

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

Nantymoel Primary School

**Gwendoline Street
Nantymoel
Bridgend
CF32 7PL**

School Number: 574/2178

Date of inspection: 27th – 31st May 2002

Registered Inspector:

Mr. M. T. Ridout: W/180/78730

Under ESTYN contract number: T/188/001P

© Crown Copyright 2002

This Report may be reproduced in whole or in part for non-commercial educational purposes provided that all extracts quoted are reproduced verbatim without adaptation and the source and date thereof are stated.

Copies of this report are available from the school. Under the School Inspections Act 1996, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

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.

| CONTENTS | Page |
|--|-------------|
| 1. CONTEXT | 7 |
| The school and its priorities | 7 |
| 2. MAIN FINDINGS | 8 |
| The main findings of the report | 8 |
| 3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS | 11 |
| 3.1. Standards Achieved in Subjects and Areas of Learning | 11 |
| 3.2. Standards Achieved in Key Skills across the Curriculum | 12 |
| 4. ETHOS OF THE SCHOOL | 12 |
| 4.1. Pupils' Spiritual, Moral, Social and Cultural Development | 12 |
| 4.2. Behaviour and Attitudes | 13 |
| 4.3. Attendance | 14 |
| 5. QUALITY OF EDUCATION | 15 |
| 5.1. Teaching | 15 |
| 5.2. Assessment, Recording and Reporting | 16 |
| 5.3. Curriculum | 16 |
| 5.4. Support, Guidance and Pupils' Welfare | 17 |
| 5.5. Provision for Pupils with Special Educational Needs | 18 |
| 5.6. Partnership with Parents and Community, Schools and Other Institutions | 19 |
| 5.7. Partnership with Industry | 19 |
| 6. MANAGEMENT | 20 |
| 6.1. Quality of Self-Evaluation and Planning for Improvement | 20 |
| 6.2. Leadership and Efficiency | 20 |
| 6.3. Staffing, Accommodation and Learning Resources | 21 |
| 7. SUBJECTS AND AREAS OF LEARNING | 22 |
| Standards achieved by pupils | 22 |
| Provision for the under-fives | 22 |
| English | 23 |
| Mathematics | 24 |
| Science | 25 |
| Welsh second language | 26 |
| Design and technology | 27 |
| Information Technology | 27 |
| History | 28 |
| Geography | 29 |
| Art | 29 |
| Music | 30 |
| Physical education | 31 |
| Religious education | 31 |
| 8. SCHOOL IMPROVEMENT | 32 |
| 8.1. Progress Since the Last Inspection | 32 |
| 8.2. Key Issues for Action | 33 |
| APPENDICES | 34 |
| A. Basic Information about the school | 34 |
| B. School Data and Indicators | 34 |
| C. Results of National Curriculum Assessments and Public Examinations | 35 |
| D. The Evidence Base of the Inspection | 36 |
| E. Composition and Responsibilities of the Inspection Team | 37 |

1. CONTEXT

The school and its priorities

Nantymoel School is a community primary school catering for boys and girls aged three to eleven years. The school was previously inspected in March 1995. There are 235.5 full-time equivalent pupils on roll, including thirty-one who attend the nursery full-time and 13 attend part-time. A teacher, two nursery nurses, and a part-time classroom assistant teach the nursery class. The nursery became part of the school in September 2001. There are 22 children in the reception class. A teacher and a nursery nurse teach these children. The older pupils are taught in six single age classes. The average class size is 28.3. In total, there are nine full-time equivalent teachers, including the headteacher. In addition the Local Education Authority (LEA) provides a part-time specialist learning support teacher for pupils with special educational needs (SEN).

The school serves the large village of Nantymoel, situated at the head of the Ogmere Valley, about ten miles north of Bridgend. Nearly all the children come from the village. There is a variety of rented and owner occupied housing in the community. The school describes the locality as neither prosperous nor economically disadvantaged. Twenty-one per cent of pupils are entitled to free school meals. This is broadly average. A few children have ethnic minority backgrounds. None come from homes where Welsh is the preferred language. English is the predominant language.

The school receives pupils from the full range of abilities. Baseline assessments show a range of attainments, with many children achieving well. Subsequent assessments identify 19.7 per cent of pupils to have SEN. This is about average. No pupil has a statement of SEN.

The school sets targets for raising standards. The prospectus includes the school's statement of ethos and aims. The school development plan (SDP) for 2001/2 identifies the following priorities:

- improve the quality of teaching and learning through curriculum monitoring in identified areas;
- improve the quality of the teaching of information and communications technology (ICT);
- review and update subject policies and schemes of work;
- ensure the core subjects of English, mathematics, science and information technology are adequately resourced;
- implement the new SEN Code of Practice;
- implement a policy and programme for performance management;
- improve the resources available to deliver quality assemblies;
- update training in first aid for teaching and support staff;
- improve and update equipment and apparatus in the gymnasium;
- refurbish the multi-purpose room for art, music and design and technology;
- refurbish the infants' toilets.

2. MAIN FINDINGS

The main findings of the report

This is a friendly and welcoming school. It is rightly proud of its ethos of care that strongly reflects local culture. The pupils are keen to learn and they are encouraged to celebrate their personal and sporting successes. The staff is successfully raising standards and encourages high aspirations. Much has been achieved since the previous inspection in 1995.

- The educational provision for the under-fives is very good and successfully promotes the desirable outcomes for children's learning. This is an outstanding feature of the school. The transfer of the nursery to the primary school is a great success. The children's achievements reflect high quality provision.
- The children begin work in the nursery with a range of attainments. They make very good progress in all aspects of their development. Progress in the reception class is good.
- The standards attained in the six areas of learning in the nursery and reception classes are:

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

- The standards achieved in the subjects of the National Curriculum in Key Stages 1 and 2 are:

| Subject | KS1 | KS2 |
|------------------------|--------------|--------------|
| English | Good | Good |
| Mathematics | Good | Good |
| Science | Good | Good |
| Welsh second language | Satisfactory | Satisfactory |
| Design and technology | Satisfactory | Satisfactory |
| Information technology | Satisfactory | Satisfactory |
| Geography | Satisfactory | Satisfactory |
| History | Satisfactory | Satisfactory |
| Art | Good | Good |
| Music | Satisfactory | Satisfactory |
| Physical education | Satisfactory | Good |
| Religious education | Satisfactory | Satisfactory |

- The standards of achievement in using the key skills of speaking and listening, reading, writing, numeracy and information and communications technology are satisfactory in both key stages.
- The school's results in National Curriculum (NC) tests and assessments show a good improvement since the previous inspection. In the KS1 2001 NC tests and assessments, 77 per cent of pupils attained at least the nationally expected level 2, in speaking and listening, reading, writing, mathematics and science. These results are below the national average and the average for similar schools¹. However, the average for the school's results in these subjects, taken over the last three years, is 92 per cent of pupils attaining level 2 or better.

¹ Schools having between 17% and 24% of pupils entitled to free school meals.

- In the 2001 KS2 NC tests, 89 per cent of pupils attained at least the nationally expected level 4, in English, mathematics and science. The proportion of pupils attaining level 5 was above average in all three subjects. Taken overall, these results are well above national figures and those for similar schools. The average for the school's results in these subjects, taken over the last three years, is 80 per cent of pupils attaining at least level 4.
- The school provides well for pupils' moral development. This is a positive feature. The provision for pupils' spiritual, social and cultural development is satisfactory.
- The *Cwricwlwm Cymreig* is clearly reflected in the school's work. Suitable opportunities are taken across the curriculum to promote pupils' awareness of Welsh culture and heritage but too little emphasis is given to raising pupils' awareness of other cultures.
- The standard of behaviour is generally good. The pupils have positive attitudes to learning and the pupils' relationships with their peers and the adults in the school are friendly, amicable and reflect appropriate respect.
- The level of attendance is satisfactory, averaging just over 91 percent in the last three terms. Absences are caused mainly by illness, although a combination of holidays taken in term time, long weekends, and the frequent short absences of a significant number of pupils adversely affect the overall rate.
- Punctuality is unsatisfactory. A small number of pupils regularly arrive late for the start of the day in every class. They frequently miss the beginning of lessons and this disrupts the flow of teaching. Although the school regularly reminds parents of the detrimental effects of lateness and non-attendance on their children's education some are slow to respond.
- The overall quality of teaching is satisfactory. The teaching is almost always good for the children under five. It ranges between satisfactory and good in KS1, and in KS2 there is variation between unsatisfactory and good. Taken overall, exposition and class management are strengths.
- The teachers have high expectations but factors such as the limited range of teaching styles and organisational strategies used and the narrow range of work undertaken in some subjects are limiting the impact of teaching. The teaching of the older pupils does not adequately promote pupils' independence and initiative in learning.
- The arrangements for assessing pupils' achievements in regular tests are good but, overall, the use of assessments to promote good progress and the arrangements to record and report pupils' progress are only satisfactory.
- Taken overall, the curriculum is broad. The provision for the under fives is a strength of the school. The planning framework for the whole curriculum is good. The curriculum meets statutory requirements but it is not always appropriately balanced. There are shortcomings in implementing schemes of work and the use of lesson time in KS1 and KS2.
- There is no agreed policy, or whole-school planning, for developing pupils' key skills in literacy, numeracy and information and communications technology. The school is aware of this shortcoming and plans to include this aspect in the next SDP.
- The curriculum is enhanced positively by a good range of extra-curricular activities including competitive sports. Interesting educational visits provide good opportunities for first hand learning and a variety of visitors, including people from the local community, helpfully contribute to the curriculum. The provision of homework makes a suitable contribution to the standards achieved.
- The quality of support and guidance and the attention given to pupils' welfare, and health and safety is satisfactory. The school is successful in providing a caring and supportive environment. The quality of educational guidance is widely variable. In the best instances the

feedback and encouragement given to pupils about their work helps them to improve, but in many cases the way forward is not explained clearly enough.

- A few matters regarding health and safety were drawn to the school's attention during the inspection and received a positive response.
- The school has good arrangements to identify pupils with special educational needs but the provision to support their identified needs is satisfactory overall. The support provided by a specialist teacher is effective but in some lessons too little attention is given to pupils' specific learning needs.
- The quality of partnership with parents and the community is good. This is a positive feature. The partnership with schools and other institutions is satisfactory. The overwhelming majority of parents appreciate the work of the school and supports its high expectations.
- The school has many strong links with the community and is a focal point of village life.
- Despite the absence of a formalised policy the school successfully promotes a few links with small businesses in the locality. Taken overall, the school's partnership with industry is satisfactory.
- The overall quality of self-evaluation and planning for improvement is satisfactory. Some teachers use the information from tests appropriately to improve pupils' progress, but the outcomes of assessments and whole-school evaluations are not linked rigorously enough to whole-school planning.
- The school development plan is a useful document. Its main focus is on improving aspects of provision, such as resources, where considerable success has been achieved. Few of the success criteria focus sufficiently on the impact on standards.
- Arrangements to monitor and evaluate practice across the school have recently been improved. The senior staff are aware of the broad outcomes of this monitoring and recognise the opportunity to prioritise and focus further improvements more precisely. Currently, there is a lack of rigour in planning the way forward and ensuring initiatives are consistently implemented across the school.
- The headteacher provides good leadership and with the positive support of staff and governors, successfully promotes a teamwork ethos and ensures an appropriate educational direction for the work of the school. Teaching and support assistants are effectively deployed and the role of staff as subject co-ordinators is developing well.
- The organisation of the school day is inefficient and does not ensure pupils study foundation subjects in sufficient depth.
- The arrangements for financial management are well established but there is limited evidence of detailed forward planning of spending. Routine administration and organisation is good.
- The school is adequately staffed. The provision of accommodation and learning resources is good. Recent improvements such as the nursery, computer suite and the purchase of many new learning resources are having a positive influence on pupils' achievements.
- In the seven years since the previous inspection the school has successfully raised standards in English, science and information technology in both key stages and in music in KS2. The quality of learning resources has been enhanced in all subjects and the provision for the under-fives is now a major strength of the school. Progress in relation to the five key issues identified by the last inspection is satisfactory overall.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

The standards of achievement are satisfactory overall.

- In the 73 lessons or parts of lessons inspected, standards of achievement were judged to be very good in five per cent, good in 45 per cent, satisfactory in 45 per cent and unsatisfactory in five per cent.
- The children in the nursery class make very good progress. They achieve good standards in language, literacy and communication and in physical development, and very good standards in mathematical development, knowledge and understanding of the world and in the personal and social, and creative areas of learning.
- In the reception class, the children make good progress. Standards are good in language, literacy and communication, mathematical development, knowledge and understanding of the world and in the creative and physical areas of learning. Standards are very good in personal and social development.
- In KS1, pupils of differing ability make satisfactory progress overall. The pupils in Y1 suitably build on their previous learning in a wide range of work. In Y2, sound progress is maintained particularly in English, mathematics and science.
- In KS2, the overall rate of progress is satisfactory but there is wide variation across classes. In Y5 and Y6 the pupils make good progress in acquiring English and mathematical skills and learning scientific knowledge. In Y3 the range of work is narrow and progress slows but in Y4 progress improves across all subjects.
- Across the school, the progress of pupils with SEN who receive specialist support in literacy is good, but progress is sometimes slower when the pupils work with the whole class.
- In both key stages, overall standards are good in English, mathematics, science and art. Standards are satisfactory in Welsh as a second language, information technology, design and technology, geography, history, music, and religious education. In physical education standards are satisfactory in KS1 and good in KS2.
- By the end of KS2 there is little difference in attainment in NC tests on the basis of gender. The school has successfully reduced the difference in performance between boys and girls. However, overall achievement is only satisfactory as the range of work is limited and tasks are not always matched closely enough to the pupils' capabilities.
- The school's results in NC tests and assessments show a good improvement over time. In the KS1 2001 NC tests and assessments, on the basis of teacher assessment, 77 per cent of pupils attained at least the nationally expected level 2 in speaking and listening, reading, writing, mathematics and science. These results are below the national average and the average for similar schools². However, the average for the school's results in these subjects, taken over three years, is 92 per cent of pupils attaining level 2 or better.
- In the 2001 KS2 NC tests, 89 per cent of pupils attained at least the nationally expected level 4 in English, mathematics and science. The proportion of pupils attaining level 5 was above average in all three subjects. Taken overall, these results are well above national figures and those for similar schools. The average for the school's results in these subjects, taken over the last three years, is 80 per cent of pupils attaining at least level 4.

² Schools having between 17% and 24% of pupils entitled to free school meals.

3.2 Standards Achieved in Key Skills across the Curriculum

The standards of achievement in using the key skills of speaking and listening, reading, writing, numeracy and information and communications technology are satisfactory in both key stages.

- The children under five make good progress in developing the early skills of literacy and numeracy. They know how books work and count with increasing accuracy.
- The majority of pupils communicate clearly and confidently but they lack sufficient regular opportunities to increase their vocabulary and develop the quality of their spoken language in structured settings such as role-play, drama and debate.
- Where teaching engages the pupils' interest, they listen attentively and often show a good understanding of what they have heard. However, the lack of opportunities for them to work in small groups, for example, means they seldom listen actively to their peers.
- The majority of pupils have a developing understanding of the conventions of writing but they do not sufficiently use their reading skills to locate information or pay sufficient attention to the quality and content of their writing across the curriculum. They rarely use techniques such as note taking, highlighting and drafting and re-drafting.
- The pupils have a sound knowledge of number bonds and tables but seldom apply this knowledge to solve problems and present information in other subjects.
- Some of the pupils are developing good levels of competence in using ICT applications. They learn the skills of operating particular programmes but lack sufficient opportunities to build on these skills and develop their learning in other subjects. For instance, relatively little use is made of computer programs to further research, to enhance writing in English and Welsh, sharpen numeracy skills or present data in a variety of forms in science.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

The school provides well for pupils' moral development. This is a positive feature. The provision for pupils' spiritual, social and cultural development is satisfactory.

- The daily act of collective worship contributes appropriately to the development of moral values through a range of stories. These are presented in a variety of ways. The whole-school and key stage assemblies offer few opportunities for quiet reflection or guided prayer.
- The regular whole-school achievement assemblies competently promote pupils' self esteem, especially in sporting achievements.
- The pupils are strongly encouraged to have and display a good sense of right and wrong. For the most part, the pupils are honest and truthful and are developing a strong sense of justice and fair play. This is shown as pupils mix informally around the school and in lessons where personal and social issues are discussed.
- Teachers and other adults who work with pupils provide suitable role models and establish supportive relationships with them. A house cup is awarded to pupils who have been helpful, kind or supportive. School rules are displayed in classes and around the school and the pupils are encouraged to discuss these in meaningful contexts.
- Pupils' social development is positively enhanced through a wide range of extra-curricular activities, a range of visitors to the school and educational visits, and the schools' strong links with the community.

- Pupils in each class are involved in the ‘meaningful work programme’; they volunteer for a range of jobs relative to their age and experience, for example ‘paramedics’ are attached to individual classes. These pupils take their responsibilities seriously and are developing confidence and self-esteem. The younger pupils are respectful of the older ones and welcome their help and support.
- Such jobs are carried out responsibly, but overall there are few opportunities for pupils to take on appropriate responsibilities, such as being a monitor, and in too many lessons opportunities are not taken to develop pupils’ initiative and independence. Although the pupils in Y6 have opportunities to become prefects many have lost interest. A small number continue to supervise their peers around the school and assist teachers with various tasks.
- The pupils’ generous contributions to local and national charities reflect their concern for those less fortunate than themselves.
- The pupils’ awareness of the culture and heritage of Wales is well supported by the positive attention given to the *Cwricwlwm Cymreig*. Their awareness and understanding of other cultures is suitably developed through the wider curriculum. Although lessons in religious education, history and geography contribute to this aspect the pupils gain only limited insights to the rich diversity of cultures around the world and within our society.

4.2 Behaviour and Attitudes

The standard of behaviour is generally good. The pupils have positive attitudes to learning and the pupils’ relationships with their peers and the adults in the school are friendly, amicable and reflect appropriate respect.

- The foundations for good behaviour are effectively laid in the early years. The children happily leave their parents and settle quickly into school routines. Good behaviour is expected, achieved and regularly praised and valued in the nursery and reception classes.
- In both key stages, the staff have high expectations of pupils’ behaviour and are generally consistent in their implementation of day-to-day routines. They encourage pupils to give of their best and show they are proud of their pupils’ personal achievements. Relationships are good; the pupils are valued and the school is a welcoming, supportive and friendly community.
- Behaviour in the classroom and around the school is generally good. Pupils know the routines and move sensibly between the buildings. They are polite and friendly; they show courtesy and consideration to each other, to staff and to visitors. They readily talk freely and naturally to adults.
- The pupils respond well to praise and value the recently introduced reward system. They know the school and classroom rules that they help to draw up and understand the advantages of conforming. Their achievements in and outside school are celebrated at the weekly ‘awards assembly’ and their names are displayed prominently on the ‘Golden Board’.
- Pupils enjoy coming to school and are keen to learn. They have good attitudes to learning, settle quickly and are eager to work hard to achieve success. Where the teaching ensures a variety of lively and challenging learning experiences, the pupils sustain good levels of concentration, show enthusiasm and persevere well with their tasks.
- Occasionally, in KS2, the pupils respond well to the trust shown in them by working well with a minimum of supervision, such as when they work in the computer suite. The older pupils, for example, show they can organise themselves quickly and co-operate and support each other well when working in groups and pairs in a religious education lesson.
- However, there are occasions across KS2 where the pupils have to listen too long and their work is to complete over-structured tasks. This format means they have little opportunity to

contribute to the lesson. The slow pace causes them to lose concentration and interest, frustration develops, a growing number of pupils become restless, and behaviour deteriorates.

- Pupils play co-operatively at breaktimes and lunchtime; the behaviour of the older pupils in the playground has been enhanced through the enlargement of the junior playground area; they appreciate the extra space and observe the demarcation areas for ball games. Mid-day supervisors work hard to maintain good behaviour at lunchtimes; they have copies of the relevant behaviour policies and are involved in the reward system. The school responds positively to their requests and suggestions, for example, the provision of lunchtime play equipment.
- All adults deal quickly and sensitively with minor incidents of misbehaviour. Incidents and outcomes of serious misbehaviour are recorded and dealt with personally by the headteacher. The school's behaviour policy is comprehensive and contains a statement on bullying. Although the school has not yet implemented a home/school agreement, parents receive a copy of the behaviour policy; the vast majority of parents are supportive of the policy.
- Appropriate procedures have been followed in the recent case of temporary exclusion; the parents involved are supportive of the school's action. No anti social behaviour was noted during the inspection.

4.3 Attendance

The level of attendance is satisfactory; punctuality is unsatisfactory.

- At 91.33% the average rate of attendance is below local and national averages. Absences are caused mainly by illness, although a combination of holidays taken in term time, long weekends and the frequent short absences of a significant number of pupils adversely affect the overall rate.
- During the week of the inspection, the school suffered a chickenpox epidemic. This was particularly severe in the early years. A significant number of parents anticipated the half term break to take their children on extended family holidays.
- A small number of pupils in every class regularly arrives late for the start of the day; they frequently miss the commencement of lessons and this disrupts the flow of teaching. Although the school regularly informs parents of the detrimental effects of lateness and non-attendance on their children's education, some are slow to respond.
- Suitable targets are set and incentives are in place to improve attendance but there are no targets or incentives to improve punctuality.
- The school works closely with the education welfare officer who offers support to the school and pursues cases of lateness and non-attendance.
- Whole-school records of attendance are completed meticulously and comply with regulations, but the class registers are not always completed at the beginning of morning and afternoon sessions as required. Absences are carefully monitored and procedures are in place to follow up any unexplained absence.
- Although most lessons begin on time, in some cases there is a lack of rigour and consistency. The practice of delaying registration until most pupils arrive diminishes the importance of arriving in good time for school.

5 QUALITY OF EDUCATION

5.1 Teaching

The overall quality of teaching is satisfactory. The teaching is almost always good for the children under five. It ranges between satisfactory and good in KS1, and in KS2 there is variation between unsatisfactory and good. Taken overall, exposition and class management are strengths. The teachers have high expectations but factors such as the limited range of teaching styles and organisational strategies and a narrow range of work are limiting the impact of teaching.

- Of the 73 lessons or parts of lessons inspected, five per cent were judged very good, 43 per cent good, 41 per cent satisfactory and 11 per cent unsatisfactory in terms of the quality of teaching.
- The teaching and support staff working with the under fives have high levels of expertise. They have a good knowledge of how young children learn; they plan effectively, provide a good range of learning activities and maintain effective routines.
- In the nursery, the strengths of teamwork, rigorous organisation and high expectations ensure that some lessons, such as one in music, are outstanding. Such lessons are purposeful and provide ‘magical moments’ that enhance the learning significantly.
- Taken overall, teachers have a satisfactory knowledge and understanding of the subjects they teach. Teaching is most consistent in English and mathematics and imparts the knowledge aspects of science well. Where the good resources available are used imaginatively, the quality of learning is good.
- Across the school the teaching does not consistently provide opportunities for pupils to practice their language skills in English and Welsh through working with a partner or in small collaborative groups. The good quality reading books available are not always used to the best effect with the whole class or in guided groups.
- The planning of lessons is securely based on appropriate schemes of work. These provide for progression in learning and teachers’ plans are clear about the content of the work and the resources to be used.
- Teachers conscientiously follow published schemes of work for the most part. They maintain a suitable planning diary and regularly evaluate how lessons went. This planning identifies what is to be taught but rarely details how this is to be accomplished, for example, by identifying the organisational strategies to be used.
- In some classes, there is a strong reliance on published resources. Where these are adapted to match the context, such as in English where a variety of texts are sometimes used effectively to focus the pupils’ attention, the quality of learning improves.
- The range of teaching and organisational strategies used is satisfactory. The main strengths are in clear exposition and management of the class. The predominant style is to direct the learning through talking to the class and then to use over-structured worksheets. These often set a narrow context for the work. This leads to too few opportunities for the pupils to use their initiative and to develop skills of enquiry and investigation.
- The teachers and support staff have high expectations for pupils’ behaviour and achievement. Some of the teaching materials used provide suitably differentiated activities. However, the absence of identified assessment opportunities that are linked to specific learning objectives in the teachers’ lesson planning means that the work is not always matched closely enough to pupils’ prior knowledge and understanding.

5.2 Assessment, Recording and Reporting

The arrangements for assessing pupils' achievements in regular tests are good. The use of assessments to promote good progress and the arrangements to record and report pupils' progress are satisfactory.

- The school's assessment policy provides clear guidelines for recording pupils' progress. There is a policy for marking but this is not consistently implemented and therefore pupils are not always given clear guidance on how to improve their work.
- There is no agreed policy for the presentation of pupils' work. In some classes, pupils are given clear guidance on how to present and organise their work, but in others the presentation lacks care and is unsatisfactory.
- Good use is made of the information gained from a baseline assessment to measure the achievements of the children under five.
- In both key stages, a wide range of standardised tests and teacher assessments are used each term to record pupils' achievements and progress. Some teachers use the results to help project levels in NC tests but the results not always used effectively to group pupils, set targets and plan future work.
- The framework for teachers' weekly plans includes a section for assessment and evaluation. In some classes this is only used for whole class planning and is not used to help group pupils and match the work more closely to their capabilities.
- The pupils are not involved in setting targets in order to improve the standard of their work.
- A record of achievement file is kept for each pupil to provide a picture of progress and achievement over time. These files contain some samples of work, assessed and levelled against NC criteria, but practice is inconsistent between classes.
- Collections of pupils' work and photographic evidence are also compiled in some classes and in some subjects. The collections of work are not assessed and annotated. They are in the early stages of development and at present their value is limited. They do not sufficiently inform staff about the breadth and balance of study in each subject nor do they exemplify NC levels of attainment.
- The quality of the annual written reports to parents is inconsistent. At their best, they give a clear picture of pupils' progress by indicating what pupils can and cannot do in relation to the programmes of study in the NC. In other cases, there is a tendency to report more on pupils' attitudes than on their achievements.

5.3 Curriculum

Taken overall, the curriculum is broad. The provision for the under fives is a strength of the school. The planning framework for the whole curriculum is good. A good range of extra-curricular activities and sporting opportunities considerably enhances this provision. The curriculum meets statutory requirements, but it is not always appropriately balanced. There are shortcomings in implementing schemes of work and the use of lesson time in KS1 and KS2.

- The curriculum for children under five successfully promotes the desirable learning outcomes through a series of well-planned and relevant themes. The provision is very good in the nursery and consistently good in the reception class.
- In both key stages, the curriculum is broad but it is not always well balanced and the work provided is not always relevant to the pupils' learning needs. This is most evident in KS2.
- The planned curriculum provides a good basis to ensure progression and continuity in pupils' learning but there are shortcomings in its implementation. The provision in English,

mathematics and science enables pupils to attain good standards of knowledge and skills. The use of the computer suite is also having a positive impact in information technology.

- However, this good work is not developed in sufficient breadth and depth across the curriculum. Opportunities for collaborative and investigative work in mathematics and science are limited and the use of the skills of information and communications technology is still at an early stage in some classes.
- There is no agreed policy, or whole-school planning, for the developing pupils' key skills in literacy, numeracy and information and communications technology. The school is aware of this shortcoming and plans to include this aspect in the next SDP.
- Taken overall, the quality of curricular provision, including homework is satisfactory. Homework makes an appropriate contribution to the standards achieved. All subject policies and schemes of work have been updated and sufficient lesson time is available. However, the school does not make the most effective use of the time available.
- Sometimes the organisation of the timetable limits the impact of teaching. Too much emphasis is given to English and mathematics compared with most other subjects. This leads to a lack of depth and breadth in some of the work.
- Teachers rightly give strong emphasis to English and mathematics. These lessons usually take up the whole morning but the organisation of the school day into four sessions, the first lasting about an hour and a half in KS2, has the effect of severely curtailing the time available for other subjects. This, together with the provision of fortnightly lessons in some subjects, limits the depth and breadth of pupils' work and sometimes leads to fragmented learning.
- The use of revised schemes of work is having a positive impact, but there is insufficient emphasis on some aspects of subjects. For instance, too little emphasis is given to investigative work in mathematics and science and to developing pupils' use of the key skills across subjects.
- The curriculum is enhanced positively by a good range of extra-curricular activities including competitive sports. Interesting educational visits provide good opportunities for first hand learning and a variety of visitors, including people from the local community, helpfully contribute to the curriculum.
- There are appropriate arrangements for pupils' personal and social education.
- The school is a socially inclusive community. In general, pupils have equality of access to the curriculum available. However, the needs of the most and least able are not always fully catered for. For example, able pupils often lack opportunities to develop their learning and pupils with SEN, who receive good quality support in small withdrawal groups, are not always fully included in the work of the class.
- There are no pupils for whom the NC is modified.

5.4 Support, Guidance and Pupils' Welfare

The quality of support and guidance and the attention given to pupils' welfare, health and safety is satisfactory.

- The school is successful in providing a caring and supportive environment. The staff know the pupils well and are responsive to their needs. Pupils' personal achievements are celebrated in whole-school assemblies.
- The quality of educational guidance is widely variable. Although individual teachers maintain a variety of records, these are seldom used effectively to improve progress and promote higher standards. In the best instances the feedback given to pupils about their work helps them to improve but in many cases the way forward is not made sufficiently clear.

- The school's arrangements for child protection are good. The headteacher is the nominated person. He has received appropriate training and all staff are made aware of the school's procedures and of their responsibilities in this area.
- There are well established arrangements for first aid, including appropriately trained staff and the care of pupils when they are feeling unwell.
- There is effective liaison with outside agencies where the need arises. This includes contributions to the personal, social, health and education programme.
- The school has appropriate policies for personal and social education, sex education and equal opportunities. There is appropriate attention given to education in drugs awareness and the misuse of substances. The school uses the LEA guidelines for its arrangements in this area.
- A few matters regarding health and safety were drawn to the school's attention during the inspection and received a positive response.

5.5 Provision for Pupils with SEN

The school has good arrangements to identify pupils with SEN and the provision to support their specific needs is satisfactory overall. The support provided by a specialist teacher is effective but in some lessons too little attention is given to pupils' specific learning needs.

- The school has updated its policies and procedures to meet the requirements of the latest Code of Practice for the identification of pupils with SEN. It is successfully implementing the new procedures.
- The provision put in place by the LEA to support the teaching of literacy is particularly effective. This is supported by good systems to identify, monitor and assess the learning needs of identified pupils. The criteria used for assessment are rigorously implemented and the individual learning programmes provided by the teacher are clear and well targeted.
- There is regular liaison with class teachers and withdrawal group sessions are organised to ensure that pupils do not always miss part of the same lesson. Records are meticulous; sessions are well planned and have a good pace. The teaching is very effective and the pupils enjoy the work.
- The SEN co-ordinator helps to ensure appropriate procedures are followed to identify and support pupils with learning or behavioural difficulties. There is appropriate liaison with parents and other agencies where the need arises.
- Pupils entered on the school's SEN register have individual action plans (IAPs). These clearly identify the broad areas of need but provide too few details of the learning objectives or the strategies and resources to be used. Although teachers write the IAPs there is little information to guide lesson planning, assist parents or involve the child.
- In many lessons the planning does not take sufficient account of the targets identified in IAPs.

5.6 Partnership with Parents and Community, Schools and Other Institutions

The quality of partnership with parents and the community is good. This is a positive feature. The partnership with schools and other institutions is satisfactory. The overwhelming majority of parents appreciate the work of the school and supports its high expectations.

- The overall quality of information provided for parents is good. The school produces an informative prospectus and governors annual report to parents. However, these documents do not meet the requirements of the National Assembly for Wales, as there are some omissions. The school plans to revise these documents in line with the most recent guidance. A termly newsletter and frequent letters keep parents informed about school matters. There is good daily informal contact with staff.

- Parents of children in the nursery and reception classes receive a termly home task sheet. This provides useful information about the curriculum theme and suggestions to help parents with the task. Information about the Desirable Outcomes for Children's learning is helpfully displayed on the notice board in the nursery.
- Such curriculum information is not made available to parents in the rest of the school. In their response to the pre-inspection questionnaires a significant number of parents indicated that they would welcome information about the topics being taught and ways in which they can help and become more effective partners in their children's education.
- A small number of adults, including two retired teachers, make positive contributions to the life and work of the school through their involvement in curriculum based activities. This contribution is highly valued by the school. Individual class assemblies are well attended by parents and friends of the school.
- The very active Parent Teacher Association organises fundraising events and provides generous financial support. Monies raised are used to enhance resources such as computer equipment and the refurbishment of the library. Parents willingly collect vouchers and tokens for books and equipment.
- The school has strong links with the community and is a focal point of village life. School activities such as celebrations and concerts are held in the nearby arts centre and are open to the local and surrounding communities. These events are very well attended and supported.
- The school has strong links with the adjoining rugby club. The pupils benefit from specialist coaching and have use of the field. In return, the club uses the school gymnasium for training purposes during inclement weather.
- The school has well-established links with the receiving comprehensive school. However, pastoral and curriculum links have been scaled down in recent times at the instigation of the comprehensive school. The pupils now make only one familiarisation visit prior to transfer. Teachers from the comprehensive school visit pupils in Y6 and share schemes of work with staff. The pupils are currently involved in only one cross phase project in English whereas previously pupils were involved in three, including mathematics and science projects.
- The school provides work experience for secondary school students, nursery nurses and occasionally for student teachers by special arrangement. The school no longer has a partnership with an initial teacher training institution, owing to its fairly remote location and the need for student teachers to make long journeys to reach the school.

5.7 Partnership with Industry

Despite the absence of a formalised policy the school successfully promotes a few links with small businesses in the locality. Taken overall, the school's partnership with industry is satisfactory.

- The school has no written policy on industry and no member of staff has benefited from industrial links. However visits and visitors help to make the pupils aware of the world of work, both past and present.
- The school has long established links with the nearby arts centre. Pupils throughout the school are regularly involved in workshops where they work with authors, poets and the historical society.
- The school has recently benefited financially from its links with a newly opened business; the first night's profits were donated and used as part payment for the wall bars in the gymnasium.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

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

- The scope and effectiveness of the school's procedures for evaluating standards are satisfactory. The teachers conscientiously compile a range of assessment information from tests, in English mathematics and science. Some teachers use the information from tests appropriately to improve pupils' progress, but the outcomes of assessments and whole-school evaluations are not linked rigorously enough to whole-school planning.
- The headteacher makes effective use of NC test results to track pupils' progress and is beginning to use this information more effectively to set whole-school priorities. Subject co-ordinators also monitor pupils' work but there are no formally agreed criteria for this exercise.
- Some subject co-ordinators informally identify strengths and weaknesses in subjects but plans for further action are at a very early stage.
- The SDP is a useful document. It identifies appropriate areas for improvement but lacks sufficiently precise goals and criteria for success. The SDP is reviewed annually through discussion among staff and governors but the evaluation of outcomes is not always closely enough linked to the original goals.
- The school sets appropriate whole-school targets for attainment. The main focus of the SDP is on improving aspects of provision, such as resources. Few of the success criteria focus sufficiently on the impact on standards.
- The school is successful in meeting many of its goals to improve provision. Arrangements to monitor and evaluate practice across the school benefit from the recent introduction of a planned programme to monitor teaching and learning over the medium term.
- The headteacher and senior staff are aware of the broad outcomes of monitoring and recognise the opportunity to prioritise and focus improvements more precisely. Currently, there is a lack of rigour in planning the way forward and ensuring initiatives are consistently implemented across the school.

6.2 Leadership and Efficiency

Leadership and efficiency are good overall.

- The headteacher, with the positive support of staff and governors, successfully promotes a teamwork ethos and ensures an appropriate educational direction for the work of the school. This has a positive impact.
- The school sets out its aims and values in the prospectus. These are clearly reflected in all aspects of the school's work. In particular, the school values the pupils' personal achievements. There is a clear commitment to equality of opportunity and inclusion.
- The governing body is strongly supportive of the school. Governors are well informed by the headteacher and the first hand experience of several governors who regularly visit the school.
- There are appropriate arrangements for the required committees of governors. In the main, the governing body meets its statutory obligations but there are some omissions from the prospectus and annual report to parents.
- The role of staff as subject co-ordinators is developing well. Staff, including the head and deputy headteacher, regularly work together to discuss the needs of the school but arrangements to link initiatives and ensure consistent practice are largely informal.

- Teaching and support assistants are effectively deployed. The assistants in the nursery and reception classes make a very positive contribution because they are fully involved in planning and understand the purpose of the lessons. The absence of support staff, especially in KS1, reduces the efficiency of teaching and limits pupils' progress in reading, for example.
- The organisation of the school day is inefficient and does not ensure pupils study foundation subjects in sufficient depth.
- The school adopts a pragmatic approach to budget planning. The pattern of expenditure matches the school's needs but there is little evidence of detailed forward planning.
- The arrangements for financial management are well established. There is no policy but the systems are effective. This was endorsed by the most recent auditors' report. The governing body regularly monitors the school's finances. There are no formal arrangements to evaluate the impact of spending but appropriate steps are taken to ensure best value in making purchases.
- Routine administration and organisation is good. The school is well supported by the clerk and an assistant.

6.3 Staffing, Accommodation and Learning Resources

The school is adequately staffed. The provision of accommodation and learning resources is good.

- There are sufficient appropriately qualified and experienced teachers to match the needs of the curriculum. Strengths include knowledge of the early years' curriculum and good expertise in sport. Some staff lack confidence in teaching subjects such as design and technology. In general, the teachers are suitably deployed but some opportunities to share expertise are overlooked.
- There are established arrangements for professional reviews. The staff development officer conscientiously co-ordinates arrangements for a range of suitable training courses. In general the courses attended reflect the needs of the school. The information from courses is regularly disseminated at staff meetings but there are no effective arrangements to ensure new ideas and approaches are implemented.
- Four support staff make a significant contribution to teaching and learning for the children under five but the lack of learning support in other classes is a handicap. The midday staff supervise pupils well at lunchtime.
- The provision of accommodation is good. The school benefits from a large hall, gymnasium, playground, computer suite, library, specialist music and craft rooms and a modern nursery. The building is a former secondary school. It has been suitably adapted to primary needs but although the size of classrooms is adequate the lack of adjoining space for practical activities sometimes limits the range of activities provided. This is most evident in Y1.
- Taken overall, the accommodation has a positive influence on the standards achieved and the quality of learning resources is good. Recent audits together with well-considered expenditure have ensured sufficient good quality learning resources are available.
- The school is in a sound state of repair with many improvements made in recent years. The caretaker and cleaning staff work hard to maintain a clean and safe environment. This extends to 'keeping an eye' on the site to deter vandalism. There are suitable routines in place help ensure the site is free of dangers such as broken glass.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The educational provision for the under-fives is very good and successfully promotes the desirable outcomes for children's learning. This is an outstanding feature of the school.

- The children in the nursery class achieve good standards in language, literacy and communication, and in physical development. Standards are very good in mathematical development, knowledge and understanding of the world and in the personal and social, and creative areas of learning.
- In the reception class, standards are good in language, literacy and communication, mathematical development, knowledge and understanding of the world and in the creative and physical areas of learning. Standards are very good in personal and social development.

Good features

Children in the nursery class

- Children make very good progress in their **personal and social development**. They have settled happily in school and relate well to adults. They concentrate well and help sensibly to tidy the classroom. They play happily alongside others and develop care and respect for living things when studying mini beasts. They visit the elderly and perform for them. They frequently take part in role-play, for example the garden centre, where complementary roles are encouraged and are beginning to show imagination and enthusiasm.
- Most children make good progress in early **language skills**. They listen attentively and enjoy a range of stimulating activities. They speak well, are able to follow the book 'The Hungry Caterpillar' and know the name of the author and illustrator. They recite poems clearly and are able to recall the names of a range of mini-beasts. They count numbers to ten in Welsh and respond well to questions, for example about the weather, in their second language.
- Children's **mathematical skills** are developing very well. The older children understand the concept of more and adding one. A few understand and use the addition sign. The majority sort sets of mini-beasts, successfully match them to the numbers two and three, and count objects to ten. A few children count to higher numbers whilst using a counting game. The children recreate simple patterns, using butterflies for example, recognise and sort two and three-dimensional shapes and build models using three-dimensional shapes well. They confidently recall number rhymes and counting games.
- Children are making very good progress in **knowledge and understanding of the world**. They develop confidence in using the computer and a programmable toy. They are able to recite the days of the week and name the plants and animals they saw on their visit to the garden centre. They know what seeds need to grow and know how to prepare a tray for planting. They name and mix ingredients for making honey biscuits and carefully follow instructions.
- In **physical development**, the children enjoy regular opportunities to play on large apparatus and to use wheeled toys outside in the purpose built area. They handle tools and malleable materials safely.
- In **creative development**, the children enjoy making choices whilst mixing water and paint and can talk about shape, texture and colours whilst painting poppies from direct observation. They successfully create trees with blossom from twigs and tissue paper. They sing tunefully,

perform action songs with confidence, explore pitch and dynamics and are able to name the percussion instruments they use.

Children in the reception class.

- Children continue to make very good progress in their **personal and social skills**. They treat one another and their environment with care and concern. They are developing the ability to keep on task and to work independently.
- Children make good progress in **language and communication skills**. The more able children know their letter sounds, match letters to pictures and build words independently. Most children can order words to make a sentence and confidently read the text. Most children can predict what a book is about and know whether a book will tell them about things or if it tells the story. They know and use the words ‘information,’ ‘author’ and ‘illustrator’ in context. They make their own covers for information books and the more able children write information on the back cover to say what the book is about. The children handle books well and enjoy pictures and words. Most write their names unaided. The children respond to simple commands in Welsh and join in enthusiastically with Welsh action songs and rhymes.
- Children make good progress in **mathematics**. Most children confidently say and use the number names to twenty. They count accurately to twenty and some beyond. They write numerals to five and record larger numbers by tallying. They confidently sort, match and order objects and talk about and recreate a symmetrical pattern. They make sensible estimates and predictions. They compare lengths, masses and capacities by direct comparison and the more able understand the concept of balance. The majority accurately name a range of two and three-dimensional shapes; they help create a class pictogram and many can interpret a bar graph.
- Children’s **knowledge and understanding of the world** is progressing well. They name parts of the body and identify similarities and differences between children through observation and discussion. They develop their sorting skills whilst using their senses and confidently use a simulation program to create a face. The children are aware of key religious celebrations, know the name of the days of the week and are developing an appropriate vocabulary related to time.
- Children make good progress in their **physical development**. They make effective use of small construction toys and choose appropriate tools and equipment that they use successfully. In the outdoor area they develop greater control of large push and pull movements when playing with ride on toys.
- In **creative development**, the children use a steady beat whilst making a variety of different sounds using percussion instruments. They choose appropriate instruments to play parts of a song, such as, ‘The mouse ran up the clock’. They sing well and articulate the words clearly. They express themselves well with various materials and use paint confidently with brushes and water. They make folding books, for example, in which they describe the moon and the starry night. They confidently use malleable materials.

Shortcomings

- There are no significant shortcomings.

English

The overall standards of achievement in English are good in both key stages.

Good features

- When speaking and listening, many pupils are articulate and eager to contribute to discussions. When they are well motivated, they listen attentively to each other and to their teachers and

become increasingly confident in their oral skills. The older pupils capably express their points of view and make extended observations.

- In KS1, a strong emphasis is placed on the development and acquisition of reading skills. Pupils read confidently from their reading scheme books and most talk knowledgeably about the content and express preferences. Many pupils read their written work fluently and enjoy reading their own stories aloud.
- In KS2, the majority of pupils read to an appropriate standard for their age and capability and are steadily developing a range of higher order reading skills. Most confidently use an index and contents page in reference books to locate information; they distinguish between fiction and non-fiction and know how a library is organised. The most able pupils readily talk about their favourite authors and express preferences for a variety of styles or writing.
- In KS1, the pupils develop increasing competence in their writing; they have opportunities to write for a range of purposes and to develop appropriate story sequencing skills. The pupils make good attempts to spell unfamiliar words and the more able include appropriate punctuation.
- In KS2, the pupils write for a range of audiences and purposes including letters, persuasive writing, poetry and scripts. They have regular opportunities to practise their skills and the more able pupils write at length and achieve good levels of accuracy in spelling, punctuation and sentence structure. The older pupils write in a joined script and a few have a good standard of presentation. The most able pupils use a dictionary and thesaurus with confidence.

Shortcomings

- The standard of presentation is inconsistent. Pupils do not benefit from clear guidelines as to how this can be improved. The majority make insufficient use of redrafting strategies and the over-reliance on structured exercises limits the extent and variety of writing.

Mathematics

The overall standards of achievement in mathematics are good in both key stages.

Good features

- In Y1, the pupils have a satisfactory knowledge of numbers to 20 and coins to 20p. Most can say quickly what is 10 more than any number to 100.
- They recognise the hour and the half-hour on the clock and are developing awareness of the language associated with three-dimensional shapes. The more able pupils in the group confidently write the correct names under the shapes.
- The pupils in Y2 know by heart the number bonds to 10. They confidently work out written sums by counting on or back mentally within 100. They count money to 20p, add amounts to a 50p coin and give change from £1.
- The pupils use appropriate mathematical vocabulary to describe position, direction and movement. They use the mathematical names for common two and three-dimensional shapes, sort shapes using simple criteria and describe some of their features. They competently draw and interpret a sorting diagram and block graph.
- In Y3, pupils are competent with addition and subtraction within 20. They are beginning to distinguish between two and three-dimensional shapes and some understand the terms clockwise and anti-clockwise. The majority demonstrate a good understanding of half and quarter turns and can identify right angles in the classroom.

- The majority confidently use a written method (with carrying) to add or subtract three-digit numbers and make satisfactory estimates of different lengths in centimetres or metres.
- Most pupils in Y4 use mental skills confidently to add or subtract pairs of two digit numbers (including carrying) and competently add or subtract three or four single digit numbers. They use such calculations to complete magic squares and readily choose and use appropriate number operations and methods of calculating.
- They confidently multiply two-digit numbers by 2,3,4 or 5 and work out the remainder when dividing a two-digit number by 2,3,4 or 5. They know and use the relationships between familiar units of length, mass and capacity, understand lines of symmetry and can answer questions about data presented in a bar chart.
- Most pupils in Y5 successfully calculate a quarter or a third of numbers to 100. The more able pupils can find a sixth or an eighth of a number and understand the relationship between improper fractions and their equivalent mixed numbers.
- They explain the value of each digit in a five-digit number clearly, use the four rules of number accurately in their work about money, recognise decimals and percentages and find percentages of a sum of money. They use timetables based on the 24-hour clock, understand area measured in square centimetres and make sensible estimations using grams, kilograms, millilitres and litres. They use and understand negative numbers in their work on temperature.
- By the end of Y6, most pupils know how to calculate the circumference of a circle when given the radius or diameter. The more able pupils ask questions and explore alternative ideas in order to support the development of their reasoning.
- The pupils use written methods to multiply a two or three digit number and to divide a three-digit number by a single digit. They clearly explain their methods and check their answers by approximating. They use their mental skills well to calculate Fibonacci's sequences and to find the mean of a set of data. They find percentages, for example, the amount of value added tax (VAT) on a purchase, with and without a calculator.
- They successfully use a protractor to measure acute and obtuse angles to the nearest degree and read and plot co-ordinates in all four quadrants. They answer questions about conversion graphs, histograms and pie charts well.

Shortcomings

- In some classes, pupils do not take sufficient care in the presentation of their work and as a result do not record their methods of calculation clearly.
- In KS2, the pupils do not sufficiently extend their mathematical knowledge and skills in other subjects, or by using ICT to explore mathematical patterns and data, see connections, and make, test, modify and justify generalisations.

Science

The overall standards of achievement in science are good in both key stages.

Good features

- Pupils in KS1 distinguish between living and non-living objects and most understand the basic conditions for seeds to germinate. They observe carefully and are beginning to use simple scientific vocabulary correctly.
- They have a developing knowledge of the requirements of a healthy diet and appropriately group healthy and less healthy foods. They have a sound knowledge of the properties of different materials and know that some physical changes, such as water freezing, are reversible.

- The older pupils name the uses of electricity and successfully make a simple circuit. They have a developing knowledge of forces and life cycles.
- The pupils in Y3 can assemble a simple electrical circuit and satisfactorily explain how it works. They know that some substances dissolve and that some changes are reversible, and further their knowledge of materials by investigating thermal conductivity to distinguish between conductors and insulators.
- In Y4, the pupils further their knowledge of forces such as magnetism, friction and gravity. They identify the characteristics and uses of rocks and through investigation discover suitable methods to separate mixtures. They have a developing knowledge of living things and know the meaning of terms such as *vertebrate*, *invertebrate*, *carnivore*, *omnivore* and *herbivore*.
- Pupils in Y5 know that plants grow from seed, they have a sound understanding of life cycles and food chains and have a satisfactory knowledge of the function of the major organs of the human body.
- By the end of the key stage, pupils have a good general knowledge of life processes and living things, materials and physical processes. They use a good range of scientific terms accurately.

Shortcomings

- There are no major shortcomings in pupils' scientific knowledge but in most classes the pupils do not sufficiently develop their investigations by extending the basic task, setting up fair tests and recording their findings in a sufficient variety of ways.

Welsh second language

The standards of achievement in Welsh are satisfactory in both key stages.

Good features

- In KS1, the younger pupils read familiar phrases and understand simple questions about toys. They pronounce the words correctly. Most pupils count to ten in Welsh.
- The pupils know and enjoy singing a variety of Welsh songs. They reverently say a Welsh prayer and carefully 'copy write' familiar words and phrases.
- Most pupils in Y2 have a satisfactory vocabulary relating to the topic of food. They answer questions in complete sentences and ask appropriate questions themselves. Their pronunciation is good and they write the correct words underneath familiar pictures.
- In KS2, the younger pupils ask questions using the first person singular and answer using an extended sentence. They ask and answer questions applying the same pattern to the third person singular. Most pupils have good pronunciation.
- In another class, the pupils answer questions about their topic in the affirmative, negative or alternative forms. They confidently read a poem with expression and correct pronunciation. Their writing development is progressing appropriately.
- By the end of the key stage, pupils use an increasing range of phrases and sentence patterns with varying degrees of accuracy and most make suitable progress in writing.

Shortcomings

- The pupils make insufficient use of incidental Welsh as part of the daily routine in all classes.
- Pupils develop a limited range of oracy skills. They seldom participate in role-play, dialogues, contribute to group discussions or talk with a variety of adults. This is particularly evident at the end of KS2.

Design and technology

The standards of achievement in design and technology are satisfactory in both key stages.

Good features

- In KS1, the younger pupils describe what they see when a fruit is cut open and describe the shape of the fruit after it has been cut into segments. They take pattern and colour into account when designing fruit kebabs. They complete their design sheets before making and sensibly evaluate their design after they have completed the task.
- The evidence of previous work shows that older pupils in the key stage have successfully designed, made and evaluated pencil cases using textiles.
- In KS2, the younger pupils successfully design and make glove puppets and sun hats using an appropriate range of materials.
- The older pupils design the packaging for and make a fruit yoghurt. They talk about their choice of materials and components, and use appropriate methods to cut, shape and join materials. Their products are similar to their designs and any changes that they would like to make in the future are identified.
- Previous work shows these pupils have designed, made, tested and evaluated land yachts and at the end of the key stage, photographic evidence shows that they have designed and made paper structures in a crashed car project and successfully designed and made fairground rides using cogs and gears.

Shortcomings

- Scrutiny of teachers' planning and a portfolio of past work shows that pupils in some classes do not make a wide enough range of products or extend the range of tools that they work with. Consequently they do not develop appropriate skills.
- Pupils undertake a narrow range of work. Their work is insufficiently enhanced by involvement with local industry and the community to enhance the range and relevance of their work.

Information technology

The overall standards of achievement in information technology are satisfactory in both key stages.

Good features

- In KS1, the younger pupils demonstrate appropriate skills when loading and using a CD-ROM entitled 'Ourselves'.
- The older pupils in the key stage use a word processing package appropriately to write a poem. They make alterations as necessary and save and print their work independently.
- In KS2, the younger pupils successfully use 'Logo' to control a screen turtle and create simple two-dimensional shapes. The more able pupils are able to write the shape of their initials. In another class, the pupils confidently investigate and manipulate a modelling program.
- The older pupils confidently use 'Logo' commands and learn how to write a procedure. They independently save their work on to a floppy disk and print out their imaginative designs.
- They enter information into a database with a predetermined structure and use it to answer straightforward questions. They print out pie charts and bar graphs. They are able to develop images using repeating patterns.
- At the end of the key stage, the pupils use the internet for research in their work in English, history, geography and religious education. They successfully combine text and graphics.

Shortcomings

- Pupils do not consistently build on their previous knowledge and skills. There is little evidence of continuity and progression in a wide range of information technology skills.
- In KS2, pupils do not regularly use a sufficient range of applications.

History

The standards of achievement in history are satisfactory in both key stages.

Good features

- In Y1, the pupils develop an appropriate understanding of changes over time by finding out about the foods found in grandmother's larder, comparing wash day 100 years ago with today and learning about transport.
- In Y2, the pupils further develop their understanding of chronology through comparing changes in their own childhood with those of children in the past. They identify types of old and new transport and learn about pioneers such as Richard Trevithick.
- During KS1, the pupils benefit from first hand experience such as a grandparent talking about her life and a visit to the museum of Welsh Life at St Fagans. By the end of Y2, most pupils have a satisfactory awareness of chronology and use appropriate vocabulary relating to the passing of time.
- In Y3, the pupils know that this country was invaded and settled by different peoples. They gain insights into the life of people of Celtic and Roman times, including their tools, weapons and homes.
- In Y4, the pupils have a sound knowledge of Tudor monarchs and of the clothes, houses and food of the time. They compare Tudor homes and gain clear insights into the daily life of servants through visiting Llancaiach Fawr and studying artefacts of the period.
- The pupils in Y5 study what it was like for children from rich and poor backgrounds living in Victorian times and know about the work of Dr Banardo. They make further comparisons with life today by studying the impact of rationing, the role of women and air raids in World War 2.
- In Y6, the pupils have a satisfactory understanding of the history of Nantymoel. They benefit from interviewing local people who recall the mines and know about the history of coal mining in South Wales and the life of children in mining. In other work, they compare Roman and Tudor homes and compare aspects of life style and farming.
- By the end of Y6, the pupils have a satisfactory understanding of the way in which change occurs over time, they begin to sequence key events and to distinguish between primary and secondary sources of evidence.

Shortcomings

- The pupils do not progressively develop their knowledge and skills in history and many have only a limited understanding of chronology.
- In general, pupils do not sufficiently develop their research and enquiry skills and as a consequence their studies sometimes lack depth and breadth.

Geography

The standards of achievement in geography are satisfactory in both key stages.

Good features

- In Y1, the pupils suitably develop their awareness of the features of the school environment. They know about the different jobs people do in the school, draw simple maps, record the weather and temperature and understand that the weather affects the clothes we wear.
- In Y2, the pupils satisfactorily draw plans of the classroom and their route to school, and identify different types of transport. They begin to identify human and physical features when studying the local environment and successfully record features, such as types of house, on a street plan.
- The pupils in Y3 distinguish between human and physical features in Nantymoel; they compare photographs and use symbols to locate features clearly on their plans of the school and maps of their journey from home to school.
- In Y4, the pupils compare the village of Nantymoel with a village in Nepal. They name features along the course of a river and correctly name the major rivers of Wales on a map.
- In Y5, the pupils visit Cardiff and identify features of the city on a map. They make simple comparisons between village life in Nantymoel and the city. They further their knowledge of a contrasting locality by learning about life in an African village and begin to understand that the physical environment influences the way of life.
- Pupils in Y6, have a satisfactory knowledge of direction and how to interpret maps. They distinguish between physical and human features and successfully identify regions, countries and major settlements on a world map. They compare local features such as a park, an island community and a larger geographical area such as a county.

Shortcomings

- The pupils seldom focus in sufficient detail on using their enquiry skills to identify similarities and differences between areas and make comparisons.
- The older pupils do not sufficiently develop their map work skills and seldom study topics in sufficient depth. They undertake a narrow range of work.

Art

The standards of achievement in art are good in both key stages.

Good features

- In KS1, the younger pupils successfully make representations of bears using collage and by using a graphics package. They carefully make houses from clay and use appropriate tools to create an attractive imprint.
- The older pupils make progress in their use of clay by making models of fantastic creatures from grey clay and using appropriate colours to paint them. They know how to mix and match simple colours and to paint leaves from observation. They use pencil, crayon and charcoal to make good observational drawings.
- In KS2, the younger pupils create portraits and cartoon characters well. They experiment with some of the methods used by established artists. They effectively match colour from observation, use colour expressively and experiment successfully with texture and shape.
- They know about the tools and techniques for collage and confidently build up layers to create interesting portraits of Queen Elizabeth 1. The pupils express their ideas well through three-dimensional work, such as producing an imaginative time machine.

- The older pupils observe light and colour in their tonal work on a war theme to produce work of a high quality. They successfully use fabric appliqué to create dragons and they edit rotary designs using a computer package.
- Across the school, pupils are given good opportunities to respond to the work of Welsh artists. The older pupils discuss the feelings and emotions present in the pictures and develop their own imaginative artwork in pen and ink based on these ideas.

Shortcomings

- There are no major shortcomings in the subject.

Music

The standards of achievement in music are satisfactory in both key stages.

Good features

- In KS1, the younger pupils listen attentively in order to recognise loud and quiet sounds. They play in response to direction and symbols. They attentively watch the teacher or a pupil when acting as conductor and perform loudly or quietly with reasonable accuracy.
- In KS2, the younger pupils repeat a clap pattern accurately and listen to the order in which three instruments are played. They identify different rhythms in a song and use body percussion for the chorus. They identify the different sounds produced by different types of instruments.
- In another class, most pupils keep a steady beat and play an untuned percussion instrument. A few pupils can play ostinato on a tuned percussion instrument. Some can sing sea shanties and successfully play an instrument at the same time. They listen to a tape recording of the three songs and evaluate them sensibly, paying regard to the singing and playing.
- The older pupils identify the speaking and singing parts in an American folk song. They choose appropriate instruments and keep well to the rhythm. They perform enthusiastically with half of the class singing and the other half playing tuned percussion instruments.
- Standards in singing are satisfactory throughout the school. Some pupils sing with good expression and a pleasing tone. They benefit from the opportunity to sing in the school choir.

Shortcomings

- The pupils do not build sufficiently on their previous learning, as there is a lack of progression and continuity between classes in all aspects of the programme of study.
- Pupils are not given sufficient opportunities to compose and perform nor do they use ICT to enhance their knowledge and understanding.

Physical Education

The standards of achievement in physical education are satisfactory in KS1 and good in KS2.

Good features

- In KS1, the pupils perform simple sequences of movement with good control, co-ordination and body tension. They respond well to instructions and have positive attitudes.
- The older pupils in KS1 develop their gymnastic skills well during ‘floor work’ and when using the apparatus. They experiment with high and low movements and use balance when travelling.
- The pupils understand the value of warming up for and recovering from exercise. They use space well and work safely.

- In KS2, the pupils develop good co-ordination skills and learn to send, receive and travel by using a range of equipment well. They show good balance and agility in gymnastics and games.
- In games, the pupils work well in pairs and small teams. Many have good ball skills and enjoy competitive games.
- The standards achieved in KS2 are considerably enhanced by the good opportunities for athletics, cricket, football, netball, rugby and tennis offered through extra curricular activities.
- In KS2, the pupils receive swimming tuition. The majority achieve well and develop a good level of competence in swimming.
- The results and awards arising from competitive games together with the personal sporting achievement awards attained by many pupils reflect the good standards achieved in physical education in KS2.

Shortcomings

- Pupils do not progressively develop movement, dance and gymnastic skills as they move through the school.
- Pupils in some classes seldom observe the performance of their peers, make evaluations and then repeat activities to improve the standards of their own performance.

Religious Education

The standards of achievement in religious education are satisfactory in both key stages.

Good features

- In Y1, the pupils develop knowledge of Old and New Testament stories, for example about Moses, and Jesus in the temple, and they know some of Jesus' parables. They celebrate Christian festivals such as harvest, and learn how Jewish people celebrate Hanukah.
- The pupils in Y2 compare places of worship by visiting a local chapel and a church. They can name features of a place of worship and know that scripture, prayers and singing are features of worship. They recall the creation story from Genesis and parts of the story of Palm Sunday and Good Friday.
- In Y3, the pupils discuss the people they admire and find out about leaders such as Abraham. They know about key events in the life of Jesus such as his baptism, the calling of the disciples and the events of Easter. They also begin to compare the teachings of Christianity and Islam and the place of prayer in both traditions.
- In Y4, the pupils further their understanding of religious festivals, including Lent, Easter and Ramadan. They recognise the importance of prayer to believers at home and in a service. They consider the meaning of the Lord's Prayer and the rituals of prayer for Muslims.
- The pupils in Y5 further their understanding of belief and can identify features of a church and a mosque. They distinguish between Christian and Islamic patterns of worship and know that organisations such as the Salvation Army have a religious basis.
- In Y6, the pupils develop their understanding of belief and Christian worship. They know the gospels record the life of Jesus, begin to understand the link between the Torah and the Bible and know the Qur'an was revealed to Muhammad.
- By the end of Y6, the pupils consider issues of prejudice, such as the story of Rosa Parks and the plight of Anne Franke as a result of Nazi persecution. They begin to draw inferences for life today and relate this to the need for tolerance.

Shortcomings

- The pupils do not sufficiently develop their knowledge and understanding of faith groups they study.
- Pupils do not make sufficient use of artefacts and a variety of media to fully develop their understanding of religious traditions and family customs for children from different faith communities.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

In the seven years since the previous inspection the school has continued to strive to make improvements in many areas. In particular, it has successfully raised standards in English, science and information technology in both key stages and in music in KS2. The quality of learning resources has been enhanced in all subjects and the provision for the under-fives is now a major strength of the school.

- Progress in relation to the five key issues identified by the last inspection is satisfactory overall.

(1) The senior management team needs to exert more direct influence on the day-to-day and longer-term management of the school.

- The senior management team now comprises of four members of staff. This group meets regularly and provides an effective forum to discuss whole-school issues. However, there is a lack of rigour in identifying and focusing on key priorities to ensure a greater consistency in the school's work.

(2) Curriculum co-ordinators need to be more actively involved in monitoring and evaluating the quality and standards of work in their subjects.

- During the last year considerable progress has been achieved in developing the role of subject co-ordinators. In particular, learning resources have been audited and a programme of subject monitoring is now established. Some co-ordinators have also scrutinised pupils' work and compiled subject portfolios to exemplify standards.

(3) The standards of achievement in one class need to be raised significantly.

- Records indicate that the school successfully raised standards in the class referred to. Furthermore, the trend in standards in the NC tests and assessments, since 1995, is very positive but this inspection still finds too great a variation in the quality of teaching and learning across the school.

(4) The school needs to ensure the statutory requirements with respect to registration are met.

- The school still does not fully comply with the requirements of the National Assembly for Wales for the recording of absence because the class registers are not always marked at the beginning of each morning and afternoon session. However, the whole-school records compiled by the clerk are meticulous and clear arrangements are in place to follow up any unexplained absence.

(5) The governing body should continue with its effort to upgrade the fabric of the school.

- The school governors have worked successfully with the LEA to improve the quality of the buildings and site.

8.2 Key Issues for Action

In order to raise standards and further improve the quality of education, the school and the governing body, with the support of appropriate agencies, should build on good practice to:

- improve on the shortcomings identified in aspects and subjects;
- increase the range of teaching and organisational strategies to promote greater independence and initiative in learning;
- strengthen lesson planning and build on schemes of work to ensure the context of learning is relevant;
- use assessments more effectively to plan the pupils' work;
- develop and consistently implement a whole-school approach to planning for the development of key skills across the curriculum;
- establish clear criteria and link strategies for monitoring and evaluation to key objectives in the school development plan.

APPENDIX

A Basic Information About the School

| | |
|----------------------|--|
| Name of School | Nantymoel Primary |
| School type | Community |
| Age -range of pupils | 3 – 11 years |
| Address of school | Gwendoline Street Nantymoel Bridgend |
| Post-Code | CF32 7PL |
| Telephone Number | 01656 840417 |

| | |
|--|--|
| Head teacher | Mr J Roberts |
| Date of appointment | 1 st September 1992 |
| Chair of Governors/ Appropriate Authority | Mrs M Williams MBE JP |
| Registered Inspector | Mr M T Ridout |
| Dates of inspection | 27 th – 31 st May 2002 |

B School Data and Indicators

| <i>Number of pupils in each year group</i> | | | | | | | | | |
|--|---------|----|----|----|----|----|----|----|-------|
| Year group | N (fte) | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total |
| Number of pupils | 37.5 | 22 | 31 | 26 | 32 | 23 | 34 | 30 | 235.5 |

| <i>Total number of teachers</i> | | | |
|---------------------------------|-----------|-----------|----------------------------|
| | Full-time | Part-time | Full-time equivalent (fte) |
| Number of teachers | 9 | 0 | 9 |

| <i>Staffing information</i> | |
|---|-----------|
| Pupil : teacher (fte) ratio (excluding nursery and special classes) | 24.75 : 1 |
| Pupil : adult (fte) ratio in nursery classes | 11 : 1 |
| Pupil : adult (fte) ratio in special classes | N/a |
| Average class size, excluding nursery and special classes | 28.3 |
| Teacher (fte) : class ratio | 1.125 : 1 |

| <i>Percentage attendance for three complete terms prior to the inspection</i> | | | | | |
|---|---------|-----------|-----|-----|--------------|
| | Nursery | Reception | KS1 | KS2 | Whole school |
| Summer 2001 | N/a | 87 | 90 | 89 | 89 |
| Autumn 2001 | 91 | 93 | 93 | 93 | 93 |
| Spring 2002 | 81 | 94 | 89 | 92 | 92 |

| | |
|---|---|
| Number of pupils excluded during 12 months prior to inspection. | 1 |
|---|---|

C. Results of National Curriculum Assessments and Public Examinations

NATIONAL CURRICULUM ASSESSMENT RESULTS

END OF KEY STAGE 1: 2001

| National Curriculum Assessment KS1 Results: 2001 | | | Number of pupils in Y2 : 31 | | | | | | |
|--|--------------------|----------|-----------------------------|---|---|----|----|----|---|
| Percentage of pupils at each level | | | | | | | | | |
| | | | D | A | W | 1 | 2 | 3 | 4 |
| ENGLISH: | Teacher assessment | School | 0 | 0 | 0 | 23 | 55 | 22 | 0 |
| | | National | 0 | 0 | 4 | 13 | 62 | 21 | 0 |
| EN: Reading | Teacher Assessment | School | 0 | 0 | 0 | 19 | 52 | 29 | 0 |
| | | National | 0 | 0 | 4 | 13 | 54 | 29 | 0 |
| | Task/Test | School | 0 | 0 | 0 | 13 | 61 | 26 | 0 |
| | | National | 1 | 0 | 3 | 13 | 53 | 30 | 0 |
| EN: Writing | Teacher Assessment | School | 0 | 0 | 3 | 19 | 65 | 13 | 0 |
| | | National | 0 | 0 | 5 | 13 | 70 | 12 | 0 |
| | Task/Test | School | 0 | 0 | 0 | 12 | 81 | 7 | 0 |
| | | National | 0 | 1 | 5 | 10 | 75 | 9 | 0 |
| EN: Speaking and listening | Teacher Assessment | School | 0 | 0 | 0 | 6 | 71 | 23 | 0 |
| | | National | 0 | 0 | 3 | 11 | 63 | 23 | 0 |
| MATHEMATICS | Teacher Assessment | School | 0 | 0 | 0 | 3 | 68 | 29 | 0 |
| | | National | 0 | 0 | 2 | 9 | 60 | 29 | 0 |
| | Task/Test | School | 0 | 0 | 0 | 7 | 66 | 27 | 0 |
| | | National | 0 | 1 | 2 | 6 | 56 | 36 | 0 |
| SCIENCE | Teacher Assessment | School | 0 | 0 | 0 | 3 | 81 | 16 | 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: | 77% | 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 KEY STAGE 2: 2001**

| National Curriculum Assessment KS2 Results: 2001 | | | | | | | Number of pupils in Y6:29 | | | | | |
|--|--------------------|----------|---|---|---|---|---------------------------|---|---|----|----|----|
| 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 | 3 | 54 | 43 |
| | | National | 0 | 0 | 0 | - | 1 | 1 | 6 | 19 | 48 | 25 |
| | Test/Task | School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 46 | 43 |
| | | National | 0 | 2 | 1 | 1 | 0 | 0 | 5 | 14 | 47 | 30 |
| Mathematics | Teacher assessment | School | 0 | 0 | 0 | - | 0 | 0 | 0 | 0 | 32 | 68 |
| | | National | 0 | 0 | 0 | - | 0 | 1 | 4 | 20 | 47 | 28 |
| | Test/Task | School | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 4 | 21 | 75 |
| | | National | 0 | 2 | 1 | 1 | - | 0 | 4 | 18 | 42 | 32 |
| Science | Teacher assessment | School | 0 | 0 | 0 | - | 0 | 0 | 0 | 0 | 36 | 64 |
| | | National | 1 | 0 | 0 | - | 0 | 0 | 3 | 15 | 52 | 29 |
| | Test/Task | School | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 7 | 25 | 68 |
| | | 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: | 91% | In the school: | 89% |
| 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 eleven inspector days gathering first-hand evidence. In total, 73 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 initial inspection visits.
- All the available work and records of a representative sample of at least three pupils from each class, plus 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 27 parents before the inspection and considered 59 parents' responses to a questionnaire.
- A limited range of work in physical education was observed.
- The inspection took place over five days.

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; standards in key skills; quality of teaching; curriculum; provision for pupils with SEN; quality of self-evaluation and planning for improvement; leadership and efficiency; progress since the last inspection. | English; science; geography; history; religious education; physical education. |
| Mrs H. Wynn-Smith | Team | Pupils' spiritual, moral, social and cultural development; assessment, recording and reporting; support, guidance and pupils' welfare; provision for the under-fives. | mathematics; Welsh as a second language; design and technology; information technology; music; art. |
| Mrs C. Lewis | Lay | Behaviour and attitudes; attendance; partnership with parents, the community, schools and other institutions; partnership with industry; staffing, accommodation and learning resources. | |

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

The contractor for this inspection is:
Wessex Associates Ltd
Wessex House
Ashburton
Devon
TQ13 7AQ

Telephone: 01364 652040
Fax: 01364 651919