

**INSPECTION UNDER SECTION 10
OF
THE EDUCATION (SCHOOLS) ACT 1996**

Nottage Primary School

Suffolk Place
Porthcawl
Bridgend
CF36 3ED

School Number: 672/2194

Date of Inspection:
17th – 20th March 2003

Registered Inspector:

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W/180/78730

Under ESTYN contract number: T/101/02P

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CURRICULUM NOMENCLATURE AND KEY STAGES

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

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

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

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

GRADE DESCRIPTIONS

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

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

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1. CONTEXT

The school and its priorities

Nottage Primary is a community school, catering for boys and girls aged from three to eleven years. The school was previously inspected in June 1997. There are 421 full time equivalent pupils on roll, including 44 children of nursery age who attend part time and 43 in the two reception classes. The school is organised in 16 classes. The pupils in Key Stage 1 (KS1) are taught in four single-age classes. In Key Stage 2 (KS2), there are eight single-age classes and a specialist class for up to 16 pupils with moderate learning difficulties provided by the Local Education Authority. The average class size is 26. There are 18 full-time teachers, including the headteacher, and one part-time teacher. Seven teaching assistants support this provision.

The school is situated in the seaside town of Porthcawl. The majority of the pupils come from the town with a minority from nearby rural areas. There is a wide variety of housing, including owner occupied and some rented accommodation. The school states the pupils' families are neither prosperous nor disadvantaged. Fourteen per cent of pupils access free school meals. This is about average. There are a small number of pupils from ethnic minorities. No pupils come from homes where Welsh is the first language. English is the preferred language used.

The school receives pupils from the full range of abilities. Many children begin school with good levels of achievement. Subsequent assessments identify 15% of the pupils to have SEN. This is below average. No pupil has a statement of SEN.

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

- to continue to raise standards in English and mathematics and develop ICT throughout the school;
- to develop and implement assessments in science in KS1;
- continue to review self-evaluation within the school and monitor its effectiveness;
- to review teachers' planning, especially in KS2;
- continue to promote staff-development;
- to develop effective provision of key skills across the curriculum;
- to improve the transition from reception to Year 1;
- improve the sound system in the hall, review the use of centrally used areas and continue a programme of building maintenance.

The school has Investors in People accreditation and holds the Basic Skills Quality Mark.

2. MAIN FINDINGS

The main findings of the report

This is a vibrant, successful and well-led school. It continues to build on its strengths, some of which are very strong features, and has made significant improvements in its provision since the previous inspection in June 1997.

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

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

- The standards of achievement in the different subjects of the National Curriculum (NC) in Key Stages 1 and 2 are as follows:

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

- Since the previous inspection, the school has successfully raised standards in design and technology, information technology and physical education in both key stages and in history and art in KS2.
- The standards achieved in speaking, listening and reading are good overall. Standards in writing, numeracy and the use of information and communications technology (ICT) are satisfactory overall. There is discernible recent improvement across the school.
- In the 116 lessons or parts of lessons observed, standards of achievement were judged to be very good in seven per cent, good in 52 per cent, satisfactory in 37 per cent and unsatisfactory in four per cent.
- Progress is good in KS1. Across KS2 the overall rate of progress is satisfactory, but there is considerable variation. The rate of work improves where the teaching is rigorous and the work is appropriately challenging across the ability range.

- Taken overall, the progress of the more-able pupils is sometimes too slow.
- When working on individual programmes, pupils with SEN make good progress and sometimes very good progress in relation to their learning targets. However, progress is not always maintained in work undertaken with their peer group classes.
- At the end of KS2, there are some differences in pupils' performance in NC tests on the basis of gender. Overall, the boys are performing better than the girls do. This is contrary to the national picture.
- In the 2002 KS1 NC assessments, 92% of pupils attained at least the nationally expected level 2 in speaking and listening, reading, writing, mathematics and science. This is well above the most recent national figures and well above the average for similar schools¹. Results have remained steady over the last three years.
- In the 2002 KS2 NC tests, 81% of pupils attained at least the nationally expected level 4 in English, mathematics and science. These results compare very well with the national picture and with the performance of similar schools. Over three years the results have improved from 74% of pupils attaining level 4 or above to the current position.
- The school's results in NC tests and assessments show a good improvement over time. The results regularly match or exceed the school's realistic targets.
- The provision for pupils' moral and social development is good. Provision for spiritual and cultural development is satisfactory overall. The school successfully promotes pupils' development in these aspects and their response to the provision is good.
- The overall standards of behaviour and pupils' attitudes to learning are good. This is a particular strength of the school maintained since the previous inspection.
- The level of pupils' attendance and punctuality is satisfactory. A small number of pupils across the school regularly arrive late at the start of the day. Furthermore, valuable teaching time is lost through a lack of rigour in managing time effectively in some classes.
- The overall quality of teaching is satisfactory. The teaching in the nursery, the reception classes and in KS1 is good overall, and is a very strong feature of the school. It ranges from very good to satisfactory.
- Teaching in KS2 is satisfactory overall, but with variation between very good and unsatisfactory. The specialist teaching for pupils with SEN is a very strong feature.
- Taken overall, teachers have high expectations of pupils' achievement and behaviour. Support staff make a positive contribution to the quality of teaching and learning.
- In the 116 lessons or parts of lessons observed teaching was judged to be very good in seven per cent, good in 46 per cent, satisfactory in 38 per cent and unsatisfactory in nine per cent.
- Although lessons are often well planned, the work is not always effectively matched to

¹ Schools having between eight and 16 per cent of pupils entitled to free school meals.

pupils' prior knowledge. This sometimes limits pupils' progress and productivity, particularly in KS2.

- The overall quality of assessment, recording and reporting is satisfactory. There is evidence of a gradual improvement in the implementation of assessment procedures since the last inspection.
- In KS1, pupils' work is evaluated accurately and consistently across the curriculum through the use of clear criteria for assessment.
- This degree of accuracy and consistency does not extend into KS2. There are inconsistencies in the use of assessments to inform lesson planning and to promote higher standards through the setting of clear targets at individual and group levels.
- The overall quality of the curriculum is satisfactory. The very good provision for the children under five is a particular strength of the school. In KS1 and KS2 the curriculum is broad, includes religious education and appropriately reflects the *Cwricwlwm Cymreig*.
- In KS1, the allocation of time and emphasis given to all subjects is well balanced.
- In KS2, there is an imbalance in the time and emphasis given to some subjects. There are limited opportunities for investigative work in mathematics and science. In music, the programmes of study are not adequately covered and the use of information and communications technology is at an early stage in some classes.
- Although there is no whole school policy for the development of key skills, the identification of opportunities to promote key skills across subjects is in the early stages of development and is beginning to have a positive impact.
- The good range of educational visits and visitors to the school, together with the wide range of extra-curricular clubs and activities very significantly enriches the curriculum.
- Sporting and musical activities make a strong and significant contribution to school life.
- The school is a socially inclusive community. Pupils are positively encouraged to play a full part in school life, irrespective of gender, ethnicity or ability.
- The overall arrangements for the support, guidance and welfare of pupils are good.
- The overall quality of provision for pupils with SEN is good. This is a particular feature of the school. The very good provision for pupils supported through the specialist class in KS2 remains a very strong feature of the school.
- The school's partnership with community, schools and other institutions is very good. This is an outstanding feature. The quality of partnership with parents is good. There is a significant improvement in these aspects since the last inspection.
- Although there is no written policy the school's partnership with industry is good.
- The overall scope and impact of the school's procedures for self-evaluation and its planning for improvement are satisfactory. The school's objectives for improvement are wholly appropriate.

- However, although action planning by senior staff and subject leaders is well established the procedures for monitoring teaching and learning have yet to make a sufficient impact.
- The overall quality of leadership and efficiency is good. The headteacher, staff and governors are successful in ensuring clear educational direction to the work of the school. There is good emphasis on high academic and personal standards.
- The managerial arrangements are successful in team building, but have yet to impact sufficiently on some inconsistencies in the school's provision.
- The overall provision of staffing, accommodation and learning resources is good.
- Taken overall, the school has made good progress in relation to the key issues raised in July 1997.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Educational standards achieved by pupils

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

- In the 116 lessons or parts of lessons observed standards of achievement were judged to be very good in seven per cent, good in 52 per cent, satisfactory in 37 per cent and unsatisfactory in four per cent.
- Many children begin school with good levels of achievement. They make good progress in the nursery and reception classes.
- The standards of achievement in the nursery are very good in language, literacy and communication skills and in their personal and social development. Standards are good in mathematical development, knowledge and understanding of the world, physical development and creative development.
- In the reception classes, standards of achievement are very good in language, literacy and communication skills, knowledge and understanding of the world and in creative development. Standards are good in mathematical development, personal and social development, physical development and creative development.
- Progress is good in KS1. Across KS2, the overall rate of progress is satisfactory, but there is considerable variation. The rate of work improves where the teaching is rigorous and the work is appropriately challenging across the ability range.
- Taken overall, the progress of the more-able pupils is sometimes too slow.
- When working on individual programmes pupils with SEN make good progress and sometimes very good progress in relation to their learning targets. However, progress is not always maintained in work undertaken with their peer group classes.
- In KS1, standards of achievement are very good in design and technology. Standards are good in English, mathematics, science, Welsh second language, information technology, history, geography, art, physical education and religious education. Standards are satisfactory in music.

- In KS2, standards of achievement are good in Welsh second language, information technology, history, art and physical education. Standards are satisfactory in English, mathematics, science, design and technology, geography and religious education. Standards are unsatisfactory in music.
- At the end of KS2, there are some differences in pupils' performance in NC tests on the basis of gender. Overall, the boys are performing better than the girls do. This is contrary to the national picture.
- In the 2002 KS1 NC assessments, 92% of pupils attained at least the nationally expected level 2 in speaking and listening, reading, writing, mathematics and science. This is well above the most recent national figures and well above the average for similar schools². Results have remained steady over the last three years.
- In the 2002 KS2 NC tests, 81% of pupils attained at least the nationally expected level 4 in English, mathematics and science. These results compare very well with the national picture and with the performance of similar schools. Over three years the results have improved from 74% of pupils attaining level 4 or above to the current position.
- The school's results in NC tests and assessments show a good improvement over time. The results regularly match or exceed the school's targets.

3.2 Standards achieved in key skills across the curriculum

The standards achieved in speaking, listening and reading are good overall. Standards in writing, numeracy and the use of information and communications technology (ICT) are satisfactory overall. There is discernible recent improvement across the school.

- The children under five make good progress in applying and developing their emerging skills in literacy, numeracy and in the use of ICT across the six areas of learning,
- In KS1, pupils listen politely to others and are attentive during presentations. They show interest in their work and are eager to answer questions. Pupils are aware of the need to adapt their speech appropriately and they use appropriate vocabulary effectively when speaking and writing.
- Pupils read with confidence, they value reading and have good book skills. They write for a variety of purposes, apply grammatical requirements sensibly and achieve good standards.
- In KS2, pupils develop good speaking and listening skills. They respond confidently to questions posed by their teachers and participate enthusiastically in discussions. They use subject specific vocabulary effectively in some lessons, for example when describing artefacts in history and religious education.
- Pupils acquire good reading skills. They read for pleasure and enjoy books in a range of fiction and non-fiction genres. Pupils learn appropriate research skills and know how to use a library to access information from reference books. However, the development of pupils' independent writing skills is often constrained by the overuse of worksheets.

² Schools having between eight and 16 per cent of pupils entitled to free school meals.

- Throughout the school, pupils demonstrate a good understanding of Welsh terms and phrases and they speak in Welsh with increasing confidence and expression.
- Pupils in KS1 begin to use numeracy skills in other subjects appropriately, but in KS2 there is limited evidence of the use of numeracy in subjects such as science, geography and physical education.
- In both key stages, pupils make good progress in acquiring ICT skills when using the computer suite. However, the use and application of ICT skills across subjects is uneven. In KS1, pupils use their developing skills well in meaningful contexts. In KS2, this aspect is less well established, but the use of ICT is beginning to have a positive impact on standards in other subjects in some classes.
- Pupils with SEN make similar progress to their peers in the development of key skills.

4. ETHOS OF THE SCHOOL

4.1 Spiritual, moral, social and cultural development

The provision for pupils' moral and social development is good. Provision for spiritual and cultural development is satisfactory overall. The school successfully promotes pupils' development in these aspects and their response to this provision is good.

- The contribution of collective worship in promoting pupils' spiritual development is satisfactory. The arrangements for a daily act of collective worship broadly comply with statutory requirements.
- Class based, or larger group assemblies include participation in singing and musical performance; the content is mainly Christian and includes praise, prayer and the celebration of achievement.
- Pupils regularly participate by taking a leading role in assemblies, but these occasions seldom invite reflection about personal decisions and belief or sufficiently promote pupils' responses and insights into matters of spiritual worth.
- Planning to foster spiritual awareness across the curriculum is limited. Opportunities to reflect on and to appreciate the significance of human experience and the wonders of the natural world are not always built upon.
- Pupils know the difference between right and wrong and develop a clear sense of truth and justice. They show consideration for others, treat the environment with respect and take pride in their school. Pupils are positively encouraged to explore moral issues during assemblies and lessons in personal and social education (PSE).
- There are good opportunities for pupils to collaborate, use their initiative and to demonstrate responsibility. They work well in pairs and small groups and readily share ideas and resources.
- A good range of interesting extra-curricular activities successfully enhances pupils' social development. Their awareness of the needs of others is promoted through opportunities to support charities such as Comic Relief, the British Heart Foundation and *Ty Hafan*.

- The relationships between pupils and teachers and between the pupils themselves are positive, friendly and supportive. The manner in which the older pupils, for example, give up their playtime to help younger pupils in the reading club is impressive.
- The many visits to places of interest and the variety of visitors to the school successfully promote pupils' social and cultural development.
- Pupils' awareness of the culture and heritage of Wales is effectively promoted across the curriculum, as well as through educational visits and celebrations for St. David's Day. A Welsh ethos is successfully promoted through displays and the effective use of incidental Welsh in most classes. The *Cwricwlwm Cymreig* is well established.
- Pupils learn about other cultures in religious education, geography and art. However, these opportunities are seldom fully exploited to raise pupils' awareness of racial issues and to encourage their appreciation of the richness and diversity of other cultures. The school has appropriate policies to overcome discrimination relating to race, gender and ability.

4.2 Behaviour and attitudes

The overall standards of behaviour and pupils' attitudes to learning are good. This is a strength maintained since the previous inspection.

- The foundations for good behaviour are laid effectively in the Early Years classes. Children happily leave their parents and settle quickly into school.
- The school has a welcoming environment and is a purposeful community where all pupils are valued. The staff have high expectations of pupils' behaviour and know them well.
- They are good role models and maintain strong, mutually respectful and supportive relationships. The majority of staff consistently implements the behaviour policy so that pupils know what is expected of them.
- Throughout the school pupils behave with maturity. They talk to visitors freely in a natural and friendly manner. They are polite and show consideration to each other and to adults.
- The vast majority of pupils show good levels of self-discipline and move sensibly in and around the school. They carefully observe the one-way system on the stairs and along the corridors.
- Although there is no formal system, the older pupils have an important role in promoting good behaviour. They take their responsibilities seriously and are developing self-confidence and self-esteem. The school has plans to extend the role of the School Council to include a more formal system of roles and responsibilities.
- Behaviour in the classrooms is variable. There are a small number of pupils who sometimes present teachers with challenging behaviour. In classes where teaching is effective, the pupils are managed positively and their behaviour is good.
- However, the slow pace of lessons in some classes has an adverse effect on pupils' ability to sustain concentration. They often become distracted and inattentive. Positive behaviour management strategies are not always fully implemented in these classes.

- Pupils generally approach their work with interest and enthusiasm. They show high levels of motivation and sustain good levels of concentration. They organise themselves quickly and collaborate well when working in small groups. These good responses contribute greatly to the standards achieved and to the quality of life in the school.
- The behaviour management policy provides clear guidelines that are consistently applied by the majority of staff. A separate anti-bullying policy sets out procedures designed to prevent incidents. When they occur, incidents and outcomes are formally recorded. No significant incidents of antisocial behaviour were noted during the inspection and there have been no exclusions in the past nine years.
- Pupils say they are treated fairly, their efforts are valued and that they can confidently approach teachers with any questions or concerns. They respond positively to school and classroom rules and to the house point system.
- Pupils play co-operatively during break-times and lunch-times. In KS2, pupils observe the demarcation areas for ball games well, but although the infant playground is attractively marked there is limited structured provision for play activities, particularly for the younger children.

4.3 Attendance

The level of pupils' attendance and punctuality is satisfactory.

- At 93.46 per cent, the average rate of attendance for the past three terms is below the LEA and national averages. This is a very similar position to that found in the last inspection.
- Absences are caused mainly through illness, but there are an increasing number of family holidays in term time, some of which exceed the permitted ten days.
- A small number of pupils across the school regularly arrive late at the start of the day and miss the commencement of lessons. The school reminds parents of the importance of regular punctual attendance and works very closely with the Education Welfare Officer who actively pursues cases of non-attendance and persistent latecomers. However some parents are slow to respond.
- Pupils who achieve full attendance are rewarded at the end of the academic year. This is an improvement since the last inspection, but as yet the school lacks targets and systems aimed at improving attendance and punctuality.
- Registers are completed formally at the beginning of each session. Although unauthorised absences are now identified there are some inconsistencies in marking and as such registers do not fully meet the requirements of NAW Circular 3/99.
- Valuable teaching time is lost through the school's lack of rigour in managing time effectively in some classes. Lessons quite often start late and some finish early.

5. QUALITY OF EDUCATION

5.1 Teaching

The overall quality of teaching is satisfactory. Teaching ranges between very good and satisfactory in the early years and KS1. In KS2, it ranges between very good and unsatisfactory.

- In the 116 lessons or parts of lessons observed, teaching was judged to be very good in seven per cent, good in 46 per cent, satisfactory in 38 per cent and unsatisfactory in nine per cent.
- The teaching in the nursery, the reception classes and in KS1 is good overall. It ranges from very good to satisfactory. Support staff make a significant contribution to the quality of learning.
- Teaching in KS2 is satisfactory overall, but with variation between very good and unsatisfactory. The specialist teaching for pupils with SEN is a particularly strong feature.
- Taken overall teachers have a good knowledge of the subjects they teach. There are particular strengths in the early years and in information technology and history. Effective teaching was observed in all subjects. However, less effective teaching was observed in most subjects in KS2.
- Lesson planning is based on suitable schemes of work that provide sound content, purpose and progression. However, although the content is clear the learning is not always effectively tailored to the pupils' needs.
- A suitable range of teaching methods and organisational strategies is used across both key stages. Teaching is most effective where the purpose of the lesson is clear, there is lively interaction with the pupils and there is a clear focus for teaching during grouped activities.
- In some classes in KS2, the preference for talking 'at' the class rather than fully involving the pupils in the learning often results in a slow pace of learning. Furthermore, such approaches do not promote independent study or develop pupils' problem-solving skills.
- Taken overall, teachers have high expectations of pupils' achievement and behaviour. There is good consistency in the early years and KS1, but there are some inconsistencies in KS2. This is reflected in the variable standards of presentation and rate of pupils' work.
- Although lessons are often well planned, the work is not always effectively matched to pupils' prior knowledge. There is good practice in several classes, but in a significant number of lessons, particularly in KS2, all pupils are set the same work and the planning does not sufficiently build on the results of previous work.

5.2 Assessment, recording and reporting

The overall quality of assessment recording and reporting is satisfactory. There is evidence of a gradual improvement in the implementation of assessment procedures since the last inspection.

- The assessment policy provides useful guidelines and information about the purpose, nature and management of assessment procedures across the school. However, the

evidence of using ‘*assessment as an integral part of teaching and learning*’ is mixed.

- Procedures begin with the systematic implementation of baseline assessments for children under five. Effective use is made of the baseline data to focus provision. The criteria used for day-to-day assessments are particularly well developed and targeted.
- In both key stages, the accuracy and consistency of assessment is satisfactory in the core foundation subjects. The assessment requirements of the National Curriculum (NC) are fully met.
- In KS1, pupils’ work is evaluated accurately and consistently across the curriculum through the use of clear criteria for assessment.
- This degree of accuracy and consistency does not extend into KS2. There are inconsistencies in the use of assessments against specific learning objectives to inform lesson planning and to promote higher standards through the setting of clear targets at individual and group levels.
- The school systematically analyses a range of assessment data, mainly test results, and uses this information well to set whole-school end-of-key-stage targets. However, the systems to provide an overview of attainments and track pupils’ individual progress are not yet fully and consistently utilised.
- The use of assessment information to improve pupils’ performance by setting individual and group targets and adjusting teaching and learning strategies does not impact sufficiently on practice at classroom level in KS2.
- In the best practice, there is regular and constructive marking of pupils’ tasks with feedback to them, follow-up support is given and agreed targets are set for future work. However, in some classes in KS2 marking is cursory.
- There are well established arrangements for the identification, assessment and monitoring of the progress and achievements of pupils with SEN. The systems provide a model of good practice.
- The frequency and usefulness of written reports issued to parents is satisfactory. Progress in all subjects is clearly reported, but the targets for improvement given are sometimes too vague and are of little use in measuring subsequent progress.

5.3 Curriculum

The overall quality of the curriculum is satisfactory. The very good provision for the children under five is a particular strength.

- The curriculum for children under-five is firmly based on the Desirable Learning Outcomes and meets the children’s learning needs well. The planning is thorough and ensures that the children have a wide range of appropriate learning experiences.
- In KS1 and KS2, the school provides a broad curriculum that meets statutory requirements, includes religious education and appropriately reflects the *Cwricwlwm Cymreig*.
- In KS1, the allocation of time and emphasis given to all subjects is well balanced. The

schemes of work support the planning of topics and themes well.

- In KS2, there is an imbalance in the time and emphasis given to some subjects. There are limited opportunities for collaborative and investigative work in mathematics and science and the use of information and communications technology is still at a very early stage in some classes.
- In music, the programmes of study are not adequately covered and this limits standards. The updated scheme of work is good but hasn't been fully implemented, particularly in composing and appraising.
- Furthermore, there is a lack of breadth and depth in the work undertaken in several subjects, where there is too much emphasis on the use of worksheets for example.
- There are well considered policies and schemes of work in all subjects. These provide appropriate progression and continuity and a secure framework for long and medium term curricular planning.
- Although there is no whole-school policy for the development of key skills the identification of opportunities to promote key skills across subjects is in the early stages of development and is beginning to have a positive impact.
- The school has a homework policy and the regular provision of appropriate amounts of homework in most classes has a beneficial effect on standards.
- The arrangements for personal and social education are satisfactory. The school successfully promotes pupils' awareness of sustainable development through the 'Eco' committee and the recycling project.
- The good range of educational visits and visitors to the school significantly enriches the curriculum. A significant number of pupils benefit from instrumental tuition and many pupils participate in the wide and varied range of extra-curricular clubs and activities. These include good opportunities for competitive sport and games.
- Sporting and musical activities make a significant contribution to school life.
- The school is a socially inclusive community. Pupils are positively encouraged to play a full part in school life irrespective of gender, ethnicity or ability. In general, pupils have equality of access to the curriculum available.
- There are no pupils for whom the NC is modified.

5.4 Support, guidance and pupils' welfare

The overall arrangements for the support, guidance and welfare of pupils are good.

- Pupils are effectively supervised and well cared for. The staff are approachable and positive relationships between staff and pupils help to ensure and promote the well being of pupils. This is clearly evident throughout the school day.
- However, there are no shaded or quiet areas in the playground where pupils can play away from the more boisterous games.

- Although the staff know pupils well there are few formalised arrangements to record and monitor pupils' personal development.
- The effectiveness of educational guidance is inconsistent. Best practice is evident with pupils with SEN. The provision of clear learning targets, the proactive involvement of parents and the pupils, together with detailed records that monitor progress, help to promote good progress. Such effective systems are not evident in most classes.
- There are effective child protection procedures. There is a nominated officer, senior staff have received appropriate training and staff are made aware of the procedures to follow should a concern arise.
- The school has robust procedures for dealing with oppressive behaviour, including bullying. Appropriate policies are in place for health and safety, substance misuse, equal opportunities and racial equality. These are diligently applied.
- There are appropriate arrangements for personal and social education, which cover such issues as relationships, citizenship, health, lifestyle and growing up. There are clear arrangements for pastoral care including a named teacher with responsibility for dealing with the welfare of the older girls.
- A range of visitors to the school, such as the community police officer and health visitor, make effective contributions to ensuring pupils' welfare. Parents particularly appreciate the courses arranged to assist them in supporting their children on issues of substance abuse.
- The headteacher is the nominated health and safety officer. The caretaker ably assists him in monitoring safety and conducting regular audits. There are reminders to parents about safety issues in newsletters. Fire drills and equipment checks are suitably rigorous.
- There are effective arrangements for dealing with accidents and providing first aid. Four members of staff are qualified in first aid and all teaching and ancillary staff are trained in emergency first aid. Communications between school and home in the event of an accident or illness are good.
- Security is a high priority of the school and adequate arrangements are in place to make the school safe and secure for all pupils.

5.5 Provision for pupils with special educational needs

The overall quality of provision for pupils with SEN is good. This is a particular feature of the school. The very good provision for pupils supported through the specialist class in KS2 remains an outstanding feature of the school.

Provision in the main school

- The school has a positive attitude towards and an inclusive approach in meeting the particular learning needs of pupils with SEN. Policies and procedures for SEN are well developed and are generally well implemented across the school. This aspect is well resourced and managed.
- The majority of pupils with SEN are well motivated and are fully integrated into the life of the school. They have equality of access to a broad and balanced curriculum. This

helps them to make good progress in relation to their specific learning targets.

- The school complies fully with the requirements of the SEN Code of Practice. There are effective systems to identify and support pupils with learning difficulties. The school maintains an appropriate register of pupils with SEN. It has accurately identified, assessed and currently supports 17 pupils at the School Action stage and 33 pupils at the School Action Plus Stage. This represents 13 per cent of pupils in the mainstream classes. There are no pupils with a statement of SEN
- Support staff are used effectively to support and enhance the learning experiences of pupils with SEN. There is a carefully targeted mix of in-class support and learning in small withdrawal groups.
- In consultation with parents, the class teacher draws up Individual Action Plans (IAPs). These guide the provision effectively in most classes. There are some inconsistencies in implementing IAPs and building on individual targets when planning lessons in some KS2 classes.
- Pupils are appropriately involved in setting targets according to their age, maturity and capability. The IAPs typically contain three or four short-term targets, together with teaching strategies, details of resources required and a review framework linked to the targeted outcomes.
- There is good liaison with external agencies and parents. There are usually two multi-agency meetings held each term to monitor and review pupils' progress.
- The SEN co-ordinator (SENCo), who is also the specialist teacher for pupils with SEN, is particularly effective in teaching, curricular and administrative terms. She is well supported by the deputy SENCo in providing useful and appropriate information and guidance to all staff.

Specialist provision for pupils with moderate learning difficulties

- The Local Education Authority (LEA) provides designated provision for pupils with moderate learning difficulties. This comprises a 16-place class. There are currently 14 pupils from Y3 – Y6 registered in the class. In line with LEA policy, none has a statement of SEN. All are placed at School Action Plus on the SEN register. These pupils come from a wide area.
- The class teacher is well qualified and experienced. All pupils follow individual learning programmes. They benefit from precision teaching particularly in literacy and numeracy and make good progress.
- There is a measure of integration into the work of the mainstream classes. This is tailored to the needs of individuals and all pupils integrate with their peers for work in the non-core foundation subjects.

5.6 Partnership with parents and community, schools and other institutions

The school's partnership with community, schools and other institutions is very good. This is an outstanding feature. The quality of partnership with parents is good. There is a significant improvement in these aspects since the last inspection.

- The quality of written communications with parents is good. The headteacher places strong emphasis on good relationships throughout the school community. Informal contact between parents and staff occurs daily and parent governors strengthen liaison with parents by providing another channel of information.
- Parents of children in the Early Years classes receive a useful handbook. Informative newsletters each term, regular topic sheets and home tasks that include useful guidance keep parents fully informed.
- In both key stages parents receive a good range of information about the curriculum, such as home tasks and the mathematics programme. Regular newsletters and other communications, both formal and informal, keep parents well informed about the life and work of the school and any issues that need attention.
- The school prospectus issued to new parents is informative and meets the requirements of NAW Circular 14/01, but there are some omissions in the governors' annual report to parents.
- Pupils play an important part in communication between home, school and the community. For instance, the recently introduced 'Eco Newsletter' provides useful information about the recycling project and healthy eating initiative.
- Parent consultation evenings each term and informal open days are well attended. Parents are clearly informed about their children's progress. The school uses a standardised format for annual written reports and many parents value and take advantage of the facility to record parental comments. All parents sign the required home-school contracts.
- A significant number of adults make positive contributions to the life of the school. Many use their expertise, such as local historians and artists, to provide good quality support in the classroom that is highly valued by the school and helps to improve the standards the pupils achieve. A useful handbook, found in all classrooms and shared areas, provides useful guidance for volunteers.
- A large number of adults assist with educational visits and the sharing of first hand experiences in history lessons, for example, enhances pupils' learning. A former parent provides particularly valuable support with swimming instruction and training in life-saving skills for pupils in Y4; he also provides first aid training for pupils in Y5/6 and emergency first aid training for all school staff.
- The staff give generously of their time to run extra-curricular activities at lunch-time and after school. A small number of adults give regular support, for example with table tennis rugby and football.
- The caretaker works tirelessly with the ECO committee to develop the well established conservation area. This valuable resource has won prestigious awards. It is well used to support pupils' learning across the curriculum and helps to strengthen the links with neighbouring schools. The community generously provides material for the compost bin and supports the initiative very well.
- The hardworking Parent-Teacher Association (PTA) helps to promote good relationships between staff and parents. Through family-orientated fundraising events they provide

substantial financial support for the school and for charities. Money raised is used well to enhance learning resources and the environment.

- Visits and visitors from the community significantly enrich the curriculum. Pupils' experiences include working with drama groups and artists. The school effectively exploits its links with the lifeboat crew and local authors and capitalises on local issues so that pupils gain a good knowledge of their locality.
- Pupils in Y6 further strengthen the links with nearby primary schools and develop self-confidence and good speaking skills through their involvement in the Children's Forum organised by the Town Council. They report back to the whole school on important issues such as the conservation project in the local woods.
- Invited members of the community share in concerts and celebrations held in the school. The local community is actively involved in the Summer Fayre. The school has good links with local churches and enthusiastically supports community events such as the Wales in Bloom competition.
- Pupils in KS1 go out into the community to entertain at a nearby residential home and pupils in upper KS1 join the KS2 choir to sing confidently with a male voice choir at choral evenings. The school generously supports charities and raises funds for people less fortunate than themselves nationally and in the wider community.
- The school has good pastoral links with the neighbouring secondary school, but curricular links are less well developed. Pupils are involved in a recently introduced cross-phase mathematics project. Teachers from Y6 and Y7 make reciprocal visits and pupils' experiences include sample lessons in investigative science and a media cross-phase project. The schools share expertise and facilities.
- The school provides work experience for Y11 students. The pupils benefit from art workshops run by the students and support in after-school sports coaching.
- The school is in partnership with two initial teacher-training institutions and provides mutually beneficial training and experience for student teachers. A teacher has been trained as student mentor. This benefits her professional development and enhances this link.

5.7 Partnership with industry

Although there is no written policy the school's partnership with industry is good.

- The deputy headteacher provides a good lead developing the school's links with industry. Five teachers have benefited from industrial placements. Their awareness of substance abuse and ethnic minority issues has been raised through their involvement in appropriate local authority and police working groups.
- Visits and visitors help to raise pupils' awareness of the world of work both past and present. Pupils throughout the school work with authors, artists and professional drama groups. They also benefit from participation in workshops linked to work in mathematics, science and design and technology.
- In Y3, pupils' mathematical and language skills are enhanced through supermarket visits.

- Pupils in Y5 further develop speaking and social skills through visits to the National Assembly where they interview an Assembly Member. Their work in science and design and technology is enhanced through visits to a power station and by working with specialists to design a house for the future.
- Their business acumen is developed through their involvement in a mini-enterprise scheme. They set up and run stalls at the annual Summer Fayre and sell their finished products.
- The school benefits from donations and equipment.

6. MANAGEMENT AND EFFICIENCY

6.1 Quality of self- evaluation and planning for improvement

The overall quality and impact of the school's procedures for self-evaluation and its planning for improvement are satisfactory.

- The scope of the school's procedures for its evaluation of standards and the quality of its provision is appropriate, but their impact is not always fully effective.
- The school development plan (SDP) is based on whole-school evaluations of the progress the school has made in attaining its goals. The current SDP provides appropriate information about the targets set. It is suitably detailed, identifies a manageable number of targets and includes costs together with brief details of methods and timescales for the achievement of the targets over one year.
- The range and nature of the objectives for improvement that the school has set are appropriate to the current needs of the school. However, action planning by senior staff and subject leaders seldom includes sufficiently focused strategies to assure consistency and promote improvements.
- There are suitable arrangements for staff to monitor planning and review the standards achieved in pupils' books. The procedures for monitoring the quality of teaching and learning are being developed, but they have yet to make a sufficient impact in modifying and supporting practice across KS2.
- The school has set appropriate targets for its performance at the end of each key stage and these have been successfully met. It systematically analyses its performance in the NC assessments. However, the use of data to set measurable targets for further improvement across the school is not yet sufficiently rigorous and does not fully impact on teaching and learning strategies.

6.2 Leadership and efficiency

The overall quality of leadership and efficiency is good.

- The headteacher, strongly supported by senior staff, subject leaders and governors, is successful in ensuring a clear educational direction to the work of the school. A strong commitment to promoting high academic and personal standards is evident.

- The school has well considered aims and values and generally provides equality of opportunity for all its pupils. Its aims and ethos are clearly stated and securely rooted in school life. There is good emphasis on both academic and pastoral aspects.
- The impact of leadership roles, including the management team, on the work of the school is a developing aspect. The management structure is successful in team building, but has yet to impact on some inconsistencies in provision.
- The governing body is proactive and exercises appropriate oversight of the school's work. Governors fulfil their responsibilities well. They each monitor areas of the school's work, including a designated governor who oversees SEN provision. There are good arrangements to ensure the governing body is well informed. This includes appropriate arrangements for the required committees.
- The roles of subject leaders are well defined, but in subjects where two share the task, action planning does not always take sufficient account of the whole-school picture. Subject leadership is most effective in Welsh, ICT, history, art and physical education.
- Subject leaders positively contribute to the school development plan. They are also appropriately involved in reviewing the quality of provision and in monitoring standards. However, the present objectives for monitoring and evaluation are not always precisely enough targeted to maximise their impact in some areas of the school.
- There is sufficient lesson time available and good levels of learning support are provided. However, the management of lesson time is not always sufficiently rigorous. This results in inefficiencies, especially where the expected balance of time between subjects is not maintained.
- Procedures to set and monitor the school's budget are effective. Governors play a key role in this regard. Prudent controls have helped to ensure planned expenditure remains within the budget available. The school anticipates the impact of a drop in pupil numbers and its pattern of expenditure is in line with its objectives.
- The school carefully evaluates the impact of major spending decisions and gives close attention to ensuring best value when letting contracts or making purchases.
- Day-to-day administration and organisation are effective. The school provides value for money.

6.3 Staffing, accommodation and learning resources

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

- There are sufficient appropriately qualified and experienced teachers to match the needs of the curriculum. Teachers are suitably deployed and effective use is made of particular expertise in ICT and history, for example. However, some staff lack sufficient confidence in subjects, such as music, ICT and religious education.
- Teachers undertake duties as subject leaders, but not all oversee subjects in which they have a specialist qualification. However, most have undertaken relevant training in the subjects they lead.
- There are appropriate handbooks to guide the induction of teachers and to inform all staff

and assisting adults of school routines. The school has a clear policy and strategy for performance management and the arrangements for teachers' continuing professional development are appropriate.

- The school receives good support from three visiting peripatetic music teachers and one *athrawes fro*.
- The nursery nurse and three teacher's aides make a valuable contribution to learning in the 'early years' classes. The support staff, in both key stages, have a positive impact on pupils' learning.
- The school clerks efficiently undertake a range of administrative duties and the caretaker; canteen and lunch-time staff all contribute well to the smooth running of the school.
- The range of facilities provided by the accommodation is good. The school provides a stimulating learning environment that is enhanced by colourful and well-presented displays of pupils' work. The site is well maintained.
- The grounds feature a well established conservation area that is used effectively to enhance pupils' awareness of environmental issues.
- The quality and quantity of learning resources are good for most areas of the curriculum. Some limitations in ICT, for example, are being addressed.

7. SUBJECTS AND AREAS OF THE CURRICULUM

Standards achieved by pupils

PROVISION FOR THE UNDER FIVES

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

- Baseline assessments indicate many children come to school with well developed learning skills.
- Twenty-three children of nursery age attend the nursery class in the morning and 21 in the afternoon. There are two reception classes. There are 21 children in one class and 22 in the other.
- The standards of achievement in the nursery are very good in language, literacy and communication skills and in their personal and social development. Standards are good in mathematical development, knowledge and understanding of the world, physical development and creative development.
- In the reception classes, standards of achievement are very good in language, literacy and communication skills, knowledge and understanding of the world and in creative development. Standards are good in mathematical development, personal and social development and physical development.
- The quality of teaching in the nursery and reception classes is good.
- Effective use is made of the baseline assessment data to focus provision. The criteria used for day-to-day assessments are particularly well developed and targeted.
- The very good curricular provision for the children under five is a particular strength of the school.
- The quality of partnership with parents is good. Regular visitors, such as 'Uncle Bob', provide positive role models and effectively enrich the children's learning.

Part time nursery children

Good features

- Children make very good progress in their **personal and social development**. They settle happily in school and relate well to adults. They readily role play, for example at the clinic in a hospital, and are sensitive to the needs, views and feelings of others. They play co-operatively and take turns to share resources.
- Most children make very good progress in early **language, literacy and communication skills**. They know the days of the week and confidently discuss the weather. They listen with interest to a story and predict the outcome by listening carefully.
- They enjoy a range of stimulating activities and purposefully use emergent writing in

role-play areas. Their interest in reading is fostered by using a wide range of newly created 'story sacks'. They hold the book the right way and 'read' a picture book. They enthusiastically join in and sing Welsh action songs.

- Children's **mathematical skills** are developing well. They sort, match, order, sequence, compare and count objects. They confidently count numbers to eight, match the numbers on an envelope to the numbers on the doors and sort objects into *big, middle sized and small*.
- Children make good progress in **knowledge and understanding of the world**. They develop confidence in using the listening stations and the computer. They recognise the policeman's uniform and know his role. They take turns to mix, stir, knead and beat while making biscuits and name most of the ingredients. The children understand that changes will take place when the mixture is heated. They understand what is needed for seeds to grow and describe how the bulbs they have planted have changed.
- Children's **physical development** is good. They move confidently and imaginatively and show good control and co-ordination. They use construction toys with increasing confidence and enjoy regular opportunities to play on large apparatus and use wheeled toys.
- Children make good progress in **creative development**. They handle tools and malleable materials safely. They enjoy making choices while mixing water to paint daffodils, pussy willows and catkins. They sing in tune, perform action songs, and name the percussion instruments they use. They are beginning to distinguish between actions such as 'shaken' and 'scraped'.

Reception age children

Good features

- Children continue to make 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 with appropriate independence.
- Children make very good progress in their **language, literacy and communication skills**. They listen very attentively to stories and most children speak clearly and confidently. They record an event with a picture, dictate an appropriate sentence and confidently write in sentences about their news. The most able are confident in writing. The majority use vocabulary books well and successfully identify letter sounds and blends.
- Children engage in a sensible dialogue for a reasonable time and readily portray characters in role-play, such as in the flower shop. They handle books well and enjoy pictures and words. They respond to simple questions and understand and follow a simple story in Welsh. They know the names of six colours and are learning the names of three animals. They use incidental Welsh in role play situations and enthusiastically join in with action songs and rhymes.
- Children make good progress in their **mathematical development**. Most children can count orally to ten in order of sequence. The top and middle groups work with numbers from ten to 20 in number bingo and sort and recognise coins to the value of £1.

- They differentiate between heavier and lighter and interpret and balance scales. They match three-dimensional shapes to two-dimensional bases and discuss the names and properties of the shapes. They confidently use a mathematical computer program to reinforce their work on the value of coins.
- Children make very good progress in acquiring **knowledge and understanding of the world**. They talk about the features of springtime, naming common flowers and several baby animals. They understand that plants have different parts and that they have different purposes. They are beginning to understand the life cycle of the radish and understand the plant's requirements for healthy growth and the reasons for transplanting seeds. They design gardens, plant flowers, *'lay lawns and build fences'*.
- They have good observational skills, and predict what might happen to a cube of jelly. They successfully use construction blocks to build models of their school and confidently use ICT to select and move items on screen and successfully operate a graphics package.
- Children make good progress in their **physical development**. They march to music, swing their arms and legs and move confidently. They identify body parts and whole body movements. They respond to instructions and sounds well. They move confidently in a large space and use basic body actions. They listen carefully and respond to the different instruments that are played.
- Children make very good progress in their **creative development**. They cut out a circle using a template, fold it in half to make the hinge and add features to make a hinged monster. They confidently use malleable materials.
- They listen to a story and play a range of percussion instruments at the appropriate time. They learn the term 'conductor' and 'orchestra' and begin to understand their roles. They work as a team, taking turns and playing co-operatively. They sing well and change tempo while singing. They sing prayers with appropriate reverence.

Shortcomings

- There are no major shortcomings in the provision for the under fives. However, the school is aware that reception age children have only limited opportunities to *push, pull and pedal* for example, through using large outdoor structured learning equipment.

ENGLISH

Overall, standards of achievement are good in KS1 and satisfactory in KS2.

Good features

- Throughout the school, pupils listen attentively to explanations and instructions from their teachers and on occasions to the contribution of other pupils.
- In KS1, pupils speak clearly and with confidence. They are given interesting experiences and they are eager to participate orally by formulating their own questions and responding positively to teachers' questions in class discussions.
- Their recall of relevant detail in response to 'big book' sessions is very good. In Y1, pupils confidently sequence events when planning a story, and suggest ideas using

descriptive vocabulary of their choice.

- Pupils are well motivated to read. They read ‘big books’ with expression and appropriate intonation. They retell the story and confidently give opinions about the book. Most pupils use a range of strategies well to tackle unfamiliar words and to establish meaning.
- Pupils writing skills are good. Progress is particularly good in Y1 and in Y2 pupils effectively construct stories with a beginning, middle and an ending. They enthusiastically discuss elements of their stories including characters and plot. They write well in both fiction and non-fiction forms.
- Spelling and punctuation skills are well developed. Pupils redraft their work and the presentation is good. The majority make good progress in developing their handwriting.
- In KS2, pupils further develop their ability to articulate ideas and expand their vocabulary with varying levels of confidence. They are keen to explain their work and offer evaluative opinions about the quality and content. Most ask and answer questions using appropriate language.
- Pupils show enthusiasm for reading. They read a wide range of well-chosen literature including fiction, poetry and non-fiction. When discussing texts pupils increasingly use the skills of inference and deduction to say how they think characters are feeling. They discuss the main elements of a book and most have a clear understanding of what they read and can express opinions about it.
- Pupils write in a variety of forms, for different purposes and audiences. For instance, they write stories based on a narrative poem, using a good range of vocabulary to articulate their feelings. They thoughtfully formulate an argument, as exemplified in the letter written by pupils in Y5 to oppose the setting up of a wind farm.
- The older pupils write in paragraphs and most use the main conventions of punctuation appropriately. Correct spelling is a high priority and tests are most effective and enjoyable when pupils write their own word definitions using a whiteboard.

Shortcomings

- There are no major shortcomings in KS1.
- In some KS2 classes, pupils do not systematically develop their skills in oracy. A significant minority are reluctant to contribute to discussions and lack confidence to express their viewpoint.
- In lower KS2, although pupils consistently practise their handwriting, the quality of their written presentation in English, and across other subjects, is often widely variable.
- Pupils do not sufficiently develop their independent and organisational skills in writing. They are sometimes constrained by the ineffective use of ‘writing frames’ or the overuse of worksheets that provide the same work for pupils across the ability range.

MATHEMATICS

The standards of achievement in mathematics are good in KS1 and satisfactory overall in KS2.

Good features

- In KS1, the younger pupils have a satisfactory knowledge of numbers to 20. They confidently chant and whisper odd and even numbers to 20. Most read numbers up to ten and recall subtraction facts.
- They know the coins to 20p and use them to make purchases in the 'shop'. They recognise the hour and the half-hour on the clock face, compare lengths, masses and capacities and use mathematical terms associated with two-dimensional shapes correctly.
- In Y2, pupils confidently count on in two's, five's and ten's to 50 and count back in ten's. They competently solve mathematical problems by sorting, classifying and organising information, for example by drawing and interpreting Carroll and Venn diagrams.
- They give good estimates of different lengths in metres or centimetres and work out the cost of three items using coins. Pupils use the mathematical names for common two-dimensional and three-dimensional shapes accurately and they successfully sort and describe shapes using the appropriate terms.
- In KS2, the younger pupils are competent with addition and subtraction within 20. They round numbers to the nearest ten or 100 and subtract money to 99p. Most pupils competently use a written method (with carrying) to add or subtract three-digit numbers. They make satisfactory estimates of different lengths in centimetres or metres, identify right angles and explain a bar chart or pictogram appropriately.
- Most pupils in Y4 order a set of four-digit numbers and write in figures numbers like 'four thousand and thirty one'. They know by heart the five and six times-tables for both multiplication and division. They choose and use appropriate number operations and ways of calculating, both mental and written, to solve problems involving palindromes.
- They competently recognise simple equivalent fractions, calculate the perimeter and area of simple shapes, recognise horizontal and vertical lines and read the time to the minute.
- Most pupils in Y5 use a range of strategies for multiplying and explain these well. They calculate perimeter and area accurately and understand how to divide and sub divide areas to calculate the whole area. The more-able pupils competently change centimetres to millimetres and vice versa.
- They competently use timetables based on the 24 hour clock and interpret bar and straight-line graphs. They satisfactorily identify parallel and perpendicular lines and name the properties of rectangles.
- In Y6, the more-able pupils draw and measure acute and obtuse angles accurately and identify reflex angles. They name the four types of triangle, successfully draw a triangle, measure the angles and name them, and investigate the sum of the interior angles. Most pupils successfully calculate the missing angles on a straight line.
- The majority of pupils recognise the relationship between decimals and percentages. They competently divide decimals by one digit and mentally multiply or divide whole numbers by ten or 100, and give remainders as decimals.

- The more-able pupils use written methods to multiply or divide a two-digit or three-digit number, explain their methods and check their answers using approximation. They convert common fractions to decimals and use a variety of mathematical terms confidently.

Shortcomings

- In KS1, some opportunities for investigative work are not fully exploited.
- In KS2, pupils make insufficient use of ICT to explore mathematical patterns and data, see connections, and make, test, modify and justify generalisations.
- Pupils seldom use and apply their numeracy skills sufficiently in collaborative contexts, to investigate strategies and find their own solutions to real life mathematical problems.
- In some classes, the more-able and less-able pupils do not develop their mathematical knowledge and understanding at appropriate levels and some pupils do not take sufficient care in the presentation of their work. This limits their accuracy in recording calculations.

SCIENCE

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

Good features

- In Y1, pupils have a good knowledge of materials. They investigate ‘rubbish’ and sort magnetic and non-magnetic objects. They readily identify the uses of electricity in the home, distinguish between battery and mains powered appliances and identify light sources.
- In Y2, pupils effectively further their knowledge of electricity, materials and forces. They successfully assemble a simple circuit including a bulb and investigate the effect of a switch. They identify the properties of materials and know that some materials provide insulation and begin to understand the concept of reversible and irreversible changes. For instance, they know that bread changes when it is toasted.
- Pupils make choices and predictions, for example when investigating spinning tops and testing how far model cars will travel. They learn to organise and present their findings clearly.
- In Y3, pupils distinguish between natural and man-made materials and further their knowledge of electricity. They know that light is reflected by some surfaces and that shadows form when light cannot pass through an object. They satisfactorily relate this to the planets and to night and day.
- Pupils in Y4 build on their knowledge of materials and investigate mixtures and solutions to identify changes. They know that some substances dissolve, learn that some changes are reversible and others are not and have a developing knowledge of light sources, shadows and reflection.

- In Y5, pupils use a range of scientific vocabulary well, such as terms to describe the properties of materials. They understand the processes of evaporation and condensation. They observe the process and record their results appropriately.
- Pupils use planning sheets to help organise investigations, such as testing thermal insulators and begin to appreciate the requirements of fair testing.
- They have a developing understanding of the relative positions of the sun, earth and moon, know the moon takes approximately 28 days to orbit the earth and that day and night are related to this spin. They investigate shadows and make suitable predictions.
- Pupils in Y6 have a satisfactory understanding of forces, including gravity, magnetism and friction. They distinguish between physical and chemical changes, name the three states of matter and clearly describe the processes of the water cycle.
- They group living things and have a satisfactory knowledge of food chains and habitats. They have a satisfactory knowledge of the major organs of the human body and suitably investigate the effect of exercise on heart rate. They appropriately record their results in tabular and graphical form

Shortcomings

- There are no major shortcomings in KS1.
- In some KS2 classes, pupils do not systematically develop the skills of planning, investigation and prediction and rarely make sufficient use of prior knowledge to set up their own fair test, test hypotheses and suggest suitable methods of recording information.
- Pupils' ability to explain how they carried out a task and why an event happened is limited. Some of the tasks they undertake do not guide them sufficiently in this aspect.

WELSH SECOND LANGUAGE

Standards of achievement in Welsh as a second language are good in both key stages.

Good features

- Pupils demonstrate positive attitudes to learning Welsh. When teachers speak Welsh they provide good role models of the language. Pupils listen well, both to their teachers and to each other. In most classes, they have good opportunities to use the language incidentally during the day.
- Pupils in Y1 know the names of pets and everyday objects. They remember and act out dialogues in Welsh using good pronunciation and intonation. They confidently read together a class book that was made in the previous session.
- In Y2, pupils share a simple conversation with each other confidently, for example in the café, and more-able pupils extend sentence patterns to include a variety of greetings.
- Younger pupils in KS2 confidently ask and answer questions using previously learnt sentence patterns. They follow a story in Welsh, and confidently use vocabulary for 'time' and 'the weather'.

- Older pupils are competent with the language. They understand a wide range of sentences in Welsh, often giving spontaneous answers when discussing the rooms and layout of a house, for instance. They ask and answer questions in the present and past tense.
- Pupils in both key stages often read Welsh books, including 'big books' that enable them to achieve good standards of reading.
- Pupils have a good recall of a wide range of songs, which they sing confidently.

Shortcomings

- There are no major shortcomings.

DESIGN AND TECHNOLOGY

No lessons were observed in design and technology during the inspection, but the evidence from previous work indicates that standards of achievement are very good in KS1 and satisfactory in KS2. This represents a significant improvement since the previous inspection.

Good features

- Pupils in both key stages have regular experiences of the design and make process; they carry out a three-day project each half term. Pupils plan out what they are going to make, record their designs, identify the resources they wish to use and evaluate their products.
- In KS1, pupils systematically develop the skills of cutting, sticking, joining, measuring, folding, sawing, painting and stencilling through well devised activities.
- Pupils confidently explain their tasks and have good recall of practical activities where they learnt new skills, such as making moving parts or using paper to make bridges. They make a prototype for each activity and make good use of a wide range of materials, including opportunities to use clay for modelling.
- Pupils use their knowledge, skills and understanding in design technology well to enhance work in other subjects, including science, art and mathematics.
- In KS2, pupils understand the place of design and technology in meeting society's needs and the majority succeed in making good quality products. For example, some well made pencil boxes are in regular use.
- In Y6, pupils work on advertising and designing chocolate wrappers. They carefully modify their designs and express particular reasons for their preference.
- Pupils' skills are enhanced through good opportunities to work with the nearby comprehensive school, to use ICT to store instructions and control events.

Shortcomings

- There are no major shortcomings in KS1.

- In KS2, pupils do not consistently build on previously learned skills and in some cases too little attention is paid to the quality of the finished product.
- Pupils do not make effective use of ICT applications to develop their designs or to create, test, store and modify instructions to control events, such as using a 'logo' programme.

INFORMATION TECHNOLOGY

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

Good features

- In KS1, the pupils use word processing to record and present their writing. They have appropriate keyboard skills and some know how to save, print and retrieve their work. They use menu and tool bar commands to operate programs with increasing skill.
- In Y1, pupils successfully enter data and generate pictograms and in Y2 they use a prepared database to perform a search.
- Across the key stage, pupils effectively use appropriate programs such as a graphics package to enhance their learning. They confidently operate CD-ROM and simulation programs, such as in science, and readily follow events on screen and select options with the mouse.
- In Y3, pupils enthusiastically use a simulation program and begin to plan and predict events.
- In Y3 and Y4, pupils confidently use a database to sort information about birds and rainforest creatures. They confidently operate simulation programs, use the mouse skilfully and some know how to load programs, edit and organise their page on screen, combine text and graphics, and use a CD-ROM.
- In Y5, the pupils use graphical modelling, present data using spreadsheets and evaluate sources of information. They consolidate their word processing skills and improve their skills when using more complex editing and presentational features.
- Pupils in Y6, search selected internet sites that contribute to their studies in history. They select and print relevant extracts from different screens and they successfully combine text and graphics. The pupils have a good knowledge of the presentational features of desktop publishing.

Shortcomings

- There are no significant shortcomings in pupils' achievements when using the ICT suite, but in some classes in KS2 the pupils do not use computers to support their learning even where opportunities are planned and available.

HISTORY

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

Good features

- Pupils enjoy studying history. They display good knowledge and understanding of the periods they study and progressively develop their awareness of chronology. They identify differences between past and present and talk with confidence about some of the reasons for change.
- In KS1, pupils work enthusiastically. They remember key facts from previous lessons and think carefully before answering related questions correctly. They describe past events vividly, suggesting words such as horrified, screaming, worried, to describe circumstances and people's experiences during the Great Fire of London.
- Pupils in KS2 concentrate very well on the topic being studied. They examine and compare portraits, paintings, artefacts and written evidence and give reasons for the reliability or bias of the sources of information. They progressively begin to show awareness that there are often several interpretations of people, issues and events from the past.
- Pupils distinguish between primary and secondary sources of evidence. They use chronological frameworks and study the characteristic features of periods well. They relate what they have learned of past history to their current experience and learn to make informed judgements from their pertinent questioning.
- Most pupils achieve good standards in written and oral knowledge and understanding. They skilfully reinforce their learning by writing about, drawing, sketching and painting historical characters, coats of arms and historical buildings such as houses, churches and other public buildings.

Shortcomings

- There are no major shortcomings in either key stage.

GEOGRAPHY

The standards of achievement in geography are good in KS1 and satisfactory in KS2. No lessons in geography were observed in KS1. Judgements are based on evidence of previous work.

Good features

- In KS1, pupils learn a good range of mapping skills effectively. They draw plans, record routes, follow directions and use symbols appropriately. They know how to use compass and interpret grid references.
- They take daily weather recordings and know how this affects people's clothing requirements, for instance.
- In KS2, following a visit to the local RNLI station, younger pupils describe their route to the station, identify key features of the area and discuss compass points in relation to their visit. They suitably describe the environment around the RNLI station.
- Pupils in Y5 name a selection of produce from the rainforest regions, including coffee

beans, vanilla, rubber and cocoa. They accurately describe conditions in the rainforests.

- Some pupils accurately locate rainforests on the globe and name a range of insects, plants and animals found in the forest habitat. They search for information in textbooks and on CD ROMs.
- Some pupils in Y6 develop good investigative and research skills. They observe, analyse and record evidence of human activity through traffic surveys, for example. Most pupils have a developing knowledge of the physical and human features of the places studied.
- They develop sound insights into physical geography through studies of rivers, volcanoes and earthquakes. For instance, pupils locate features of a drainage basin and use geographical terms such as confluence, source, tributary, mouth and watershed correctly.
- They have a developing knowledge of the physical processes along a watercourse and understand the flow of water from tributaries into rivers and finally into the sea.

Shortcomings

- There are no major shortcomings in KS1.
- In KS2, pupils do not make enough use of a wide range of maps; including local ordnance survey maps, or make sufficient use of aerial photographs in the study of physical and human features.
- Pupils do not progressively develop the skills of geographical enquiry across the key stage.

MUSIC

The standards of achievement in music are satisfactory in KS1 and unsatisfactory in KS2.

Good features

- Standards in singing are good in KS1. Pupils sing enthusiastically, with clear diction and correct breathing. They recognise and respond to suitable musical excerpts.
- In Y1, pupils confidently maintain rhythm and vary the level of sound while chanting. They follow directions and play percussion instruments skilfully.
- Pupils in Y2 recite a poem and choose suitable instruments to play during their recitation. They name the instruments and understand the need to vary the dynamics of their accompaniment.
- In KS2, younger pupils know a selection of songs and hymns. They keep a steady beat and sing in tune and with enthusiasm.
- The older pupils learn about the pentatonic scale and satisfactorily practice and perform a simple ostinato with a partner. They listen to a 12 bar blues and a few pupils successfully improvise a short rhythm to fill in the silences. In one class, pupils are developing controlled playing techniques on rhythm and melody instruments.

- Most pupils competently produce a simple graphic notation for a dance. They work co-operatively to produce graphic notation for a group performance that incorporates effective rhythm and tempo and uses body sounds as well as un-tuned percussion instruments.
- Pupils who receive tuition in woodwind, brass and strings make good progress and extra-curricular activities enable pupils to learn the recorder, guitar and drums. This provision enhances the standards achieved.

Shortcomings

- In KS1, pupils do not appraise a wide enough range of their own and others' music.
- In KS2, pupils seldom compose their own music and rarely read musical notation. They do not progressively develop their musical knowledge and skills
- Pupils do not use musical instruments frequently enough in some classes to gain sufficient confidence in composing and performing creatively. Their appraisal skills are limited and evaluations of each other's performances are infrequent.
- Pupils' awareness and recognition of a variety of instruments, different musical styles and the works of famous composers from different traditions is limited.
- The older pupils lack enthusiasm and an appropriate sense of rhythm and tempo when asked to sing.
- Pupils do not make sufficient use of ICT to enhance their learning in music.

ART

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

Good features

- Pupils contribute to and benefit from working with local artists. They enhance pupils' experience of using artistic skills. The large murals in and around the school are a very striking feature.
- In KS1, pupils explore various media and techniques including colour mixing using paint and pastels. They have a good knowledge of 'hot' and 'cold' colours and use this effectively in their work. They use sketchbooks well to record their developing knowledge, skills and experiences.
- Pupils effectively utilise the skills learned to create good representations from their observation of warm weather items. Their understanding of line is developed through drawing and cutting and their awareness of tone and texture is developed through using charcoal and other appropriate materials.
- Pupils are introduced to famous artists. For example, in Y2 pupils use 'fruit printing' to create wallpaper based on a study of William Morris' work.
- Pupils use weaving skills effectively. They choose from a variety of materials and

persevere and modify their weaving by adding natural materials, such as seaweed, to make a sea picture.

- Pupils enthusiastically explore a range of materials and sort them for collage work on toys. They produce a display of clay teddy bears, which have good features and shape. This activity links to science and design and technology.
- In KS2, pupils further refine their observational drawing skills. They successfully develop these skills across the curriculum, with good examples of illustrations in history.
- Pupils have experiences of three-dimensional art, such as making Celtic brooches, clay pots linked to a visit to Caerleon and fashioning African jewellery.
- They use textiles successfully when designing and making Chinese kites and cushion covers.

Shortcomings

- There are no major shortcomings in KS1.
- Pupils in KS2 do not progressively build on the skills learned in KS1 nor do they use sketchbooks consistently to record their work.
- Pupils seldom use electronic means to enhance their artistic skills or research the work of established artists.

PHYSICAL EDUCATION

The standards of achievement in physical education are good in both key stages.

Good features

- In KS1, pupils move with good control of their bodies. They crawl, hop, bend, balance, scurry, stretch and point with their bodies at different levels well. For example, pupils make their bodies into small shapes and gradually expand as a pretend balloon is inflated.
- The majority of pupils perform dance movements in a controlled manner and follow instructions to alter their body shape well when working with a partner.
- Pupils follow instructions carefully. They use a ball to improve their dribbling, kicking and team skills. They throw, bounce, roll and catch with good control.
- In KS2, pupils understand the concept of mirroring and matching in a gymnastic context. They create, practise and refine sequences of well controlled movements with a partner.
- Pupils pay due care and attention to safety instructions and know how to correctly lift and assemble gymnastic apparatus. They know the effect of exercise on the body and understand the contribution of exercise to healthy living.
- Pupils in Y5 learn how to create and refine a balance on small and large bases. They successfully create counter-balances when working co-operatively in pairs and small groups.

- In Y6, pupils enthusiastically practise and refine their hockey skills. They learn to pass, drag, intercept, dribble, hide, juggle and wobble. They listen attentively to coaching tips and techniques and work hard to improve their skills.
- In gymnastics, they learn to perform and correctly demonstrate a series of jumps such as, stretch, star, pike, tuck and twist. They evaluate their own performances and work well with a partner to plan, practise, improve and perform a sequence of movements.
- Standards in swimming are good. The good range of extra-curricular sporting activities, including opportunities for outdoor and adventurous activities and inter-school competitive games, has a positive impact on standards.

Shortcomings

- There are no significant shortcomings in pupils' achievements.
- Pupils have a limited appreciation of the place of games and dance from different traditions, times and places and not all pupils change into appropriate dress for physical education lessons.

RELIGIOUS EDUCATION

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

Good features

- In Y1, pupils consider celebrations such as birthdays and baptism. They relate these events to their own experience and learn about the baptism of Jesus and religious festivals such as Hanukkah. They are becoming familiar with Old and New Testament stories and characters such as Moses.
- Pupils in Y2 write thank-you prayers and know that Christians follow Jesus. They name the special foods associated with the Passover and Christmas Festivals and begin to compare Jewish and Christian artefacts and religious symbols.
- In Y3, pupils learn about the Bible and know it contains the Christian scriptures. They know that Jesus became a religious leader and teacher and that he was born a Jew. Pupils visit a synagogue and are developing insights into how Jews dress and worship.
- Pupils in Y4 consider the concept of belonging and relate this to community groups that they know. They further their knowledge of Christian places of worship, stories from the Old Testament and religious ceremonies such as baptism.
- In Y5, pupils develop knowledge of the faith community of Islam. They learn about family life and how worship can be expressed in a Muslim home and at the Mosque.
- Pupils in Y6, discuss the importance of rules. They learn about the importance of belief in the lives of Rosa Parks, Martin Luther King and Anne Frank and further their understanding of religious identity by studying the features of Islam, including the festival of Ramadan.

Shortcomings

- There are no major shortcomings in KS1.
- In some KS2 classes, pupils seldom produce pieces of extended writing or undertake research. Their responses are sometimes limited by the worksheets and their work is untidily organised and presented.
- The pupils seldom make effective use of religious artefacts nor do they make effective use of a wide enough range of information sources to enhance their learning.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

Since the previous inspection, the school has successfully raised standards in design and technology, information technology and physical education in both key stages and in history and art in KS2. It has made good progress in relation to the key issues raised in July 1997.

The school was required to:

- **Complete the schemes of work for design and technology and resource the subject adequately to ensure better standards in KS2;**

A good measure of improvement is evident. A suitable scheme of work is in place, resources are satisfactory and standards are much improved.

- **Incorporate information technology fully into pupils' learning experiences;**

The provision of a computer suite and a specialist teacher and support assistant is having a very positive impact on the standards achieved across the school. The use of information technology is becoming an integral feature of pupils' learning experiences in both key stages, although provision remains uneven across KS2.

- **Develop a suitable structure to co-ordinate and monitor the whole school curriculum, in particular to:**

The creation of a senior management team, including four key posts with responsibility to manage particular areas of the school, is a positive development.

(i) Support the work of curriculum leaders

The responsibilities of subject leaders have been reviewed. A good start has been made in implementing procedures to increase the influence of subject leaders. This is a developing aspect but the focus and impact of monitoring and evaluation procedures is not yet fully effective in promoting greater consistency in some areas of the school.

(ii) Ensure improved standards across the whole age range and different abilities;

Improvement in this regard is uneven. Although helpful lesson planning frameworks are in

use standards have been maintained rather than improved in the core foundation subjects. In a significant proportion of lessons, all pupils do the same work.

(iii) Ensure that assessment is undertaken consistently and that it is used to promote suitably differentiated work in KS2;

There are clear procedures to track pupils' attainments through the use of tests in English and mathematics. The procedures for making teacher assessments are at an early stage in most other subjects and the use of day-to-day assessments to match pupils' needs, particularly in KS2, remains an issue arising from this inspection.

- **Urgently review the SDP so that it clearly sets out the school's strategic plan, incorporating monitoring and evaluating procedures;**

The SDP is a much-improved document. It provides an annual strategic plan and gives an indication of medium-term priorities. However, despite the introduction of suitable monitoring and evaluation procedures their focus is not always closely enough linked to key priorities. This limits their impact in promoting greater consistency across the school.

- **Develop better home-school links, particularly ways of involving parents to a greater extent and introduce a mechanism for parents formally to meet the child's class teacher annually.**

The school has effectively resolved this issue. The quality of home-school links is now a strength of the school.

8.2 Key issues for action

In order to further raise standards and continue to improve the quality of education, the school and the governing body, with the support of appropriate agencies, should build on the objectives identified in the school development plan in order to:

- raise standards in music in KS2;
- improve overall progress and further raise standards in subjects where they are satisfactory;
- continue to raise standards in using writing, numeracy and information and communications technology across the curriculum;
- continue to refine and consistently implement planning to promote the development of the key skills in literacy, numeracy and information and communications technology;
- strengthen lesson planning and use focused day-to-day assessments to improve the match of work to pupils' needs;
- rigorously analyse assessment data, disseminate this information effectively to help improve pupils' performance and further improve arrangements to track and target pupils' attainment;
- strengthen the impact of the school management team and subject leadership in order to improve the consistency of teaching and learning in KS2 and assure progress towards the school's goals through rigorous and focussed monitoring and evaluation.

APPENDIX

A. Basic information about the school

Name of School	Nottage Primary School
School type	Community
Age -range of pupils	3 – 11 years
Address of school	Suffolk Place Porthcawl BRIDGEND
Post-Code	CF36 3ED
Telephone Number	01656 782558

Head teacher	Mr K Brady
Date of appointment	1/4/98
Chair of Governors/ Appropriate Authority	Mrs J Moloney
Registered Inspector	Mr M T Ridout
Dates of inspection	17 th – 20 th March 2003

B. School data and indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	22	43	57	54	59	61	64	61	421
<i>Total number of teachers</i>									
	Full-time		Part-time		Full-time equivalent (fte)				
Number of teachers	18		1		18.5				
<i>Staffing information</i>									
Pupil : teacher (fte) ratio (excluding nursery and special classes)								23.5 : 1	
Pupil : adult (fte) ratio in nursery classes								7 : 1	
Pupil : adult (fte) ratio in special classes								14 : 1	
Average class size, excluding nursery and special classes								26	
Teacher (fte) : class ratio								1.16 : 1	
<i>Percentage attendance for three complete terms prior to the inspection</i>									
	Nursery	Reception	KS1	KS2	Whole school				
Spring 2002	92	94	95	93	94				
Summer 2002	92	92	95	91	92				
Autumn 2002	89	93	94	93	93				
Number of pupils excluded during 12 months prior to inspection.									0

C. Results of National Curriculum Assessments and Public Examinations

NATIONAL CURRICULUM ASSESSMENT RESULTS - END OF KS1:

National Curriculum Assessment KS1 Results: in the school 2002 and nationally 2001			Number of pupils in Y2 : 61						
Percentage of pupils at each level									
			D	A	W	1	2	3	4
ENGLISH:	Teacher assessment	School	0	0	0	8	67	25	0
		National	0	0	4	13	62	21	0
EN: Reading	Teacher assessment	School	0	0	0	19	58	32	0
		National	0	0	4	13	54	29	0
EN: Writing	Teacher assessment	School	0	0	2	3	72	23	0
		National	0	0	5	13	70	12	0
EN: Speaking & listening	Teacher assessment	School	0	0	0	17	58	25	0
		National	0	0	3	11	63	23	0
MATHEMATICS	Teacher assessment	School	0	0	0	3	55	42	0
		National	0	0	2	9	60	29	0
SCIENCE	Teacher assessment	School	0	0	0	0	60	40	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:	92%	In Wales:	81%

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

NATIONAL CURRICULUM ASSESSMENT RESULTS - END OF KS2:

National Curriculum Assessment KS2 Results: in the school 2002 and nationally 2001								Number of pupils in Y6: 64				
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	5	5	55	36
		National	0	0	0	-	1	1	6	19	48	25
	Test/Task	School	0	0	0	0	0	0	5	9	44	42
		National	0	2	1	1	0	0	5	14	47	30
Mathematics	Teacher assessment	School	0	0	0	0	0	0	3	5	55	38
		National	0	0	0	-	0	1	4	20	47	28
	Test/Task	School	0	0	0	0	0	0	3	9	45	42
		National	0	2	1	1	-	0	4	18	42	32
Science	Teacher assessment	School	0	0	0	0	0	0	3	0	45	52
		National	1	0	0	-	0	0	3	15	52	29
	Test/Task	School	0	0	0	0	0	0	3	5	44	48
		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:	86%	In the school:	81%
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 Record of the evidence base of the inspection

- The inspection team consisted of five inspectors who worked for 19 inspector days gathering first-hand evidence. In total, 116 lessons or parts of lessons were observed. Inspectors observed classes and evaluated the children's work.
- Inspectors visited registration sessions and school assemblies and observed break-times. All teachers were observed teaching several times. Discussions were held with members of the teaching and non-teaching staff, representatives of the governing body, parents and others both during the inspection and the initial inspection visits.
- All the available work and records of a representative sample of at least three pupils from each class, and the work of a sample of pupils with SEN was scrutinised. A representative number of pupils were heard to read.
- 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 42 parents before the inspection and considered 207 parents' responses to a questionnaire.
- The inspection took place over four 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; teaching; leadership and efficiency; progress since the last inspection.	Science; information technology; religious education.
Mr P Brayshaw	Team	Assessment recording and reporting; support, guidance and pupils' welfare; provision for pupils with SEN.	History; geography; physical education.
Ms A Roberts	Team	Standards in key skills; pupils' spiritual, moral, social and cultural development; quality of self-evaluation and planning for improvement;	English; design and technology; art.
Mrs H Wynne Smith	Team	Curriculum; staffing, accommodation and learning resources; provision for the under-fives.	Mathematics; Welsh as a second language; music.
Mrs C Lewis	Lay	Behaviour and attitudes; attendance; partnership with parents, the community, schools and other institutions; partnership with industry.	

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