

**Inspection under Section 10 of the
Schools Inspections Act 1996**

**Pencoed Junior School
Penprysg Road
Pencoed
Bridgend CF35 6RH**

School Number: 6722210

Date of Inspection: 22/05/06

by

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Pencoed Junior School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Pencoed Junior School took place between 22/05/06 and 25/05/06. An independent team of inspectors, led by Andrew Clark undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

"There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **standard** inspection.

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

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Context

The nature of the provider

1. Pencoed Junior school serves the small town of Pencoed, near Bridgend. There are 232 pupils on roll aged between 7 and 11. Currently approximately 63 per cent of the pupils are boys and 37 per cent are girls. The percentage of pupils eligible for a free school meal is above the national and local averages at 22 per cent. The vast majority of pupils are from white British families with English as their first language. There are no pupils who speak Welsh as their first language. There are 10 pupils in the care of the local authority. The pupils' attainment on entry to the school is below average.
2. There are two special classes for pupils with moderate learning difficulties. Nineteen pupils attend these classes and are placed there by the local authority. Many of these pupils are from outside the school's catchment area. They are all at 'school action plus' on the scale of special educational needs (SEN).
3. The school also houses a unit for pupils with visual impairment. There are currently three pupils identified with visual impairments in the school.
4. Pupils from the unit and the special classes work in mainstream classes when this is deemed appropriate for their learning needs.
5. In addition, the school has a further 45 pupils at 'school action' and 34 at 'school action plus' in the mainstream. This is above national and local averages. One pupil has a statement of special educational needs.
6. The school is on a split site with a road between the two parts. There is a full-time crossing patrol on duty.
7. There are 10 classes altogether, including the special classes, and twelve teachers including the headteacher. There are three support staff who work part-time in the school.
8. The school runs a breakfast club every morning before school starts.
9. There have been few significant changes to the context of the school since the last inspection in June 2000. However, the headteacher was absent due to serious illness for most of the academic year 2004-5.
10. The school attained the Basic Skills Quality mark in 2003. It is currently working towards the Eco-School award.

The school's priorities and targets

11. The school's main aims include:
- the education of the whole child including social, moral, aesthetic, physical, spiritual and intellectual development;
 - developing pupils' self-esteem and self-confidence;
 - nurturing positive attitudes;
 - promoting the social skills to become responsible citizens;
 - through the National Curriculum (NC), developing enquiring minds with the skills and knowledge relevant to life in the multi-cultural community beyond the school.
12. The school's current priorities for development include:
- improving the quality and range of teaching strategies;
 - continuing to improve teaching and assessment;
 - continuing to improve achievement in mathematics;
 - continuing to improve standards in English and science;
 - refine and develop the effectiveness of the leadership team.

Summary

13. Pencoed Junior is a good school. There has been good improvement since the last inspection. Standards of achievement and the quality of teaching are good with no important shortcomings. The school is led and managed well, and provides outstanding opportunities for extra curricular activities. It is a very inclusive school.
14. The school's views of its success match the judgements of the inspection team in six out of the seven key questions. The inspection team judged that standards of achievement were higher than the school had graded itself. Overall, the school knows its strengths and weaknesses well.

Table of grades awarded

Key question	Inspection grade
1 How well do learners achieve?	2
2 How effective are teaching, training and assessment?	2
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	2
4 How well are learners cared for, guided and supported?	2

5 How effective are leadership and strategic management?	2
6 How well do leaders and managers evaluate and improve quality and standards?	2
7 How efficient are leaders and managers in using resources?	2

Standards

15. Standards of achievement are good with no important shortcomings.
16. The standards achieved in the lessons seen were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
24%	65%	9%	2%	0

17. The standards achieved represent a significant improvement since the last inspection.

Grades for standards in subjects inspected

Inspection Area	
English	2
Mathematics	2
Information technology	2
Geography	2
Art	2
Music	1

18. NC assessments for English, mathematics and science at the end of Key Stage 2 were below the national and local averages for 2005. They were in the bottom 25 percent for schools with similar free school meal percentages. However, over 15 per cent of the pupils were identified with special educational needs from the special classes who were unlikely to attain the average levels expected for their age. Further pupils had special educational needs in the mainstream classes. A small percentage of pupils did not attain the targets expected for them, although a similar number exceeded them. These results follow a rising trend since the last inspection. When results had risen by 30 percent overall. When the results are considered without the pupils from the special classes, they are closer to the national average. These lower results follow a period of transition from NC tests to the recording and reporting of teacher assessments and there is good evidence that teachers tend to be very rigorous in assessing standards. This is an aspect that the school is currently working towards improving. Despite these lower results, there is good evidence that pupils make good progress from the levels at which they start in the school in Y3 and achievement for all abilities is good.
19. In all the subjects inspected, the overall standards of work seen were good with no important shortcomings. This represents good improvement since the last inspection.

20. Pupils' achievement in the key skills is good. There are outstanding features to the pupils' creative skills. Key skills in speaking, listening, reading, writing, numeracy and information and communications technology (ICT) are good. Pupils' problem-solving and physical skills are also well developed. Progress in pupils' bilingual skills is less well developed, however, and progress is too inconsistent. Although key skills are generally well developed, pupils make the best progress in lessons when teachers have clearly identified expectations for learning in these areas.
21. There is no significant difference between the achievement made by boys and girls. Pupils with SEN make good progress overall both in the special classes and the mainstream. However, in a minority of lessons these pupils do not make all the progress they could because work is not matched closely enough to their individual needs. Pupils with visual impairments make good progress throughout the school. The progress of pupils in the care of the local authority is closely monitored and they achieve well.
22. The pupils' attitudes to learning and development of learning skills are good. Pupils work well together and are highly motivated. A strength in their learning lies in their knowledge and understanding of their own achievement and what they have to do to improve their work. They often show a good knowledge of the subject they are studying and use a good vocabulary.
23. There are outstanding features to the pupils' behaviour. They are polite and considerate, and very tolerant towards others. Levels of attendance are average and most pupils are punctual. A very small number of pupils are regularly late and the school is working closely with parents and the education welfare officer to improve this situation.
24. The pupils' personal development is good with outstanding features. Their social and moral development is a strength of the school. The school is very inclusive and pupils have a good understanding of issues of equality.

The quality of education and training

25. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
24%	65%	9%	2%	0

26. The quality of teaching has improved significantly since the last inspection when 8 per cent of lessons were grade 4 and the majority were grade 3. Teaching is now good throughout the school.
27. There are outstanding features to the good working relationships throughout the school which have a very positive impact on pupils' attitudes and willingness to learn.
28. Lessons are well planned and in the best lessons teachers have very clear planning for developing pupils' key skills. Teachers use a good range of

methods to make learning fun and exciting. They often make good use of ICT, drama, quizzes and games to motivate and inform pupils. Many lessons are practical and have a strong problem-solving element.

29. Pupils with visual impairments are well taught because of the outstanding contribution of specialist staff and the inclusive approach of the teachers. Pupils with SEN are generally well taught both in the mainstream and special classes, but the diagnosis of their needs and matching work to this is not consistently rigorous enough.
30. The shortcomings identified in a minority of lessons include weaknesses in the planning for key skills; a lack of challenge, particularly for SEN pupils, and a slow pace of teaching which leaves pupils inactive for too long.
31. The quality and use of assessment is good overall and pupils' progress is closely monitored. The teachers make very good use of marking to ensure pupils know how well they are doing and what they should do to improve. Reports for parents are of a high standard.
32. The curriculum is well planned with good links made between subjects. There are outstanding features to the range and quality of extra curricular activities including many sporting and musical opportunities. There is good provision for the Welsh curriculum which incorporates most subjects.
33. Provision for pupils' personal and social development is good with outstanding features. The school meets statutory requirements for sex and drugs awareness education.
34. The pupils benefit from good links with the community and this enhances their personal and social development. The school is successfully promoting healthy living and knowledge of sustainable development and global awareness. The school Eco- Club is making a good impact to this aspect and provides pupils with interesting responsibilities. There are some opportunities missed, however, to develop the pupils' entrepreneurial skills.
35. There are good links with parents supported by good information, such as high quality annual reports about how well the pupils are progressing. Some parents would appreciate more information and the school is investigating this.
36. Standards of care are good with no important shortcomings. There are good procedures for health and safety and child protection. All adults work well as a team to make sure pupils are kept safe and their academic and personal progress is monitored closely and effectively.

Leadership and management

37. Leadership and management are good with no important shortcomings. The headteacher, senior staff and governors create a good vision for the school which is understood and shared by all, ensuring a sense of purpose and direction. Their ethos for learning is good with outstanding features and the

aims of the school are met well. This is particularly evident in the inclusive nature of the school and strong drive to raise achievement for all pupils.

38. The self-evaluation process is thorough and is sharply focused on raising standards. It ensures good standards and continuous improvement. The school has good systems to gather the views of staff, parents, governors and pupils and incorporate those into the process. The school development plan is a clear and generally concise document. Priorities for development are appropriate. The school has made good progress since the last inspection and has met all the previous key issues. It has introduced many initiatives for teaching and learning, including several new schemes of work. The subject coordinators' role is well established and has much improved since the last inspection.
39. The governing body is very committed to the school and makes a good contribution to learning and the school's positive ethos. The governors successfully fulfil their statutory requirements.
40. There are sufficient well-qualified teachers and support staff to meet the pupils' needs. The professional development of staff is good and makes a significant contribution to the quality of teaching and learning. The school runs smoothly and financial management is good.
41. The school makes good use of its resources for learning. It is well maintained and good displays of pupils' work significantly enrich the pupils' learning. The school makes good use of its accommodation for specialist teaching areas and the promotion of sport and the creative arts.
42. The school gives good value for money.

Recommendations

R1 Raise standards of bilingualism and ensure more consistent planning of key skills.

R2 Improve the diagnosis and assessment of pupils with SEN to ensure effective teaching and learning

R3 Share the best practise to raise the quality of teaching and learning to that of the highest.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

43. The inspection team judged the school to be a grade above the judgement made in its self-evaluation. The team felt that although results of NC assessment had dipped in 2005 following a strong period of improvement, this was not reflected in the work seen throughout the school and achievement was good with no important shortcomings in the vast majority of lessons seen.
44. The standards achieved in the lessons seen were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
24%	65%	9%	2%	0

45. The standards achieved represent a significant improvement on achievement at the last inspection.
46. Standards achieved in the six subjects inspected were as follows:

Inspection Area	
English	2
Mathematics	2
Information technology	2
Geography	2
Art	2
Music	1

47. NC assessments for English, mathematics and science at the end of Key Stage 2 were below the national and local averages for 2005. They were in the bottom 25 percent for schools with similar free school meal percentages. However, over 15 per cent of the pupils were identified with special educational needs who were unlikely to attain the average levels expected for their age. A small percentage of pupils did not attain the targets expected for them, although a similar number exceeded them. These results follow a rising trend since the last inspection when results had risen by thirty percent overall. When the results are considered without the pupils from the special classes, they are closer to average. The lower results follow a period of transition from NC tests to the recording and reporting of teacher assessments and there is good evidence that teachers tend to be very rigorous in assessing standards. This is an aspect that the school is currently working towards improving.
48. There is no evidence of significant differences in the attainment of girls and boys overtime. The school closely scrutinises test and assessment results for any trends or patterns in the attainment of different groups. Staff have taken

steps to ensure the curriculum appeals to both genders and is equally challenging. The more able pupils also make good progress.

49. The achievement of pupils with special educational needs is good overall both in the special classes and the mainstream school, although there are some inconsistencies to their progress because individual education plans are not always used effectively in some lessons. Pupils with visual impairments achieve well because of the outstanding support they receive and inclusive teaching methods the teachers use.
50. The school uses a wide range of standardised tests to measure pupils' progress and target improvement. This has highlighted an increasing trend of lower attainment in English and mathematics when pupils start school whatever their age. The school has put in strong methods, such as targeted early reading and numeracy projects, which have led to good achievement. The majority of pupils make good progress from their attainment on starting school to that when leaving and this value added is closely monitored.
51. Pupils' achievements in the key skills are good with no important shortcomings. The pupils achieve well in speaking, listening, reading and writing. They often write with expression and imagination in history, for example, and reported writing in geography and science is frequently of a high standard. They read widely for reference with a good understanding of the strategies for finding information quickly and accurately. By Y6, pupils' speaking skills are sometimes outstanding through presentations on the locality in geography and historical drama in history.
52. Pupils' numerical skills are good. They use numeracy skills effectively, for example, in science when comparing relative growth patterns in their body, and in history and geography where they use their mathematical skills well in studying local and national census data. They develop good problem-solving skills which they put to use in mathematics trails around the school.
53. The pupils achieve well in ICT skills. They regularly make use of their skills in all subjects. For example, they use multi-media presentations in geography, history and English. Pupils incorporate animations and audio clips. They use spreadsheets accurately, and generate a good range of graphs in mathematics and science. The pupils are very independent in their work and need little support from adults.
54. Pupils' creative skills are outstanding. Many pupils play musical instruments to a high standard in assemblies and other regular performances, as well as in their music lessons. They use their artistic skills to very good effect in geography, history and other subjects, and there are high standards of drama in several subjects.
55. Pupils' bilingual skills are currently underdeveloped and opportunities for improvement are often missed. The pupils listen well to Welsh but progress in speaking, reading and writing is limited.

56. The pupils' key skills have improved significantly since the last inspection and all subject coordinators provide guidance in schemes of work. However, very occasionally the pupils do not progress as well as they could because not all teachers plan effectively enough for the development of key skills in their lessons.
57. The pupils make good progress in the development of their learning skills and there are some outstanding features in this aspect. The pupils take considerable pride in their work and it is very well presented with care and accuracy. For example, they often have good strategies for organising mathematical calculations which lead to accurate answers even in long multiplication and division. They also show independence in organising their work correctly.
58. A further strength in the pupils' learning is their knowledge of how well they are doing and the steps they need to improve their work. The pupils have a very good understanding of precisely what the teachers expect them to do next through the regular marking and the discussions which take place at the end of most lessons. This understanding is particularly good in English and mathematics, but is evident in all subjects inspected.
59. An outstanding feature of their learning is the knowledge they acquire in many lessons. Teachers place a strong emphasis on recalling facts and using the correct vocabulary. For instance, the Y4 pupils' knowledge of the creatures and features of the Amazonian rainforests is very good and the Y5 pupils recall and use of musical terms is very effective. In acts of collective worship, pupils show a good knowledge of key features of Christianity.
60. Pupils' behaviour is good with outstanding features. They move around in and around the school in an orderly and disciplined manner. They relate very well with each other, with teachers and visitors. Pupils are fully aware of the school's high expectations of behaviour and they apply them successfully and willingly. They understand how their behaviour affects others. Bullying of any kind is not tolerated, and no incidences were observed during inspection. Pupils are aware of the action to be taken should they or someone else feel threatened, intimidated or bullied. There have been no exclusions in the last twelve months.
61. Pupils are keen to attend school. Attendance for the three terms preceding the inspection was 93.5 per cent and equals the average for primary schools in Wales. Unauthorised absence is less than one per cent. Pupils' are generally punctual, but a few are late at the start of the school day. Lessons throughout the day begin on time. The school complies with the Welsh Assembly Government's guidance for Circular 3/99.
62. Pupils make good progress with outstanding features in their personal, moral, social and wider development. Relationships throughout the school are excellent. There is a mutual respect between adults and pupils that contributes to creating a happy, caring and supportive learning environment. All pupils work very well together and take all responsibilities seriously. In particular, they

show very high levels of care, tolerance and understanding for pupils with physical or learning disabilities. Pupils take the several responsibilities they are given seriously through initiatives such as the school council, school watch and the Eco-committee.

63. Pupils have very good awareness of the need for equal opportunity and respect for diversity. In school they show respect for others, and are acutely aware that some pupils, for example those with visual impairment, need extra support and help. Pupils are developing sound knowledge, understanding and respect for the diversity of beliefs, traditions and attitudes in our society.
64. Pupils develop a good understanding of their community and learn about work through visits to places of interest and involvement in community projects. Pupils visit the library and take part in the 'Read with me' scheme, Children have sung to the elderly at Glan Rhyd Residential home. The parish church of St David is adjacent to the school and is visited to support religious education and to study church artefacts. The Rector visits the school to talk to pupils and assist with assembly. Visitors such as the Mayor, community police officer, members of the fire service, and road safety all make a good contribution to helping pupils understand their role in the community. By supporting charities and disaster appeals, pupils understand the plight of those less fortunate than themselves.

The quality of education and training

Key Question 2: How effective are teaching, training and assessment?

Grade 2: Good features and no important shortcomings

65. The findings of the inspection team match the judgements made by the school in the self-evaluation report.
66. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
24%	65%	9%	2%	0

67. The quality of teaching has improved significantly since the last inspection when 8 per cent of lessons were grade 4 and the majority were grade 3. Teaching is now good throughout the key stage and there are many common good features and only one lesson was judged grade 4.
68. There are outstanding features to the development of effective working relationships and positive attitudes to learning. The teachers know their pupils very well and share the knowledge well amongst each other. There is a very strong ethos of high expectations for good behaviour and a strong sense of self-worth and independence. The teachers trust the pupils and this enables them to undertake tasks, such as science experiments and mathematics

investigations which involve pupils moving throughout the school with minimum supervision.

69. Lessons are planned well. The teachers provide work to extend the more able and support work for the less able. All teachers identify the key skills that pupils will develop through their learning. However, it is only in the very best lessons where teachers identify precisely what progress pupils should be expected to make in these skills and pay close attention to the full range of skills such as creative or emotional development.
70. The teachers make good use of ICT and have high expectations for the pupils' use of computers. Teachers use interactive whiteboards well to explain ideas more clearly and to bring learning to life. They make good use of digital photography and information from the Internet in geography, history, science and English, for example. The teachers expect the pupils to use computers with good levels of independence and to organise their own ideas. For example, by Y5 pupils organise their own spreadsheets to solve problems in mathematics.
71. In the best lessons, teaching is often imaginative using a wide range of strategies to interest and motivate the pupils whilst ensuring good progress is made. The teachers make good use of role play and drama to engage the pupils, and challenge their knowledge and understanding. Quizzes, for example in the style of well known television quiz shows are used to assess learning and introduce new ideas. Most important is often the teachers' enthusiasm for the subject or for teaching. This is evident in the teachers' expressive reciting of children's literature and numerous poems. In all of the best lessons, staff create very good opportunities for pupils with SEN such as chants used to learn facts in mathematics, geography and in music. In including visual impairments, to contribute fully to the activity at an appropriately challenging level and, in some instances, encouraging these pupils to lead others in their learning.
72. Teachers make appropriate use of incidental Welsh during assembly, registration periods, and in a range of school activities, to promote pupils' bilingual skills. However, the use of incidental Welsh in lessons is inconsistent across the school and pupils' skills are underdeveloped.
73. The school's provision to meet individual pupils' needs of all abilities, to monitor and review progress over time is good for the majority of pupils. A system of whole school assessment tracks pupils' progress over time with regular testing and recording in the core subjects of English, mathematics and science. The system includes skill and topic assessment in foundation subjects. The recorded information demonstrates pupils' progress and achievement.
74. Gender differences are identified and suitably addressed. Occasionally, pupils with SEN in mainstream classes, and those who are gifted or talented, are identified, but tasks are not always appropriate to pupils' age and ability, or sufficiently challenging. Assessment is insufficiently diagnostic for some pupils

with additional learning needs. Pupils requiring extra support in literacy skills are screened, assessed and supported appropriately. These pupils make good progress over time.

75. The provision to meet the learning needs of pupils who have an additional sensory need, such as visual impairment, is outstanding. The curriculum is extensively modified and tasks are matched to learning objectives. Detailed monitoring and assessment procedures exist to review their individual progress over time. Very good use is made of outside agencies for further assessment of need, especially preparing for transition to the next phase of education. The support for pupils with additional challenging behaviour including those on the autistic spectrum is good.
76. In the SEN resource (MLD) classes, pupils' language and numeracy development and associated skills are assessed before placement by the educational psychologist and other outside agencies. Ongoing assessment is currently underdeveloped for the older pupils. The transitional review and monitoring process of pupils within this provision lacks clarity of ownership and processes are currently underdeveloped.
77. The quality of the assessment and feedback to pupils which encourages and enables them to understand what they need to do to improve and make progress in their work is outstanding. Most pupils, including pupils with SEN, already have a clear idea of what they need to do to improve in terms of these targets. A noteworthy feature is the development of pupils' written self-evaluation of work completed within the curriculum. Teachers use a good marking scheme to guide the pupils. This is a very efficient and effective system which works well for pupils across the key stage because of its simplicity and clarity.
78. Teachers ensure pupils have equality of access to the curriculum and that all pupils are treated equally irrespective of gender or disability. Pupils of all abilities, including the very able and talented and those with SEN, are well provided for.
79. Annual reports to parents are of a high standard. They are detailed, itemise pupils' achievements and progress, and identify what is required for future improvement. Parents are invited to add their comments. Parents have suitable opportunities to discuss and review their children's progress through formal and informal contact with class teachers throughout the year.

Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?

Grade 2: Good features and no important shortcomings

80. The findings of the inspection team match the judgements made by the school in the self-evaluation report.

81. The school responds well to pupils' learning needs and provides equal access to a broad, balanced and coherent curriculum that is very well planned enabling pupils to build systematically on what they know and can do. There are outstanding strategies which promote learners' personal development and for broadening and enriching their experience through many relevant practical activities. Very good account is taken of their diverse backgrounds and specific needs. The school has been awarded the Basic Skills Quality Mark for Literacy and Numeracy in 2003.
82. The school's provision of equality of access and opportunity for all learners is good. The SEN policy reflects the requirements of the code of practice for pupils in mainstream and these pupils feel included. Arrangements to support those who have additional literacy needs in mainstream are good and they make good progress. The additional support for a small number of identified pupils with challenging behaviour, including those on the autistic spectrum, is good. These pupils are positively managed and supported, effectively raising their standard of achievement. Sometimes, more able pupils are identified but planning lacks consistent challenge.
83. The school's response to pupils with an additional sensory need, such as visual impairment, is good with outstanding features. The inclusiveness of these pupils is excellent and currently a strength of the school. The curriculum is appropriately planned and extensively modified ensuring activities match their individual specific need. Planning and liaison between teacher and support staff, is extremely thorough and effective. The support and encouragement pupils receive is outstanding which in turn enhances and maximises their level of involvement and achievement.
84. Pupils in the two MLD classes are screened before placement by outside agencies including the educational psychologist. Within this modified curriculum, activities are relevant, appropriate and match their needs. The planning includes a mix of classroom based teaching for core subjects with integration into mainstream classes for some foundation subjects.
85. Curriculum planning builds systematically on existing knowledge, understanding and skills. The approach used by the school is very effective and topic cycles are very well planned and successfully implemented. Teachers' planning provides a clear structure and progression for the majority of pupils. Opportunities to match the level of challenge and task to pupils' ability, particularly for those with SEN are sometimes missed and are inconsistently applied.
86. Pupils benefit from a carefully organised curriculum so that most of the basic and key skills, which are considered necessary for pupils' learning, are well covered. These include outstanding personal and social skills with pupils working collaboratively on a wide range of activities. The improvement to the information technology suite and interactive white boards enhance pupils' ICT skills development. Opportunities to develop bilingual skills are not always identified and taken up and pupils' bilingual skills are currently underdeveloped. Opportunities to enhance the basic and key skill development

within the short-term planning and across the curriculum are currently inconsistent and underdeveloped.

87. Pupils have equal opportunities to participate in an outstanding range of extra-curricular activities during lunch and after school. These activities include a wide range of sporting activities such as basketball, golf, rounders and netball. Free lessons are offered on brass, string, and woodwind instruments and the school choir meets during a lunch-time, regularly performing within the local community. This enrichment also includes a planned series of visits both in and out of school on a residential basis. All activities are well supported by enthusiastic staff who provide a high quality of training. Visitors to the school extend pupils' experiences and enrich their understanding of the world around them. The activities are well supported and enjoyed by all pupils.
88. Arrangements to promote pupils' spiritual, moral, social and cultural development are good with outstanding features. Pupils' spiritual development is good and pupils are encouraged to reflect and recognise the existence of forces greater than their own. There is a strong emphasis on personal responsibility and 'doing the right thing'. The school assemblies are happy occasions of a strong Christian nature that offer moral guidance and promote a strong sense of community. Every opportunity is taken for pupils to share their musical talents through performance enhancing the spirituality of whole school assemblies. There are very good arrangements for pupils to be taught about the importance of the environment and of conserving the planet's natural resources.
89. Pupils' moral development is very good. Pupils have a very good understanding of right and wrong. These values are positively reinforced through strategies promoting personal and social education within the curriculum and the class assemblies. Strategies such as circle time, effectively allow pupils to share their feelings with others. In discussion, pupils are very proud of belonging to their school.
90. Provision for pupils' social development is outstanding and the aims of the school promote positive values and attitudes. Pupils take responsibility willingly in and around the school; the efficient school council, the effective school watch system during playtimes and pupils' participation in the ECO-schools status, develop an understanding of living in a community. The quality of pupils' relationships with other pupils and adults within the school is very good.
91. Provision for pupils' cultural development is good. *Y Cwricwlwm Cymreig* is planned in all subjects including opportunities to study Welsh artists and writers. Planning includes visits to places of Welsh historical interest, developing an understanding of the culture and heritage of Wales. Whole school assemblies, geography and religious education provide good opportunities for all pupils to understand each others' faiths and cultures.
92. The school makes good provision for the pupils' personal and social development. It has responded to the guidance provided by the Qualifications

Curriculum and Assessment Authority for Wales (ACCAC) for pupils' personal and social education. Sex education and drugs awareness are effectively taught and policies and procedures meet statutory requirements.

93. Learning experiences are enriched by the school's partnership with other providers and interested parties. The strong links with parents reflect a good working relationship. The school operates a home/school agreement. Parents are supportive of the school's work and support its positive ethos. The school benefits from an active Parents' Association, which is successful in raising significant sums to help provide additional facilities and resources.
94. There are strong links with the community and the neighbouring parish church. A close relationship has been established with the infant school that shares the same site. Staff and governors work together to establish an effective transfer programme between the two stages. Partnership with the comprehensive school is equally well developed and there is a high degree of cooperation in curricular activities and effective liaison arrangement in the transference of pupils with special educational or physical needs. The school, through its partnership with the university, offers good quality initial teacher training and provides work experience for senior pupils from the secondary school.
95. Visits to local industry and commerce successfully broaden pupils' experiences, and these enhance their personal development. Pupils' knowledge of the world of work is broadened by a number of educational visits to business and commercial centres. These topic-related visits enhance the curriculum and add realism. Recent visits have been made to two large manufacturing plants where they learn about working practices and safety, and how things are made. Other visits have been made to a supermarket to witness the bread making process. These visits are effective in helping pupils develop an understanding of the workplace. The school has used its work-related education to support staff training and development through teacher secondments. Teachers have benefited from time spent a variety of work places and situations outside of school.
96. The school is committed to ensuring all pupils have equal access to all the school has to offer regardless of the individual's background or circumstance and this is borne out in practice. Pupils confirm that whatever the occasion, be it involvement in sports and games, clubs and extra curricular activities or visits, they are encouraged and welcome to take part.
97. Understanding and awareness of sustainable development and global citizenship are appropriate to the circumstance of the school. Pupils' understanding of environmental awareness is developed through conservation schemes such as waste reduction and energy saving. Pupils collect waste paper and ink cartridges for processing. With the aid of teachers, parents and pupils (known as 'the garden gang'), the school is developing its own garden; material is collected for the compost bin. Pupils have formed an Eco-committee, who help raise awareness of sustainable development and the need to care for our environment.

98. Opportunities for developing pupils' entrepreneurial skills are at an early stage. The curriculum provides pupils with opportunities to develop skills such as problem-solving and decision-making, but the practical application is underdeveloped. It is the Parents' Association who run the school tuck shop, who order the goods and count the cash. Pupils themselves have little input in its running.
99. The school endeavours to lay the foundations of lifelong learning and community regeneration by encouraging pupils to be responsible for their own actions and to be sympathetic to the needs of others. Qualities such as kindness, truthfulness and forgiveness are developed through circle time, pupil discussions and assemblies. Pupils willingly undertake tasks to help each other and their teachers. These activities help prepare pupils for lifelong learning and for living within a community. Overall, the school's provision successfully reflects national priorities for lifelong learning and community regeneration. It successfully meets the statutory requirements of the National Curriculum and the locally agreed syllabus for religious education.

Key Question 4: How well are learners cared for, guided and supported?

Grade 2: Good features and no important shortcomings

100. The findings of the inspection team match the judgements made by the school.
101. Overall, the quality of care, support and guidance for pupils is good. The care and welfare of pupils is given high priority. Pupils feel safe and secure when in school. Teachers know their pupils well and are sensitive to their needs. All pupils benefit from the school's determination to fully include them in both its academic and social life.
102. The school has a good partnership with parents and carers. Parents indicate, through their response to questionnaires, that their children are well supported. They are kept informed of events in school through regular newsletters. Formal parent/teacher consultations occur twice yearly and at other times by arrangement. Teachers are available for informal consultation at any convenient time. A governors' report is issued annually and a meeting arranged for parents to discuss its content. Pupils' school reports are of a high standard. They are detailed, itemise pupils' achievements and progress, and identify what is required for future improvement. Parents are invited to add their comments. Despite these measures, there are some parents who feel the school does not fully inform them of their children's achievement and would like more information of what is taught. This is a concern of the school and it is reviewing its procedures.
103. The arrangements for receiving new pupils from the neighbouring infant school and the transfer of Y6 pupils to the Pencoed Comprehensive are effective, well practiced and ensure a smooth transition. Pupils feel safe and secure in their new school, and soon settle. Parents are issued with a helpful

'Parent information pack'. Pupils joining at other times are welcomed and quickly make new friends. Head teachers of all local schools meet to coordinate the transition arrangements and minimise the effects of moving from one school to another.

104. The school makes good provision for the support and guidance of pupils. The personal and social education policy adopted by the school is well implemented. Pupils have ample opportunities to discuss issues that concern them and the very good interpersonal relationships evident in the school facilitate frank discussion between teachers and pupils. The school council allows pupils to have a say in the running of the school. Teachers enjoy the confidence of pupils and are sympathetic to individual needs. The school works closely with social services and other agencies to monitor progress of pupils in the care of the local authority.
105. Early identification of pupils with SEN ensures purposeful support in the form of an individual action plan (IAP). The school's policy is comprehensive and complies with the Code of Practice and the framework for inclusive education. The assessment, recording and reporting procedures satisfy statutory requirements. The special educational needs coordinator (SENCo) is effective and works well alongside mainstream staff.
106. Throughout the school, teachers and support staff work as a team, providing continuity of care and support. Targets in IAPs are stated in observable, measurable terms and are monitored and reviewed appropriately. Regular monitoring of the implementation of personal targets in pupils' IAPs and the link with teachers' planning is inconsistently applied. The assessment of SEN pupils' attainment and progress is insufficiently diagnostic. Parents are fully consulted regarding their child's SEN status; they can speak to the class teacher or SENCo regarding their child's progress at any time. Annual reviews meet statutory requirements.
107. The provision for pupils with additional sensory needs in mainstream is outstanding. Their inclusiveness is a major strength of the school. The curriculum is excellently modified and planned by specialist and experienced support staff. All assessment, recording and reporting procedures meet statutory requirements. Pupils make very good progress and their diverse needs have a positive impact on the other pupils within the school.
108. Pupils with additional literacy needs are supported by regular sessions and pupils make good progress. They are screened appropriately and progress is monitored annually. Pupils with additional behavioural needs, including those on the autistic spectrum, are very well supported and make good progress according to their need and level of ability.
109. Pupils placed in the two special classes are appropriately diagnosed before placement through a screening process involving outside agencies. Following staff changes, the monitoring and review of progress is currently underdeveloped for older pupils within this provision. The classes are seen as an integral part of the school with pupils integrated into daily life when

appropriate. The school makes good use of professional support, such as the educational psychologist and the inclusion service.

110. The school monitors attendance, punctuality and pupils' behaviour very closely. Teachers complete registers promptly at the beginning of morning and afternoon sessions. Most parents co-operate by informing school if their child is unable to attend. The school is considering a system of rewards for good or improved attendance. Unexplained absence is pursued. The Education Welfare Officer (EWO) routinely visits school every half term, and is on call at other times to investigate, together with the school nurse, any absences.
111. The school's provision for ensuring the healthy development, safety and well being of all pupils is good with no important shortcomings. School crossing wardens are employed throughout the school day to ensure safe passage between the parts of school on either side of the road. These wardens carry out their duties rigorously. The school's breakfast club is a facility appreciated by many parents. Staff are trained in first aid and there are good procedures in place for meeting the needs of pupils who are unwell or who have an accident. Pupils' contact details are regularly reviewed and the database updated. Safety checks are carried out on all electrical appliances and fire safety equipment tested. A fire drill is exercised each term. Health and Safety audits are carried out within the school and risk assessments are undertaken before any educational visit takes place.
112. Pupils' are very well behaved in school; they work and play happily together. Teachers apply the policies for behaviour management consistently and act as positive role models. Pupils are fully aware of the system of consequences for unacceptable behaviour. No pupils were excluded during the twelve months prior to inspection.
113. The procedures for child protection are based on local authority guidelines. The headteacher is the responsible officer and, through regular training, ensures that staff are vigilant and recognise the signs that a child may need protection.
114. The school recognises the diversity of children's backgrounds and all pupils are treated equally, with dignity and respect. The good practice observed is actively supported by policies, which are monitored and reviewed accordingly.
115. All pupils have equal opportunities to participate in all school activities. For example, all sporting and extra curricular activities have membership of boys and girls and cover a range of interests.
116. Pupils' understanding of the diversity of race and the necessity for good race relations in our modern multi-cultural society are incorporated into the personal and social element of the school's curriculum. Given the circumstance of location and population, the school is effective in promoting good race relations.

117. Pencoed Junior school has good measures in place to eliminate oppressive behaviour, bullying and all forms of harassment. Pupils understand the necessity to report immediately incidents of bullying or discrimination of any sort. School councillors and the 'School Watch' play their part in monitoring behaviour. The school follows up, and is effective in dealing with, any reported incidents. All such incidents are logged and parents involved, when appropriate.
118. The school's measures for caring for pupils with visual impairment are excellent. Notices and displays throughout the school are subtitled in Braille, and the sensory garden is a feature enjoyed and appreciated by all pupils. The school fulfils its statutory requirements with regard to disabled learners.
119. The school actively recognises and respects diversity which is celebrated during school assemblies and through many aspects of the curriculum. Pupils have a good understanding of diversity and value the contributions of others.

Leadership and management

Key Question 5: How effective are leadership and strategic management?

Grade 2: Good features and no important shortcomings

120. The judgements made by the team match those of the school in its self-evaluation. There has been good improvement since the last inspection.
121. The headteacher and senior staff have worked hard to build on the monitoring, evaluation and planning systems introduced at the time of the last inspection. The headteacher has maintained a strong drive towards raising standards and has been supported well by staff and governors. The deputy headteacher fulfilled his role as acting headteacher well during 2004–5. The staff work well as a team and share agreed values; they have high expectations and a clear sense of purpose. Subject leaders make a good contribution to the school's overall effectiveness. A particular impact of the strong commitment of the staff to the school is the high level of sporting and creative opportunities they create for pupils.
122. The school has clear aims and policies that focus on pupils' individual needs and there is a high priority given to raising pupils' standards of achievement. The management of the SEN classes is good and leads to high levels of inclusion. This is an improvement from the last inspection. There is some unresolved confusion, however, over whether overall responsibility for monitoring progress rests with the school or the local authority. The management for the unit for pupils with visual impairments has outstanding features because of the very strong support given to the pupils in the mainstream classes and the use of links with other agencies. This has a good impact on all pupils' personal development.

123. The school is progressive in its outlook and takes full advantage of local and national initiatives. For example, the school has gained the Basic Skills Agency Quality Mark accreditation and is working towards Healthy Living and Eco-School awards. Senior staff have undertaken leadership qualifications.
124. There are thorough and purposeful arrangements for the professional development of teachers and support staff. All staff have appropriate time during the school week for planning and preparation (PPA) and this is used effectively. The headteacher ensures that the teachers have a fair workload and administrative tasks are kept to a minimum. The deployment of teachers' specialist skills to cover for PPA time has made a good contribution to standards in IT and ICT.
125. The governing body is very committed to the school, and the chair of governors provides a strong lead. The board is made up of a good mix of experience and expertise. Some governors are also governors of the adjoining infant school, and that helps in matters of common interest. All governors are well informed of the needs of the school both by their own involvement and by regular meetings with both professional and ancillary staff. A small group of governors have witnessed the new created school council in session. Governors are successful in helping to set the school's strategic direction through their work in setting and costing targets for improvement in the school's improvement plan. The governing body meets all regulatory and legal requirements

Key Question 6: How well do leaders and managers evaluate and improve quality and standards?

Grade 2: Good features and no important shortcomings

126. The judgements of the inspection team match those made by the school in its self-evaluation.
127. The school's evaluation process is a good feature of how the school operates. Everyone is involved and aware of current objectives and the progress being made. There is a strong culture of aiming for continuous improvement.
128. The headteacher, governors and staff know their school well and are fully committed to improving standards. Subject leaders work closely and effectively with the senior management team to manage their areas of responsibility. They regularly reflect on and discuss with other teachers how to improve the standards pupils achieve, teaching and resources. Many staff hold strong views on teaching and learning methodologies but are prepared and able to work through differences. This has led to a significant improvement in the quality of teaching from the last inspection. They prepare action plans with clear targets for improvement which help to frame the school improvement plan.
129. There is a well-planned rolling programme of self-review for all aspects of school provision. The process involves the subject leaders being responsible for regular reports to staff meetings on the progress with their action plan as

appropriate. The headteacher then reports to the governors on the overall progress. Support staff and non-teaching staff also contribute to future planning. The headteacher's reports to the governing body are of a high quality with a clear focus on school priorities.

130. Good efforts are made to include the views of parents through informal soundings and parental consultation on policies such as lateness, attendance and behaviour. The views of pupils are taken into account through the school council and the good self-evaluation of their own achievement.
131. The inspection findings match those of the school in six out of the seven key questions. In Key Question 1, the team felt that the substantial evidence of good quality of work seen in many subjects, together with the outstanding features in pupils' behaviour and personal development, far outweighed any variations in NC assessments.
132. The school development plan is comprehensive. Produced from the subject action plans and analysis of whole school needs, it sets out clear targets and is costed accurately. There are appropriate timescales and procedures to evaluate progress. As with self-evaluation, school planning also involves everyone and progress is monitored regularly in staff, senior management and governors' meetings
133. The performance management of all the staff is effective in developing the school. All staff are set clear and manageable targets to meet their professional needs.
134. Progress since the last inspection is good with no important shortcomings. There has been good improvement to teaching and learning in English and mathematics. The role of senior management and subject leaders has developed well and now has a significant impact on achievement. There are outstanding features to the improvement in marking and the pupils' awareness of their own learning and accommodation issues have been addressed. The school has a good capacity to continue to improve.

Key Question 7: How efficient are leaders and managers in using resources?

Grade 2: Good features and no important shortcomings

135. The findings of the inspection team match the judgements made by the school in the self-evaluation report.
136. There are sufficient numbers of well-qualified teachers who possess a good range of specialisms to provide for the wide-ranging needs of pupils at the school. The teachers' planning, preparation and assessment (PPA) sessions are organised appropriately and covered by an additional teacher. All work purposefully as a team to provide a secure, happy and industrious environment for all pupils. Support assistants, including those with specialist visual impairment and positive behaviour management training, successfully support teachers and pupils throughout the school day. They are highly valued members of the school community.

137. The school secretary makes a valuable contribution to the smooth and efficient running of the administrative aspects of school life. Ancillary staff, including the mid-day supervisors, road crossing wardens, canteen staff, caretaker and cleaners, make a valuable contribution. A very good team spirit is evident and they are highly valued for the contribution they make.
138. Overall, the provision, quality and accessibility of learning resources throughout the school are good and appropriate to pupils' age and needs. Recent spending decisions made by the headteacher and the governing body, including that on the improved IT suite and interactive white boards, have proved to be beneficial to pupils. Very good use is made of the new preparation room for the modification of materials for the visually impaired pupils. For example, the mathematics books and resources have been adapted into Braille. A shared ICT facility with the Infant school enables such pupils to have continual individual assessment and instruction. In many lessons, teachers make their own high quality resources to bring lessons to life. In all lessons resources are used to good effect.
139. The school provides spacious accommodation for the number of pupils on roll and the curriculum provided. Classrooms are light, airy, in reasonable repair and are well maintained. They provide a stimulating learning environment. Good quality displays enhance the classrooms and corridors and celebrate pupils' achievements. Specialist rooms are provided for music, art and physical education. The school hall is just large enough to accommodate the whole school. The use of the extensive playing fields and playgrounds contributes to the outstanding extra curricular opportunities the school offers. The building is in generally good condition although some of the outside areas, such as window frames, show signs of wear. The quality of toilet facilities is much improved since the last inspection, although some of the older pupils have a long walk to the nearest facilities.
140. The management, training and deployment of teaching and support staff is good and this impacts on the quality of learning. All support assistants who have designated responsibilities either with individual pupils or the general school, work efficiently with teachers and support pupils well. A learning support assistant from the local authority supports pupils who have additional literacy needs in regular literacy sessions.
141. All staff engage in an appropriate level of training to support their professional needs and areas for development. The continual professional development programme is managed effectively and the range of courses and activities undertaken contributes very well to realising the priorities identified in the SDP.
142. The quality and quantity of resources are regularly reviewed. The strategy of giving curriculum coordinators more responsibilities enables them to become more involved in identifying priorities for development and ensuring value for money. Overall, resources are efficiently managed and the school provides good value for money.

Standards achieved in subjects and areas of learning

English

Grade 2: good features and no important shortcomings

Good Features

143. The majority of pupils listen carefully and maintain very good levels of concentration during their lessons. This is an outstanding feature throughout the school. Y3 pupils have good speaking skills and confidently contribute to a discussion on 'house cats' expressing their thoughts and opinions clearly. Many pupils are very articulate by the end of the key stage. Y6 pupils consistently make reasoned and evaluative comments in their work on 'red kites'. They listen very attentively and purposefully, responding appropriately to questions and instructions. Y5 pupils work collaboratively in pairs, share their ideas, use imaginative vocabulary and state their opinions well in the format of an 'agony aunt'. Y4 pupils rehearse reading and speaking aloud before an audience so that they perform clearly and with expression. They make good use of drama skills to enliven their learning. Most pupils offer clear evaluative comments about the quality of other pupils' writing or of the delivery of their own presentation when requested.
144. Overall, standards in reading are good and pupils make good progress in improving their fluency and accuracy. Pupils in Y5 and Y6 discuss the plots and characters of books they read and clearly explain the structure and sequence of story writing. Y6 pupils' comprehension skills are good and are beginning to use inference and deduction well. Some Y6 pupils use skimming and scanning skills extremely well making concise notes in their study of the countries in the world cup. Other Y6 pupils make very good use of reference books and competently use the Internet to research information on a wide range of subjects. Most pupils make very good use of both the school and public libraries and explain in detail the process of scanning finger prints to borrow books from the school library.
145. The standard of pupils' extended writing towards the end of the key stage has some outstanding features. Y3 pupils organise their stories into a logical order and they write for a wide range of purposes well. Y4 pupils write good detailed reviews on recently read books and make very good newspaper reports about oil slicks. Pupils in Y5 write creative poetry using 'just adjectives' and apply factual and imaginary thoughts very well in their descriptive writing. Y6 pupils use direct and indirect speech accurately. They write for the full range of purposes such as poetry, stories, letters, factual leaflets, lists and descriptive writing. Pupils write detailed character studies, such as writing from Macbeth's point of view and look carefully how language changes over time. Most Y6 pupils have a very good understanding of personification, simile and alliteration and explain clearly the key points of humour, persuasion and empathy.
146. Y5 pupils plan and draft their writing effectively to develop ideas and improve their writing whilst Y6 pupils use good word processing skills to organise and

structure their writing further. Some pupils make good use of the interactive white boards to read and highlight text. The majority of pupils use computers confidently to enhance their writing through graphic or word processing techniques. Throughout the school pupils use a dictionary and thesaurus appropriately raising their standard of presentation and achievement.

Shortcomings

147. There are no important shortcomings

Mathematics

Grade 2: Good features and no important shortcomings

Good Features

148. The pupils make good progress in their ability to recall number facts and make good use of them in mental calculations. Pupils build on the good progress Y3 pupils make in securely recalling multiplication and division facts up to 10 times tables. By Y4, pupils quickly and accurately multiply 4 digit numbers by 10 and 5 in their mental mathematics. In Y6 pupils, including the less able, calculate mentally with numbers to two decimal places and convert from decimals to percentages.
149. Pupils' achievement in problem-solving is good. They show great curiosity to resolve equations. In Y3, they explore the relationships between odd and even numbers in addition, subtraction and multiplication operations and use good strategies to develop their understanding. In, Y5 there are outstanding features to the pupils understanding of simple algebra equations to solve problems to two or more decimal places. The majority of mathematics lessons have a good element of problem-solving running through them.
150. Y6 pupils have a very good understanding of the concept of averages. They use terms such as mean, median and mode with complete confidence and accuracy. They make very good use of this knowledge to solve a good range of real-life problems.
151. Pupils make good progress in understanding aspects of shape and measure. They have a good understanding of standard measures and Y4 and 5 pupils use this knowledge well in mathematical trails around the school. They estimate accurately. Y5 pupils have a good knowledge of the properties of three-dimensional shapes and are very inventive in making 'nets' to produce the shapes. Y6 pupils have a good understanding of the relationships between angles and regular shapes.
152. Pupils have a good understanding of graphs and data handling. The good use of ICT contributes well to their understanding in this aspect. By Y6, pupils derive a great deal of information from frequency, line and scatter graphs which they have generated from their own data. They make good use of this knowledge in other subjects.

153. The pupils use a good vocabulary in their mathematical work. They learn the key words for new mathematical topics at an early stage and make regular and accurate use of them. Pupils present their work with care and accuracy. They draw charts and graphs with precision.
154. Pupils with SEN generally make good progress in mathematics and those receiving additional support for numeracy learn well.

Shortcomings

155. On a small minority of occasions, the needs of pupils with SEN are not diagnosed closely enough and they do not make good enough progress.

Information technology

Grade 2: Good features and no important shortcomings

Good Features

156. Pupils' progress in basic skills is good. Many pupils are developing good keyboard skills and so can work on computers quickly and accurately. They have a very good idea of their own progress and success in this. Pupils quickly learn to use program menus efficiently. They know how to edit their work in the software programs they use and store their work in a variety of ways including to the hard drive and on CD. By Y6, pupils use computers purposefully and selectively.
157. Pupils' progress in communicating using IT technology is good. Pupils in Y3 and Y4 use word processing packages very well to enhance their work. They mix font styles, letter sizes and colours to good effect in poetry on the rainforest and healthy living. They write formal letters. They use the capacity of the computer creatively. In Y4 and Y5, pupils use text and publishing programs to write reports for their science work.
158. By Y6 pupils produce good power point presentations. They plan their ideas and search the Internet for appropriate pictures and information. They incorporate animations and audio clips. They need little guidance and have a good understanding of the strengths and weaknesses in their learning.
159. Pupils make good progress in using spreadsheets to complete a good range of calculations. By Y5 and Y6, they are confident to generate their own functions in response to mathematical problems. In Y4, pupils generate graphs to handle data they have gathered on the relative growth of different parts of the body.
160. Pupils make intelligent use of the Internet. They have a good understanding of search engines and ways to refine their questions to find the information they require. They cut and paste pictures and text from the Internet for use in other aspects of IT work. Most pupils are confident in their use of the Internet.

161. By Y6, pupils have a good knowledge of the strengths and limitations of the use of computers. They understand possible dangers in the use of Internet and how to use technology safely.

Shortcomings

162. There are no important shortcomings

Geography

Grade 2: Good features and no important shortcomings

Good Features

163. Pupils' progress in mapping skills is good. In Y3 and Y4 they produce maps of their local area and learn to read symbols and use keys. They read atlases and identify different countries in South America in their work on rainforests. As they progress through school, they develop a good understanding of scale and by Y6 they accurately identify symbols on ordnance survey maps. They draw maps to scale in their studies of Porthcawl and develop their own detailed keys. They use route finder programs on the Internet to study maps further.
164. Pupils have a good understanding of place and a good knowledge of key geographical facts. They recognise many countries by their shape and know the capital cities. They have a good awareness of key facts relating to countries they have studied in response to good teaching strategies such as mnemonics, rhymes and quizzes to help them recall information.
165. The pupils make good progress in developing geographical enquiry skills. In Y4 pupils studying South American rainforests explain the relationships between the changes to the environment and its impact on flora and fauna. They use a good technical vocabulary to describe the findings from their research from books, video and the Internet. In Y5, the pupils make good progress in exploring the impact of changes in the local environment on human and physical geography. They investigate the impact that new major industries have on the area and how the companies try to mitigate the immediate impact on the environment.
166. In Y6, pupils of all abilities make outstanding use of multi-media demonstrations to present their findings when comparing their own town with another. Their research is extensive and includes the use of interviews, surveys, studies of tourist information and detailed maps and plans. They have a very good understanding of issues such as disabled access and make their own suggestions as to how this could be improved in their own town.
167. The presentation of pupils work is often to a high standard. This is reflected in the accuracy and care pupils of all abilities show in map making and producing diagrams. Pupils with visual impairments participate fully in all aspects of geography because of the personalised resources and good support from

teaching assistants. They make progress which is at least as good as their peers.

Shortcomings

168. There are no important shortcomings

Art

Grade 2: Good features and no important shortcomings

Good features

169. Pupils throughout the school demonstrate a good understanding of mixing colour using a variety of media. Y3 pupils use water-wash technique to paint animals in their 'secret forest' topic and Y4 use pastels and watercolour to very good effect in their study of "movement". Older pupils explore mixing 'hot and cold' colours using geometrical patterns and demonstrate excellent choice of vibrant colours in their historical character studies.
170. Pupils' use of line and tone are very well developed in their observational drawings. Y4 pupils include fine detail in drawing bricks and tiles on the buildings in the local environment and demonstrate good use of tone in their self-portraits.
171. Ideas of pattern, prints and texture progress very well through the key stage. For example, Y6 pupils use IT to design repeated patterns; Y5 pupils make successful printed patterns using shells and tiles whilst Y4 pupils successfully make prints from observational drawings of terraced houses. Coloured wool, plastic straws and paper are successfully used by Y5 pupils to create interesting patterns of weaved colour in their work on textiles.
172. Pupils' collage work develops appropriately. Y3 put dried leaves and twigs to very good effect whilst Y4 pupils use observational drawings of 'shoe treads' and decorate them with outstanding 3D effect. Y6 put newspaper print to very good use successfully making collages of flowers, fish and butterflies. Y6 make innovative collages from pebbles and driftwood and experiment with sand sculpture during their seaside experience to Porthcawl.
173. Pupils respond very well to the methods of other artists including those from Wales. SEN pupils in Y5 and Y6 give good reasons why they like and imitate the work of Kyffin Williams. Y4 pupils copy the work of a modern artist Ben Nicholson very well whilst other Y4 pupils chose Monet as their favourite artist, after a museum visit.
174. Pupils use their creative and manipulative skills well in designing and making clay houses, moulded pots and tiles as part of the work in three-dimensional (3D) art.

Shortcomings

175. There are no important shortcomings. However, sketch books are not consistently used through the school.

Music

Grade 1: Good with outstanding features

Outstanding features

176. All pupils confidently sing a wide range of songs, hymns and rhymes in English and Welsh. They enthusiastically sing in tune using clear diction and paying appropriate attention to breathing and quality of sound.
177. Pupils develop their performing skills well and recall of previous learning experiences is outstanding. For example, Y3 pupils describe the details of a pentatonic scale whilst Y4 pupils accurately define the meaning of pace and rhythm. They are beginning to appreciate a wide variety of music and in discussion, understand the dynamics within them.
178. Pupils demonstrate outstanding composition skills. Y3 and Y4 pupils sing in tune and accompany group composition following rhythm and duration patterns well. Working cooperatively, Y5 and Y6 pupils confidently experiment with instruments, sounds and rhythms to accompany animal movements or illustrate stories and poetry. Very good use is made of ICT as an assessment tool and as a record of group composition.

Good features

179. Pupils have good listening skills and demonstrate appropriate appraisal skills when listening to music. Y5 and Y6 pupils know the value of silences and spacing in a composition. They appreciate tone and texture when appraising each other's work which they do sensitively and accurately. Y5 pupils successfully focus their listening skills on elements such as beat and rhythm following a poem on mice.
180. Pupils' appraisal skills are good. They discuss and evaluate their own and others' music in order to make distinctions within the musical elements. A striking feature is the way that they empathise with the tone and mood of the music and express feelings that music arouses in them in cross-curricular activities.
181. Musical performances enhance assemblies and school celebrations. Pupils are offered free instrumental tuition in brass, string and woodwind. An outstanding feature is the inclusion of visually impaired pupils, some of which reach an excellent standard of achievement. Scrutiny of previous activities suggests that the choir, recorder and orchestra clubs succeed in enhancing pupils' musical skills and achievement through participation in community performances.

Shortcomings

182. There are no important shortcomings

School's response to the inspection

The school has carefully read the very positive report and welcomes the fact that the judgements made by the team are broadly in line with our own self-evaluation report. The opportunity to further develop and improve the school will be made as we act on the recommendations outlined in the report.

The process of Inspection was fair and balanced. The team arrived at corporate judgements based on the evidence made available to them. Time was taken to ensure that the views agreed upon accurately reflected the work of the school. The Head Teacher in his role as nominee felt that the process of inspection was open and transparent.

The report clearly acknowledges the dedication of the staff to take on board the agenda of school improvement and improving the quality of education. This is highlighted in the fact that the quality of standards & teaching has improved to 89% being good or good with outstanding features. This represents an improvement of 55% since the last Inspection in 2000. Our hard-working, committed team of teachers have accepted & implemented new ideas & methodologies which have resulted in such a dramatic improvement in standards.

We are pleased to note that the report draws attention to the fact that Pencoed Junior is a very inclusive school with a strong leadership drive to raise standards of achievements for all pupils. Also, the Governing Body is very committed and makes a good contribution to learning & the school's positive ethos, which has outstanding features. The care and talent of all our support staff are duly & rightfully acknowledged within the report. We are delighted that report celebrates the progressive outlook of the school management and recognises the strong culture of aiming for continuous improvement.

At Pencoed Junior School we are proud of our children and what has been achieved in so many areas. Behaviour is good with outstanding features and good working relationships positively impact on pupils' attitudes & willingness to learn. The outstanding aspects of moral & social development coupled with the vast array of high quality extra-curricular musical, sporting, creative & ICT activities give our children the chance to fulfil their potential.

The report's recommendations will be addressed in the Post Inspection Action Plan and the subsequent School Development Plan cycle. A copy of the Action Plan will be distributed to all parents and the Governor's Annual Report to Parents will give details on the progress that we are making towards achieving these recommendations.

Appendix 1

Basic information about the school

Name of school	Pencoed Junior School
School type	Junior
Age-range of pupils	7 - 11
Address of school	Penprysg Road, Pencoed Bridgend
Postcode	CF35 6RH
Telephone number	01656 860251

Headteacher	Rob Lewis
Date of appointment	April 1998
Chair of governors/ Appropriate authority	Doug John
Registered inspector	Andrew Clark
Dates of inspection	22 nd May 2006

Appendix 2

School data and indicators

Year group	Y3	Y4	Y5	Y6	Total
Number of pupils	47	68	57	60	232

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	12	0	12

Staffing information	
Pupil: teacher (fte) ratio (excluding the special classes)	23.2:1
Pupil: adult (fte) ratio in special classes	9.5:1
Average class size, excluding nursery and special classes	29
Teacher (fte): class ratio	1.2:1

Term	Percentage attendance
Spring 2005	94.0%
Summer 2005	92.0%
Autumn 2005	94.7%

Percentage of pupils entitled to free school meals	22
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2005						Number of pupils in Y6		59			
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	9	0	0	5	18	47	21
		National	1	0	0	0	1	5	16	46	30
Mathematics	Teacher assessment	School	0	0	6	0	0	4	23	41	26
		National	0	0	0	0	1	3	17	49	28
Science	Teacher assessment	School	0	0	0	0	0	12	13	52	23
		National	0	0	0	0	0	1	11	50	37

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	55	In the school	n/a
In Wales	70	In Wales	n/a

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

Appendix 4

Evidence base of the inspection

Three inspectors spent a total of ten inspector days in the school and met as a team before the inspection. There was a peer assessor who took part in the inspection for three days. The school nominated the headteacher to join the team.

These inspectors visited:

- 44 lessons or part lessons;
- all classes;
- acts of collective worship; and
- extra curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began; and
- senior managers, teachers, support and administrative staff and groups of pupils during the inspection;
- the school's local authority advisor and members of the local authority special needs support staff .

The team also considered:

- the school's self-evaluation report;
- 39 responses to the parents' questionnaire;
- comprehensive documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and present work.

The inspection team held post-inspection meetings with the headteacher, staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Andrew Clark Registered Inspector	Key questions 1,2, 5,6 Mathematics Information technology Geography
Charles Brentnall Lay Inspector	Key Question 4 Contributions to all key questions
Julie Jones Team inspector	Key questions 3, 7 English Art Music
Janet Evans Peer Assessor	Contributions to all key questions
Rob Lewis Nominee	Contributions to evidence to all key questions

Acknowledgement

The registered inspector and team wish to thank the governors, headteacher, staff and pupils for their co-operation and courtesy before, during and after the inspection.

Contractor

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