

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

***MOUNT PLEASANT PRIMARY SCHOOL  
MOUNT PLEASANT  
MERTHYR VALE***

***School Number: 675-2014***

***Date of Inspection: 25-27 February 2003***

***by***

***MR STEPHEN DENNETT***

***Registered Inspector***

***Date: 15 April 2003***

**Under Estyn Contract Number: CT144/02P**

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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 (KS) 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 some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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## 1. CONTEXT

### **The school and its priorities**

Mount Pleasant Primary School is situated in the village of Mount Pleasant, about six miles south of Merthyr Tydfil. The number of pupils attending the school has fallen from 73 in 1999 to 58 in 2003. Around 97 per cent of the pupils come from Mount Pleasant and the rest from nearby towns and villages. The area surrounding the school is economically disadvantaged. Approximately 41 per cent of pupils are entitled to free school meals. All speak English as their first language and no pupils have a Welsh-speaking background. At the time of the inspection, 19 pupils were on the school's register of special educational needs (SEN). No pupils have statements of SEN. There are five teachers at the school, giving a full-time equivalent of 3.4 and there are currently three classes. The age range of the school is four to 11. The school was last inspected in November 1997.

The school aims to '*do the best for children so that they can do the best for themselves*'. It also aims to provide '*a safe and caring environment*' where pupils will be given '*a wealth of learning experiences*'. The school's mission statement says, '*At Mount Pleasant school we aim to provide a high standard of education wherein all pupils will be encouraged to achieve their full potential*'.

The school's development plan (SDP) identifies the improvement of standards in English as a major priority for the current academic year. The SDP also identifies raising standards in mathematics, investigative science, music and design and technology as additional areas for improvement. The school also wants to improve the use of assessment to adjust planning.

## 2. MAIN FINDINGS

### **The main findings of the report**

This is a good school overall, which has made good improvement since its last inspection. Provision for children under five is satisfactory.

- In teachers' assessments at the end of Key Stage 1 (KS1) in 2002, pupils' standards of achievement were close to national averages in English, mathematics and science. In comparison with schools with a similar proportion of pupils eligible for free school meals, pupils' achievement was in the top 50 per cent in English and the top 25 per cent in mathematics and science.
- In the national tests at the end of Key Stage 2 (KS2) in 2002, pupils' standards of achievement were above the national average in English and science, but below average in mathematics. In comparison to similar schools, achievement was in the top five per cent in English and science and close to average in mathematics. Pupils' achievement in all three core subjects was below the national average, but in the top 50 per cent when compared to similar schools.

- Overall observed standards of achievement are as follows:

<b>Subject</b>	<b>KS1</b>	<b>KS2</b>
English	Satisfactory	Satisfactory
Welsh	Good	Satisfactory
Mathematics	Satisfactory	Satisfactory
Science	Satisfactory	Good
Design and Technology	Satisfactory	Satisfactory
Information Technology	Satisfactory	Satisfactory
History	Unsatisfactory	Satisfactory
Geography	Satisfactory	Unsatisfactory
Art	Satisfactory	Satisfactory
Music	Satisfactory	Satisfactory
Physical Education	Satisfactory	No judgement
Religious Education	Good	Good

- Standards in key skills are satisfactory overall. Children join the school in the early years with poor speaking and listening skills. They make good progress, although standards of speaking are still generally unsatisfactory, except in upper KS2, where they are satisfactory. Standards of listening, reading and writing are satisfactory. Pupils have well developed numeracy skills and standards are good overall. The use of information and communications technology (ICT) is underdeveloped and standards are unsatisfactory.
- Pupils' spiritual, moral, social and cultural development is good. Pupils have a good understanding of their own beliefs and the beliefs of others. They respect each other and understand that it is important to speak the truth. Pupils act responsibly and are willing to help around the school. They help each other cheerfully. Pupils have a good understanding of Welsh and British culture, as well as having some idea about other cultural traditions. Collective worship makes a good contribution to pupils' personal development and meets statutory requirements. Pupils generally respond well to the opportunities offered.
- Behaviour is good in lessons and around the school. This has a positive impact on the standards pupils achieve and the quality of life in the school. Pupils show real interest in lessons and are able to sustain concentration for considerable periods. There are effective systems for ensuring good behaviour and teachers are positive in their approach to discipline. The school has been effective in eliminating bullying, racism, sexism and other forms of discrimination.
- Attendance is satisfactory overall. Most lessons start punctually and pupils generally arrive to school on time.
- The quality of teaching is good. Teachers have good subject knowledge, which they use well to extend pupils' knowledge and understanding. Lesson planning is satisfactory overall, although in some classes and subjects, it is good. However, there are weaknesses in teachers' planning for key skills. Teachers use a wide range of techniques and strategies and, as a result, pupils are making good progress in their learning. Teachers have high expectations of pupils' achievement and behaviour. Work is generally well matched to the needs of pupils, except in history at KS1.
- The quality of assessment, recording and reporting is satisfactory. Assessments are usually accurate and consistent and national test results are appropriately analysed. Satisfactory use is made of the information gained to promote higher standards overall,

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but it is not always used effectively to inform planning. In English and mathematics, good use is made of assessments to match tasks to pupils' prior attainment. The arrangements for recording assessments are satisfactory. Reports to parents are good and give them a good idea of how their children are progressing at school.

- The school provides a good broad, balanced and relevant curriculum. In the early years, the curriculum is good. In KS1 the curriculum is good overall, but there are weaknesses in the planning for history, as pupils in Year (Y) 2 are covering KS2 units of study. This is having a detrimental impact on their achievement in the subject. In KS2, the curriculum is generally good, but there is insufficient coverage of the geography curriculum and, as a result, standards are unsatisfactory. Apart from these weaknesses, the quality of planning for the development of key skills is satisfactory. Good use is made of homework to support pupils' learning and prepare them for the next phase of their education. There are good arrangements for pupils' personal and social education and they are making good progress in this aspect. Pupils' development is well supported by extra-curricular provision through residential visits, visiting speakers and sporting activities. The school ensures equality of access and is socially inclusive.
- Provision for pupils' support, guidance and welfare is good. There is effective educational guidance and teachers know their pupils' well. All child protection procedures are in place and work well. Overall procedures for ensuring the well-being, health and safety are satisfactory, although a few minor safety matters were brought to the attention of the school management during the inspection. Despite these issues, the school provides a safe and welcoming environment for all its pupils. The school has an appropriate Internet safety policy.
- The school makes good provision for pupils with SEN. They are supported well and as a consequence are making good progress in relation to their underlying abilities and prior attainment. They have access to a broad and balanced curriculum. Procedures for assessing pupils' needs are effective and meet the requirements of the current Code of Practice.
- The school has a good partnership with parents, the community, schools and other institutions. Parents are provided with good quality information and given several opportunities during the year to discuss their children's progress, both formally and informally. Parents make a significant positive contribution to the life of the school, including hearing reading, helping with lessons and raising additional funds. There are very good links with the local community and these have made a substantial positive contribution to the standard of education provided by the school. There is good liaison with other schools and groups, including the community playgroup, which meets on the school's premises. Relationships with initial teacher training institutions are satisfactory.
- The school's partnership with industry is good. There is an effective policy for work-related education, which has had a positive impact on the school's provision. There are good links, however, with business partnerships and local companies and these have had a significant positive impact on pupils' achievement in design and technology and science, for example.
- There are good systems for the evaluation of the school's performance and provision. Governors have carried out a detailed self-evaluation, which has resulted in a number of relevant and well focused improvement targets. The SDP is detailed and it has been effectively monitored by the governing body. Good progress has been made in addressing the targets identified.

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- The leadership and efficiency of the school are good. The school's aims are met well in practice. The leadership provided by the governing body is good and governors are very supportive of the acting headteacher and staff. With a small staff, most teachers have several curriculum areas to manage. This means that some subjects have not been given sufficient attention, notably history and geography. In addition, some co-ordinators have only recently been given their current responsibilities. Good use is made of resources, including money, staff, time, the accommodation and resources for learning. The school budget is well constructed and appropriately linked to the SDP and staff development. There are clear links between performance management objectives and the school's current priorities. There are effective systems for evaluating major spending decisions to ensure best value for money. Although the routine administration and organisation of the school is satisfactory overall, the lack of sufficient clerical support means that some systems are not maintained as efficiently as they could be.
  - There are sufficient, qualified and experienced staff for the running of the school, including effective learning assistants. Procedures for the induction of recently qualified staff are good and there are effective systems for professional development. The accommodation is good and very well maintained by efficient caretaking and cleaning staff. There are good resources for learning overall and they are generally used effectively to promote pupils' learning.
  - There has been good improvement since the last inspection. Standards have risen in writing, investigative science and design and technology. There have been improvements in assessment, recording and reporting and these are now satisfactory. Improvements have been made in the monitoring of standards, primarily in English, mathematics and science. There have been very significant improvements in the provision for pupils with SEN and this is now good. Schemes of work are in place for all subjects of the curriculum, and there is a rolling programme for reviewing and updating each scheme. Finally, the school has taken appropriate steps to ensure that its annual report to parents and its prospectus meet statutory requirements.

### **3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS**

#### **3.1 Standards Achieved in Subjects and Areas of Learning**

Standards of achievement were good in 32 per cent of lessons seen. They were satisfactory in 64 per cent of lessons. Standards of achievement were unsatisfactory in five per cent of lessons. This represents an improvement since the last inspection.

- The standards achieved by children in the reception class are good overall. They make good progress and achieve standards that are above those expected by age five in their personal and social development, their mathematical development, their knowledge and understanding of the world and their creative development. In language, literacy and communication skills and their physical development, children's skills are at the level expected for their age.
- Standards in KS1 are good in Welsh and religious education. They are satisfactory in English, mathematics, science, design and technology, information technology, geography, art, music and physical education. Standards in history are unsatisfactory.
- In teachers' assessments in 2002, 80 per cent of pupils achieved Level 2 or above in English. This placed the school in the top 50 per cent of school with a similar proportion

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of pupils eligible for free school meals. In mathematics, 90 per cent of pupils achieved Level 2 or above and this placed them in the top 25 per cent compared to similar schools. Teachers' assessments indicated that 90 per cent of pupils achieved Level 2 or above in science, which again placed the school in the top 25 per cent when compared with similar schools. Care should be taken in interpreting the implications of these results as the number of pupils being assessed in each year is small and the composition of each class is very variable.

- Standards in KS2 are good in science and religious education. They are satisfactory in English, mathematics, Welsh, design and technology, information technology, history, art and music. Standards are unsatisfactory in geography. It was not possible to make a judgement about standards in physical education.
- In the 2002 national tests, 90 per cent of pupils achieved Level 4 or above in English, which was above the national average. Compared with similar schools, pupils' achievement was in the top five per cent. In mathematics, 60 per cent of pupils achieved Level 4 or above, which was below average. In comparison to similar schools, standards were average. In science, all pupils achieved at least Level 4, which was well above the national average and the school was in the top five per cent compared with similar schools. In all three core subjects, the school's results were just below the national average, but the school was in the top 50 per cent compared with similar schools. Care should be taken in interpreting these results as the numbers of pupils involved are small and the composition of year groups is variable.
- Pupils make good progress overall. Children generally enter the school with levels of achievement that are below average and, in language, well below average. Overall progress is very good in early years and good in KS1. In KS2, pupils make good progress in English, mathematics, science and history. They make satisfactory progress in Welsh, art, design and technology, music and religious education. Progress in geography is unsatisfactory. Pupils with SEN generally make good progress and some individual pupils are making very good progress in relation to their prior attainment.

### **3.2 Standards Achieved in Key Skills across the Curriculum**

Standards in key skills are satisfactory overall.

#### **Literacy (speaking, listening, reading and writing)**

- Standards in key literacy skills are satisfactory overall. All pupils, including those with SEN, are making at least good progress, as most pupils enter the school with language skills which are well below average.
- Pupils' speaking skills are generally unsatisfactory throughout the school, although in upper KS2 they are satisfactory. In some classes in KS1, pupils show some reluctance to speak and, when they do, their comments are confined to short answers. Occasionally, their diction is indistinct and they speak very quietly. Where speaking is better, pupils can deliver confident presentations using appropriate standard English.
- Standards of listening are satisfactory throughout the school and pupils usually pay close attention to what is being said to them. They show they listen well by answering questions accurately. However, a few boys in some classes do not listen sufficiently to instructions and this has a detrimental effect on the progress they make.
- Reading standards are satisfactory. Pupils use their reading skills appropriately to research information in other subjects. Many pupils enjoy reading books and can give

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several reasons why they have chosen the book they are reading. Older pupils are developing satisfactory research skills and also show preferences for the work of certain authors.

- Standards of writing are satisfactory. Pupils use their writings skills appropriately in a variety of subjects and adapt their work to suit different contexts and audiences. However, standards of spelling are variable and sometime unsatisfactory. Standards of handwriting are also variable and unsatisfactory in Y2 and Y6.

### **Numeracy**

- Standards of numeracy are good throughout the school and all pupils, including those with SEN, are making good progress.
- Pupils use their well-developed mental skills effectively in science. They use their measuring skills well in art and design and technology, for example.
- Pupils are able to gather data and apply their findings well to produce graphs to support their understanding of trends in science, for example.

### **Information and communications technology**

- Standards in ICT are unsatisfactory throughout the school and progress is unsatisfactory.
- Pupils have satisfactory word processing skills, which they use to produce a variety of texts, including those using a range of font styles.
- Older pupils use computers to enter data and produce appropriate graphs to support their learning in mathematics and science, for example.
- Standards in communications technology are below the expected level as pupils have very limited access to the Internet for research.
- Very little use is made of control technology in design and technology and science and this aspect is unsatisfactory.
- Insufficient use is made of ICT to support learning in subjects other than information technology.
- The school is aware of these weaknesses and steps are currently being taken to address them.

## **4. ETHOS OF THE SCHOOL**

### **4.1 Pupils' Spiritual, Moral, Social and Cultural Development**

Pupils' spiritual, moral, social and cultural development is good, which is a similar picture to that found by the last inspection.

- The school has a strong sense of community, which is a particular strength. Good relationships, between pupils and between staff and pupils are a noteworthy feature of the everyday life of the school.
- Pupils have a good understanding of the difference between right and wrong and show respect for others and their property.
- Pupils work well together and are eager to take responsibility. Older pupils, for example, are responsible for distributing fruit during playtimes.

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- Pupils are developing a good awareness of citizenship. They have a satisfactory understanding of environmental issues and of their responsibility for the natural world. They demonstrate a good awareness of those less fortunate in their own locality and in the wider world and contribute well to charitable causes.
  - The school meets statutory requirements for collective worship. Assemblies have a devotional atmosphere and are often led by outside speakers. They make a valuable contribution to the spiritual, moral, social and cultural development of pupils. Many opportunities are provided for quiet reflection.
  - Pupils develop a good knowledge and appreciation of the culture and heritage of Wales. Their knowledge and awareness of other cultural traditions is developed well through their work in religious education.

## **4.2 Behaviour and Attitudes**

Pupils' behaviour and attitudes are good, which is a similar picture to that found by the last inspection.

- The school is an organised and welcoming community. Its aims, objectives and rules show high expectations of pupils' behaviour. Parents are expected to support the school in maintaining good standards.
- Pupils are welcoming, courteous and very helpful to visitors.
- Pupils' behaviour is nearly always good and frequently very good in lessons. This has a very positive impact on the work which is achieved. Occasionally, behaviour amongst a very small minority of pupils is unsatisfactory.
- There is a good anti-bullying policy in place and no bullying was seen during the inspection.
- The focus on moral and social issues, particularly during periods of collective worship and in religious education lessons, makes a major contribution in developing pupils' understanding of prejudice, intolerance and other aspects of anti-social behaviour.
- No pupil has been excluded from school during the last year.

## **4.3 Attendance**

Attendance is satisfactory. This is the same as at the time of the last inspection.

- Attendance levels of 91 per cent (spring 2001), 90 per cent (summer 2001) and 94 per cent (autumn 2000) were recorded although in the spring and summer terms of 2001 absence in KS1 fell below 90 per cent. This was mainly due to illness.
- Unauthorised absence levels are low, but rise in the summer term in KS1 due to holidays taken in term time. Parents do seek authorisation and on the whole do not exceed the statutory 10 day allowance. Most pupils arrive at school on time.
- There are a small number of pupils whose attendance is unsatisfactory and in one case poor, but the school rigorously follows these up and works closely with the Educational Welfare Officer who visits fortnightly.
- Data is published in the prospectus and in the annual report of governors to the parents, and there is an attendance policy. However, the importance of regular and punctual attendance is not mentioned in the school prospectus.

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- A target of 95 per cent for attendance has been set and the school works closely with parents in an effort to achieve this. In January 2003, a level of 95.4 per cent was recorded. However, the level during the last full week prior to the inspection was barely 90 per cent.
  - Registration occurs first thing in the morning and after lunch. Codes denoting reasons for absence are noted but the registers are not totalled daily. The clerk enters the data on the computerized system weekly and statistics are regularly analysed. The governing body maintains a satisfactory overview of attendance.
  - The school meets legal requirements for the marking and reporting of registers.

## **5. QUALITY OF EDUCATION**

### **5.1 Teaching**

The quality of teaching is good overall. In lessons seen, teaching was good in 68 per cent and satisfactory in 32 per cent. No unsatisfactory teaching was seen. This represents a significant improvement since the last inspection, when 12 per cent of lessons were less than satisfactory.

- The teaching of children under five is consistently good. Teachers have a clear understanding of the needs of young children and planning is appropriate. Lessons are varied and stimulating and, as a result, pupils learn well. Assessment information from baseline testing is used well to ensure that children are given work that is matched to their needs. Good use is made of the classroom assistant to support the learning of the youngest children.
- At KS1, 40 per cent of the teaching seen was good and 60 per cent was satisfactory. Pupils make generally good progress in their learning. Planning is effective and has clear objectives. Teachers have good subject knowledge overall, although there are some weaknesses in their understanding of history. The teaching of Welsh, science, physical education and religious education is good. Teachers make effective use of assessment information and tasks are generally well matched to the needs of individual pupils.
- At KS2, 86 per cent of the teaching was good and 14 per cent was satisfactory. Good teaching is characterised by effective planning, high expectations and effective behaviour management. Lessons are generally planned well with clear learning objectives. Longer-term planning is also good, ensuring continuity and progression as pupils move from class to class. Teachers use a wide range of teaching techniques and classroom management is effective overall. Overall, the impact of teaching in geography over time is unsatisfactory, although the teaching of English, mathematics, science, art, design and technology, history, music and religious education is good.

### **5.2 Assessment, Recording and Reporting**

Procedures for assessment, recording and reporting are satisfactory, which is an improvement since the last inspection, when this aspect of the school was found to be unsatisfactory overall.

- The school has a revised assessment policy that offers suitable guidance for assessment, recording and reporting.

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- Good use is made of evidence obtained from baseline and other tests, including national tests, to set realistic targets.
  - Targets set are shared with pupils and parents. However, opportunities for pupils to assess and evaluate their own work are at an early stage of development.
  - While the marking and evaluation of pupils' work is generally regular, it does not always identify ways in which they can improve their work further.
  - Information gained from assessment does not always inform planning in a sufficiently rigorous way, particularly in the foundation subjects.
  - Individual files are in place for the core subjects, with examples of pupils' work. Pupils also have appropriate records of achievement. The system of record keeping in foundation subjects and religious education is at an early stage of development.
  - School portfolios with work levelled according to National Curriculum (NC) criteria is at a very early stage of development in the core subjects.
  - Written reports to parents comply with statutory requirements. They are informative in relation to all NC subjects, religious education and general development. They identify ways forward for pupils in the core subjects.
  - While reports for children under five are generally good, they do not focus directly on all of the Desirable Outcomes for Learning.
  - Parents have opportunities to discuss the contents of written reports at the end of the school year.

### **5.3 Curriculum**

The school provides a good broad, balanced and relevant curriculum that is accessible to all pupils, including those with SEN. This is an improvement since the last inspection.

- The educational provision for children under five is good and promotes the Desirable Learning Outcomes successfully.
- The curriculum provision for both KS1 and KS2 is good. It covers all the attainment targets for most subjects, with the exception of aspects of history at KS1 and geography at KS2.
- Curriculum policies are clearly written and appropriate. The school has a good rolling programme to review policies and schemes of work. Other policies support the curriculum well, such as the equal opportunities policy, which ensures that all pupils have equal access to all areas of learning.
- Schemes of work are generally of a good quality. They contain the necessary detail to enable teachers to plan well and to ensure continuity and progression as pupils move from class to class. However, there are weaknesses in the planning for the development of key skills, as many teachers do not regularly identify how they are going to use ICT to promote pupils' skills in this area. The present planning for history at KS1 does not take into account that there is a cross-phase class in Y2 and Y3 and pupils in Y2 are following the KS2 curriculum for this subject.
- Teachers' planning for the long and medium-term is detailed and relevant. Individual lesson plans are generally appropriate. They state the learning objectives (what is to be learned) and the activities to be undertaken by pupils. However, some teachers do not

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give sufficient information about how work is to be differentiated for the needs of different pupils in the class. Most lesson plans include details on key and core skills to be taught. Good use is made of homework to support pupils' learning.

- There is no formal audit of arrangements for the development of pupils' personal and social education, but good opportunities are provided within the formal curriculum. The school has developed a good scheme for personal and social; education, which is used effectively. Teachers plan for personal and social education sessions, which include times for discussion and reflection. Provision is good overall.
- Good opportunities are provided to learn about Welsh culture and the use of incidental Welsh is a positive feature of teaching in some classes. An appropriate range of worthwhile extra-curricular activities, including sport, music and drama, enhances pupils' learning.
- The school meets the requirements of National Assembly for Wales Circular 3/99 in respect of the amount of teaching time planned each week.

#### **5.4 Support, Guidance and Pupils' Welfare**

The quality of the support, guidance and pupils' welfare is good, which is a similar position to that found by the last inspection.

- Pupils feel secure in a friendly, supportive and caring atmosphere. Teachers know their pupils well and give full consideration to their personal and educational needs. Pupils are aware that they can turn to them at any time for support and guidance. Equal opportunities are offered to pupils in all school activities.
- Pupils' achievements are acknowledged and celebrated in a variety of ways, for example through 'awards' assemblies.
- There are appropriate policies for health and safety and child protection. The acting headteacher is the designated person responsible. The school has an appropriate Internet safety policy and the acting headteacher closely monitors computer use. The first aid qualifications of staff members are in need of updating.
- Links between the school and pupils' homes are good, and effective lines of communication are in place.
- Procedures for welcoming pupils when they first start school and for transferring them to the comprehensive school are well established and effective.

#### **5.5 Provision for Pupils with SEN**

The quality of provision for pupils with SEN is good and all pupils make at least satisfactory progress. This is a significant improvement since the last inspection, when this aspect of the school's provision was found to be unsatisfactory.

- The governing body makes effective arrangements to oversee SEN in the school. The day-to-day management is undertaken well by the acting headteacher, in his role as special needs co-ordinator (SENCO), and the reading support teacher.
- There are currently 19 children on the SEN register. No pupil has a statement of SEN. In some classes the proportion of pupils with SEN is as high as 60 per cent. This has a significant negative impact on the school's results in national tests in some years.

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- The policy for SEN clearly sets out procedures within the school. The arrangements work well and the requirements of the Code of Practice are met.
  - A screening test is used to identify pupils in need of additional support in reading. A part-time teacher provides language support to individual pupils. The support she offers is effective, and she makes good use of a wide range of strategies, keeping detailed notes of pupils' progress. The support teacher liaises with all class teachers and adapts work to be carried out at a suitable level, as well as implementing a structured phonic programme.
  - Individual education plans are written and reviewed jointly by the support teacher, the SENCO and class teachers. All identify suitable targets for reading that are addressed either during small-group sessions or by differentiating work within the classroom. No additional support is provided for pupils who have specific difficulties in mathematics.
  - Parents are kept well informed of their children's progress and are involved in review meetings.

## **5.6 Partnership with Parents and Community, Schools and Other Institutions**

The school's partnership with parents, schools and other institutions is good and with the community it is very good. This is an improvement since the last inspection.

- The school works hard to build good relationships with parents. Parents feel welcome in school and the 'open door' policy works very well. Many parents help in class, with reading and with school visits making a positive contribution to pupils' progress.
- The school prospectus is factual but is a little formal and contains too much educational jargon about the curriculum to be of full benefit to parents. There is limited information on the importance of attendance and details of the areas of learning for children under five. It meets statutory requirements.
- About 60 per cent of parents have signed the home/school agreement, which recently replaced the partnership agreement.
- The school boasts very good attendance at the annual meeting of governors with parents. The governors' report meets statutory requirements.
- There are two annual parents' evenings, at which parents have opportunities to meet the teachers and discuss their child's academic and social progress. There is also an adult/child learning facility run by the school which furthers the good relationships between parents and the school.
- The pre-inspection meeting with parents and the questionnaire results were very positive. Parents reported that this is a 'family' school and a 'happy' school.
- The Friends of Mount Pleasant School raise considerable sums of money annually which are used to augment school resources.
- The school is at the heart of this community. There is a playgroup on site and the building is used by the Youth Club and other organisations after school.
- Many members of the community visit to talk to pupils, for example, local clergy take assemblies and the emergency services visit to inform the pupils about aspects of safety and their work in the community. Pupils also have very good opportunities to visit places of interest in the community, for example the local community office.

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- Pupils are well prepared for secondary school. Pupils in Y5 and Y6 make visits to familiarise themselves with the school and parents also are involved.
  - Teachers from the comprehensive school also visit and there are particularly good links with the religious education department.
  - The school has very close links with other primary school in the area. Regular meetings are held to share ideas and there has been a joint project where gender issues are addressed in order to resolve the problem of the underachievement of boys.
  - The school takes in students on work experience from the local college. There is no formal partnership agreement with a university offering teacher training.

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## **5.7 Partnership with Industry**

The school's partnership with industry is good and has improved since the last inspection.

- Through the school's links with industry pupils have good opportunities to learn about the world of work and about their local environment. For example, pupils in Y2, Y3 and Y4 have visited the neighbouring housing association site and had good opportunities to work with the building engineers to learn about the development of the site.
- An international oil company visited and ran a workshop in the school. Pupils learned about how oil is drilled and what happens to it before it ends up on the pumps in the garage forecourt. This was of great benefit to the pupils who in addition built upon their problem solving skills and how to work in groups and as a team.
- The local postmaster visited and talked to pupils about how the Post Office is run, and younger pupils visited a local supermarket where they made dough.
- The school gained the Investors in People Award in 2000.
- Close links are also in place with the local Education Business Partnership and the local railway company, which provide sponsorship for various activities.
- There is no formal policy for links with industry and teachers have not undertaken any work placements.

## **6. MANAGEMENT**

### **6.1 Quality of Self-Evaluation and Planning for Improvement**

The quality of self-evaluation and planning for improvement within the school are good.

- The school has good procedures for evaluating educational standards and the quality of its provision. There has been effective analysis of national tests, which has resulted in the setting of targets in English and mathematics, for example.
- The SDP is an effective document and has clear objectives. It is linked well to the school's budget and all initiatives are costed in detail. The objectives identified in the SDP are well focused on raising pupil's achievement and improving the quality of education provided by the school.
- Systems for implementing, monitoring and evaluating the SDP are good and the governing body is kept well informed of progress towards targets on a regular basis.

### **6.2 Leadership and Efficiency**

The overall leadership and management by the governing body, acting headteacher and senior staff of the school are good. This is an improvement on the satisfactory leadership noted by the last inspection.

- After a period of change, the acting headteacher is developing a clear educational direction to the school. There is an appropriate emphasis on raising standards.
- The schools aims and values are reflected well in its work, especially its promotion of good behaviour. It is also successful in promoting equality of opportunity and in enabling pupils to reach their full potential.

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- The acting headteacher provides good leadership for the school and is well supported by the rest of the staff. They work together effectively as a team.
  - Subject co-ordinators are generally effective, although some have only recently been appointed. The staff is small and most teachers have several subjects to manage. This has resulted in some subjects, such as history and geography, not being given as much attention as they need.
  - Resources are managed well. Good use is made of staff, time, accommodation and learning resources. The school has efficient and effective systems for managing its finances and the SDP is linked well to the school's budget. The school has good systems for ensuring best value for money.
  - The school has satisfactory systems for routine administration and organisation, although the lack of full-time clerical support means that this aspect of the school is not as effective as it could be.

### **6.3 Staffing, Accommodation and Learning Resources**

Overall, the quality of staffing, accommodation and learning resources is good. This is an improvement since the last inspection.

- While the school is suitably staffed for the number of pupils on roll it must be noted that a number of staffing changes have occurred during the last year. In one class, teachers job-share, while in another a part-time teacher allows the acting headteacher to be released from teaching duties for two days per week. These arrangements work effectively.
- Teachers' qualifications and experience are appropriate to their responsibilities. They benefit from a range of in-service training experiences which include behaviour management and the development of key skills in the early years.
- The acting headteacher has responsibility for the induction of newly qualified teachers and provides good support.
- Good use is made of the classroom assistant who for the most part works effectively with children under five.
- The accommodation is spacious and maintained to a very good standard. Classrooms are large, light and airy and provide a good learning environment. The building is secure.
- Displays are good, being both informative and a celebration of pupils' work. They stimulate learning well.
- There are two playgrounds, junior and infant, which are in good order and suitably marked with games. In addition, there is a covered play area under the school. Some of the tarmac here is pot-holed.
- The exterior of the building and roof are in good condition although some wooded boarding under the eaves is in need of redecoration.
- For most part, there is a good supply of learning materials which are used effectively. Insufficient use is made of ICT resources to support learning across the curriculum.

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## 7. SUBJECTS AND AREAS OF LEARNING

### **Provision for Children Under-Five**

Provision for children under five is appropriate to their needs and children are making at least satisfactory and often good progress towards the Desirable Outcomes for Learning. This is an improvement since the last inspection. There are seven reception-aged children in the school.

#### **Good features**

- Standards in language, literacy and communication skills are satisfactory. Children listen attentively to instructions questions and stories. Their oral responses are for most part satisfactory in terms of the vocabulary used and the extensiveness of their contributions. The majority read accurately and a minority begin to develop good reading skills. Pupils enjoy marking and basic writing experiences while a minority are beginning to write independently.
- Children's mathematical development is good. The majority count confidently to 20 and count forwards and backwards and sequence numbers. They have a good grasp of 2-D and their properties and measure using mathematical terms such as 'taller' and 'shorter'.
- Children's personal and social development is good. Children work and play well together and form appropriate relationships with their peers and adults. They respond positively to new moral, cultural and social experiences and exercise good self-control.
- Standards in knowledge and understanding of the world are good. Children have a good understanding of the weather and work with pupils in Y1 to record daily weather statistics. They are able to sequence times of the day confidently and demonstrate a good understanding of the uses of electricity in the home. Children are beginning to develop an awareness of the past and have an impressive knowledge of the importance of the font in a church and the baptism service, for example. They are beginning to develop effective keyboard skills in their ICT work.
- Children's physical development is satisfactory. Children handle pencils and brushes with developing control. They move confidently with increasing co-ordination during formal lessons. Children also adapt and refine basic actions appropriately.
- Children's creative development is good. Children have regular access to a good range of activities. They use a good range of materials when developing their gluing and cutting skills. Children's use of paint is impressive. They enjoy role-play and respond well to the rhythm of music.

#### **Shortcomings**

- The ability of the majority of children to recall aspects of what has been read is limited.
- There is no secure outdoor play area and children have insufficient opportunity to access large play equipment on a regular basis. As a result, their pushing, pulling, sliding and climbing skills are underdeveloped.

### **English**

Standards of achievement in English are satisfactory overall at both key stages. There has been an improvement in writing since the last inspection. Standards are unsatisfactory in Y2.

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### **Good features**

- The teaching methods currently in use are making a marked improvement in pupils' achievement in oracy, especially in upper KS2. Pupils make good progress and standards are at least satisfactory.
- Pupils listen attentively in most classes. They ask appropriate questions and respond well to instructions. They feel secure in the classroom environment and are becoming increasingly more able to communicate their own ideas and feelings.
- Pupils' reading is generally accurate, fluent and with appropriate expression. Pupils apply suitable strategies to read unknown words, including phonics and contextual 'clues'.
- Standards of writing are satisfactory overall. Pupils make appropriate use of a range of stimuli to promote their writing skills and to exemplify writing styles. Pupils show an increasing ability to write at length using appropriate grammar and punctuation. The presentation of pupils work is generally good.
- In KS1, standards are satisfactory overall. Pupils enjoy reading aloud as a group and they can accurately identify punctuation marks, such as capital letters and full stops. Their ability to retell simple stories is also good. Through their use of a wide range of books, pupils are developing a satisfactory vocabulary. When reading non-fiction books, some pupils understand what is meant by content page, index and glossary. Pupils with SEN are making good progress through the use of well-prepared differentiated work.
- In KS2, pupils in Y3 have satisfactory listening skills. They read independently, fluently and accurately using an appropriate range of strategies to establish word meaning. They write satisfactory narrative using appropriate vocabulary. They show awareness of their audience and develop their ideas well in a sequence of sentences. Spelling is, on the whole, satisfactory. Handwriting of most pupils is legible and joined. In Y4, pupils continue to develop their skills in writing appropriately. In Y5, reading is generally confident and accurate. Pupils listen well to each other and understand the meaning of key words. Most can identify speech marks and understand what is meant by an idiom.

### **Shortcomings**

- Younger pupils are not confident when speaking and in class, and some of their contributions are almost inaudible. Answers are frequently single words or short phrases, rather than complete sentences. Many pupils have great difficulty in expressing themselves clearly.
- Standards of handwriting and spelling are unsatisfactory in Y2 and Y6.

### **Mathematics**

Standards are satisfactory overall in both key stages. Standards of numeracy are good in Y6. There has been some improvement since the last inspection.

### **Good features**

- In KS1, pupils are able to sort and order numbers up to 20 and can count in 10s up to 100. They read and write numbers to 10 correctly and understand the symbols for addition and subtraction. By the end of KS1, they can identify odd and even numbers and are beginning to generalise patterns and rules. Pupils make good use of number lines and hundred squares and show good understanding of number operations.

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- Pupils use a range of measuring apparatus in practical situations. They successfully estimate what answers should be before measuring with a ruler. Most pupils know the difference between 2-D and 3-D shapes and accurately name and identify the most common examples.
  - In KS2, pupils extend their number facts and make increasing progress with mental recall. They can explain their working methods and grow in confidence in handling larger numbers. Most have a good understanding of place value up to four figures. Pupils can use calculators with accuracy and understand that there are times when it is more efficient to make a mental calculation.
  - Pupils' work carried out in calculating area and perimeter of regular shapes show that they have a good understanding of the principles involved. The more able pupils are beginning to understand the relationship between fractions, decimals and percentages and apply this knowledge accurately.

### **Shortcomings**

- Pupils' skills in using ICT to support their learning in the subject are unsatisfactory.

### **Science**

Standards of achievement in science are satisfactory in KS1 and good in KS2. This represents a significant improvement since the last inspection.

### **Good features**

- Pupils in Y1 have a good understanding of the properties of materials and are able to classify them according to whether they are natural or man-made. They recognise that the shapes of some materials can be changed in different ways and that some of the changes are not reversible.
- Pupils in Y2 have a good knowledge of materials, through testing their hardness and exploring what happens to materials when they are immersed in water.
- Across the key stage, pupils have a good understanding of the sources of light and of the importance of electricity in their lives.
- Pupils in Y3 have a good understanding of electrical circuits and explore how sound travels in an effective manner. Their understanding of the concept of vibration is good.
- In Y4, pupils know about different types of magnets and test the strength of magnets effectively.
- In Y5, pupils explore different types of circuits effectively in their work on electricity conductors and insulators. They demonstrate good research skills in their work on thermal insulators. Pupils produce well written reports of their experiments and make good use of their ICT skills to present their findings.
- Across the key stage, pupils have a good understanding of the properties of the concept of gravity and make good use of force meters as part of their work. They explore the work of dissolving and saturation effectively. The work of the majority of pupils demonstrates a good understanding of the concept of a fair test.

### **Shortcomings**

- The investigative skills of the majority of older pupils in KS1 are underdeveloped.

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## **Welsh second language**

Standards in Welsh are good in KS1 and in the lower and middle parts of KS2. Standards at the end of KS2 are satisfactory. Overall, standards have improved since the last inspection.

### **Good features**

- Pupils display a positive attitude towards Welsh and respond well when given opportunities to use it. Building on the sound base established in the early years, pupils demonstrate an increasing confidence in their use of Welsh as they move through the school.
- Pupils' pronunciation and intonation skills develop in an effective manner.
- Pupils make good progress in their speaking and listening in KS1. They demonstrate a good level of understanding and use an appropriate range of sentence patterns as they provide personal details and focus on topics such as the weather, clothes, parts of the body and food. They respond well to opportunities to use Welsh in everyday situations.
- The majority of pupils in KS1 make satisfactory progress in their written work. They label a variety of features and are beginning to write simple sentences.
- Pupils in KS2 have good speaking and listening skills and use a good range of sentence patterns and vocabulary. They ask and answer questions effectively.
- Younger pupils in the key stage answer questions in sentences and are beginning to write short paragraphs. The majority of older pupils demonstrate satisfactory skills in their writing, making use of a satisfactory range of sentence patterns.
- The majority of pupils make satisfactory progress in their reading skills. In KS1, pupils read captions and sentences based on known patterns together with simple reading books. Younger pupils in KS2 have good reading skills and a good level of understanding in their focus on reading books. Older pupils read dialogue scripts and work associated with the scheme being followed. Overall standards are satisfactory.

### **Shortcomings**

- Older pupils in KS2 have limited skills as independent readers.
- The writing skills of the majority are underdeveloped.

## **Design and technology**

Standards are satisfactory at both key stages. This is an improvement since the last inspection, when standards were found to be unsatisfactory at KS2.

### **Good features**

- Pupils in KS1 have satisfactory making skills. They choose, assemble and finish a range of objects. Pupils have made pull-along toys, which use cams, which show they know how to suggest ideas based on the observation of familiar objects. Most pupils have a satisfactory understanding of materials and their uses. Pupils make satisfactory drawings of what they are going to make.
- At KS2, pupils also have good design skills. For example, they have designed and made teaching aids for younger pupils. They use a wide range of materials and techniques. Pupils make appropriate designs, which they then translate into working drawings. These are adapted appropriately as work progresses.

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- Pupils in Y4, Y5 and Y6 gather information from a variety of sources and use this information to generate a number of good ideas. Pupils develop their ideas well using sketches and plans. They evaluate their work effectively and can describe well different ways in which their work can be improved.

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### **Shortcomings**

- Very little use is made of ICT to support learning and pupils have underdeveloped skills, especially in control technology at KS2.
- Pupils' skills in the use of components are unsatisfactory at KS2.

### **Information technology**

Standards of achievement are satisfactory in both key stages and have been maintained since the last inspection.

#### **Good features**

- Across KS1, pupils make good progress in their general keyboard skills and access programs using icons and menus. Younger pupils make good use of programs to reinforce their spelling and phonic skills.
- Pupils also make good progress in their word processing skills and by the end of the key stage some pupils are able to produce extended pieces of word-process work. Working with the teacher, pupils have begun to use databases to produce bar graphs. Their skills of programming a floor robot are satisfactory.
- In KS2, pupils demonstrate a variety of keyboard skills and use the mouse effectively. By the end of the key stage, the word processing skills of the majority are good. Pupils' skills of data handling are, on the whole, satisfactory. They have produced a variety of types of graph to present findings and have begun to use spreadsheets in this context.

### **Shortcomings**

- In both key stages, pupils' skills in CD-ROMs and the Internet to access information are limited.
- In KS2, the majority of pupils' skills of working independently to create databases and prepare information for processing are not developed sufficiently.
- Pupils skills of using e-mail are not developed sufficiently in KS2.

### **History**

Standards are unsatisfactory at KS1 and satisfactory at KS2. Standards are not as good as at the time of the last inspection.

#### **Good features**

- At KS1, pupils have a good understanding of chronology and can put some historical events into the correct order. They can correctly identify some changes that have taken place over time.
- At KS2, Pupils have a satisfactory knowledge of Victorian Britain. They can describe some of the characteristics of the period and the main events.
- Pupils can describe change over time and compare and contrast the lives of the rich and the poor in Victorian Wales.
- Pupils can accurately recall a visit to Joseph Parry's cottage and describe the main features of Cyfarthfa Ironworks. They show a satisfactory understanding of the development of the Industrial Revolution.

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- Pupils in Y6 can recall correctly the main chronology of World War II and accurately recall some of the main events.

### **Shortcomings**

- Pupils in Y2 have been covering the KS2 programme of study and as a consequence standards are unsatisfactory overall.
- Younger pupils find it difficult to identify some of the key differences between the present and the past.
- Pupils' independent research skills are underdeveloped generally, especially in using CD-ROMs or the Internet.

### **Geography**

Standards of achievement are satisfactory in KS1 and unsatisfactory in KS2. Standards are not as good as at the time of the last inspection.

#### **Good features**

- In KS1, pupils have begun drawing simple plans relating to features of the home and school. They demonstrate a satisfactory knowledge of features relating to the locality and people who provide different kinds of services.
- In Y1, pupils have collected data relating to the weather in their locality in an effective manner. They are beginning to analyse the data effectively, making good use of their developing ICT skills. Pupils in Y2 are aware of different climatic conditions in different parts of the world.
- Across KS2, pupils develop their knowledge and understanding of the effects of climate in different parts of the world. Pupils in Y3, for example, demonstrate a good knowledge of life in rainforests. They demonstrate a good awareness of the differences between urban and rural life and are aware of some of the ways in which the environment is under threat. They have a satisfactory knowledge of information provided by maps of Wales, Europe and the world. The majority of pupils have a satisfactory geographical vocabulary.

### **Shortcomings**

- In KS1, pupils' awareness of features relating to a contrasting locality is limited.
- In both key stages, pupils mapping skills are underdeveloped.
- The fieldwork and investigative skills of pupils in KS2 are limited. They demonstrate insufficient detailed knowledge of features relating to their own locality. Their knowledge and understanding of a contrasting locality in Wales, the United Kingdom or the European Community is underdeveloped.
- Pupils' awareness of a contrasting locality in an underdeveloped country is limited.

### **Art**

Standards are satisfactory throughout the school. This is much the same position as found by the last inspection at KS2, although not as good at KS1, where standards were good in 1997.

#### **Good features**

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- At KS1, standards of drawing are satisfactory. Pupils make appropriate use of their skills to make drawings of natural objects, such as flowers. Their painting skills are well developed and paintings show good evidence of colour mixing and blending. For example, their 'Rainy Day' pictures in the style of Ando Hiroshige are well executed.
  - Pupils produce satisfactory clay tiles, salt dough 'teddies' and ceramic houses. These all show an appropriate range of manipulative skills.
  - At KS2, pupils have studied the work of the Surrealists. They produce satisfactory paintings in the style of Rene Magritte, using an appropriate range of colours and techniques.
  - Pupils produce satisfactory 3-D works, including plaster of Paris decorative mouldings.

### **Shortcomings**

- Pupils have insufficient opportunities to produce large-scale work and their achievements in this area are not as well developed as in other areas.
- Standards in 3-D work, although satisfactory overall, are not as high as in pupils' 2-D work.

### **Music**

Standards of achievement are satisfactory at both key stages. Standards in singing are good at KS2. This represents a similar picture to that found by the last inspection.

### **Good features**

- At KS1, pupils make satisfactory progress in playing untuned instruments. They perform confidently and expressively. They listen to music and can sing a number of songs in English and Welsh. The quality of singing is satisfactory.
- At KS2, pupils sing tunefully to guitar accompaniment in assembly, for example. They are confident when singing a two-part round and can sustain their part accurately and in tune. Pupils can differentiate between different sounds made by different instruments and have an appropriate technical vocabulary, correctly naming 'pitch', 'timbre' and 'rhythm', for example.
- Pupils are able to maintain a part in a group. They make distinctions within the musical elements when describing, comparing and evaluating different kinds of music.

### **Shortcomings**

- Pupils' composing skills are not as well developed as their performing skills at KS2.

### **Physical education**

Standards of achievement are satisfactory in KS1 and at the lower end of KS2, which is a similar picture to that found by the last inspection. No lessons were observed at the upper end of KS2 and it was therefore not possible to make a judgement.

### **Good features**

- The majority of pupils in Y1 demonstrate a good awareness of space in their games lesson. They play and move in a variety of ways and their use of a variety of small apparatus is generally satisfactory.

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- Pupils in Y2 demonstrate good skills in exploring a variety of movement forms in their dance lesson.
  - The majority of pupils in Y3 demonstrate good skills of adapting dance movement to changes in the mood of music.

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### **Shortcomings**

- In both key stages, pupils' skills of evaluating their performances to improve standards are underdeveloped.

### **Religious education**

Standards of achievement in religious education are good in both key stages. Standards have improved since the last inspection.

### **Good features**

- In both key stages, pupils develop an increasing understanding of Christianity with special reference to prayer and worship.
- In the school assembly, and in their class lessons, pupils listen to stories from the Bible and to a range of other stories to foster good relationships and caring values.
- At levels appropriate to age and level of development, pupils develop a good understanding of various features relating to the life and work of Jesus.
- Following a visit to a church, pupils in Y1 demonstrated a very good knowledge of the different parts of the church and the meaning of symbols found there.
- As part of their work on festivals, pupils make good use of artefacts to enhance their understanding of the Shabbat table.
- In Y2, pupils demonstrate a good understanding of the importance of prayer and fasting for Muslims
- Pupils in Y3 are aware of the importance of the five pillars of Islam to the Muslim faith. They discuss the manner in which the Qu'ran is treated with respect. They have a good understanding of a number of features relating to Judaism. Their knowledge of kosher food is particularly good.
- Older pupils write a variety of 'thank you' prayers in an effective manner. They explore the feelings associated with being in a church in an impressive manner. They discuss the significance of Christian symbols, including those relating to light and to the communion service, particularly well.
- They explore a number of issues relating to the moral field particularly well. Their understanding of the concept of prejudice is particularly impressive.
- Across the key stage pupils, develop an increasing awareness of the importance of rules in life.

### **Shortcomings**

- There are no significant shortcomings.

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## **8. SCHOOL IMPROVEMENT**

### **8.1 Progress Since the Last Inspection**

The school has made good progress overall in addressing the key issues raised by the last inspection. In addition, it has been successful in raising standards in the early years, English, mathematics, science, design and technology, information technology, and religious education.

- In the last report, the school was required to raise standards in writing, experimental science and design and technology. This has been achieved and standards have risen in all three areas.
- The school was required to make improvements in the assessment, recording and reporting of pupils' work. There have been some improvements in this area, especially in the quality of teachers' marking. However, further progress needs to be made in the use of assessment information to adjust teachers' planning.
- There have been some improvements in the monitoring of standards, although the acting headteacher finds it difficult to monitor teaching as he teaches himself for three days a week. There has been some good evaluation of national test results, which has identified mathematics as an area for improvement, for example.
- The school was required to improve provision for SEN. This has been achieved very well and provision is now good.
- All schemes of work are now complete and are being revised in the light of the latest guidance.
- The annual report to parents and the school prospectus now meet the latest guidance.

### **8.2 Key Issues for Action**

In order to improve the quality of education provided by the school, the governing body, headteacher and senior managers need to:

1. raise standards in geography at KS2;
2. raise standards in history at KS1;
3. increase the use of ICT to support learning in subjects of the curriculum where indicated in the report;
4. address the shortcomings identified in subjects and aspects which are judged to be satisfactory overall.

## APPENDIX

### A. Basic Information about the School

Name of School	Mount Pleasant Primary School
School type	Community Primary
Age-range of pupils	4-11
Address of school	Mount Pleasant Merthyr Vale Merthyr Tydfil
Post Code	CF48 4TD
Telephone Number	01443 690240

Headteacher	Mr Robert Devereux (Acting)
Date of appointment	September 2002
Chair of Governors	Cllr Jeffrey Edwards
Registered Inspector	Mr S J Dennett
Dates of inspection	25-27 February 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	-	7	14	9	10	5	8	5	58

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	3	3.4

<i>Staffing information</i>	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	19:1
Average class size, excluding nursery and special classes	19
Teacher (fte): class ratio	1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	88	88	93	91
Term 2	89	89	92	90
Term 3	95	95	94	94

Number of pupils excluded during 12 months prior to inspection	0
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## C. Results of National Curriculum Assessments and Public Examinations

END OF KEY STAGE 1: 2002

National Curriculum Assessment KS1 Results: 2002			Number of pupils in Y2: 10					
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	10	10	80	0	0
		National	0	4	13	62	21	0
EN: Reading	Teacher Assessment	School	0	10	10	80	0	0
		National	0	4	13	54	29	0
EN: Writing	Teacher Assessment	School	0	10	20	70	0	0
		National	0	5	13	70	12	0
EN: Speaking and listening	Teacher Assessment	School	0	10	0	90	0	0
		National	0	3	11	63	23	0
MATHEMATICS	Teacher Assessment	School	0	0	10	90	0	0
		National	0	2	9	60	29	0
SCIENCE	Teacher Assessment	School	0	0	10	90	0	0
		National	0	2	10	67	21	0

### Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment

In the school	87	In Wales	81
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D Pupils who have been disapplied from the statutory arrangements  
W Pupils who are working towards level 1

END OF KEY STAGE 2: 2002

National Curriculum Assessment KS2 Results: 2002			Number of pupils in Y6: 10									
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher Assessment	School	0	0	0	0	0	0	40	60	0	0
		National	0	0	1	1	1	6	19	48	25	0
	Test/Task	School	0	0	0	0	0	0	10	60	30	0
		National	0	2	1	0	0	5	14	47	30	0
Mathematics	Teacher Assessment	School	0	0	0	0	0	0	40	50	10	0
		National	0	0	0	0	1	4	20	47	28	0
	Test/Task	School	0	0	0	0	0	20	20	50	10	0
		National	0	2	1	0	0	4	18	42	32	0
Science	Teacher Assessment	School	0	0	0	0	0	0	20	60	20	0
		National	1	0	0	0	0	3	15	52	29	0
	Test/Task	School	0	0	0	0	0	0	0	60	40	0
		National	0	2	0	0	0	2	13	51	31	0

<b>Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)</b>			
<b>by Teacher Assessment</b>		<b>by Test</b>	
In the school	73	In the school	60
In Wales	68	In Wales	68

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

## **D. The Evidence Base of the Inspection**

The inspection was carried out by a team of three inspectors who, over a period of two and a half days completed a total of six inspection days in school.

For the majority of time in school, the inspectors visited classes, talked to individual groups of pupils, and evaluated their work. A total of 22 lesson observations were made for a total of 14.67 hours. A range of work from a representative sample of pupils from each year group was examined, together with their records and reports. A representative sample from each year group was heard to read and interviewed. Approximately 20 hours were spent on these activities.

In addition:

- interviews were held with the acting headteacher, subject co-ordinators and representative parents;
- informal discussions took place with members of the non-teaching staff;
- informal discussions took place with many pupils as part of lesson observations;
- the documentation provided by the school, including teachers' planning, was carefully analysed;
- the school's attendance registers were examined;
- playground and dining arrangements, registration periods and collective worship were observed;
- budget figures were reviewed.

Eleven adults attended a parents' meeting and completed questionnaires were received from 35 parents. In addition, two parents submitted written comments. The issues raised helped inform the inspection process.

## E. Composition and Responsibilities of the Inspection Team

<b>Inspector</b>	<b>Type</b>	<b>Aspect Responsibilities</b>	<b>Subject Responsibilities</b>
Mr Stephen Dennett	RgI	Context Main Findings Standards of achievement Key Skills Teaching Curriculum Provision for pupils with SEN Self-evaluation Leadership and efficiency Progress Key issues	English mathematics art design and technology music history
Mrs Rhiannon Boardman	Lay	Attendance Support, guidance and pupils' welfare Partnership with parents and the community Partnership with industry Accommodation	
Mr Brinley Jones	Team	Pupils' spiritual, moral, social and cultural development Pupils' behaviour and attitudes Assessment, recording and reporting Support, guidance and pupils' welfare Staffing and resources	early years Welsh science geography information technology physical education religious education

*The visiting inspectors wish to thank the pupils, the governors, the acting headteacher and all the staff for the co-operation and courtesy they received during the inspection.*