues were drawn to the school's attention and received a positive response. These include the dangers posed to pedestrians by traffic congestion outside the school.

School improvement

- The school has made only limited progress in relation to the key issues identified in the previous inspection. However, this situation has to be seen against the background of significant staff changes and the absence of the permanent headteacher over the last two academic years. Recent initiatives have yet to impact on overall standards.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

Standards of achievement are satisfactory overall.

- In observed lessons standards were judged to be very good in eight per cent of lessons, good in 33 per cent, satisfactory in 44 per cent and unsatisfactory in 15 per cent.
- Children enter school with a range of attainments. The majority attain in line with expectations for their age. Taken overall, children under five make at least good progress towards the Desirable Outcomes in the six areas of learning.
- Standards of achievement in the nursery and reception classes are very good in personal and social development, knowledge and understanding of the world and in the physical areas of development. Standards are good in language, literacy and communication skills, mathematical development, and the creative areas of learning.

- Progress in KS1 is satisfactory overall. In particular the younger pupils gain greater independence and achieve well. In both year groups the pace and organisation of lessons sometimes slow pupils' progress in literacy and investigative skills.
- In KS2, there is significant variation in pupils' progress. Progress is good in Y6. In other classes across the key stage progress is sometimes unsatisfactory, often satisfactory and occasionally good.
- The school has worked hard to minimise the impact of staff changes on pupils' progress. It continues to be most successful in English and mathematics but across classes the narrow range of work undertaken in most other subjects limits progress. Pupils' written work does not reflect fully their capabilities and seldom features sufficient use of investigative, research and enquiry skills.
- The more able pupils make too little progress where work is insufficiently challenging for them and the progress of pupils with SEN is also limited where work is not suitably adapted to their needs.
- In both key stages standards of achievement are good in physical education and satisfactory in English, science, geography and art.
- In KS1, standards are good in mathematics, history and religious education and satisfactory in Welsh second language, design and technology and music.
- In KS2, standards are satisfactory in mathematics and history. Standards in Welsh second language are unsatisfactory. There was insufficient evidence to judge overall standards in design and technology and music.
- Standards in information technology are unsatisfactory in both key stages.
- Taken overall, the school's results in the NC assessments in KS1 have declined over the last three years. There was steady improvement in English and mathematics up to 2001.
- In the KS2 NC tests, there is a trend of improvement in the school's results.
- In the 2002 KS1 NC assessments, 65 per cent of pupils attained at least the nationally expected level two in speaking and listening, reading, writing, mathematics and science. This is below the most recent national figure and close to the average for similar schools². The average over the last three years is 75 per cent.
- In the 2002 KS2 NC tests, 75 per cent of pupils attained at least the nationally expected level four in English, mathematics and science. These results compare well with the national picture and very well with the performance of similar schools. The average over the last three years is 69 per cent.
- Analysis of the school's KS2 test results, on the basis of gender, indicates that boys' performance has improved in all three subjects in recent years. The latest available results indicate no significant difference in the overall performance of boys and girls.

² Schools with between 33 and 40 percent of pupils eligible for free school meals.

3.2 Standards Achieved in Key Skills across the Curriculum

The standards achieved in key skills are generally satisfactory in speaking, listening, reading and numeracy. They are unsatisfactory in writing and in the use of ICT.

- Children under five make at least good progress in developing the early skills of literacy, numeracy and ICT within a wide range of work.
- Most pupils listen appropriately to instructions. The younger pupils listen attentively to stories and presentations and the older pupils sometimes show good development in their oracy skills.
- Pupils often talk enthusiastically about their work. The majority speak audibly and clearly in discussions. They respond willingly to questions and often use appropriate vocabulary to give accurate descriptions in their replies.
- A significant minority of pupils find it difficult to concentrate and contribute to lessons. This is most evident in KS2.
- The majority of pupils develop satisfactory skills in reading and use these skills appropriately to support learning across the curriculum. However, in some classes pupils seldom use their reading skills to locate information in other subjects.
- Pupils develop a limited range of writing skills. They seldom produce extended pieces of writing in a variety of subjects and contexts and make too little use of drafting and redrafting.
- Pupils develop appropriate numeracy skills in both key stages. They are beginning to use statistical and numerical data to support their work in science and geography, for example. In KS2, the older pupils create graphs showing temperature.
- In most classes pupils lack sufficient competence in using ICT applications to support their learning. In KS1 pupils use a narrow range of programs to support learning in literacy and numeracy. In KS2, pupils are beginning to search for information, enter and process data and to operate a simulation program. The oldest pupils are making good progress from a low starting point.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

The quality of provision to promote pupils' moral development is very good. This is a particularly good feature of the school. The provision for pupils' spiritual, social and cultural development is good overall.

- Pupils' spirituality and sense of awe and wonder are appropriately enhanced through aspects of the curriculum. Daily assemblies, that include an appropriate act of collective

worship meet statutory requirements and make a good contribution to pupils' spiritual, moral, social and cultural development.

- The themes for assemblies are very carefully planned. Music, singing and prayers enhance the appropriately reverent ambience created. Pupils are positively encouraged to reflect on beliefs and values and to develop self-knowledge. However, there are few occasions during lessons for quiet reflection.
- Pupils' moral development is very well promoted. Most pupils understand the difference between right and wrong and the need to take responsibility for their own actions. The school behaviour policy emphasises the principles of right and wrong and staff make every effort to promote honesty, good manners, trust and mutual respect among pupils.
- Most pupils work and play well together and although a significant minority find this hard, the majority demonstrate charitable attitudes to their peers.
- Pupils' social development is promoted well. Pupils learn to celebrate personal achievements during assemblies. They take on appropriate responsibilities willingly and confidently and the older pupils perform their duties as monitors and reading partners for example, very effectively.
- Pupils' social skills are further promoted by means of regular links with the local community. Their social awareness is also promoted well by varied educational, and occasional residential, visits.
- Pupils gain an increasing awareness of Welsh culture, traditions and heritage through the study of famous people and through studying the locality in subjects such as geography and history.
- Pupils have a developing knowledge of other world cultures but their awareness and appreciation of the diversity of cultures is limited. The contribution of subjects such as art, music and geography is limited in this regard.
- The response of pupils to the school's provision for their spiritual, moral, social and cultural development is good.

4.2 Behaviour and Attitudes

Pupils' behaviour is generally good and the majority have positive attitudes to learning.

- In lessons most pupils behave appropriately. They listen to the teacher, follow instructions and most have good attitudes to work. Behaviour is more consistently good in the early years and KS1 than in KS2.
- Although behaviour is widely variable in KS2, the older pupils have a good capacity to work collaboratively and this has a very positive impact on their quality of learning.

- A significant minority of pupils, mainly boys in KS2, do not behave well. They are inattentive and disrupt the teacher who constantly has to bring them to order. This has a detrimental effect on the learning of others in many lessons.
- Good strategies are in place to manage pupils' behaviour and, where needed, teachers are supported well by the acting headteacher and a specialist teacher who visits weekly. Suitable sanctions are consistently implemented in most classes, for example a one-minute time-out for misbehaving in a physical education lesson.
- Movement around the school is orderly. Behaviour in the playground is generally good among younger pupils but there is a high level of aggressive play, particularly among older boys and girls. Although the playground is marked for games, these markings are barely visible and rarely used.
- Most pupils are extremely courteous and helpful, and they are very polite and friendly to visitors. Relationships in the hall at lunchtime are good. The responsibilities that pupils are given are undertaken conscientiously. For example, older pupils look after the younger ones in a very caring way.
- A positive ethos is always encouraged. There is an effective system of awards and house points. This reflects the differing needs of the different age groups. The school's rules are prominently displayed and are known well by pupils. Pupils know what is not acceptable in school.
- There is a pro-active whole school approach to preventing and minimising the impact of bullying. Procedures are documented well and the responses staged so that a fair judgement can be reached and appropriate action taken. There is however, a continual problem with low level bullying, particularly in upper KS2. The school is very aware of the difficulties and the staff work hard to overcome these.
- There are appropriate guidelines for staff on exercising physical restraint of pupils and responding to incidents of challenging behaviour by them.
- Three boys and one girl have been temporarily excluded in the last 12 months (KS2), two of whom have been excluded more than once. Correct procedures have been followed with the school acting in all cases in the child's best interest and in the interest of the majority of pupils in the school.
- The school has suitable policies to promote racial harmony, social inclusion and equality of opportunity.
- Parents' responses to a questionnaire show that the vast majority believe that the school's values and attitudes have a positive effect on their children and believe the school achieves high standards of good behaviour. Inspectors endorse this view, taking into account the school's circumstances.

4.3 Attendance

The overall level of attendance is satisfactory.

- Levels of attendance averaged 93.5 per cent over the last year. This is an improvement since the last inspection. During the week prior to the inspection the overall level of attendance was almost 94 per cent for pupils of statutory school age.
- A few pupils miss school regularly but a first day response by the school telephoning home, and close liaison with the Education Welfare Officer (EWO), ensures that these cases are followed up promptly. The procedures are making a limited impact on the attendance of these pupils.
- The percentage of unauthorised absence is relatively low, with the highest percentage being 4.44% (for children in reception in the Spring term 2002). This was mainly due to illness.
- Registration at the beginning of sessions is efficient. Registers are properly marked and totalled, with figures being conscientiously entered by the clerk on to the computerised system every week. This data, however, is not analysed regularly to identify trends.
- Punctuality is mainly good, with only a few pupils arriving late. They sign a late book and a note is made in the register. The rules about absence and lateness are published in the school brochure.
- Rewards are given for full attendance each term in a celebration assembly and for annual full attendance at the end of year assembly. These arrangements appropriately support the school's efforts to improve attendance.
- Pupils with extended periods of absence are given extra help to compensate for loss of teaching, learning, and self-confidence.
- The school meets the requirements of the National Assembly for Wales' (NafW) circular 3/99 for the recording and reporting of attendance data.

5. QUALITY OF EDUCATION

5.1 Teaching

The overall quality of teaching is satisfactory.

- In observed lessons teaching was judged to be very good in 10 per cent of lessons, good in 42 per cent, satisfactory in 33 per cent and unsatisfactory in 15 per cent. During the inspection, examples of good or better teaching were observed in most classes.
- The teaching of the under fives is effective and the support staff make a very positive contribution to this provision. Teaching in the nursery is a particular strength of the school.

- Taken overall, teachers have appropriate knowledge and understanding of the subjects they teach. The most effective teaching was observed with the under fives. Further examples of very good teaching were seen in physical education and information technology. In such lessons subject knowledge is secure and pupils make good progress.
- However, teachers in most classes across both key stages only seldom provide problem solving and research activities across subjects to promote independent study skills. These activities are, however, a developing feature with older pupils in KS2.
- Across KS2, there is too little emphasis on speaking, writing and reading in Welsh and across both key stages there is insufficient emphasis on teaching the skills of design and technology and ICT. For example, pupils use only a narrow range of ICT applications and in most lessons little use is made of the computers available.
- Although lesson planning is based on appropriate schemes of work that provide for progression and continuity, the content is not always developed fully, and topics are often not exploited to the full, especially in the foundation subjects.
- Teachers generally use a limited range of teaching approaches and organisational strategies. They teach the whole class effectively, use clear explanations and questioning well but seldom adapt and focus their teaching, during group work for instance, to match pupils' different learning needs.
- Teachers have high expectations of pupils' discipline and attainment but the slow pace of some lessons, together with the limited scope of the work, limits pupils' achievements, especially in written tasks. Furthermore, too little guidance is given to pupils to ensure a consistently good quality of presentation in their work, particularly in KS2.
- Although records clearly identify strengths and weaknesses in pupils' knowledge and understanding in English and mathematics the use of assessments to help match work more closely to pupils' abilities is not well developed. This results in a lack of appropriate challenge in some of the work, especially for more able pupils.
- There is a lack of guidance for the marking of pupils' work, and practice lacks consistency across the school. There is good practice in the early years for instance but, in general, too little use is made of marking to improve pupils' achievement and maintain good progress.

5.2 Assessment, Recording and Reporting

The school has good procedures for assessing pupils' attainments, through the systematic use of standardised tests and is developing suitable systems to track pupils' progress over time. However, there are shortcomings in the use of assessment information to promote higher standards for individual pupils, classes or groups of pupils.

- Assessment procedures begin with appropriate baseline assessments for children under five. These assessments are implemented rigorously.

- There are very good arrangements for the on-going assessment of children's achievements, whereby assessments are made against key learning criteria across the six areas of learning. This information is used well to inform provision and promote progress.
- In both key stages pupils' attainment and progress in English and mathematics are assessed regularly through standardised tests, including end of key stage NC assessments. Appropriate assessments at the end of a unit of work are undertaken in science. The information gathered provides the basis of a clear record of pupils' progress.
- The school is developing a tracking system to monitor the progress of individual pupils over time. Although this initiative is at a very early stage it provides the means to set realistic targets and identify any pupils making less progress than expected.
- Attainment data is not sufficiently collated and evaluated to determine strengths or weaknesses in performance and provision or as a means to identify what elements of provision need to be improved in order to raise standards further.
- Although assessment opportunities are identified clearly in some schemes of work and teachers identify assessment opportunities in lesson planning, the guidance for teachers in making assessments using NC criteria is limited.
- The school maintains a useful 'record of achievement' file for each pupil. These provide helpful evidence of progress over time and, in some cases, examples of work are assessed well and annotated to indicate NC levels. There are also some examples of marking that make clear and precise assessments.
- Teachers' planning does not make sufficient use of the assessment data available to set different learning targets for pupils that are closely matched to the full range of their learning needs. The provision too often relies on pupils being able to achieve different outcomes from the same learning tasks. For example, more-able pupils are not asked to build on their existing good knowledge of shapes and their properties to explore symmetry and tessellation. Progress is determined by the needs of the majority of pupils in such lessons. This often slows the progress of able pupils and sometimes creates uncertainty with less-able pupils.
- Reports to parents are at least satisfactory and meet statutory requirements. They provide good details of pupils' achievements in the core subjects of English and mathematics, but reports on science and the non-core foundation subjects often focus on the work covered, rather than on what pupils know and can do, and need to do next.
- The school is supported well by the Local Education Authority (LEA) in its analysis of performance data and in setting whole-school targets. The school is beginning to use this information to set targets for school improvement and raise standards. For instance, the 'tracking system' being developed to monitor pupils' progress provides a good basis to ensure targets are met and overall standards are raised.

5.3 Curriculum

The overall quality of the planned curriculum is good. Provision in the early years is a particular strength but there are some shortcomings in implementing the curriculum across the school.

- The quality of the curriculum for the under fives is very good. It is very carefully planned and ensures children make at least good progress towards the Desirable Outcomes.
- The overall quality and breadth of the planned curriculum for KS1 is good.
- Although the curricular framework for KS2 is appropriate the quality of provision is satisfactory because several foundation subjects are not developed fully in all classes.
- Updated policies and schemes of work have been recently put in place for all subjects, and conform to NC requirements. However, the schemes of work have yet to impact significantly on standards of achievement, particularly in KS2.
- There is insufficient attention to Welsh second language and to most of the foundation subjects in KS2. Across the school investigative aspects of mathematics and science are inconsistently developed and the information technology scheme is at a very early stage in its implementation.
- Although there is no whole-school policy for the development of key skills across the curriculum, opportunities for pupils to develop the key skills are being identified in planning and this is beginning to have a positive impact on pupils' learning.
- The overall effectiveness of curricular provision is satisfactory. Provision is not, however, being monitored consistently to guarantee that all NC subjects are taught with sufficient rigour to ensure the progressive development of pupils' knowledge, understanding and skills.
- Homework is planned carefully and set regularly. This provision has a positive impact on standards. Work mainly involves the reinforcement of basic skills such as reading, spelling and number tables. Topic work is also included from time to time.
- A positive emphasis is given to the *Cwricwlwm Cymraeg*. Pupils' knowledge of local culture and the heritage of Wales is developing well. For example, visits to places of historical interest, linked to topics studied give pupils valuable first-hand experiences.
- There is good emphasis across the curriculum on pupils' personal and social education. This is incorporated well, for example, in assemblies, 'circle times' and through the school's positive approach to behaviour.
- Extra-curricular activities greatly enhance the quality of the curriculum. These include sports clubs, cultural activities, music practice and many special events and visits.
- All pupils have full access to the curriculum. Due emphasis is placed on equal opportunities and social inclusion. Pupils with SEN are integrated well into the life of the

school. The management of the few pupils presenting challenging behaviour is constructive.

- There are no pupils for whom the NC is modified or disapplied.

5.4 Support, Guidance and Pupils' Welfare

The provision for pupils' personal support and guidance and the attention given to their welfare is very good. This is a particular strength of the school and is reflected in the generally good quality of relationships evident across the school. The quality of academic guidance is satisfactory.

- This is a very caring and supportive school. The relationships between staff and pupils are particularly strong and the adults work hard to create a caring, secure and happy environment. Pupils presenting challenging behaviour are supported well.
- The school's procedures for pupils' educational guidance are not sufficiently effective in enhancing achievement and accelerating progress. This is largely because assessments are not always used effectively and too little use is made of marking to discuss strengths and weaknesses with the pupils.
- Arrangements to ensure child protection are good. The acting headteacher is the designated officer and the staff have received appropriate training.
- Good quality policies are in place covering all aspects of health and safety, including anti-bullying, drugs abuse and sex education. Parents are informed and involved when the school nurse and other agencies are invited to contribute teaching about personal development, safety and relationships.
- The school's policy for PSE has recently been re-drafted. It is a comprehensive document, which follows current national guidelines. The scheme of work is to be fully implemented in September 2003.
- All pupils have equal access to the curriculum and all areas of school life. Staff have attended courses concerning valuing diversity, and the importance of social diversity, and are fully aware of all aspects of racism, including harassment.
- Fire checks and drills are carried out at appropriate time intervals. The acting headteacher and the chair of governors carry out regular risk assessments. A specific policy is in place concerning risk assessments prior to school trips and procedures are followed to ensure the safety of all pupils and staff while out of school.
- One teacher and the school clerk are qualified first aiders and although others have undertaken the appropriate course, their skills need updating.

5.5 Provision for Pupils with SEN

The school's provision for pupils with SEN is good. However, the rate of pupils' progress is widely variable and reflects variations in progress across the school. Taken overall, progress is broadly satisfactory. The requirements of the SEN Code of Practice are met.

- Thirty-five per cent of pupils are identified as having SEN. These pupils are integrated well into all aspects of school life. There are no pupils with a statement of SEN.
- The school maintains an appropriate register of pupils identified with SEN. The criteria for placing pupils at the school action stage or at school action plus on the register are clear. There is evidence of pupils moving between stages in line with their needs.
- Arrangements to identify pupils' learning difficulties and implement appropriate action are effective. The school receives good assistance from supporting agencies in this regard. Furthermore, the school enhances its provision through a monitoring stage. This aids early identification of SEN and precedes pupils' being entered on the SEN register.
- When working on individual programmes outside the class pupils with SEN often make good progress. The specific learning needs of pupils in aspects of literacy are well catered for through carefully targeted teaching in withdrawal groups.
- Some pupils' needs, such as in reception, are met well through in-class support and individual work alongside the class. In such cases support assistants are briefed well about the learning tasks to be undertaken.
- All pupils identified with SEN have appropriate individual education plans (IEPs). Class teachers write these and the SEN co-ordinator (SENCO) regularly reviews this provision in consultation with the class teacher.
- Although the IEPs contain appropriate learning targets, lesson planning seldom takes sufficient account of particular pupils' needs. As a consequence, progress is sometimes too slow in work undertaken with the whole class.
- Parents of pupils with SEN are kept informed of their children's progress. The school is beginning to involve the parent, and where appropriate the child, more fully in the regular review of progress and planning the way forward, including setting new targets.
- The GB has appropriate arrangements to oversee SEN. The school's policy for pupils with SEN gives clear guidelines to all involved and pupils with SEN have full access to the curriculum.

5.6 Partnership with Parents and Community, Schools and Other Institutions

The school has good partnerships with parents and community, schools and other institutions. There are good policies in place to promote these aspects.

- The school keeps parents and carers well informed about their child's progress and the work of the school, through regular newsletters, a bulletin board and termly class letters outlining class events and the curriculum being followed.
- There is an early years welcome booklet giving useful information to help parents prepare their children for school. However, there is only brief mention of the six areas of learning.
- The prospectus is well presented and informative but lacks the required statement on the school's equal opportunities policy. Very few parents attend the annual governors' meeting. The annual report is very informative but it does not comply with statutory requirements as important information, is missing. In particular, statements about SEN, disability and progress with the school's action plan are not included.
- A few parents and volunteers help regularly in school, mainly with basic skills. They receive appropriate training to use specific materials. One parent runs the school's football club and a number of parents help with school visits.
- Informative evening meetings for parents have been held to discuss NC tests and the teaching of mathematics and English. Parents have also had the opportunity to watch some activities in class.
- Although there is no formalised Parent Teacher Association, staff and parents successfully organise events and activities to raise funds to augment resources. These events are often supported well by the whole community.
- Staff are approachable. There is an 'open door' policy, and informal day-to-day contacts between staff and parents are helpful. During the pre-inspection meeting the majority of parents' views were supportive of the school. However, parents expressed concerns about numerous staff changes.
- The school and inspectors share this concern but inspection finds that the school has done its very best to minimise the inevitable impact of so many staff changes on the quality of work in particular classes.
- Nearly all the parents who responded to the pre-inspection questionnaire agree that the school is approachable and that they are kept well informed of their child's progress.
- The home/school agreement is firmly rooted in the school's mission statement. About half of the parents have signed this agreement. In addition to the undertakings of the school and the parents, the children are asked to keep the school's Golden Rules.
- Good links are in place with the local community, for example church leaders visit regularly to take assembly and talk to the pupils in lessons, and a local historian is closely involved in talks, exhibitions and field trips. The community police, the fire service and health professionals contribute positively to the learning programme. Pupils visit the local library and work is displayed locally, such as in a doctors' surgery.

- There are good links with the local playgroup. Pupils are very well prepared for transition to the main receiving comprehensive school. Both Y5 and Y6 pupils spend a ‘taster day’ in the school, and a sports day is held for local primary schools.
- Curricular development benefits from regular ‘cluster’ meetings of teachers from schools linked to the comprehensive school. Much work is done to ensure continuity of learning, particularly in English and art.
- Positive links are also in place with the neighbouring Welsh Medium Comprehensive School. Students help with reading in the primary school. A particularly successful initiative was the joint concert held on the theme of “Sustainability”.
- There are no formal links with a teacher training institution. The school receives students from a further education college, as part of a child care course, and students from comprehensive schools attend for work experience. These links are mutually beneficial.

5.7 Partnership with Industry

The school’s partnership with local industry and commerce is satisfactory.

- There is no policy for developing links with industry to enhance the curriculum and enrich learning. The school is aware of the absence of strategies in this regard and has made initial contacts with Education Learning Wales (ELWa) to promote initiatives.
- However, despite the lack of a whole-school approach, there are good initiatives. These include a visit by a local sheep farmer to talk to younger pupils about farming and two authors, who live in the community, who talked to older pupils about writing a book, and the processes of editing, publication, marketing and sales.
- No staff have recently undertaken placements or training with industry but suitable opportunities have been identified by the headteacher. Curricular development has benefited from grants provided by the teaching council for Wales.
- Local retailers supply prizes and goods for school events.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

The quality of the school’s self-evaluation and planning for improvement is satisfactory overall. This aspect is developing very well under the leadership of the acting headteacher.

- The scope of the school’s procedures to evaluate standards and the quality of its provision is good. The acting headteacher has successfully built upon performance indicators and

the perceptions of staff and governors to draw together a wide-ranging and realistically focused SDP.

- The SDP provides a clear basis to take the school forward and forms the basis of a continuing programme of review and evaluation. Although the plan includes suitable qualitative goals it lacks sufficiently detailed quantitative targets.
- The range and nature of the objectives for improvement the school has set in the latest SDP are wholly appropriate to the school's needs. However, there is a lack of systematic reference to progress in relation to previous targets in the school's self-evaluation.
- The staff are becoming more closely involved in the evaluation of the standards achieved, such as through their role as subject co-ordinators. They are developing suitable action plans and monitoring arrangements are beginning to identify strengths and shortcomings in pupils' achievements in the core subjects.
- The school is working very hard to implement the SDP. This is most evident in the provision of policies, updated schemes of work and improvements to the learning environment. However, most of these initiatives have not had sufficient time to fully impact on the school's practice. It is too soon to judge their effectiveness.

6.2 Leadership and Efficiency

The overall quality of leadership and efficiency is satisfactory.

- There have been significant barriers to improvement that have constrained the impact of leadership since the last inspection. In particular, the significant number of changes in staff has disrupted organisational arrangements put in place by the headteacher. This has hindered developments, as the organisation of the school has had to change in response to events that could not have been foreseen.
- The impact of leadership over the last five terms has been very effective in inducting new teachers and refocusing the school's efforts to further raise standards and improve provision.
- The acting headteacher is making a significant impact in planning the way forward for the school and making good any shortcomings in policies and procedures. The school has been very well led and managed throughout a lengthy and uncertain period. The staff and GB support the acting headteacher very well.
- Leadership successfully ensures a clear sense of educational direction and purpose. This is evident in positive plans to further raise standards and improve provision in key areas. For example, recent improvements include the provision of a library and computer suite.
- The school has been very well led and managed throughout a lengthy period of difficulties concerning personnel. Managerial decisions take account of advice provided by the LEA and decisions are made by the GB in the best interests of the pupils and in line with employment legislation.

- The school has well defined aims and values. These aims are evident in the school's positive ethos that values pupils' achievements and their contribution to school life. There is a very positive commitment to promoting equality of opportunity.
- Teachers are developing their contribution to educational leadership well by developing subject action plans and reviewing provision in their roles as subject co-ordinators.
- The GB is appropriately organised and fulfils most of its statutory obligations. Individual governors take a strong interest in particular aspects of the school's work, such as SEN and tracking pupils' attainment. This helps to promote strong links with the school.
- In general, staff and learning resources are appropriately deployed. However, the use of support staff is inefficient when they are not fully involved in the lesson.
- There are some inefficiencies in the organisation of teaching and learning. In particular, where whole class reading sessions are not used effectively to promote pupils' literacy skills and where too much time is allocated to a particular subject. This often leads to a slow pace of learning and is reflected in the limited extent of pupils' productivity and effort in such lessons.
- The school budget is well managed. Income and expenditure are monitored systematically and the pattern of expenditure suitably matches the school's educational priorities.
- There is good attention to best value in making purchases and agreeing contracts. Although expenditure priorities are carefully planned there is little evidence of clear procedures to evaluate the impact of major spending.
- Day-to-day administration and organisation are effective. The acting headteacher ensures that the school runs smoothly. This was clearly evident during the inspection when a teacher was unexpectedly absent.

6.3 Staffing, Accommodation and Learning Resources

The overall quality of staffing, accommodation and learning resources is good.

- Despite an unusually high turnover of staff during the last two years, there is a sufficient number of appropriately qualified and experienced teachers to meet the requirements of teaching the NC and religious education. This provision includes three teachers on short-term temporary contracts.
- The staff work well as a team to maintain a secure learning environment. Appropriate job descriptions are in place and all permanent members of staff undertake responsibilities as aspect and subject co-ordinators.
- The staff have attended a suitable range of in-service courses during the last year to enhance their expertise in some areas. However, the match of training to the needs of the school is not always close enough to ensure a sufficient impact in further raising standards.

- There are appropriate procedures for the induction of newly appointed members of staff and the school's arrangements for performance management are in line with current guidance.
- The three classroom support staff assist pupils' learning well although their use is not always efficient. The school has identified the need to increase provision in KS2 but is unable to fill a vacancy.
- The administrative staff, caretaker, lunchtime supervisors and kitchen staff all make a positive contribution to the caring ethos of the school. Volunteers have worked hard to improve the quality of the internal accommodation in recent months.
- The mid-day supervisors oversee the pupils at lunchtime but this task is often difficult, as there are too many places where pupils can play out of their sight. Although the playground is spacious, it does not provide a sufficiently stimulating environment to effectively decrease boredom, bickering and territorial confrontations. This has an adverse impact on the behaviour of a minority of pupils. The school has plans to remedy this situation through a Playground Initiative Scheme.
- The accommodation is adequate for the number of pupils on roll. A substantial programme of refurbishment has contributed significantly to ensuring a safe and appropriate learning environment for pupils. Provision in the nursery is particularly good.
- Space in some classrooms, especially in KS2, is cramped and this restricts practical activities, such as in design and technology. Furthermore, the lack of storage space means that equipment is stored in the hall. This imposes limitations during PE lessons and creates a potential hazard to pupils' safety.
- The site has many positive features, including a wildlife area, a field and a large playground. The recently established library and the ICT suite are good features but these have yet to impact fully on standards of achievement.
- A small number of health and safety issues were drawn to the school's attention and received a positive response. The items requiring attention include the poor condition of a section of perimeter railings, the poor maintenance of the school field, a cracked inspection cover in the car park and the dangers posed to pedestrians by traffic congestion outside the school. Some parents totally disregard the road markings provided to ensure a stretch of road remains clear and easy to cross safely.
- Overall, the quality and sufficiency of learning resources are good in the core subjects. However, the range of resources in the foundation subjects is limited particularly in geography, ICT and music.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The overall quality of the educational provision for the under-fives is appropriate to their needs and they make good progress towards the Desirable Outcomes for Children's Learning.

- Children enter school with a range of attainments. The majority attain in line with expectations for their age. Taken overall, children under five make at least good progress.
- Standards of achievement in the nursery and reception classes are very good in personal and social development, knowledge and understanding of the world and in the physical areas of development. Standards are good in language, literacy and communication skills, mathematical development, and the creative areas of learning.
- Children under five make at least good progress in developing the early skills of literacy, numeracy and ICT within a wide range of work.
- The staff effectively nurture the foundations of good behaviour and positive attitudes. The quality of support and guidance is very good and the needs of children with SEN are very well catered for.
- The teaching of the under fives is effective and support staff make a very positive contribution to this provision. Teaching in the nursery is a particularly good feature.
- There are very good arrangements for the on-going assessment of children's achievements, whereby assessments are made against key learning criteria across the six areas of learning. This information is used well to inform provision and promote progress.
- The curriculum for the under fives is very good. This provision is resourced well.

Good features

Language, Literacy and Communication Skills

- The under-fives listen well in whole-group sessions and respond with great interest to stories. Children in the nursery class retell familiar stories enthusiastically, and they browse through books independently. They readily identify the sounds of some initial letters.
- Children in reception follow simple texts as they use 'listening stations.' They increase their knowledge of phonics and read familiar words confidently. The children talk willingly about what they are doing and make good progress in developing 'emergent' writing skills.
- The under-fives respond positively to the experience of learning Welsh. They name colours and use familiar sentence patterns and phrases confidently.

Personal and Social Development

- Children in the nursery are confident and secure with known routines and they relate very positively to the adults who work with them. They play contentedly alongside and with each other and know how to take turns. At snack time and lunchtime, they demonstrate good social skills and they manage their personal needs confidently.
- Children in reception join older pupils confidently for assemblies. They concentrate and sustain their interest well in their activities, show appropriate self-discipline and share responsibly in the task of tidying up. The children make good efforts with dressing and undressing independently.

Mathematical Development

- Children of nursery age make a sound start in beginning to understand mathematical concepts through a good variety of suitable activities. They count to 10 orally and develop confidence in counting and ordering numbers. They confidently name four common two-dimensional shapes and learn the language to describe them.
- Children of reception age handle simple addition with numbers up to 10. They extend their skills by using a suitable computer programme. They count orally to 20 with confidence and can form numerals, create patterns and recognise a good range of shapes. Children appropriately extend their understanding of the concepts of weight and length.

Knowledge and Understanding of the World

- The under-fives gain knowledge and understanding of the world around them through participating in stimulating class activities and out-of-school visits.
- Nursery children talk about their homes and families and eagerly recall their learning. They are aware of the life cycle of frogs and butterflies and of the changes that take place when cake mixture is cooked. They confidently use suitable computer programmes independently.
- Reception children design a sandwich filling and make Welsh cakes and fruit salad. Their knowledge of parts of a plant and the conditions for growth is good. They know that living creatures need food and water and confidently name a variety of animals and their young.
- They learn that things change over time. Experiences such as visits to St Fagans help to reinforce this.

Physical Development

- Nursery age children show good co-ordination as they move in different contexts. They use the slide confidently and they control the wheeled toys well.
- Reception age children move confidently in the structured play area. In the hall, they demonstrate increasing control and co-ordination as they make imaginative shapes and movements. They know that energetic activities make their hearts beat faster.

- The many opportunities provided for the under-fives enable them to develop fine manipulative skills well. They handle small objects such as construction toys, and tools such as pencils, crayons and scissors with increasing dexterity. Children successfully develop their hand/eye co-ordination.

Creative Development

- The under-fives enjoy singing. Children sing songs and action rhymes with gusto and use instruments to make suitable sound effects.
- The under-fives in both classes work with a good range of materials as they draw, print, and make models with malleable and junk materials. They enjoy purposeful role play in the café for example.

Shortcomings

- No significant shortcomings were observed.

English

Standards of achievement in English are satisfactory in both key stages.

Good features

- Listening skills are satisfactory throughout the school. Most pupils of all ages listen carefully to their teachers and maintain appropriate concentration levels.
- Speaking skills are satisfactory and occasionally good. In KS1, pupils express themselves with increasing confidence. They are keen to ask and answer questions and to contribute what they know, especially in structured discussions.
- In KS2, the majority of pupils respond to teachers' questions with enthusiasm. Older pupils express themselves clearly, in group and class discussions, and they often incorporate new words into their vocabularies.
- In KS1, pupils have positive attitudes to reading and the majority make steady and sometimes good progress. By the end of KS1, standards are at least satisfactory.
- In KS2, pupils' reading skills develop satisfactorily. Most use punctuation correctly to provide good expression and they use contextual clues to work out the meaning of unfamiliar words. Many enjoy reading Welsh-based authors such as Jenny Nimmo.
- A small number of able pupils across the key stages, understand and use the conventions of writing to good effect. For example, some younger pupils use speech marks and older pupils make good use of paragraphs in their written work.
- Standards in handwriting are satisfactory in some classes.

- The older pupils increasingly use dictionaries and thesauri to check vocabulary and spelling when writing.

Shortcomings

- Across the school pupils' skills in reading for information are underdeveloped. The older pupils do not effectively use the skills of skimming and scanning.
- Pupils have only limited experiences in writing for a range of purposes and audiences. Their use of extended writing is underdeveloped and they do not routinely use drafting and re-drafting techniques to refine their work. They make too little use of ICT to extend their writing skills.
- A significant number pupils, particularly in KS2, do not take sufficient pride and care in the presentation of their written work. Handwriting is often untidy.
- Pupils' library and research skills are underdeveloped and the older more able pupils do not sufficiently improve their reading skills because the reading scheme books are not always appropriately challenging.
- In KS2, pupils' oral responses to questions are often brief. Few younger pupils give detailed responses to questions and they are seldom encouraged to ask searching questions to develop their own knowledge and understanding.

Mathematics

Standards of achievement in mathematics are good in KS1 and satisfactory in KS2.

Good features

- In Y1, pupils count confidently in fives and tens to 100. They know 10 more and 10 less than a given number, and gain a good knowledge of symmetry through practical work.
- In Y2, pupils add and subtract one and two digit numbers mentally. The majority use counting on strategies to find the answer. They identify odd and even numbers and most confidently name a variety of two-dimensional shapes. More able pupils begin to identify the properties of shapes, such as right angles.
- In lower KS2 pupils have a basic knowledge and understanding of number bonds and understand 'doubles' for example. They add and subtract numbers involving tens and units and some pupils confidently complete calculations involving hundreds, tens and units.
- The majority interpret charts and graphs with understanding and most know how to collect data using a tally method.
- In the middle of the key stage pupils confidently identify multiples and number patterns. They have a sound knowledge of place value to 100, they multiply and divide by one digit

and calculate area and perimeter appropriately. Most pupils can collect data and construct simple bar charts.

- Pupils in Y6 make good use of mental skills and use a variety of methods appropriately in a range of calculations. The more able pupils use multiplication and division methods with large numbers, they calculate percentages and have a good knowledge of decimals.
- Pupils have an appropriate knowledge of angles, shapes, area, perimeter and symmetry. They are beginning to use their mathematical knowledge to solve problems and make decisions, for example, when planning a series of events to fit on the school field.

Shortcomings

- Pupils in KS1 are insufficiently aware of number patterns and relationships.
- In KS2, pupils do not make enough use of graphs and charts to record findings and seldom explore different methods to solve problems through practical investigations.
- Most pupils do not readily explain their methods of calculation and are slow to recognise alternative strategies. In some classes pupils seldom tackle sufficiently challenging number calculations

Science

Standards of achievement in science are satisfactory in both key stages.

Good features

- In KS1, pupils have an appropriate knowledge and understanding of living and non-living things. They study the life cycle of the butterfly and what babies need to grow.
- Through simple experiments they realise that pushing and pulling things in order to move them are examples of forces.
- Pupils identify the parts of plants and have a good understanding of factors that affect their growth. They make field visits in the locality and identify the animals and plants they find.
- In KS2, pupils develop their understanding of gravity and use a limited range of scientific terminology correctly.
- They understand the functions of different types of teeth and the importance of looking after them.
- The more able pupils are developing a greater understanding of the importance of fair testing, such as the effects of temperature changes on various materials such as glass, cardboard and aluminium.

- Pupils in Y6 have undertaken a successful study of soil types and are developing their knowledge and understanding of habitats through a survey of the school's wildlife area.

Shortcomings

- Across the school, pupils use a limited range of scientific language and seldom write detailed accounts of their investigations. They make very limited use of ICT to support their learning.
- Pupils in KS1 do not sufficiently develop the skills of planning, investigating and predicting.
- In KS2, pupils' ability to plan and undertake a systematic enquiry independently is underdeveloped and they rarely make sufficient use of first hand experience to set up their own fair test and plan suitable methods of recording. Pupils' recording of their work, including diagrams, is often untidy.
- Although pupils in Y6 know a range of facts in science, only a minority are able to apply this knowledge to interpret results and draw conclusions.

Welsh second language

Standards of achievement in Welsh as a second language are satisfactory in KS1 and unsatisfactory in KS2.

Good features

- Pupils in KS1 have good listening skills. They understand a limited range of familiar questions and most respond appropriately in simple words or short phrases.
- Pupils become familiar with everyday language patterns. They develop a very sound basic grasp of the language and confidently use a developing vocabulary in a range of contexts.
- They know and say prayers in Welsh and sing a selection of Welsh songs and hymns well.
- Pupils' pronunciation is generally satisfactory where they routinely use a range of incidental Welsh such as counting, greeting, or giving and responding to instructions. Their pronunciation and confidence in speaking Welsh is greatly enhanced by these activities.
- Pupils in both key stages participate in a St David's Day *Eisteddfod* and demonstrate appropriate vocal and written abilities.

Shortcomings

- Pupils make too little use of incidental Welsh as part of everyday routines, particularly in KS2. Their skills and knowledge of the language is not developing sufficiently across the key stages.

- In KS2, pupils lack appropriate confidence and competence in speaking and reading in Welsh. The pupils have limited oracy skills because they do not develop a sufficiently wide vocabulary.
- Pupils' writing skills are unsatisfactory throughout the school. By the end of KS1, pupils do not write sentences on a regular basis while in KS2 pupils have very limited skills in writing.
- Pupils do not improve and extend their language skills through using ICT.

Design and technology

Standards of achievement in design and technology are satisfactory in KS1. There was insufficient evidence to make a secure judgement of standards in KS2.

Good features

- Pupils in Y1 make colourful musical instruments and produce decorated Easter cakes.
- In Y2, pupils design and make appropriate fridge magnets.
- Across the key stage pupils draw simple design plans and clarify and refine their ideas with developing confidence. They develop the skills of cutting and joining different materials.
- Pupils have a satisfactory knowledge of the different properties and uses of materials and are beginning to use this knowledge to choose materials for their products.
- Pupils in KS2 study joints and materials before making movable limbs.
- The older pupils have designed and successfully made carrier bags.

Shortcomings

- Pupils across the school have a limited understanding of designing and making and seldom suggest ideas for making things based on their observations of familiar products.
- Pupils' finished products often lack sufficient originality and imagination.
- In KS2, pupils do not gather information from a range of sources, including ICT, to support their ideas when designing and making.
- Pupils rarely make evaluations of their finished products or identify how they might improve their product in relation to the making process and the needs of the user.

Information technology

Standards of achievement in information technology are unsatisfactory in both key stages. The very recent provision of the computer suite has yet to impact significantly on standards. However, pupils in Y6 are currently making rapid progress.

Good features

- Pupils in KS1 are becoming more confident in the basic use of computer programs such as word processing and a data base and they use simple programs to enhance key skills in literacy and numeracy.
- They learn to key in commands to send a controllable robot forwards, backwards, and to the right or left, in order to follow a track over a given distance.
- In KS2 some pupils use menu commands appropriately when word processing and know how to save and print their work. A few pupils confidently follow instructions on screen when successfully operating a simulation program and with help they enter data into a prepared database and generate graphs.
- In Y6, pupils quickly learn to use the functions of a spreadsheet program. They learn effectively through use of the interactive whiteboard and work well with a partner to apply a formula to the cells, and enter, process and interrogate the information.

Shortcomings

- In KS1, many pupils lack sufficient confidence and independence in basic skills such as controlling events using the mouse and completing simple operations such as printing.
- In lower KS2 pupils make insufficient use of CD-ROMs and the Internet to sharpen their research skills and enhance their learning in other curricular areas.
- Across the school pupils make too little use of control, modelling and simulation programs and have only rarely used spreadsheets. They have limited skills in these aspects.

History

Standards of achievement in history are good in KS1 and satisfactory in KS2.

Good features

- Pupils' awareness of chronology develops well in KS1. They know how travel has changed from 1900 to the present day and sequence different forms of transport through the last century. They begin to make comparisons with the present day.
- Pupils identify old buildings in the locality, such as the church, and develop their knowledge of change by collecting artefacts to make a class museum.

- Pupils in Y2 are developing their knowledge of Welsh history and know about the Rebecca Riots in the nineteenth-century. They have a good knowledge of farming in the Victorian era.
- In lower KS2, pupils know various facts about the Ancient Greeks and recall the characters from well known Greek myths.
- Pupils study the Second World War and through examining photographs, listening to stories, reading accounts and studying artefacts they begin to empathise with the experience and feelings of evacuees.
- The older pupils have a satisfactory understanding of working conditions in the Victorian period and of the working conditions for men and boys in the Welsh coal mines.
- They recall a range of facts about the lives of famous people such as Bishop William Morgan and Elizabeth 1st. The more able pupils have a developing understanding of the motives for people's actions and of the consequences of their behaviour.
- By the end of the key stage pupils have an appropriate understanding of chronology and can place the periods, events and famous people of history they have studied in the correct sequence.

Shortcomings

- Pupils in KS2 do not sufficiently develop the skills of historical enquiry. They find it difficult to distinguish between primary and secondary sources of evidence.
- They have insufficient awareness that historical events can be interpreted in different ways and their knowledge and understanding of different ways of finding out about the past is insecure.
- Pupils work on historical topics is not sufficiently deep and they seldom use a sufficient range of artefacts and information sources, including ICT, census data and historical maps for example.

Geography

Standards of achievement in geography are satisfactory in both key stages.

Good features

- In KS1, pupils develop their knowledge of the school and locality appropriately. They conduct a traffic survey and draw detailed maps of their journey to school. Pupils identify the countries of the United Kingdom on a map.
- Pupils develop their knowledge of features in the environment by evaluating the school grounds and comparing them with the features they observe during a visit to Roath Park.

- In KS2, pupils further their knowledge of the locality and identify different types of land use. They build on a visit to Cardiff Bay to consider the features that might attract tourism and evaluate their observations.
- Pupils identify principal places and natural features of Wales on a map and begin to distinguish between rural and urban features.
- In Y6 pupils readily locate Pembrokeshire on a map and have a good understanding of the impact of pollution on the marine environment.

Shortcomings

- Pupils do not have a sufficiently wide range of geographical knowledge and skills such as those linked to the use of maps, aerial photographs and local studies.
- Pupils do not sufficiently demonstrate the skills of geographical enquiry. They use a limited range of geographical terms and have a limited understanding of the links between physical features and human activity.

Art

Standards of achievement in art are satisfactory in both key stages.

Good Features

- In KS1, pupils have appropriate observational skills as shown in their drawings of flowers and in their work on patterns.
- Pupils' satisfactorily develop skills and knowledge of line, shape and form and improve their painting and brush control skills. For instance they successfully investigate tones of one colour by mixing paint and experimenting with different shades.
- Pupils in KS2 satisfactorily draw and sketch from their observations, such as their drawings of patterns based on the work of William Morris. They make good use of sketchbooks.
- Pupils use a variety of mediums to good effect in their art work.
- Throughout the school pupils study the work of various Welsh artists and they successfully develop their drawing and painting skills through interesting projects on chapels and churches.

Shortcomings

- Pupils have limited skills of working in three dimensions, including clay.
- Pupils do not examine a sufficient variety of art and craft from different cultures or learn to replicate the skills and techniques used by established artists in their own work.

- Pupils have a limited knowledge of the works of famous artists and rarely use ICT to produce pictures and patterns or research information about art.

Music

Standards of achievement in music are satisfactory in KS1. There was insufficient evidence to make a secure judgement about overall standards in KS2.

Good features

- The quality of singing in assemblies is expressive, tuneful and sensitive. Good attention is paid to pitch and the clarity of diction.
- Approximately twenty-four boys and girls attend choir. They frequently sing during events and church services. The quality of their performance is good and these achievements contribute significantly to the overall standards achieved in singing by the whole school.
- Opportunities such as Christmas concerts and St David's Day *Eisteddfodau* provide opportunities for pupils to perform before an audience.
- Recordings of pupils' singing and compositions indicate their performances are of appropriate quality.
- A few pupils take advantage of additional instrumental tuition and achieve well in playing the keyboard, violin and guitar.

Shortcomings

- Pupils do not appraise their performances and compositions consistently.
- In discussions with pupils, they displayed little knowledge of composers and different styles of music.
- In KS2, pupils seldom undertake sufficiently challenging work and do not regularly use a range of instruments, record graphic scores or evaluate compositions and make improvements to their performance.

Physical education

Standards of achievement in physical education are good in both key stages.

Good features

- Pupils warm up and cool down effectively before and after physical exercise. They learn about the effects of exercise on the body, the importance of healthy eating and regular exercise.

- Most pupils respond promptly to instructions, learn from each other, work enthusiastically in pairs or small teams and have an appropriate awareness of safety. Pupils gain a good sense of achievement and lessons make a positive contribution to pupils' personal and social development.
- In KS1, pupils make steady progress in gymnastics, dance, and games. For example, younger pupils develop good control, when bouncing, jumping and landing. They refine effectively different ways of travelling and vary the level of their movements.
- The older pupils move with increasing co-ordination and balance. They catch and kick a ball satisfactorily as they develop their sending and receiving skills in games lessons.
- In KS2, younger pupils develop basic striking, fielding and throwing skills and apply these skills well in team games.
- Older pupils make good progress in improving their techniques and performance in gymnastics, dance and games. For instance, they move expressively to music when creating a character sequence. Pupils participate energetically and work hard to evaluate and improve their performance.
- Pupils' benefit from using their athletics and games skills in competition on the school's sports day. More-able pupils represent the school at local sports events.
- Pupils in KS2 have blocks of swimming lessons. By the time they leave school the majority are competent swimmers. Some achieve swimming awards for good stroke action and distance.
- After-school clubs contribute substantially to the progress and attainments of many pupils in physical education.

Shortcomings

- Pupils do not always evaluate their own performance or learn from appraising each other sufficiently well.

Religious education

Standards of achievement in religious education are good in KS1 and satisfactory in KS2.

Good features

- In KS1, younger pupils confidently recall the key events in the Christmas and Easter stories. They know Shabbat is a special day for Jews and that many Christians worship in church or chapel. Pupils name a range of artefacts linked to their study of the local church.
- The older pupils sequence key events correctly in the story of Easter and Christmas. They know about Moses and St David, recall stories from different faiths such as the Prodigal Son and Rama and Sita, and they learn about customs such as Pancake Day.

- Across the key stage pupils have a good understanding of Christian and Jewish places of worship. For instance, older pupils confidently describe the features, customs and artefacts they learn about during a visit to a synagogue.
- In KS2, pupils name the key features of a mosque and describe the main features of Muslim worship. Some pupils have a basic knowledge of the five pillars of Islam.
- Pupils in Y6 have a sound knowledge of Christianity and a basic knowledge of the Hindu, Muslim and Jewish faiths. They consider the meaning of God and the more able pupils express their thoughts clearly about belief.
- They associate the concept of heaven with the Easter story and discuss the notion of value in everyday life.

Shortcomings

- Pupils in KS2 do not use a sufficient range of artefacts and information sources to fully develop their knowledge of different religious figures and traditions.
- They seldom use research skills to further their understanding of religious observance for children and their families from different faiths.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

The school has made only limited progress in relation to the key issues (as written in bold type below) identified in the previous inspection. However, this situation has to be seen against the background of significant staff changes and the absence of the permanent headteacher over the last two academic years. Recent initiatives have yet to impact on overall standards.

(1) To raise standards further in subjects where shortcomings have been identified;

- The school has raised standards successfully since the last inspection in mathematics, religious education and history in KS1. In most other subjects, except information technology, it has maintained standards. In KS2, overall standards are maintained in English and mathematics but standards have declined in science, Welsh second language, information technology, history and religious education.

(2) To ensure that the learning tasks provided are appropriately challenging for all pupils, according to their needs and abilities, and to provide additional support for pupils with literacy difficulties from within the school's own resources;

- The use of assessment to ensure learning tasks are appropriate to pupils' needs and abilities is a key issue for improvement arising from this inspection, so the issue has not been adequately resolved. With regard to support for pupils' with literacy difficulties the school ensures appropriate provision is made and there are current plans to increase the amount of learning support available in KS2.

(3) To build on the good initiatives already in place to develop co-ordinators' roles in monitoring and evaluating teaching and learning, in order to improve standards;

- Although there were good initiatives in place at the time of the last inspection, to develop the role of subject co-ordinators, the sheer number of staff changes since that time has limited the impact of any monitoring. In recent times staff have worked very hard to improve provision across subjects but it is too soon for these good efforts to impact on standards.

(4) To continue to develop procedures for tracking the progress of individual pupils and setting quantitative targets for improvement;

- There has been a significant lack of improvement over several years. The current leadership, however, is beginning to move the school forward. The SDP, and an initiative to track pupils' progress is currently being developed.

(5) To attend to the following deficiencies in the site and building:

To provide wash basins in the older girls' toilets

To improve the condition of the outside nursery classroom

To remedy the recurring problem of blocked drains

To remedy the seepage of water in the infant corridor and junior entrance.

- This is the one area where a very good measure of improvement has been achieved.

8.2 Key Issues for Action

To raise standards overall, and further improve the quality of education, the school and the governing body with the support of appropriate agencies, should build on current initiatives in order to:

- raise standards in information technology in both key stages, raise standards in Welsh second language in KS2, and in other subjects where shortcomings are identified;
- raise standards in the key skills of writing and using information and communications technology (ICT) and ensure the consistent development and use of key skills in literacy, numeracy and ICT;
- improve progress and achievement, especially for more able pupils, and promote greater independence in learning;
- share good practice and increase the range of teaching strategies used, strengthen lesson planning and use assessments effectively to provide pupils with appropriately challenging work;
- build on the school development plan, prioritise initiatives through co-ordinated action planning and assure the implementation of initiatives across the school through focused monitoring and rigorous evaluations;
- ensure statutory requirements are met for the publication of information to parents.

APPENDIX

A. Basic Information About the School

Name of School	Llanhari Primary School
School type	Community
Age -range of pupils	3 – 11 years
Address of school	Aelfryn Llanharry Pontyclun Rhondda Cynon Taff
Post-Code	CF72 9LQ
Telephone Number	01443 237832

Head teacher	Mrs R D Williams
Date of appointment	1 st June 1992
Chair of Governors/ Appropriate Authority	Mr C Lewis Rhondda Cynon Taff County Borough Council
Registered Inspector	Mr M T Ridout
Dates of inspection	9 th – 12 th June 2003

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	28	27	21	21	19	23	22	28	189
<i>Total number of teachers</i>									
	Full-time		Part-time		Full-time equivalent (fte)				
Number of teachers	8		0		8.0				
<i>Staffing information</i>									
Pupil : teacher (fte) ratio (excluding nursery and special classes)								23 : 1	
Pupil : adult (fte) ratio in nursery classes								14 : 1	
Average class size, excluding nursery and special classes								27	
Teacher (fte) : class ratio								1.14 : 1	
<i>Percentage attendance for three complete terms prior to the inspection</i>									
	Nursery	Reception	KS1	KS2	Whole school				
Summer 2002	91.3	95.5	95.8	91.6	93.5				
Autumn 2002	94.0	92.6	93.6	92.5	93.2				
Spring 2003	93.4	94.0	94.9	92.8	93.7				
Number of pupils excluded during 12 months prior to inspection.									4

C. Results of National Curriculum Assessments and Public Examinations

NATIONAL CURRICULUM ASSESSMENT RESULTS - END OF KS1:

National Curriculum Assessment KS1 Results: in the school 2002 and nationally 2001		Number of pupils in Y2 : 17							
Percentage of pupils at each level									
			D	A	W	1	2	3	4
ENGLISH:	Teacher assessment	School	0	0	18	18	59	6	0
		National	0	0	4	13	62	21	0
EN: Reading	Teacher assessment	School	0	0	18	24	47	12	0
		National	0	0	4	13	54	29	0
EN: Writing	Teacher assessment	School	0	0	18	18	59	6	0
		National	0	0	5	13	70	12	0
EN: Speaking & listening	Teacher assessment	School	0	0	6	29	65	0	0
		National	0	0	3	11	63	23	0
MATHEMATICS	Teacher assessment	School	0	0	12	18	59	12	0
		National	0	0	2	9	60	29	0
SCIENCE	Teacher assessment	School	0	0	0	29	71	0	0
		National	0	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:	65%	In Wales:	81%

- D Pupils who have been disapplied from the statutory arrangements
 A Pupils who have failed to register a level because of absence
 W Pupils who are working towards level 1

NATIONAL CURRICULUM ASSESSMENT RESULTS - END OF KS2:

National Curriculum Assessment KS2 Results: in the school 2002 and nationally 2001			Number of pupils in Y6: 24									
Percentage of pupils at each level												
			D	A	N	B	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	4	21	54	21
		National	0	0	0	-	1	1	6	19	48	25
	Test/Task	School	0	0	0	4	0	0	0	0	38	58
		National	0	2	1	1	0	0	5	14	47	30
Mathematics	Teacher assessment	School	0	0	0	0	0	0	0	25	58	17
		National	0	0	0	-	0	1	4	20	47	28
	Test/Task	School	0	0	0	0	0	0	0	25	25	50
		National	0	2	1	1	-	0	4	18	42	32
Science	Teacher assessment	School	0	0	0	0	0	0	0	12	63	25
		National	1	0	0	-	0	0	3	15	52	29
	Test/Task	School	0	0	0	0	0	0	0	8	21	71
		National	0	2	0	1	0	0	2	13	51	31

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:	71%	In the school:	75%
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
B Pupils not entered for the tests because they are working outside the set levels of the tests.
W Pupils who are working towards level 1

D. The Evidence Base of the Inspection

- The inspection team consisted of three inspectors who worked for nine inspector days gathering first-hand evidence. In total, 48 lessons or parts of lessons were observed. Inspectors observed classes and evaluated the children's work.
- Inspectors visited registration sessions and school assemblies and observed break times. All teachers were observed teaching several times. Discussions were held with members of the teaching and non-teaching staff, representatives of the governing body, parents and others both during the inspection and the initial inspection visits.
- All the available work and records of a representative sample of at least three pupils from each class, and the work of a sample of pupils with SEN was scrutinised. A representative number of pupils were heard to read both formally and informally.
- A large amount of documentation provided by the school was analysed both before and during the inspection.
- The registered inspector held a meeting attended by ten parents before the inspection and considered 21 parents' responses to a questionnaire.
- A limited range of work in music and design and technology was observed in KS2.
- The inspection took place over four days. The registered inspector reported the main findings to the staff at the end of the inspection and held a post inspection meeting with governors.

E. Composition and Responsibilities of the Inspection Team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Mr M T Ridout	RgI	The school and its priorities; educational standards; teaching; assessment recording and reporting; provision for pupils with SEN; quality of self-evaluation and planning for improvement; leadership and efficiency; progress since the last inspection. provision for the under-fives.	mathematics; information technology; geography; physical education; religious education.
Dr D Evans	Team	Standards in key skills; pupils' spiritual, moral, social and cultural development; curriculum; support, guidance and pupils' welfare; staffing, accommodation and learning resources.	English; Welsh as a second language; science; design and technology; history; art; music.
Mrs R Boardman	Lay	Behaviour and attitudes; attendance; partnership with parents, the community, schools and other institutions; partnership with industry.	

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