

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

**Penllwyn Primary School
Fleur de Lys Avenue
The Penllwyn
Pontllanfraith
Nr Blackwood
Caerphilly
NP12 2NT**

School Number: 676/2378

Date of Inspection: 1st – 4th November 2004

by

**Mr R. A. Isaac
W170/15942**

Date: 6th January 2005

Under Estyn contract number: T/94/04/P

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Penllwyn Primary School was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Penllwyn Primary School took place between 1st and 4th November 2004. An independent team of inspectors, led by Mr R. A. Isaac, registered inspector, 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

The five-point scale used to represent all inspection judgments 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

Year groups and key stages

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

The term 'Nursery' (N) refers to the year group of pupils in a primary school who attain the age of 4 during the academic year. The term 'Reception' (R) refers to the year group of pupils who attain the age of 5 during the academic year. Year 1 (Y1) refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain 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

LIST OF ACRONYMS USED IN THE REPORT IN ALPHABETICAL ORDER

ACCAC	–	Awdurdod Cymwysterau Cwricwlwm ac Asesu Cymru (The Qualifications, Curriculum and Assessment Authority for Wales)
AEN	–	Additional Educational Needs
AT	–	Attainment Target
BBC	–	British Broadcasting Corporation
CoP	–	Code of Practice
EBP	–	Education Business Partnership
EMAS	–	Ethnic Minority Achievement Service
EWO	–	Education Welfare Officer
GB	–	Governing Body
ICT	–	Information and Communications Technology
IEP	–	Individual Education Plan
INSET	–	In-service Education and Training
KS	–	Key Stage
LEA	–	Local Education Authority
NC	–	National Curriculum
NNEB	–	National Nurse Education Board
NQT	–	Newly Qualified Teacher
PSE	–	Personal and Social Education
PTA	–	Parents and Teachers Association
RoA	–	Record of Achievement
SDP	–	School Development Plan
SEN	–	Special Educational Needs
SENCo	–	Special Educational Needs Co-ordinator
SMT	–	Senior Management Team
WAG	–	Welsh Assembly Government
Y	–	Year

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Context

The nature of the provider

1. Penllwyn Primary School, with 154 pupils aged 3 to 11 years of age, is situated on the western edge of Pontllanfraith, and was founded in 2000 as the result of the amalgamation of Penllwyn Infant and Penllwyn Junior Schools. Because it is a new school, ESTYN designated it as requiring a full inspection where all subjects and all key questions are evaluated. The school serves the local area of the Penllwyn estate. The school reports that the intake of pupils represents the full ability range. Approximately 36 per cent of pupils are entitled to receive free school meals, which is above the national average. No pupils speak English as an additional language and 0.7 per cent have minority ethnic backgrounds. No pupils speak Welsh as their first language, one pupil is formally cared for by the Local Authority; and 10 pupils were excluded temporarily in the last year. Around 30 per cent of pupils have special educational needs (SEN), including four pupils with formal statements of SEN. The entry of children into the nursery is controlled and administered by Caerphilly County Borough Council (the local education authority). Numbers of pupils on roll from Reception to Year 6 (Y6) have declined substantially in the last four years from 208 in the year 2001 to 133 in 2004 but overall numbers are starting to improve this year and should reach 162 in 2005.

The school's priorities and targets

2. The school's mission statement is "Learning to share, to achieve and to care." Its aims include to:
 - develop lively and enquiring minds;
 - acquire the understanding, knowledge and skills necessary for later life;
 - use language and number effectively;
 - develop their physical skills; and
 - to develop personal and moral values, and respect for religious values.
3. The school's major priorities and targets for 2004-2005 include to:
 - improve standards in oracy, writing and numeracy;
 - ensure the completion of homework;
 - continue the improvement of information and communications technology (ICT) skills across the curriculum;
 - develop governors' involvement in strategic development;
 - improve provision for pupils with special educational needs (SEN);
 - improve attendance rates to 92 per cent per term.
4. The Penllwyn Junior School was last inspected in 1996 and the Penllwyn Infant School in 1999.

Summary

5. Penllwyn Primary School is a good school, which has raised the standards achieved by its pupils and the quality of education it provides over the last four years. The inspection team agreed with most of the judgments made by the school about the standards pupils achieve and other areas of its work.

Table of grades awarded

6. The inspection team judged the school's work as follows:

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 of achievement

7. Overall, pupils' standards of achievement in the areas of learning and subjects inspected are as follows:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Pupils' standards of achievement	4%	70%	25%	1%	0%

8. Pupils' standards of achievement are well above the Welsh Assembly Government's all-Wales targets for 95 per cent of standards to be satisfactory or better and 50 per cent to be good or better.
9. The overall quality of the educational provision for children aged under five is appropriate to their needs and they make good progress towards the Desirable Outcomes for Children's Learning. Baseline assessments indicate that, for many children, attainment on entry is well below average. Generally, children aged under five make good progress in acquiring key skills.

The six areas of learning	The Under-Fives
Personal and social development	Good
Language, literacy and communication skills	Good
Mathematical development	Good
Knowledge and understanding of the world	Very good
Creative development	Very good
Physical development	Good

10. In KS1 and KS2, the standards of achievement are as follows:

Subject	KS1	KS2
English	Grade 2	Grade 3
Welsh second language	Grade 3	Grade 3
Mathematics	Grade 2	Grade 2
Science	Grade 1	Grade 1
Design and technology	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
Geography	Grade 2	Grade 2
History	Grade 2	Grade 2
Art	Grade 2	Grade 2
Music	Grade 2	Grade 3
Physical Education	Grade 2	Grade 2
Religious Education	Grade 2	Grade 2

11. Pupils' standards and progress in the key skills of speaking, listening and reading across the curriculum, are good. Standards in the key skills of writing, numeracy, ICT, and bilingualism across the curriculum, are satisfactory.
12. In the KS1 2004 NC teacher assessments, pupils' achievements were below national averages in English and mathematics but a little above the national average in science. However, the cohort of pupils in Y2 in 2004 contained about 50 per cent who were on the register of SEN, and thus they were making good progress, relative to their abilities. Girls' results were higher than those of boys in English, mathematics and science and overall, the school's KS1 results in 2004 have declined since 2003. The school's 2004 results at KS1 in English and mathematics were well below those of similar schools in Wales. Notwithstanding the large proportion of pupils with SEN in that year group, the school's KS1 results in science were above those of similar schools and this represents good progress for those pupils.
13. In the KS2 2004 NC test results, pupils' achievements were below national results in English, but above the national average in science and well above average in mathematics. The results achieved by most boys were below those of girls in English, mathematics and science. Although the KS2 results for pupils who gained at least NC Level 4 in all three core subjects were well below national averages in 2004, they show a steady improvement over the last three years. The school's results at KS2 in English were below those of most other similar schools in Wales. However, the results in mathematics and science were

above the average for similar schools in Wales and this represents good progress for those pupils in those subjects.

14. Pupils with SEN, and those in vulnerable circumstances, make good progress, usually achieve the targets set for them and perform well.
15. Pupils' attitudes to their learning and the interest they show in lessons are good. Most sustain concentration well and behave well. They move around the school in an orderly manner and exercise a degree of self-discipline. Most have a clear understanding of what is expected of them and are courteous and considerate. They relate well to each other and to adults. Overall, pupils have good personal, social and learning skills.
16. A small minority of pupils, however, display boisterous or disrespectful behaviour. When necessary, good additional support is given to those whose behaviour impedes their progress and that of others. Throughout the school, pupils' understanding of equal opportunities issues develops well.
17. Whole school attendance rates are unsatisfactory, averaging only 89 per cent for the past three terms. This figure is below national averages for primary schools and some way short of the target of 92 per cent that the school has set itself to achieve.
18. Most pupils attend school regularly and are punctual at the start of the school day. A significant minority, though, frequently arrives late or misses school. These pupils have poor attendance patterns and, as a result, miss important elements of their education. A substantial number of families often take two or three holidays during the school year and this can adversely affect their children's progress.

The quality of education and training

19. Overall, the quality of teaching in the areas of learning and subjects inspected are as follows:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
The quality of teaching	21%	79%	0%	0%	0%

20. The percentage of lessons which are good or better is very high, being well above the Welsh average. There has been a significant improvement in the quality of teaching in the last four years.
21. In the most effective lessons teachers provide opportunities for pupils to talk about concepts and to explain their thinking in reaching answers. They use open-ended questions and investigation to encourage independent thinking. Teachers have very good relationships with pupils. They promote equality of opportunity very well and plan very well. In most lessons they pace lessons well providing both challenge and reinforcement. Teachers manage pupils well and

have a good range of strategies to stimulate and motivate the more passive or slower learning pupils. Lessons are usually lively and varied, ensuring that pupils maintain interest throughout. The use of the interactive whiteboard, coupled with appropriate software, has a significant impact on teaching and learning in the computer suite.

22. The overall quality of assessment, recording and reporting is good. The school has undertaken a review of its systems and practices to ensure consistency in all classes. Teachers maintain detailed records of every pupil's strengths and weaknesses. Pupils have a limited understanding of their own progress or achievements.
23. The school responds well to pupils' learning needs. It provides good opportunities for pupils to learn well and experience a very broad and balanced curriculum.
24. The quality of teachers' long, medium and short term planning is good in all the subjects inspected. Teachers also regularly evaluate the success of their lessons. Planning for the improvement of key skills across the curriculum is good but its implementation in classes is inconsistent. Pupils benefit from equal opportunities to take part in a wide range of extra-curricular activities, including various sports clubs, art and ICT clubs.
25. The school promotes pupils' spiritual, moral, social and cultural development well. As a consequence, pupils have a sense of ownership and responsibility to the school and its environment. Acts of collective worship make a good contribution to their understanding of moral issues and help them to respect truth and justice. The headteacher and her colleagues create good opportunities for spiritual development on these occasions.
26. The provision for promoting bilingual skills and reflecting the languages and culture of Wales is satisfactory. The school's Cwricwlwm Cymreig ensures that pupils are given some opportunities to acquire knowledge and understanding of the tradition, cultures and history of Wales. They visit places of interest, such as the Museum of Welsh Life at St Fagan's, and celebrate St David's Day, but overall they have an insufficient knowledge of Welsh culture in art and music.
27. The provision for learners with additional needs is good. The school identifies, assesses and monitors pupils' individual needs effectively and this contributes significantly to raising their achievements. Pupils with SEN are supported well by dedicated staff. Both classroom and external support are of a good standard and are managed well by the SEN coordinator (SENCo). The provision for links with parents, the community, schools and other organisations are good. Although most parents have positive relationships with the school, only a minority are active in their support.

Leadership and management

28. The overall quality of leadership shown by the headteacher, staff with management responsibilities, subject co-ordinators and governors is good. The

overall quality of leadership and management shown by the headteacher and deputy headteacher are good. Their management is very purposeful and they give a clear sense of direction to the school's work. The headteacher, deputy headteacher and KS1 team leader constitute the senior management team (SMT). They work closely together in leading the school forward and make a very good contribution to the quality of leadership and management. The overall quality of team leadership and subject co-ordination is good.

29. The governing body (GB) is involved in school life on a number of levels but there are five vacancies. Governors have a caring and supportive attitude towards the school, the teachers and pupils. The caretaker is a very committed governor and the vicar of the parish church leads assemblies regularly. Governors, generally, do not take a strategic lead in guiding the school's educational direction.
30. The headteacher, governors and staff, both teaching and non-teaching are committed to improving standards. In some areas the views of pupils, notably the elected members of the school council, have been taken into account. The SMT rigorously monitors school performance and plans school development well. The school is fostering a culture of self-evaluation.
31. The self-evaluation report is cautious and perceptive. It identifies strengths and areas where improvements are required. In almost all respects, the inspection team agreed with the school's identification of its strengths and areas for improvement. The inspection team also agreed with the judgments made by the school in most of the seven key questions. The school has made very good progress in the last four years in amalgamating the two former schools.
32. The overall quality of staffing is very good. The management team has developed a teaching and support team of high quality. Overall, the accommodation is good. Most classrooms offer light, spacious teaching areas.
33. The overall quality and quantity of resources available for children aged under five and for pupils in KS1 and KS2 are good. The school manages its resources well. Over the last four years, the quality of teaching has been significantly improved, standards have risen and the quality of leadership and management has improved. Overall, the school gives good value for money.

Recommendations

34. In order to improve the school further, the staff and governing body need to:
 1. raise standards further in:
 - Welsh in KS1 and KS2;
 - English and music in KS2; and
 - the key skills of writing, numeracy and ICT across the curriculum;

2. develop pupils' involvement in assessing their own achievements;
3. continue efforts to improve rates of attendance and pupils' punctuality*;
4. develop further the strategic roles of governors and fill the five vacancies on the governing body*; and
5. develop further parental involvement in pupils' learning.*

* These three issues are planned for in the current school development plan

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

35. Overall, the findings of the inspection team match the judgment made by the school in the self-evaluation report. Standards of achievement in all subjects and areas of learning inspected are:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Standards of achievement	4%	70%	25%	1%	0%

36. Pupils' standards of achievement are well above the Welsh Assembly Government's all-Wales targets for 95 per cent of standards to be satisfactory or better and 50 per cent to be good or better.
37. The overall quality of the educational provision for children aged under five is appropriate to their needs and they make good progress towards the Desirable Outcomes for Children's Learning. Baseline assessments indicate that, for many children, attainment on entry is well below average. Generally, children aged under five make good progress in acquiring key skills.

The six areas of learning for children under five	The Under-Fives
Personal and social development	Good
Language, literacy and communication skills	Good
Mathematical development	Good
Knowledge and understanding of the world	Very good
Creative development	Very good
Physical development	Good

38. In KS1 and KS2, the standards of achievement are as follows:

Subject	KS1	KS2
English	Grade 2	Grade 3
Welsh second language	Grade 3	Grade 3
Mathematics	Grade 2	Grade 2
Science	Grade 1	Grade 1
Design and technology	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
Geography	Grade 2	Grade 2
History	Grade 2	Grade 2
Art	Grade 2	Grade 2
Music	Grade 2	Grade 3
Physical Education	Grade 2	Grade 2
Religious Education	Grade 2	Grade 2

39. Pupils' standards and progress in the key skills of speaking, listening and reading across the curriculum, are good. Writing, numeracy, information and communications technology (ICT) and bilingualism across the curriculum, are satisfactory. Pupils listen carefully and speak clearly. They read accurately to obtain information and use their writing skills for a variety of purposes. They make insufficient use of (ICT) to enhance their learning and raise standards across the curriculum.
40. In the KS1 2004 teacher assessments, pupils' achievements in attaining NC Level 2 or higher, were below national results in English and mathematics but slightly above national averages in science. However, the cohort of pupils in Y2 in 2004 contained about 50 per cent who were on the register of SEN, and thus they were making good progress, relative to their abilities. The proportion of pupils who achieved the higher NC Level 3 was substantially below national averages in English, mathematics and science. Girls' results have been higher than those of boys in English, mathematics and science. Although the school's KS1 results in 2004 have declined since 2003.
41. The school's KS1 2004 NC assessments in English and mathematics were well below those of similar schools in Wales, that is, those with broadly similar percentages of pupils in receipt of free school meals. Notwithstanding the large proportion of pupils with SEN in that year group, the school's KS1 results in science were above those of similar schools and this represents good progress in science for those pupils.
42. In the KS2 2004 NC test results, pupils' achievements in attaining NC Level 4 or higher, were well below national results in English by 26 points. Their achievements in mathematics were well above national averages in gaining NC Level 4 or higher by 17 points. In science, pupils' results were above national results by six points. The proportion of pupils who achieved the higher NC Level 5 was above national averages in mathematics and science, but below the national average in English.
43. The results achieved by most boys in KS2 were below those of girls in English, mathematics and science. Although the school's KS2 results for pupils who gained at least NC Level 4 in all three core subjects were well below national averages in 2004 they show a steady improvement in recent years.
44. The school's results at KS2 in English were below those of most other similar schools in Wales. However, the school's results in mathematics were above those of at least a half of similar schools in Wales and its results in science were higher than most other similar schools in Wales and this represents good progress for those pupils in those subjects.
45. Pupils with SEN, and those in vulnerable circumstances, make good progress and usually perform well.
46. Overall, pupils' standards of behaviour throughout the school are good. The school functions well as a supportive, happy and orderly community. It has introduced an assertive discipline policy, which is working well for the great

majority of pupils. Rewards and consequences are clearly outlined and most pupils understand what is expected of them. The majority of pupils are courteous, polite and relate well to each other, to staff and to visitors.

47. Most pupils have positive attitudes to their work and play. They co-operate with staff and their fellow pupils, settle quickly to tasks and sustain concentration. Most pupils enjoy their work and are keen to do their best. However, in a number of year groups there are a small minority of pupils who find it difficult to listen and concentrate for any length of time. They become restless, lose interest and are demanding of the teacher's attention. Teachers work diligently with these pupils to promote understanding and acceptance of school rules and conventions but the flow and pace of lessons are sometimes impeded.
48. The behaviour of this small minority of pupils is of concern to staff. All adults in the school consistently encourage these pupils to understand, manage and develop their standards of behaviour to the best of their abilities. However, some pupils fail to respond positively to efforts to promote acceptable behaviour, which has resulted in a number of temporary exclusions from school.
49. Throughout the school, pupils' understanding of equal opportunities issues is developing well. They have respect for the diversity of beliefs, attitudes and cultural traditions within society. Visits in the local community and to places of interest linked to the workplace help to broaden their understanding of their community and the world of work.
50. Overall, pupils have good personal, social and learning skills. Their creative and problem-solving skills are good in a range of subjects. Their spiritual development is good. Their knowledge of the Welsh dimension across the curriculum is satisfactory.
51. Whole school attendance rates are unsatisfactory, averaging only 89 per cent for the past three terms. This figure is below national averages for primary schools and some way short of the target of 92 per cent that the school has set itself to achieve.
52. The governing body is rightly concerned about the number of parents who take their children on holiday during term time. This has an adverse impact on the continuity of pupils' formal education and on overall rates of attendance for the school. This was particularly evident during the summer term of 2003, when attendance rates fell to 87 per cent.
53. A number of pupils are consistently late for the start of the school day. This disrupts registration sessions and these pupils often miss significant parts of the first lesson of the day.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

Good and outstanding features

54. Overall, the findings of the inspection team match the judgment made by the school in its self-evaluation report.

55. In the lessons observed the quality of teaching was judged as follows:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
The quality of teaching	21%	79%	0%	0%	0%

56. The percentage of lessons which are good or better is high, and well above the Welsh average. There has been a significant improvement in the quality of teaching in the last four years.

57. In the most effective lessons teachers provide opportunities for pupils to talk about concepts and to explain their thinking in reaching answers. They use open-ended questions and investigation to encourage independent thinking. In most lessons observed they pace lessons well providing both challenge and reinforcement. Teachers manage pupils well and have a good range of strategies to stimulate and motivate the more passive or slower learning pupils. Lessons are lively and varied ensuring that pupils maintain interest throughout.

58. The use of the interactive whiteboard, coupled with appropriate software, has a significant impact on teaching and learning in the computer suite.

59. Teachers know their pupils well, value them as individuals and establish very good relationships with them. They display a caring attitude to them and offer a firm, fair, consistent and effective approach to discipline. They make clear what they expect of pupils in terms of achievement and behaviour, using judicious and frequent praise to help build self esteem. Consequently, pupils feel happy and secure.

60. The school has a well qualified and experienced staff, who demonstrate a good knowledge and understanding of the subjects they teach. Teachers effectively use both their specialist knowledge and the resources available to enhance the quality of lessons. Their understanding of the requirements of ESTYN and ACCACC for aspects which are cross-curricular, such as personal and social education and the Welsh dimension is good.

61. Teachers plan very effectively for the development of pupils' skills, knowledge and understanding across year groups and key stages. Much has been done to establish very good planning arrangements in all subjects. Lesson plans identify clear objectives, summarise what pupils will do and identify what resources are needed. Lessons are usually well-organised and show how the differing needs of pupils will be met. The arrangements for withdrawal and for in-class support of individual or groups of pupils with SEN are organised so that their lessons parallel the work being done in class. Individual lessons are evaluated regularly by teachers to ensure continuous and progressive build-up of knowledge.
62. Teachers use a range of organisational strategies, providing pupils with opportunities to work as a whole class, in groups, in pairs or as individuals. They also use a good mix of teaching techniques and well-prepared resources to enliven their lessons. Teachers, for example, in the classes for children aged under five, work in very good partnerships with classroom assistants to provide interesting and informative lessons throughout the day.
63. Teachers match work well to pupils' abilities. Lessons are planned to take account of the needs and capabilities of individuals. Teachers make good provision for pupils with SEN and benefit from the input of specialist staff. However, in a number of observed lessons, more able pupils were not always challenged enough. The school has an effective system of tracking individual pupils' progress.
64. Teachers promote equality of opportunity very well. They ensure that pupils have equality of access to the whole curriculum. The majority of teachers do not speak Welsh as their first language, but make a positive effort to learn and teach Welsh in lessons and incidentally.
65. The overall quality of assessment, recording and reporting is good. The school has undertaken a review of its systems and practices to ensure consistency in all classes. Children aged under five are closely monitored and their progress is assessed regularly.
66. The school has successfully established good digital strategies for monitoring pupils' achievements and progress through the use of ICT, with the NC results being carefully analysed to identify strengths and weaknesses. The attainments of boys and girls, and of gifted or talented pupils, or those who are underachieving, are identified by this assessment and recording process.
67. Marking of pupils' work is usually conscientious and, in the best practice, includes comments that explain how pupils can improve their work. Pupils are, though, relatively uninvolved in evaluating their own achievements.
68. Reports to parents are of good quality and comply with statutory requirements. They provide information on the standards achieved and indicate how improvements can be made. Parents are given the opportunity to respond to the reports.

Shortcomings

69. Teachers' marking of pupils' work is occasionally sparse and lacks comments on how to improve. Teachers' assessments of pupils' achievements in Y6 were considerably below the results pupils achieved in NC tests in mathematics and science, and considerably above pupils' achievements in English.
70. There are portfolios in all subjects, but those in foundation subjects do not indicate the NC levels achieved by pupils.
71. Pupils have a limited understanding of their own achievements or progress. Opportunities for pupils to understand and be involved in the process of evaluating their own work and to comment on how they can improve are limited.

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

72. The findings of the inspection team match the judgment made by the school in its self-evaluation report.
73. The school responds well to pupils' learning needs and provides equal access to a broad and balanced curriculum. The provision for children aged under five is appropriate to their needs and the planning for their education helps children make good progress towards the Desirable Outcomes for learning.
74. The school provides a very good, broad and balanced curriculum that meets the statutory requirements of the National Curriculum and the agreed syllabus for religious education.
75. Generally, curriculum planning, including policies and schemes of work for pupils in KS1 and KS2, including those with SEN, is very good. The allocation of teaching time is in line with recommendations. The planning cycle effectively guides curricular provision. Schemes of work have a consistent approach to short-term planning, identifying specific objectives, as well as the key skills to be learned. The positive management of behaviour also identifies behavioural objectives, stated in the rules displayed within the classroom.
76. The arrangements for pupils' personal and social education, including health and sex education, in KS1 and KS2 are good. The school follows the guidance provided by ESTYN, and also by the Qualifications, Curriculum and Assessment Authority for Wales (ACCAC) in its framework for personal, social and health education (PSHE). Provision has been enhanced through the integration of a new PSE scheme of work into the wider curriculum, as well as in class discussions known as circle times, and through the good work of the school council. The school has a good racial equality policy and action plan which teachers implement with conviction.
77. The support for learning throughout the school is a strong feature. Additional support enables pupils to feel special and included. It enables pupils with profound, sensory needs to study the whole curriculum and make good progress in their learning. Pupils with challenging behaviour, or those in vulnerable circumstances, are managed positively, and are helped effectively to raise their standards of achievement. Gifted or talented pupils are given some opportunities to extend their learning although these are not always sufficient to challenge their thinking enough.
78. Key skills are planned consistently. The recent addition of an information communication technology (ICT) suite, is contributing to pupils' higher standards in ICT across the curriculum. The school has focused on subject-based terminology and this has had an impact on standards achieved in literacy.

Standards in bilingualism are satisfactory and pupils' levels of achievement are enhanced through Welsh vocabulary being displayed in strategic places around the school.

79. Pupils benefit from equal opportunities to participate in a wide range of extra-curricular activities, including sports, ICT and science clubs. The school has particular strengths in the range and quality of additional activities provided. Individual pupils have access to tuition in a range of musical instruments. These activities are popular and pupils gain valuable knowledge and skills from them.
80. The provision for pupils' spiritual development is good. School assemblies are happy occasions of a broadly Christian nature that offer guidance on moral and spiritual issues, and promote a strong sense of community, especially in the celebration of pupils' achievements. Throughout the school day, and in many subject areas, pupils are given the opportunity to reflect upon issues of spiritual awareness and self-knowledge. This is particularly evident in pupils' concern for environmental and conservation issues.
81. The provision for pupils' moral development is good. The aims of the school encourage and promote positive values and attitudes. Teachers foster values such as honesty, fair play, kindness and consideration for others successfully. They also work diligently to ensure pupils have a clear understanding of the principles which distinguish right from wrong. Pupils support a wide range of local and national charities and are sensitive to the needs of others.
82. The provision for pupils' social development is good. They readily volunteer for and accept responsibility. For example, pupils are encouraged to become actively involved in decision-making within the school; the School Council is a good forum where pupils' concerns, ideas and opinions are sought. The school provides a rich programme of extra-curricular activities and educational visits which contribute well to pupils' social development.
83. The provision for pupils' cultural development is good. Pupils develop an awareness of, and respect for, other faiths and cultures through school assemblies and subjects such as religious education and geography. The school has a satisfactory Welsh ethos. The cwricwlwm Cymreig is planned in various subjects, including visits to places of interest such as St. Fagan's Museum of Welsh Life and Llancaiach Fawr Manor House. These visits help pupils develop an understanding of the heritage and culture of Wales but the cwricwlwm Cymreig is underdeveloped in art and music.
84. The school's partnerships with the local community, the receiving secondary school and higher education institutions are effective and enrich its life and work of the school. There are good features in the school's partnership with parents. Although most parents have positive relationships with the school, only a minority are active in their support.
85. The school keeps parents well informed about its life and work through regular newsletters, curriculum topic information, an informative annual report of the governing body, a comprehensive prospectus, and by regular meetings with

teachers to discuss their children's work and progress. The Parents and Friends Association, though small in number, organises many fund-raising and social events that enhance links with the local community and provides the school with a vital source of additional income. The funds raised are used purposefully to enhance learning resources and enrich the learning environment.

86. Parents are supportive of concerts and celebrations at the school but their involvement in other areas is limited. The school has introduced a useful home/school agreement but too few parents have signed and returned this to school. There are vacancies for three parent governors on the governing body but the school has been unable to fill these posts. Few parents help out at the school on a regular basis.
87. Good pastoral, administrative and curricular links have been developed with the receiving secondary school. Regular liaison meetings, an exchange of information and ideas, joint in-service training, teacher exchanges and bridging units that span KS2 and KS3 help to promote continuity of education for pupils. The school has established successful partnerships with several institutes of higher education and regularly provides training facilities for student teachers and students undertaking vocational qualifications.
88. There are productive links with the local community. Educational visits and the expertise of members of the local community make a positive contribution to pupils' learning in many curriculum areas. Pupils regularly serve the community by supporting a range of cultural, environmental and charitable projects.
89. The school is successful in raising pupils' awareness of the world of work. Through their visits to a variety of retail, commercial and industrial sites, pupils gain first-hand knowledge of different working environments and an understanding of the variety of work undertaken in their immediate area and further afield. Local employers are supportive of the school and several teachers have undertaken relevant industrial placements, which have contributed to their professional development and enhanced curriculum provision for pupils.
90. Teachers encourage personnel from different occupations and professions to speak to pupils about their work. The contribution of the police and fire services, together with health professionals and professional artists, has a positive impact on pupils' learning and understanding of the world of work. Older pupils' understanding of the work of the emergency services is enhanced by the school's involvement in the "crucial crew" and "wings to fly" programmes.
91. The school's promotion of equality of access and opportunity for all learners is very good. Pupils are encouraged to become actively involved in decision making within the school. The school council is increasingly effective in bringing its concerns and recommendations to the attention of staff. This strategy is in its infancy and training is ongoing. Teachers seek to address issues concerning differences in the attainments of boys and girls and those created by social disadvantage and ensure that all pupils are given good opportunities to achieve high standards.

92. KS2 pupils develop a good understanding of the human effects on the environment and how changes in behaviour need to be made through strategies such as the recycling of waste materials. Good, cross-curricular links enable pupils to analyse what waste is produced and what substances or materials can be recycled. In discussion some pupils have a good understanding of the effects of pollution and of issues related to sustainable development.
93. Pupils take part in a number of competitions and workshops sponsored by industry and relevant agencies, including the Education Business Partnership (EBP). The school's involvement in the British Association of Young Scientists (BAYS) club is successful and pupils are justly proud of their achievements. Pupils also have the opportunity to become involved in mini-enterprise activities as they design and make products for sale.
94. Pupils are aware of their involvement in their own community and how they can contribute to its regeneration through active citizenship and care for the environment.

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

Grade 2: Good features and no important shortcomings

95. The findings of the inspection team do not match the judgement made by the school. The school graded this aspect of its work as Grade 1: good with outstanding features.
96. Overall, the quality of care, guidance and support for pupils is consistently good. The school places a high priority on the pastoral care of pupils. The headteacher and staff know pupils well, and good procedures are in place to monitor and support pupils' academic progress, their social development and their personal welfare. The school liaises carefully with outside agencies and draws on external support when required.
97. The school makes good efforts to work in partnership with parents and carers in caring for, supporting and guiding their children but only a minority of parents take advantage of opportunities to become involved. Parents and carers have regular access to the headteacher and staff and their views are taken into consideration.
98. The induction procedures for pupils entering the school, moving to new classes and transferring to secondary school are very effective and ensure pupils settle quickly into their new environments. The youngest pupils in the nursery and reception class settle in very well and display good personal and social development.
99. Pupils work and play in a happy, supportive environment where they are secure and valued by staff. They readily turn to adults for help and support and are listened to and treated with respect. The quality of relationships throughout the school is very good and this contributes significantly to pupils' self-esteem and confidence.
100. Pupils have access to a very effective personal and social education (PSE) programme, in line with ACCAC and ESTYN recommendations, which contributes significantly to the quality of support and guidance offered to pupils. Circle time, in particular, has a positive impact on pupils' emotional, personal and social development.
101. Pupils' behaviour is monitored carefully. The school's policies and procedures to promote good behaviour work effectively for the majority of pupils. Staff have undertaken training in behaviour management and, overall, are successful in implementing a range of strategies to secure positive behaviour in most pupils.
102. The headteacher has established good procedures to deal with pupils whose behaviour gives cause for concern and who might be at risk of exclusion. Pupils are counselled, parents are involved and support is sought from external agencies and the LEA when necessary.

103. The headteacher and school secretary monitor attendance and punctuality carefully. Good procedures are in place to encourage good attendance and punctuality, to ensure absence is adequately explained and to follow up situations when necessary. Regular and effective liaison takes place with the Education Welfare Officer (EWO) and the school complies with the attendance requirements of the National Assembly for Wales Circular 3/99, *Pupil Support and Social Inclusion*.
104. The school has a very good, detailed policy and set of procedures to promote health and safety, including risk assessment, which are monitored and implemented consistently by the headteacher, staff and the governing body. The school is part of the *Health Promoting Schools Initiative* and is highly successful in encouraging pupils to recognise the benefits of a healthy diet and lifestyle; fresh fruit are readily available at break times and as part of school meals.
105. A very good policy and set of procedures are in place to deal with child protection issues and all adults are aware of the correct procedures to be followed. Good working partnerships have been developed with social services and other external welfare agencies.
106. The provision for learners with SEN, and those in vulnerable circumstances, is good. The school's policy is comprehensive and complies with the new SEN code of practice for Wales. Early identification of pupils with SEN is good and ensures purposeful support by the class teachers in consultation with the SENCo. The SENCo is efficient and works effectively with class teachers, support staff and the governors with responsibility for SEN. The register is reviewed regularly with some pupils making very good progress and being removed from it. Parents are informed about supporting their child but most are not involved with the programme.
107. Teachers and support staff work as a team to provide good support to meet the individual needs for all pupils with disabilities, sensory impairments and other special needs, by producing individual educational programmes (IEPs). These targets are stated in measurable terms and are monitored and reviewed regularly. Most pupils are supported adequately in the mainstream classes, ensuring full inclusion.
108. The school provides good, additional support to meet pupils' individual needs, including the pupils who require literacy enhancement programmes. The allocation of support by outside agencies is sometimes inflexible in its timetabling and disturbs pupils' access to the core subjects of English and mathematics as a result.
109. The school gives good support to the small minority of pupils with challenging behaviour and it has recently introduced an appropriate policy to promote pupils' positive behaviour. The individual programmes for pupils with challenging behaviour have specific targets, which are monitored and reviewed closely to inform new targets.

110. The school recognises the diversity of pupils' backgrounds and all pupils are treated equally, with dignity and respect. The school ensures that all pupils have equal opportunities to participate in school activities. For example, out-of-school sports clubs have a mixed membership of boys and girls and cover a wide range of interests. Activities take place during and after school to broaden access for pupils.

111. The school has good, effective measures in place to actively promote diversity and equal opportunities. It promotes good race relations. The school takes effective measures to eliminate oppressive behaviour, such as racial discrimination or bullying. It also ensures that disabled learners have equality of opportunity to learn. Good strategies include the personal educational programmes and emotional literacy circles, and these promote and support the school's aims and policies well.

Leadership and management

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

Grade 2: Good features and no important shortcomings

112. Overall, the findings of the inspection team do not match the school's judgment of Grade 3 made in the self-evaluation report. Although there are shortcomings in the strategic involvement of the governing body, the leadership and management shown by the senior management team and subject coordinators are strengths of the school and the overall quality of leadership and management are good.
113. The overall quality of leadership and management shown by the headteacher and deputy headteacher are good. Their management is very purposeful and they give a clear sense of direction to the school's work.
114. The headteacher, deputy headteacher and KS1 team leader constitute the senior management team. They work closely together in leading the school forward and make a significant contribution to the good, overall quality of leadership and management.
115. The quality of team leadership and subject coordination is good. Subject co-ordinators have monitored the quality of provision and schemes of work are reviewed and updated in a planned cycle of improvement.
116. Shared aims and values, which promote equality of opportunity for all, are reflected well in the life and work of the school.
117. The school takes good account of national priorities and the guidance provided by the Welsh Assembly Government and ESTYN. The initiatives for literacy, numeracy, lifelong learning, family learning and education for sustainable development help pupils to achieve higher standards. The school gained the award of the Basic Skills Agency last year for its delivery of basic skills.
118. The development of a democratically-elected school council helps pupils to contribute to and influence directly the decisions that affect them. This council also helps pupils gain a better understanding of citizenship. Many pupils are also involved in taking the initiative as representatives of their classes in a range of other ways.
119. Self-evaluation and target-setting are developing well in the school's management structures. Subject co-ordinators monitor and evaluate their areas of responsibility and share their findings with colleagues. Development planning is closely allied to the school's most important priorities.
120. A very effective performance management system promotes teachers' continuous professional development well and helps to improve the quality of

teaching and of the curriculum. Staff confirm that they are mentored well when they are first appointed and induction systems are very good.

121. The governing body is involved in school life on a number of levels but there are five vacancies on the governing body. Governors have a caring and supportive attitude towards the school, the teachers and pupils. The caretaker is a committed governor and the vicar of the parish church leads assemblies regularly. Governors, generally, do not take a strategic lead in setting the school's educational direction or in monitoring the quality of provision.
122. The school prospectus and the annual report of the governors to parents are informative and well-presented. They comply fully with the statutory requirements and guidelines provided by the Welsh Assembly Government.

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

Grade 2: Good features and no important shortcomings

123. Overall, the findings of the inspection team match the judgment made by the school in the self-evaluation report.
124. The headteacher, governors and staff, both teaching and non-teaching are committed to improving standards. In some areas, the views of pupils, notably members of the school council, have been taken into account. The SMT rigorously monitors school performance and plans school development well. The school effectively fosters a culture of self-evaluation.
125. The school's evaluation of progress made towards achieving its targets through monitoring pupils' work, teachers' planning and the quality of teaching and learning is good. The school has set clear priorities and actions to bring about improvement. Action plans have clear targets, tasks, success criteria, responsibilities, time schedules and evaluative commentaries. They are effective in helping the school to improve. Progress towards achieving those targets is reviewed regularly.
126. Monitoring procedures are very effective in identifying areas for improvement. The headteacher regularly monitors teachers' planning and the quality of teaching and learning. The core-subject curriculum leaders monitor teaching in their subjects, but the monitoring of teaching in the foundation subjects is underdeveloped. Curriculum leaders have worked hard to monitor planning and standards of achievement and they also produce portfolios of pupils' work as evidence of progress across all areas of the curriculum.
127. The school development plan (SDP) is a comprehensive and detailed document, thoroughly and thoughtfully prepared. It includes robust evaluations of previous priorities and monitoring observations of current objectives. Resources are matched well to the school's priorities for development.
128. Teachers make a detailed analysis of a range of pupils' assessments, including baseline assessments of children in reception, as well as assessments in KS1 and KS2. The school has made a valid analysis, and set appropriate targets for all pupils, and has initiated effective strategies to achieve these.
129. The performance management process is very good and has had a real impact on the quality of teaching. It sets a framework for teachers and their team leaders to agree and review priorities in the context of the school's development plan. The SMT purposefully leads a self-critical culture that focuses attention on pupils' standards of achievement and teachers' professional development.
130. The school's recent self-evaluation report is cautious and perceptive. It identifies strengths and areas where improvements are required. In almost all respects,

the inspection team agrees with the school's identification of its strengths and weaknesses in subjects taught. The inspection team agrees with the school's judgments in five of the seven key questions.

131. The school has made very good progress in the last four years in establishing a primary school ethos, where before there had been two separate schools, and in improving key areas of school life. Measurable improvements have resulted from the actions of the school's leaders. Very good progress has been made in addressing issues from the previous inspection reports and the school has met the targets in the action plan to improve standards of achievement, curriculum provision and the quality of teaching and learning.

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

Grade 2: Good features and no important shortcomings

132. Overall, the findings of the inspection team match the judgements made by the school in the self-evaluation report.
133. The school is staffed by five full-time teachers, including the headteacher, and two part-time teachers who job-share at 60 per cent each. There are a high number of support assistants who have designated responsibilities either with individual pupils, specific areas within the curriculum or the general school. The school is supported by a language support teacher funded by the LEA, who has a timetable pre-determined by her other commitments. The mid-day supervisors have been trained in using positive behaviour management strategies and providing stimulating activities during play-times.
134. Throughout the school, pupils are very well supported by suitably qualified and experienced teachers. Support assistants provide very good quality support for pupils with SEN as well as for other pupils who need extra challenges in their work or support in their behaviour. They work together effectively in planning, teaching and recording pupils' progress.
135. The management, training and deployment of teaching and support staff are very good. Teachers and ancillary staff undertake appropriate training to support their professional development. The school manages the continual professional development programme effectively. The range of courses and activities undertaken contributes very well to realising the priorities identified in the school development plan. The school has very good processes to ensure that the information gained from INSET is disseminated to all members of staff. Performance management processes are well established. The performance management policy is very comprehensive and provides a clear framework for reviewing performance and the headteacher monitors this regularly.
136. Overall, the good accommodation for the number of pupils on roll meets the requirements of the statutory curriculum. The classroom space for children aged under five is appropriate and they also play in a safe, secure outdoor area. One large hall provides good space for a variety of lessons, community activities and collective worship. Pupils make good use of the library which offers an adequate selection of fiction and non-fiction books. Classrooms also are well stocked with subject-based resources and other library books. The school has very good access arrangements for disabled persons.
137. Throughout the school, colourful displays in classrooms and shared areas celebrate pupils' achievements and provide a cheerful, learning environment which is kept clean, pleasant and inviting by the caretaker and her cleaning staff. Pupils discuss the displays with enthusiasm and take pride in showing their contributions.

138. The site and location of the school is pleasant and the extensive grounds, which include suitably grassed areas, contribute well to the school's environment, to pupils' learning and to the raising of standards of achievement. Good, large and small, playground resources support pupils' playtimes. Both supervisors and older KS2 pupils enter into games with the younger pupils.
139. The quality and quantity of resources for the teaching of the under fives and for pupils in KS1 and KS2 are good overall. The new ICT suite supports learning well and contributes well to the raising of standards of achievement. The school plans to redistribute computers into KS2 classrooms so that pupils may undertake individual intranet research more regularly. Pupils' overall ICT skills are underdeveloped because they do not yet have such opportunities to use computers regularly in their classrooms as well as in the ICT room. Because the school's operating system in the computer suite is out-of-date, pupils sometimes use their time inefficiently by having to traverse a series of complex directory structures to find their files before they can start working.
140. Plentiful resources in all other curricular areas support learning and contribute to the raising of standards. Pupils also benefit from a good range of educational visits supporting most areas of the curriculum.
141. Resources are well matched to the training needs of individuals, curriculum audits and the priorities on the school development plan. This is monitored and reviewed appropriately.
142. The school administrator undertakes finance and administration tasks, manages daily routines and a range of other responsibilities, effectively and efficiently. The school has recently had an audit and all systems were found to be appropriate. The school caretaker is a very effective and caring member of staff. She is very committed to the school, both in her role as a governor, and also in its daily life.
143. Overall, the school manages its resources appropriately and ensures good value for money.

Standards achieved in subjects and areas of learning

The under fives

Grade 2: Good features with no important shortcomings

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

Good and outstanding features

Personal and social development

145. In nursery and reception, children make good progress in their personal and social development.
146. In the nursery, children develop good relationships with adults and other children, showing respect and care. They are beginning to follow and understand the reasons for well established routines. Children become more confident and respond appropriately to the wide range of stimuli available to them. They respond and are beginning to understand a few Welsh words and phrases. All children answer the register using the appropriate response in Welsh.
147. In the reception class, their progress is good and children are confident in carrying out their daily activities. Some children act as monitors and carry out their duties conscientiously when directed. They are keen learners and concentrate and persevere until their task is completed. They usually take responsibility for their personal hygiene. They have good recall of other faiths and cultures, for example, on questioning, they show a good understanding of the importance of Divali in the Hindu faith. Children co-operate effectively in all aspects of their work, play harmoniously and show a good degree of independence.

Language, literacy and communication

148. Standards of achievement in language, literacy and communication are good in nursery and reception.
149. In the nursery, adults effectively promote the development of children's oracy. Children listen carefully and speak about their own experiences. They enjoy and know a range of songs and rhymes. They are beginning to handle books correctly and understand that words and pictures have a meaning. They experiment with mark making, drawing and writing. Many children use recognisable marks to write the beginning of their name. Some recognise their name and can hang their coats on the appropriately identified peg.

150. Children in the reception class successfully continue to develop their speaking and listening skills. In class, outside and in small group situations they answer and ask questions clearly. They make up their own sentences, enjoy retelling familiar stories from their workbooks and are proud of their achievements. Good opportunities are available in the nursery and reception class for children to write using a range of tools. Many reception children are emerging as confident writers. Most children have good pencil control and enjoy writing. They overwrite and with good support, they use a combination of words and detailed pictures to convey meaning. All children enjoy sharing books and listen well to stories. Some children can point to the title and discuss the content. A few children make very good progress in word recognition and confidently enjoy reading a selection of books. Some children can recognise letters and identify sounds. They make good progress in reading independently.

Mathematical development

151. Children's mathematical development in the nursery and reception is good.
152. In the nursery, children sing number songs and join in the actions. They can count objects and a few recognise numbers to five. A very good range of practical group activities enhances children's mathematical language.
153. In the reception class, children use numbers as part of their daily routines. Many count beyond 30. They understand terms such as bigger, longer, shorter and wider. They recognise and name some simple shapes. Children enjoy mathematical games and can identify numbers that are one or two more or less than others. They identify figures and correctly overwrite these to record their work. Children recognise triangular pieces of toast during snack time.

Knowledge and understanding of the world

154. Children's knowledge and understanding of the world is very good in nursery and reception. Very good opportunities are provided for them to learn, for example, to become detectives and go into the safe and secure outdoor area to search for spiders.
155. Some nursery children help clear a garden area and continue being detectives in finding mini-beasts. They successfully develop their knowledge of habitats and awareness of the natural world around them. Some children enjoy washing and drying their dolls in soapy water, enhancing first-hand experiences of the world around them.
156. In the reception class, children confidently recall their experiences. They successfully describe and collect fallen leaves and give reasons why certain trees shed their leaves in winter. Children describe what happens to the compost they collect. Some know that cars need petrol and they confidently "role-play" the fact in the outdoor area. They are beginning to develop an idea of time and talk about events from the past. Most children use the computer confidently and have good co-ordination and control of the mouse. From scrutiny

of work, visits and visitors play an important part in developing children's understanding of the world around them.

Creative development

157. Children in the nursery and reception class make very good progress in their creative development.
158. Nursery children paint confidently using bold brush strokes and print using a variety of tools. They make choices about the colours they use and experiment with mixing colours. Some nursery children observe and follow directions using body percussion and copy simple rhythm patterns appropriately. They know a range of songs and can play instruments confidently. They discriminate and identify loud and quiet noises including the sound of silence.
159. In the reception class, children develop their skills of observation and comment on their own work and that of others. They demonstrate very good manipulative skills when completing and decorating their clay spiders. They use a variety of materials and make independent choices about colour from the appropriate cupboard. They identify and discriminate a wide range of instruments and play them correctly. They creatively play them independently, as a group and accompany pre-recorded music. Children enjoy role-play, use their imaginations well and confidently perform events taken from first-hand experience and their knowledge of the world around them.

Physical development

160. Children in the nursery and reception class make good progress in their physical development.
161. Nursery children develop their skills by using pencils, paintbrushes and small tools such as glue sticks, cutters and scissors. Safety is always a high priority with staff and they guide children in correct usage and handling. Children use the indoor climbing frame and beam with increased independence. They are beginning to pull, push and peddle a range of outside wheeled vehicles and scooters with increasing confidence.
162. In the reception class, children have good spatial awareness and can experiment with change of pace, level and direction in response to different stimuli during a physical education lesson. They feel the physical effects of exercise and recall their feelings afterwards. All children demonstrate good progress in fine and gross motor skills, for example, completing the fine detail to a collage, sticking a variety of items onto card and applying very small sequins to clay spiders. A well-secured and well resourced outside area, promotes continued progress in physical development. Children make regular use of the large hall to develop increased control of their movements using appropriate equipment.

Shortcomings

163. Overall, nursery children's language skills, in their first months in school, are underdeveloped.

English

Key Stage 1: Grade 2: Good features and no important shortcomings
Key Stage 2: Grade 3: Good features outweigh shortcomings

Good and outstanding features

164. Most pupils in KS1 listen attentively to their teachers' explanations and to other pupils' contributions. They speak in a variety of contexts with increasing confidence and are keen to answer teachers' questions and offer their own comments and observations. They listen carefully to stories, can sequence events and retell stories using their own words.
165. Standards in reading are good in KS1. Pupils display a good understanding of the characters, settings and structure of stories. Some can identify grammatical conventions, such as an exclamation mark or a question mark in a big book. Y1 pupils recognise full stops, capital letters and speech bubbles. They sequence events and retell a story in their own words well. With good adult support, they produce a range of interesting adjectives to describe various fruits.
166. By the end of KS1, more able pupils read unfamiliar texts with confidence. Other readers have a positive attitude to reading and use a range of reading strategies to help them understand the text. They generally apply their knowledge of letter and sound correspondences effectively when they meet an unfamiliar word.
167. Standards in spelling are generally good. Many pupils have developed a good knowledge of the alphabetical order of letters.
168. Pupils make good progress in their writing during KS1, from emergent to independent writing. By the end of KS1, some write good stories using some of the key features of narrative. The handwriting of most is legible. They have a basic understanding of punctuation and know the meaning of terms such as author, publisher and illustrator.
169. Y2 pupils suggest some creative ideas for the ending to stories read aloud to the class. They are quick to learn the meaning of new words.
170. More able KS1 pupils write quickly and at some length. Their writing is well organised and they are beginning to plan, draft and revise their work. Their writing is good when they write in response to stimuli that have inspired them.
171. Most pupils in KS2 listen respectfully to their teachers and to others. In lessons, they remain focused for a sustained time. When answering questions, most give answers, in writing and orally, in full sentences. They make satisfactory progress in speaking for different purposes and audiences and collaborate effectively in discussions.

172. Pupils in KS2 read aloud satisfactorily. They ask questions about the topics they investigate and suggest and use appropriate sources of information, when available. They skim and scan the pages to find the answers to their questions and use dictionaries and thesauruses to find the meaning of unfamiliar words. Most pupils have a good understanding of the basic skills in reading, have good strategies to deal with unfamiliar words, and can discuss plot and character. Many pupils do not read regularly for enjoyment.
173. Younger pupils in KS2 understand the myths and legends of Ancient Greece well through exciting lessons which involve them in role-play activities. As a result, when they write, they recall important facts and incidents, find appropriate adjectives and form complex sentences well.
174. Most pupils in KS2 show an awareness of different degrees of formality in writing. Their handwriting is usually neat and well-formed. Only a minority of KS2 pupils are familiar with the differences between fiction and non-fiction texts. They understand terms such as the blurb, contents, index and glossary and recognise that these are guides to finding information. Pupils in KS2 build a good understanding of the differences between direct and indirect speech.
175. Standards of writing in Y4 are good, but overall, standards of writing are satisfactory in KS2. Pupils' work shows some command of the characteristics of persuasive and informational writing. Many pupils show only a satisfactory use of punctuation, but many develop a good vocabulary.
176. Most pupils in Y5 read and identify various descriptive figures of speech, such as similes and metaphors. They have good strategies to decode figures of speech and they use them often. By Y6, many pupils have developed good standards in reading and have a number of favourite authors. They are confident in discussing plot and character and have benefited from visits to the school by local authors. The most able readers read with expressive enjoyment, using different voices for different characters.
177. Generally, the work of more able pupils is satisfactory, showing some use of adjectives, neat sentence construction and good punctuation.
178. The skilled use of the interactive whiteboard with relevant software text and images has a very positive impact upon pupils' understanding.

Shortcomings

179. In KS2, pupils' skills in oracy and the extended use of ICT are underdeveloped.
180. Generally, the extended, creative writing of most pupils in KS2, including those who are more able, is limited.
181. A significant number of KS2 pupils have little understanding of how to use a library.

Mathematics

Key Stage 1: Grade 2: Good features and no important shortcomings

Key stage 2: Grade 2: Good features and no important shortcomings

Good and outstanding features

182. Pupils, generally, undertake tasks in addition, subtraction, division and multiplication confidently and accurately. They recall their number bonds quickly and can use this knowledge to perform their tasks accurately and to explain their strategies when adding or subtracting numbers.
183. In KS1 pupils read two- and three-digit numbers confidently. They apply good mental strategies when counting on and counting back. Younger pupils in KS1 use number squares well up to 100.
184. Pupils in KS1 develop a good mathematical vocabulary. They have a clear understanding of 'more than', 'less than' 'lighter than', 'heavier than', 'longer than' and 'shorter than'. They use this understanding well, when estimating. Pupils can use standard and non-standard measures accurately.
185. Most KS1 pupils understand that fractions are a part of a whole number and older pupils correctly identify quarters, halves and thirds of the shapes they draw. Pupils in KS2 have a good understanding of mixed and improper fractions.
186. Pupils recognize and name common two and three-dimensional shapes: for example, they distinguish between octagons and squares or cones and cylinders with ease. Younger pupils sort shapes carefully using simple criteria.
187. Pupils represent data they have collected carefully in block graphs, occasionally using computers. They make simple interpretations from these graphs and understand their significance.
188. In KS2, pupils' understanding of the four arithmetical operations is good. Many pupils have good recall of multiplication facts. Most pupils recognize numbers up to 10,000 and more able pupils recall numbers to 1,000,000.
189. Pupils in KS2 develop a confident approach to resolving mathematical problems, recognizing that there are different ways of arriving at correct conclusions.
190. Pupils in KS2 have a good knowledge of decimals, applying this well in number and money calculations. They understand the significance of the decimal point in money computations. Pupils' knowledge of place value is well developed. They know that the position of a digit in a number determines its value.
191. Pupils estimate and measure angles accurately. They use the correct terminology when referring to them and can describe the properties of acute, reflex and right angles. The more able pupils plot coordinates on an X-Y axis on an interactive whiteboard using positive and negative numbers fluently. Most plot in the four quadrants.

192. Pupils in upper KS2 construct a range of graph representations and use them for everyday purposes. They construct graphs to convert metric into imperial measures and miles into kilometers.
193. Pupils compute areas and perimeters using the correct units of measure and apply this knowledge well when calculating the perimeters and areas of irregular shapes.
194. Pupils in KS1 and KS2, including those with SEN, count in Welsh confidently.
195. Older KS2 pupils demonstrate a good understanding of problem solving. They compose problems, solve problems with their partners, and evaluate problems rigorously.

Shortcomings

196. Many pupils in KS2 have limited skills in using computer software in their classrooms to extend their mathematical knowledge.

Science

Key stage 1: Grade 1: Good with outstanding features

Key stage 2: Grade 1: Good with outstanding features

Good and outstanding features

197. Throughout KS1 and KS2, pupils make very good progress in gaining knowledge and understanding of materials and their properties, and physical and life processes. They develop good skills associated with scientific investigation in KS1 and KS2.
198. Pupils in KS1 and KS2 develop a very good knowledge of life-processes in relation to human beings, animals and plants. Pupils in KS1 know that plants grow from seeds and that they need water, light and warmth to grow. Younger pupils understand they have grown from babies and require healthy food to develop. Most identify some healthy foods and the value of a nutritionally balanced diet.
199. KS1 pupils understand how errors occur in experimental work and how they can be reduced. For example, pupils communicate how a light bulb fails to light up when the clip is attached to the plastic and not to the metal part of the bulb.
200. KS2 pupils have a thorough knowledge of the functions of the major organs in the body. Younger KS2 pupils investigate and experiment with different surfaces and increasing slopes. They accurately predict how far toys will travel and which surface has the least friction.

201. Older KS2 pupils identify what has to be kept constant during an experiment and many have a very good understanding of why experiments and tests have to be fairly based. They develop a very good knowledge of basic physics in their work on the various forces which can affect the motion of a given object.
202. By the end of KS2, pupils understand and describe the relationship between heartbeat, pulse and exercise and the value of exercise in maintaining a healthy life-style. Many KS2 pupils understand about insulators and conductors and discuss their usage.
203. KS2 pupils have outstanding subject knowledge and recall it appropriately. They are familiar with magnetic forces and very knowledgeable about their use in every day life. They accurately analyse the variation in the magnetic force found in different sections of a bar magnet. Older KS2 pupils experiment successfully in separating magnetic and non-magnetic materials.
204. Many pupils develop a very good scientific vocabulary and use it appropriately. KS2 pupils are very aware of the practical contribution that science makes to society and its impact on their daily lives.
205. Pupils make very good predictions in their investigative work. Their progress is increasingly enhanced by their use of information technology in the computer suite in the presentation and analysis of information.
206. A well-considered, practically-based scheme of work is having a good impact on the standards pupils achieve in KS1 and KS2.

Shortcomings

207. There are no discernible shortcomings

Welsh as a second language

Key stage 1: Grade 3: Good features outweigh shortcomings

Key stage 2: Grade 3: Good features outweigh shortcomings

Good and outstanding features

208. In KS1 and KS2, pupils' use of a few simple Welsh words and phrases to answer the attendance and dinner registers is good. Pupils listen attentively and most respond appropriately to instructions. Pupils' oracy skills are good in KS1 and KS2.
209. Pupils in KS1 understand simple phrases and respond appropriately. By the end of KS1, pupils read and understand words in everyday use displayed on their classroom walls, on the whiteboard and around the school. They have a clear if basic understanding of what they have read. Their progress in reading is satisfactory.

210. Pupils' written work in Welsh in KS1 and KS2 is satisfactory and pupils make satisfactory progress.
211. Younger KS2 pupils read and use simple vocabulary, answer questions and participate in group reading exercises. Most KS2 pupils ask and answer questions correctly through role-play activities and most use a range of words and phrases in appropriate contexts.
212. Some KS2 pupils read and understand phrases in course books and worksheets, and more able pupils read simple books satisfactorily but without expression.
213. Older KS2 pupils use simple vocabulary and phrases to describe the weather, talk about their likes and dislikes, and describe clothes that are too small or too big. They also respond appropriately to questions about how they are feeling.
214. Teachers have recently implemented very good teaching strategies which are beginning to have a positive effect on raising standards of achievement in Welsh.

Shortcomings

215. Pupils in KS1 and KS2 do not use more complex Welsh phrases incidentally and consistently throughout the school day to reinforce their oral skills. Their pronunciation is often variable.
216. Pupils' ability to initiate an extended dialogue is often limited.
217. In KS2, pupils' written work in Welsh is limited in quantity.

Design and Technology

Key stage 1: Grade 2: Good features and no important shortcomings
Key stage 2: Grade 2: Good features and no important shortcomings

Good and outstanding features

218. In KS1 and KS2, pupils work with a broad range of materials and tools appropriately, to develop their skills in designing, making and evaluating products. As they mature, they grow to understand the importance of health and safety issues. Throughout the school, pupils make working models of good quality from a wide range of materials. They describe their design ideas and explain the process of making the models.
219. A few pupils in KS1 have very good evaluative skills. KS1 pupils develop their understanding of the use and design of simple mechanisms. They investigate and test a variety of temporary joining mechanisms to find out which will allow parts of a two-dimensional design to move.

220. When working with food, KS1 pupils investigate healthy fruit and foods for their muesli mixes. They carry out some taste preference surveys for different foods which they record appropriately. They create and design appropriate containers for the muesli mix and discuss and report on their ideas about their recent visit to the supermarket. During this process they practise and continually develop their understanding about working hygienically.
221. Some KS2 pupils show a good degree of individuality in their designs and many pupils evaluate their artefacts in terms of likes and dislikes. In discussion, KS2 pupils preferred other pupils' necklaces to their own and could say why this was so.
222. Younger KS2 pupils evaluate the best usage of materials and consider changes to the design of their land yachts. They share and communicate their ideas confidently and question whether they should have gone further. They recall precise information about the measuring tools used.
223. Older KS2 pupils are sharp observers in their analyses of how the size of battery affects performance in their motorized models of fairground rides. Most pupils discriminate accurately between crown and mesh gear systems and some compare magnetic, reed and toggle switches knowledgeably.

Shortcomings

224. In KS1 design work, pupils do not extend their imaginative skills enough.
225. In KS2, pupils' understanding and use of control technology is underdeveloped.

Information Technology

Key Stage 1: Grade 2: Good features and no important shortcomings
Key Stage 2: Grade 2: Good features and no important shortcomings

Good and outstanding features

226. Pupils learn to use ICT to communicate and handle information, to some degree, in a range of subjects. They have occasionally used a digital camera well to record their work.
227. In KS1, pupils learn how to program a robotic toy accurately. Pupils develop their understanding of mathematics as well as ICT through learning how to control this robot.
228. They develop a number of basic skills such as executing program commands, saving their work, using the mouse and pointer, and operating a number of facilities on the tool bar such as the airbrush, the spray and the pen.

229. Pupils in lower KS1 develop colourful pictograms from tallies they have made about teddy bears. They use a mouse, icons and the screen pointer well.
230. Pupils develop basic skills in word processing: creating and printing simple sentences. They highlight blocks of text and change the colour, type and size of font. They compare word processed prose and poetry, insert line breaks, clip art, and images of their school.
231. Pupils with SEN, including those who have Down's syndrome, make good progress in literacy and numeracy by using appropriate computer programs, with good support from specialist assistants.
232. KS1 pupils know that people communicate via the telephone, electronic mail or mobile telephone texting. Some pupils use simple electronic mail programs effectively to send and receive information. They are increasingly aware of the dangers of the Internet.
233. Pupils find appropriate files on a hard disk using the Windows 98 operating system, and open and use them. They use computers to support their research, for example, by using digital encyclopaedias on multimedia compact discs.
234. Pupils in KS2 explain the meaning and purpose of different file commands such as edit and print. Pupils in Y2 and Y3 use the Internet to discover more about life on board Tudor warships such as Henry VIII's flagship, The Mary Rose.
235. Pupils in lower KS2 use geometric tools well to create a symmetrical or asymmetrical image and evaluate the abstract work of famous artists such as Braque and Picasso. Pupils also produce digital imagery in the style of the Pointillists.
236. Pupils in KS2 use computers well to combine text and images. They write well for different audiences using Publisher, ClipArt and WordArt. They create calendars of good quality using these programs. They also explore, collect and present information and model effects on screen imaginatively.
237. Pupils in KS2 write newspaper articles digitally and use the spell-check facility well. They also use Word well to design a questionnaire to collect specific data.
238. Pupils in KS2 create good, simple databases from the information they have gathered about jungle creatures. They sort the data and use it to present data in graphs accurately. They also create good, branching databases about transport.
239. Most pupils in KS2 produce a musical phrase using tuned percussion, record it on paper showing pitch and note and then transfer it to a musical composition program on computer.
240. Older KS2 pupils use an object-based drawing package carefully to draw, colour, copy, paste, move, add text and print their work. They produce simple plans to model the layout of furniture in a classroom. They use branching databases to

test out hypotheses. They study prepared databases, use graphs, find errors in the interpretation of data and decide on the usefulness of various types of graph.

241. Pupils in upper KS2 use PowerPoint cleverly to create slide presentations with text, imagery and animation, including the use of video clips with sound. They also use EXCEL to enter data in a spreadsheet, embed formulae for totalling and averaging as well as calculating the length of a perimeter. Some have discovered the relationship between the circumference and diameter of a circle by using a spreadsheet.

Shortcomings

242. In KS1 and KS2, pupils' skills in using the Internet effectively in their classrooms to research and gather information are limited.

Geography

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 2: Good features and no important shortcomings

Good and outstanding features

243. Pupils' geographical skills, their ability to observe and collect information in the field, to use maps at a variety of scales and apply appropriate vocabulary to their geography studies are good throughout the school. Pupils work well collaboratively, evaluating and reflecting on their own learning and performance.
244. Pupils develop a good understanding of the school and immediate vicinity through first-hand observation. KS1 pupils make plans of their classroom and describe the way to school. Younger KS2 pupils explore and name a variety of features whilst walking around the Penllwyn estate. They make good individual visitors' guides and write well about the interesting natural or man-made features in the locality.
245. Pupils continue to make good progress in mapping skills and use a variety of Ordnance Survey maps well. KS1 pupils draw and name places on the map of Wales accurately whilst KS2 pupils' draw and make good maps in a range of scales using symbols and keys. In discussion, KS2 pupils identify main features in Cardiff Bay and compare and contrast the changes over time.
246. Pupils identify geographical patterns and offer explanations, through geographical processes and problem solving. KS2 pupils name similarities between the weather and climate around the Kusumi River in India, and around their local river, the Sirhowy. These results are collated in a variety of formats.
247. Good cross-curricular links enable KS2 pupils to make comparisons between their lives on the Penllwyn estate with a less economically developed area in

Kesharpur, India. Pupils compare and contrast food, climate, customs and amenities, recording their results successfully in a range of different formats.

248. In their study of the changes made by a local by-pass, KS2 pupils are very aware of its benefits and disadvantages to the environment and how other people are affected by change, such as noise and air pollution. They have a good understanding of human effects on the environment, including the importance of safeguarding the future through sustainable development, on both a national and global scale.
249. A well-considered scheme of work, which includes a focus on debate, has a positive effect on standards.

Shortcomings

250. In KS1 and KS2, pupils' skills in using atlases and globes are limited.

History

Key stage 1: Grade 2: Good features and no important shortcomings

Key stage 2: Grade 2: Good features and no important shortcomings

251. No history lessons were taught or observed during the inspection. Judgments about standards are based upon the scrutiny of pupils' work, evidence around the school and discussions with pupils.

Good and outstanding features

252. Throughout the school, the effective use of time lines contributes to pupils' chronological awareness and enables pupils to recall facts about famous people and to sequence events well.
253. In KS1, pupils show a developing awareness of chronology and use appropriate vocabulary to describe the passing of time. Effective use of discussions, artefacts, photographs and visits about changing ways of life, enable them to make the distinction between past and present in their lives. KS1 pupils give reasons for classifying items as old or new; for example, they portray similarities and differences in ships of the past and present, using a variety of formats.
254. By the end of KS2, pupils have a good sense of the social aspects of history and show empathy with historical characters and events. They discuss similarities and differences between historical periods when related to modern day times, for example, what life was really like in the time of the Victorians. Pupils discuss how artefacts were used and compare the past with their own lives. Historical experiences are enhanced through role-play activities and dressing in period costumes.

255. Throughout the school, pupils' historical knowledge and understanding is enhanced through the effective use of visits to places of historical interest. Pupils show an interest in their visits and have good recall of the knowledge they have gained. Pupils have achieved good standards in their KS2 project on King Henry VIII's flagship, the Mary Rose, and communicate their understanding of historical events and situations well in a variety of ways. Pupils write using a range of genres to portray their understanding and knowledge.
256. Pupils make good references to the history of Wales, especially at the end of KS2, drawing on important developments, key events and notable people. KS2 pupils recall and identify some of the causes and consequences of events, for example, the development of the railways around the coal industry and the life of George Stephenson. KS1 pupils accurately recall facts about Mary Jones and her persistence in obtaining a Bible in the Welsh language.

Shortcomings

257. Pupils' skills in using the intranet and ICT for historical research and enquiry in their classrooms are limited.

Art

Key stage 1: Grade 2: Good features and no important shortcomings

Key stage 2: Grade 2: Good features and no important shortcomings

258. Only one art lesson was taught during the inspection. Judgments about standards are mainly based upon the scrutiny of pupils' work, evidence around the school and discussions with pupils.

Good and outstanding features

259. Pupils generally are very enthusiastic in their approach to art and are excited by the work they do. They collaborate well and show appreciation of each others' work.
260. Pupils' artistic creations adorn the walls throughout the school. All enjoy art and create vivid pictures and crafts in KS1 and KS2. They learn a range of different skills well and examples of their assessed work show good continuity and progression.
261. In KS1, pupils experiment with shade, tone and colour-mixing effectively, after initial group work using an interactive whiteboard. They show their work with pride and can explain their choices adequately. Younger pupils enjoy art very much. They are confident and daring when using paint, charcoal and drawing designs.

262. KS2 pupils work successfully on clothing designs using fabrics on a template. They explore equal opportunities issues about clothing in some depth and make good choices about their designs.
263. Some KS2 pupils are beginning to learn about the work of the Welsh artist, Gwen John. They show good listening skills and then take part in a lively discussion before creating their own sketches independently, appraising their own and each other's work constructively. They show good levels of creativity and interpretation in their work.
264. Pupils in KS2 make, bake, paint and display miniature models of good quality.
265. Pupils study and imitate schools of art such as the Impressionists, the Cubists, and the Pointillists, and look closely at the paintings of Braque, Picasso, Seurat, Matisse, as well as local Welsh local artists, who have worked in residence with them. The art exhibition held by the school last year was very successful and showed that many pupils have creative talent and imagination in their art work.

Shortcomings

266. In KS2, pupils do not make enough use of sketchbooks to show how their thoughts develop.
267. Pupils, generally, have a limited knowledge of the work of a range of Welsh artists.

Music

Key stage 1: Grade 2: Good features and no important shortcomings

Key stage 2: Grade 3: Good features outweigh shortcomings

Good and outstanding features

268. Pupils in KS1 listen well and respond quickly to instructions. They sing in tune, have clear diction, and can vary pitch and rhythm when required. They clearly derive much enjoyment from singing in English and can sing simple songs in Welsh.
269. Younger pupils in KS1 concentrate hard and maintain a steady beat in performance. They choose from a range of untuned percussion instruments and explore a range of sounds to best illustrate the text. Pupils name a wide range of percussion instruments and handle them with care. They are musically imaginative and perform confidently.
270. They recognize the different qualities of sound made by musical instruments. They identify and explain that the different sounds engender different and often contrasting feelings. Pupils sing a range of "warm-up" songs tunefully and

enthusiastically. They are beginning to understand pitch and dynamics. Their final compositions illustrate poems effectively.

271. In lower KS2, pupils enjoy the rhythm games they play. They use their listening skills well, as the game demands, to distinguish between those rhythms they are allowed to perform and those they are not. They are keenly competitive and strive hard not to be caught out. They understand that the term *ostinato* means repeating musical patterns. They gain fluency with practice.
272. In upper KS2 pupils use a variety of tuned and untuned, percussive, musical instruments in their composition work. Working in groups they co-operate well, practicing and appraising their work to achieve a good standard. Their ostinato work is effective in enriching the final class performance.
273. KS2 pupils are familiar with words such as quaver, pitch, duration, metre and rhythm, but are less familiar with arpeggio, diminuendo or allegro.
274. Pupils sing well, sometimes melodiously, sometimes lustily. They use their voices well to create colour and texture in the songs they sing. They perform four-part rounds and two-part harmonies well and clearly enjoy singing.
275. Pupils have strong views about the kinds of music they like to listen to. They often contrast music from different genres and analyse music from different periods well.

Shortcomings

276. Pupils in KS2 have limited skills in composition or in the use of music with ICT.
277. Pupils in KS2 have a limited understanding of the music of Wales.

Physical education

Key stage 1: Grade 2: Good features and no important shortcomings

Key stage 2: Grade 2: Good features and no important shortcomings

Good and outstanding features

278. In both KS1 and KS2, pupils change into appropriate clothing to participate in physical education. They are aware of safety issues such as those arising from wearing jewellery.
279. Pupils in KS1 give good reasons for having a warm up before the main part of the lesson and to discuss the changes which occur to their heart rate and body temperature when they exercise. Y1 and Y2 pupils apply themselves well to warm up sessions at the beginning of lessons. All listen attentively, move confidently and respond accurately to instructions.

280. Pupils in Y1 and Y2 show good agility and co-ordination as they zigzag around the hall, exploring the dynamics of different movements. They develop good spatial awareness, whilst avoiding others. They are sensitive to the cadence and flow of accompanying music.
281. KS2 pupils understand and describe fully the changes to their heart rates after warm up exercises. They show good co-ordination and are developing expert running skills. KS2 pupils take turns patiently, are clearly aware of safety issues involving large apparatus and are keen to try out their sequences on the new apparatus. KS2 pupils expertly make a variety of arched shapes using body, arms and legs. They look at each other's body shapes and sequences to develop a wider range of responses.
282. KS2 pupils perform a range of travelling movements well. They place them in short sequences with developing accuracy and control on the floor before trying them out on linked apparatus.
283. Pupils in KS1 and KS2 evaluate their responses to performance shrewdly. They make positive and sensitive suggestions for improvements.
284. In lower KS2, pupils develop good ball skills when they learn how to pick up, put down and pass balls. They listen well to instructions and are eager to perfect new techniques.
285. Pupils in KS2 work well with their partners, helping each other to follow instructions and develop the skills identified in the learning objective. KS2 pupils get regular opportunities to learn to swim. Staff at the swimming pool regularly assess their progress over the year and most can complete 25 metres by the end of Y6.
286. Pupils in Y6 are good dancers. They move and respond enthusiastically to music in their dance work. Both boys and girls show improving gross motor responses and are developing the skills and confidence to create a short dance sequence using mirroring, sequencing and contrasting movements in mixed gender pairs and groups. Y6 pupils demonstrate their sequences to the rest of the class well and positively evaluate what they have done. They work well to time targets.
287. Many boys and girls enhance their physical performances by involvement in extra-curricular activities, including dance, football and netball. These after-school clubs are well attended. Pupils are also involved successfully in extra curricular sporting competitions in the school and the wider community.

Shortcomings

288. There are no discernible shortcomings.

Religious education

Key stage 1: Grade 2: Good features and no important shortcomings

Key stage 2: Grade 2: Good features and no important shortcomings

Good and outstanding features

289. Most pupils in KS1 and KS2 understand the importance of caring for and respecting each other. Many are actively involved in supporting charities. This helps to extend their awareness of those people less fortunate than themselves.
290. Pupils in KS1 clearly understand the need to give thanks to God and do so. Pupils talk and write about the story of the creation and have a good recall of the stories Jesus told. KS2 pupils understand the moral significance of some of these stories.
291. Pupils' knowledge and understanding of major Christian festivals is developing well. KS1 pupils' oral responses demonstrate a good recall of celebrations such as Christmas and Easter. KS1 pupils develop a good awareness of the diversity of religious beliefs.
292. Pupils' understanding of Christianity develops well throughout KS2. Their knowledge and understanding of Christian festivals is enhanced through the curriculum and celebrations during collective worship. Pupils' understanding of the Christian and other faiths is much enhanced by daily acts of collective worship. These are an integral feature of school life and help pupils understand, for example, the celebration of Divali and the important features associated with it.
293. KS2 pupils' knowledge of Judaism is developed well through their studies of signs and symbols. Older pupils in KS2 have learned more about the Islamic faith and have visited a Mosque. This has enabled them to understand how peoples' beliefs shape their lives and to appreciate some of the similarities between different religions. By the end of KS2, pupils know that each religion has its own traditions, customs and beliefs and that each deserves respect.

Shortcomings

294. KS1 pupils' oral responses to teachers' questions are often one-word answers.

The school's response to the inspection

295. The inspection findings recognise that Penllwyn Primary School is a good school, which has raised the standards achieved by its pupils and the quality of education it provides over the last four years. Pupils' standards of achievement stand at 99 per cent which is well above the Welsh Assembly Government's all-Wales target of 95 per cent. The school is very pleased that the inspectors recognised the high calibre of its teaching staff with 100 per cent of lessons observed being good or better which is also well above the Welsh average. The school's promotion of pupils' moral, social and cultural development is also recognised as good.
296. The report confirms that the provision for learners with additional needs is good and that pupils with SEN are supported well by a dedicated staff. The report also recognises that the headteacher, governors and staff, both teaching and non-teaching, are committed to improving standards. The report recognises that the views of elected members of the school council and the guidance provided by ESTYN are taken into account. The inspection report makes clear that the school has made very good progress in the last four years in amalgamating the two former schools and that the management team has developed a teaching and support team of high quality. In particular the report notes that overall standards of pupils' behaviour are good. Pupils have positive attitudes towards learning and the school functions well as a supportive, happy and orderly community.
297. An action plan will be put in place to address the recommendations in the report. Pupils' involvement in assessing achievements will be further developed. Staff and governors have already identified in the School Development Plan the need to continue to improve rates of attendance, punctuality, the strategic role of the governing body and parental involvement in pupils' learning.
298. Where it is possible to do so staff and governors will address the recommendations before the end of the Autumn Term 2005. Raising pupils' standards in Welsh at KS1 and KS2, English and music at KS2, and writing, numeracy and ICT skills across the curriculum, will be an important priority. These will be included in the school development plan. The inspectors identified elements that will help us address some of the identified shortcomings.
299. A copy of the school's action plan in response to the inspection recommendations will be sent to all parents. The governor's annual report will report on the progress we are making on the inspection recommendations.

Appendix A

Basic information about the school

Name of school	Penllwyn Primary School
School type	Community
Age-range of pupils	3 to 11
Address of school	Fleur de Lys Avenue The Penllwyn Pontllanfraith Nr Blackwood
Post-code	NP12 2NT
Telephone number	01495 223505
Headteacher	Mrs Susan Morrison
Date of appointment	September 2000
Chair of governors	Mr Gwyn Price
Registered inspector	Mr R A Isaac
Dates of inspection	1 st to 4 th November 2004

Appendix B

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	10	23	15	15	25	25	13	14	140
Total number of teachers									
	Full-time		Part-time		Full-time equivalent (fte)				
Number of teachers	5		2		6				

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	26.6 : 1
Pupil: adult (fte) ratio in nursery classes	11 : 1
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	26
Teacher (fte): class ratio	1.1 : 1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Autumn 2003	91%			87%
Spring 2004	94%			90%
Summer 2004	96%			90%

Percentage of pupils entitled to free school meals	36%
Number of pupils excluded during 12 months prior to inspection	10

Appendix C

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2004			Number of pupils in Y2:					27
Percentage of pupils at each level								
			D	W	1	2	3	2+
English:	Teacher Assessment	School	0	4	37	56	4	60
		National	0	4	13	63	20	83
En: reading	Teacher Assessment	School	0	7	48	33	11	44
		National	0	4	14	54	28	82
En: writing	Teacher Assessment	School	0	15	22	59	4	63
		National	0	5	13	71	10	81
En: speaking and listening	Teacher Assessment	School	0	4	22	70	4	74
		National	0	2	11	64	22	86
Mathematics	Teacher Assessment	School	0	11	30	41	19	60
		National	0	2	9	61	26	87
Science	Teacher Assessment	School	0	0	11	78	11	89
		National	0	2	10	68	20	88

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	55	In Wales	80

D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

National Curriculum Assessment KS2 Results 2004				Number of pupils in Y6				19				
Percentage of pupils at each level												
			D	A	N	W	1	2	3	4	5	4+
English	Teacher assessment	School	0	0	0	0	5	11	21	42	21	63
		National	0	0	1	0	1	5	16	45	29	74
	Test/Task	School	0	0	11	0	0	5	32	32	21	53
		National	0	2	0	1	0	4	12	41	38	79
Mathematics	Teacher assessment	School	0	0	0	0	0	5	27	42	26	68
		National	0	0	0	0	1	4	19	46	27	73
	Test/Task	School	0	0	0	0	0	5	5	53	37	90
		National	0	2	0	0	0	4	19	43	30	73
Science	Teacher assessment	School	0	0	0	0	0	5	16	54	26	80
		National	0	0	0	0	0	2	13	49	33	81
	Test/Task	School	0	0	0	0	0	0	5	52	42	94
		National	0	3		0	0	1	10	47	38	88

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	63	In the school	53
In Wales	68	In Wales	70

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

Appendix D

Evidence base of the inspection

The inspection team of three inspectors, including the lay inspector, was at the school for a total of 10 inspector days. During this time, all teachers were visited and all classes were seen. A total of 53 sessions, part sessions or interactions were observed and a wide range of pupils' work was scrutinised. Formal notes were taken about 20 other aspects of school life. Inspectors talked to pupils about their work and life in the school and listened to them reading their own work and extracts from class reading books.

The full range of documentation made available by the school was scrutinised. Discussions were held with the headteacher, deputy headteacher, governors, teachers, classroom assistants, other staff and pupils. Pre- and post-inspection meetings were held with 7 governors and all staff, and five parents attended a pre-inspection meeting with inspectors. Questionnaires completed by 40 parents were also analysed.

Appendix E

Composition and responsibilities of the inspection team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Mr Robert Alun Isaac	Registered Inspector	Leading on Key Question 1, Key Question 2, Key Question 5 and Key Question 6	English Mathematics Information Technology Music Art Physical Education
Mrs Julie Jones	Team Inspector	Leading on Key Question 3, Key Question 7 and the provision for pupils with additional or special educational needs.	Welsh Science Design Technology Geography History Religious Education Early Years
Mrs Janet Warr	Lay Inspector	Leading on Key Question 4.	

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