

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

***PENTWYN PRIMARY SCHOOL  
PENTWYN  
ABERSYCHAN***

***School Number: 678-2117***

***Date of Inspection: 7-10 October 2002***

***by***

***MR STEPHEN DENNETT***

***Registered Inspector***

***Date: 25 November 2002***

**Under Estyn Contract Number: CT83/02P**

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## **CURRICULUM NOMENCLATURE AND KEY STAGES**

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

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

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

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

## **GRADE DESCRIPTIONS**

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

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

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## 1. CONTEXT

### The school and its priorities

Pentwyn Primary School is situated in the small community of Pentwyn in Abersychan, near Pontypool. The number of pupils attending the school has fallen from 180 in 1999 to 163 in 2002. There are eight full-time teachers and seven classes. Around 70 per cent of the pupils come from surrounding towns and villages. The area surrounding the school is neither prosperous nor disadvantaged. Approximately 22 per cent are entitled to free school meals. All pupils speak English as their first language and no pupils have a Welsh-speaking background. At the time of the inspection, 15 pupils were on the school's register of special educational needs (SEN) and two of these had statements.

The school aims to 'develop pupils' self-esteem by developing lively, enquiring minds, the ability to question and argue rationally and to apply themselves to tasks and physical skills'. It also aims to 'help pupils acquire knowledge and skills relevant to adult life and employment in a fast-changing world'. Overall, the school aims to provide a happy, caring and co-operative atmosphere in which pupils can learn to 'appreciate human achievement and aspirations'.

The schools' development plan (SDP) identifies the improvement of differentiation in lessons and class organisation as major priorities for the current academic year. The SDP also identifies governor training, the development of links with industry and improvements to the school building as additional areas for improvement.

## 2. MAIN FINDINGS

### The main findings of the report

- This is an effective school. It has made satisfactory progress in addressing the issues raised by the last inspection. Overall leadership by the headteacher, deputy headteacher and senior managers is satisfactory. The quality of teaching is good overall, especially in early years and Y3.
- The quality of education provided for children under five is good. The curriculum covers all six areas of learning very well and children achieve good standards. Standards of achievement are good in language, literacy and communication skills, personal and social development, mathematical development, physical development and creative development. Standards in knowledge and understanding of the world are satisfactory.
- Pupils' overall standards of achievement in the different subjects of the National Curriculum (NC) and religious education are as follows:

	<b>KS1</b>	<b>KS2</b>
English	Good	Satisfactory
Welsh as a Second Language	Good	Good
Mathematics	Good	Satisfactory
Science	Good	Satisfactory
Design and Technology	Unsatisfactory	Unsatisfactory
Information Technology	Satisfactory	Satisfactory
History	Good	Good
Geography	Satisfactory	Satisfactory
Art	Satisfactory	Satisfactory
Music	Satisfactory	Good
Physical Education	Satisfactory	Good
Religious Education	Satisfactory	Satisfactory

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- The standards achieved by pupils in the key skills of speaking, reading and writing are satisfactory. Standards of listening are good. Overall standards in literacy are satisfactory and pupils make appropriate use of their skills. Standards of numeracy are good and pupils generally make good use of their mathematical skills in most subjects. Pupils' skills in information and communications technology (ICT) are underdeveloped and insufficient use is made of ICT to support pupils' learning. Some good practice is seen in science, where pupils have appropriate opportunities to construct graphs from data they have gathered, but opportunities are missed in music, geography and religious education.
  - The school makes good provision for pupils' spiritual, moral, social and cultural development overall. Acts of collective worship make a good contribution to these aspects of their education. Provision for pupils' cultural education is satisfactory overall, but there is insufficient emphasis on the multicultural aspects of the contemporary British society. Pupils respond well to the opportunities provided and, in turn, are making good progress overall in their personal development.
  - The quality of pupils' behaviour is very good throughout the school. Attitudes are positive and most pupils appear to enjoy lessons. They generally concentrate well and follow instructions promptly. All these factors have a positive effect on the standards pupils achieve and the progress they make in relation to their abilities. The school has very effective systems for ensuring good behaviour and for eliminating all forms of discrimination.
  - Attendance is satisfactory overall and pupils are generally punctual. Lessons usually begin on time. However, a persistent minority of pupils have attendance rates of less than 85 per cent.
  - The quality of teaching is good overall. In lessons seen, teaching was very good in seven per cent, good in 56 per cent and satisfactory in 35 per cent. No unsatisfactory teaching was seen. Teaching was particularly good in early years, where all the lessons seen were good. At Key Stage 1 (KS1), two-thirds of the teaching was good. Over half the teaching at Key Stage 2 (KS2) was good and 14 per cent was very good. Good teaching was characterised by effective planning, high expectations and effective behaviour management. Where lessons were less successful, introductions were too long and work was not sufficiently well matched to the needs of individual pupils.
  - The school's procedures for assessment and recording and reporting pupils' progress are good overall. Information is used effectively to promote higher standards and has been used successfully in increasing the proportion of pupils achieving the higher Level 5 in national tests at KS2. Reports to parents are informative and issued regularly. Assessment information is analysed thoroughly and used effectively to ensure that all pupils have equal access to a broad and balanced curriculum.
  - The curriculum provided by the school is broad, balanced and of a good quality. It is particularly good in early years. The subjects of the NC are covered appropriately, although there are weaknesses in the coverage of design and technology. There is a good range of extra-curricular activities, including sport, music and drama. They make a significant contribution to the standards achieved by pupils, especially in physical education. The arrangements for pupils' personal and social education are largely informal and satisfactory overall.
  - Provision for pupils' support and guidance is good overall. Relationships between pupils and teachers, and between pupils themselves are good and much care, kindness and mutual respect is evident. Procedures for child protection are good. There are satisfactory procedures for ensuring pupils' health, safety and welfare overall, although a few minor accommodation concerns were raised with the school management. Arrangements for pupils' personal and educational guidance are good.

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- The provision for pupils with SEN is unsatisfactory overall. This is largely due to the lack of support staff to enable SEN pupils to make sufficient progress in lessons. The special needs co-ordinator (SENCO) has insufficient time to monitor pupils' progress in classes other than her own.
  - The school has a good partnership with parents and the wider community. Parents are provided with regular, good quality information, especially in early years. Overall, parents make a good contribution to the life of the school, by hearing reading in some classes, supporting field trips and raising extra funds. There are good links with the local community, including the Post Office, clergy and other organisations. Links with other schools are good and effective liaison with secondary schools enables pupils to make a smooth transition to the next phase of their education.
  - Links with industry are poor overall. Insufficient use has been made of industrial placements to enrich staff development and there is currently no policy on industrial links.
  - The school has satisfactory procedures for evaluating educational standards and the quality of its provision. The SDP is appropriately focussed on those aspects of the school's performance that need improvement. The action taken so far has been satisfactory, although some initiatives have been significantly hindered by the lack of sufficient funds and adequate financial information.
  - The overall leadership and management by the governing body, headteacher and senior staff of the school is satisfactory. There is an appropriate educational direction to the school's work and it promotes high standards of behaviour and achievement. However, aspects of management have been adversely affected by the lack of adequate financial information. This has led to weakness in financial management and the present system for budget setting is unsatisfactory. The governors are unable to evaluate effectively the effects of major spending decisions and, as a consequence, are unable to ensure value for money.
  - The headteacher provides good leadership for the school and is well supported by the deputy headteacher and all staff. They work together well as a team and this has resulted in improvements in the quality of teaching seen in most classes. The school's aims and values are reflected well in its work, especially its promotion of good behaviour. However, there are weaknesses in the school's provision for equal opportunities, as there are insufficient support staff to ensure that pupils with SEN are given adequate help in lessons. Subject co-ordinators are generally effective, although in design and technology, art and ICT the role of the co-ordinators is still underdeveloped. The routine organisation and administration of the school is satisfactory.
  - The school has sufficient teachers, but there are not enough support assistants to meet the needs of pupils with SEN. In addition, support for children under five is inadequate as there is currently only a trainee nursery nurse helping the teacher. The impact of induction, appraisal and professional development is satisfactory overall, and the newly qualified teacher (NQT) observed during the inspection was receiving good support from the headteacher. The accommodation is adequate and has sufficient space for learning. Resources are also adequate overall, although there are insufficient up-to-date computers to support the effective teaching of information technology. This has had a detrimental effect on the standards achieved by pupils, especially in ICT.
  - Satisfactory progress has been made in addressing the key issues raised by the school's last inspection. Good progress has been made in improving the planning of the curriculum and the monitoring of standards by the headteacher and deputy headteacher. Also, the improvements made to assessment systems have been effective. However, in some classes assessment information is still not used effectively to match work sufficiently well to the needs of individual pupils. Standards have been raised in information technology and art and physical

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education at KS2. The school has been less successful in raising standards in design and technology and this remains a key area for further improvement. Some progress has been made in establishing effective links with industry, although there is still room for further improvement in this area.

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

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

Standards of achievement were satisfactory in 64 per cent of lessons seen. They were good in 35 per cent of lessons. This represents an improvement since the last inspection.

- The standards achieved by children in the reception class are good overall. They make good progress and achieve standards that are above those expected by age five in all areas, with the exception of their knowledge and understanding of the world, where their levels of achievement are satisfactory.
- Standards at KS1 are good in English, mathematics, science, Welsh and history. They are satisfactory in information technology, geography, art, music, physical education and religious education. Standards in design and technology are unsatisfactory.
- In teachers' assessments in 2001 at KS1, 68 per cent of pupils achieved Level 2 or above in English. This was below the national average of 83 per cent. In mathematics, 84 per cent of pupils achieved Level 2 or above, which is also below the national average of 89 per cent. In science, 80 per cent of pupils achieved level 2 or above, which is very close to the national average. Overall, the school's results were below the national average. Early results from the 2002 teacher's assessments show improvements in all three subjects, with 85 per cent of pupils achieving at least Level 2 in English, 86 per cent in mathematics and 96 per cent in science. The proportion of pupils achieving the higher Level 3 also improved significantly.
- Standards at KS2 are good in Welsh, history, music and physical education. They are satisfactory in English, mathematics, science, information technology, geography, art and religious education. Standards in design and technology are unsatisfactory.
- In the 2001 national tests at KS2, 73 per cent of pupils achieved Level 4 or above in English, which is just below the national average of 77 per cent. In mathematics, 64 per cent of pupils achieved Level 4, which is below the national average. In science, 49 per cent of pupils achieved Level 4, which is well below the national average of 82 per cent. In all three core subjects, 53 per cent of pupils achieved at least Level 4, which is below the national average. In comparison to schools with a similar number of pupils eligible for free school meals, the schools was in the lower half of schools nationally in English and mathematics and in the lowest five per cent in science. The school has shown that there were a significant number of pupils with SEN in the cohort taking the test.
- Early results from the 2002 national tests at KS2 show some improvements, especially in the number of pupils achieving the higher Level 5 in all three core subjects. In English, 48 per cent of pupils achieved Level 5, in mathematics, 19 per cent and in science 29 per cent. Standards in English remained the same at 72 per cent achieving Level 4, but in mathematics they went down to 57 per cent. In science, overall standards went up to 62 per cent achieving at least Level 4. Again, the school has shown that there were a significant number of pupils with SEN in the cohort, including those with statements.
- Pupils make good progress overall. Children generally enter reception with levels of achievement that are broadly average. Progress is good in early years and KS1. At KS2, pupils make good progress in Y3 and Y6. Progress in Y4 and Y5 is satisfactory. Progress in design and technology is unsatisfactory throughout the school. Girls generally make better progress

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than boys. Pupils with SEN make relatively slow progress in comparison with their peers as they are not supported sufficiently in their learning due to insufficient support staff. The composition of cohorts is very variable, and at present in Y4, Y5 and Y6, there are a number of pupils with SEN.

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

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

Standards in key literacy skills are satisfactory overall and pupils are making generally good progress.

- Pupils make satisfactory progress in developing their speaking skills, although children under five are currently making good progress in this aspect of their learning. In some classes, pupils show some reluctance to speak and when they do, their comments are confined to short answers. Occasionally, their diction is indistinct and influenced by the local idiom. Where speaking is better, as it is in Y6, pupils can deliver confident presentations using appropriate standard English.
- Standards of listening are good throughout the school and pupils pay close attention to what is being said to them. They show they listen well by answering questions accurately.
- Reading is satisfactory overall, although in some classes the texts pupils are asked to read are undemanding. Pupils use their reading skills appropriately to research information in other subjects. Most pupils enjoy reading books and can give several reasons why they have chosen the book they are reading. Older pupils are developing satisfactory research skills and also show preferences for the work of certain authors.
- Standards of writing are satisfactory at both key stages. They are good in the early years. Pupils use their writing skills appropriately in a variety of subjects and adapt their work to suit different contexts and audiences. Written work is generally presented satisfactorily and handwriting legible. Pupils use their writing skills well in history and religious education, and in other subjects, standards are satisfactory.

#### **Numeracy**

Standards of numeracy are good throughout the school and most pupils are making good progress. However, some pupils with SEN do not receive sufficient support in lessons to make adequate progress.

- Pupils use their well-developed mental skills effectively in science and geography. They use their measuring skills well in art.
- Pupils are able to gather data and apply their findings well to produce graphs to support their understanding of trends in science, for example.

#### **Information and communications technology**

Standards in the use of ICT across the curriculum are unsatisfactory at both key stages and progress is likewise unsatisfactory.

- Pupils have satisfactory word processing skills, which they use to produce a variety of texts, including those using a range of font styles.
- Older pupils use computers to enter data and produce appropriate graphs to support their learning in mathematics and science.
- Standards in communications technology are well below the expected level as pupils have very limited access to the Internet for research and the number of computers with suitable multimedia facilities is low.

- Very little use is made of control technology in design and technology and science and this aspect is unsatisfactory.
- Insufficient use is made of ICT to support learning in subjects other than information technology, due partly to the lack of suitable equipments and partly to lack of teacher confidence.

## 4. ETHOS OF THE SCHOOL

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

Pupils' spiritual, social, moral development is good throughout the school. Pupils' development in understanding and identifying with Welsh culture is also good. Although satisfactory overall, pupils' cultural development lacks a significant understanding of the multicultural aspects of modern British culture. This is a similar picture to that found by the last inspection.

- Pupils' spiritual development, their understanding of values and beliefs, spiritual awareness and self-knowledge are all good.
- Pupils' moral development is good. They have a strong sense of right, wrong, truth and fairness.
- The development of pupils' social skills is good. They interact positively and collaborate well in groups and pairs. They are always prepared to accept responsibilities with a smile. They are considerate, friendly and helpful. Pupils listen to each other's views, which they respect. They are very welcoming to visitors. Pupils treat their school environment with great respect and have made considerable efforts to raise substantial sums of money for charities, such as The National Children's Homes.
- The school makes a good effort to provide a *Cwricwlwm Cymreig*. There is an annual eisteddfod in which all items are in Welsh. In some acts of worship especially in KS1, hymns, songs and prayers are in Welsh. The use of incidental Welsh in some lessons and daily administration, such as registration and pupils' lunch requirements, helps pupils to identify well with Welsh culture. Some physical education lessons are almost entirely through the medium of Welsh. However, there has been little emphasis on developing a multicultural dimension, although there is some evidence in dance, music and religious education of the investigation of cultural aspects of contemporary Britain.
- The daily assemblies and acts of worship, which are mostly Christian in character, make a very positive contribution to pupils' development. The appropriate themes are thought provoking. The contributions made by local clergy strengthen the school's links with church communities. Every opportunity is taken to value pupils' work and too celebrate achievements. In many of the acts of worship there is a high level of pupil active participation and pupils' attitude is very positive indeed.
- Pupils' response to the school's provision is most positive. The recent innovation of the writer's chair has been a successful part of the school's strategy to increase pupils' self-esteem.

### 4.2 Behaviour and Attitudes

The overall quality of the pupils' behaviour is very good. Pupils are happy in the school and their attitudes to learning and the interest they show in their work is good in most classes. This represents an improvement since the last inspection.

- Pupils behave very well in lessons and follow the teachers' instructions promptly. Behaviour in the playground and around the school is also very good. This good behaviour has a positive impact on pupils' progress pupils make and the standards they achieve.

- Pupils have positive attitudes to their work and concentrate well. They keep working throughout the lessons and this has a positive effect on the progress they make.
- Staff administer the school's disciplinary procedures consistently and fairly. They make good use of the school's merit system to reward pupil's efforts, good behaviour and helpfulness with 'stars' and certificates. The positive re-enforcement of pupils' efforts and achievement is much valued by both pupils and parents.
- No instances of anti-social behaviour such as bullying or racism were observed during the inspection period, either within classes or anywhere around the school. Behaviour during school lunchtimes was consistently very good. The measures taken by the school to eliminate any kind of discrimination are very effective.
- In the very rare cases of significant misbehaviour by pupils, parents are properly informed. There have been no exclusions from the school in the past six years.

### **4.3 Attendance**

The school achieves satisfactory levels of attendance, averaging between 91 per cent and 94 per cent in the last three terms. This is similar to the figures reported at the time of the last inspection.

- Pupils enjoy being in this happy school and the large majority of pupils have good attendance records. There are however a small minority of pupils, some 17 per cent, whose attendance in school is below 85 per cent, this is unsatisfactory and such attendance levels impede their learning and adversely affects standards of achievement.
- Unauthorised absence is very low due to the good, mutually supportive relationships between home and school, which is instrumental in providing an early, correct, categorisation of absence. Class teachers and the school secretary play significant roles in attendance management.
- Attendance is managed using a computer-based system and accurate records are kept, however the analytical ability of the system is not yet fully utilised to produce exception reports, saving time and making it easier to identify patterns of absence. The new Educational Welfare Officer has a good partnership with the school and working effectively on improving the attendance of pupils whose performance gives cause for concern.
- Class teachers are very efficient in all aspects of registration, in line with the attendance policy. Registers are consistently totalled and all procedures comply with National Assembly for Wales requirements. The school has appropriate targets for attendance and is moving towards them. Punctuality, as in the previous inspection, is good.

## **5. QUALITY OF EDUCATION**

### **5.1 Teaching**

The quality of teaching is good overall. In lessons seen, teaching was very good in seven per cent, good in 56 per cent and satisfactory in 35 per cent. No unsatisfactory teaching was seen. This represents an improvement since the last inspection.

- Teaching is good in early years. The teacher has a good grasp of the needs of young children and planning is effective. Lessons are varied and stimulating and, as a result, pupils learn rapidly. Assessment information from baseline testing is used effectively to ensure that children are given work that is well matched to their needs. A positive emphasis is placed on directed play, which ensures that children are developing good verbal and social skills.

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- At KS1, two-thirds of the teaching seen was good. As a result of good teaching, pupils continue to make good progress in their learning. Planning is effective and has clear objectives. Teachers generally have good subject knowledge, although there are some weaknesses in their understanding of design and technology and ICT. In a few lessons, the pace is slow and pupils are not challenged sufficiently to achieve high standards. Overall, teachers make effective use of assessment information and tasks are generally well matched to the needs of individual pupils.
  - Over half the teaching seen at KS2 was good and 14 per cent was very good. Good teaching is characterised by effective planning, high expectations and effective behaviour management. Where teaching is less successful, introductions are too long and work is not sufficiently well matched to the needs of individual pupils.
  - Lessons are generally planned well at KS2, with clear learning objectives. Longer-term planning is also good, ensuring continuity and progression as pupils move from class to class. Teachers use a wide range of teaching techniques and classroom management is effective.

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

Procedures for assessment, recording and reporting are good. This is an improvement on position to that found by the last inspection.

- Throughout the school, assessment and recording of progress is consistent and accurate including those of pupils with SEN. The school's SEN register and the SENCO and the relevant class teachers regularly update the individual education plans (IEPs) for specific pupils.
- Looked after children have personal education plans (PEPs) and there is effective liaison with the county's co-ordinator for 'Looked after Children'. The link with pupils' specific social worker is not yet firmly established.
- The school's systems for assessment and recording pupils' work are comprehensive and thorough. The reports issued to parents at the end of the year are detailed and subject specific, especially in the core subjects. Some parents would appreciate having the reports a few days earlier than at present so that they can be studied before their meeting with teachers.
- In reception, pupils' achievement on entry is carefully assessed and the information obtained is effectively used to plan suitable activities to achieve the desirable outcomes. The associated nursery provides information on reading, writing and basic social skills. On entry to the school, children have a baseline assessment that follows local education authority (LEA) guidelines.
- Assessment information is used effectively in many classes to ensure that work is well matched to the needs of individual pupils. However, this is not always the case and differentiation is unsatisfactory.
- From Y1 onwards, each pupil has up to four targets in every one of the core subjects. These targets help pupils to be more aware of their progress and encourage them to focus on any particular weak points they might have. Each school year, pupils and teachers discuss targets at beginning of term and before the half-term holiday in core subjects. Before the holiday, parents are invited into school to discuss the set targets and subsequently at the end of the term they receive reports on progress in meeting those targets.
- A pupil profile is transferred at the end of each school year to the next class. There is a formative comments file kept on all foundation subjects and religious education. In music, for example, pupils' achievement in performing, composing and appraising are kept and pupils who are having instrumental tuition with peripatetic teachers receive progress reports. Reporting in religious education tends to be less subject specific and set targets are more general in nature.
- In reading, pupils are encouraged to assess themselves as often as possible and there are self-assessment of progress sheets completed by pupils in history and physical education.

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- Teacher assessments are accurate and consistent. Portfolios of exemplar material, showing a full range of annotated work are available in core subjects. These are available to all staff to ensure that assessments are consistent.
  - Assessment forms an integral part of the school's planning of the whole curriculum. It meets all the current statutory requirements.

### **5.3 Curriculum**

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

- The provision for children in the reception class is very good. The curriculum is broad and balanced and successfully covers all six areas of learning.
- The curriculum provision for both KS1 and KS2 is good. It covers all the attainment targets for most subjects, with the exception of aspects of design and technology and information technology.
- Curriculum policies are clearly written and appropriate. However, some are in need of updating to take account of the latest curriculum guidance. Other policies, such as the equal opportunities policy, support the curriculum well, such as the equal opportunities policy, which ensures that all pupils have equal access to all areas of learning.
- Schemes of work are generally of a good quality, but some need to be updated to take account of recent changes in the NC. They contain the necessary detail to enable teachers to plan well and to ensure continuity and progression as pupils move from class to class.
- Teachers' planning for the long and medium-term is detailed and relevant. Individual lesson plans are generally appropriate. They state the 'focus' of the lesson (what is to be learned) and the activities to be undertaken by pupils. However, some teachers do not give sufficient information about how work is to be differentiated for the needs of different pupils in the class. Most lesson plans include details on key and core skills to be taught. Satisfactory use is made of homework to support pupils' learning.
- Good opportunities are provided for the development of pupils' personal and social education within the formal curriculum. Several teachers plan for personal and social education sessions, which include times for discussion and reflection. Provision is satisfactory overall.
- Good opportunities are provided to learn about Welsh culture and the use of incidental Welsh is a positive feature of teaching in some classes. Pupils' learning is enhanced by a wide range of worthwhile extra-curricular activities, including sport, music and drama.
- The school meets the requirements of National Assembly for Wales Circular 3/99 for teaching time planned each week.

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

Provision for pupils' support, guidance and welfare is good overall. This is an improvement since the last inspection.

- All members of staff know their pupils well. Pupils are treated equally and there is an appropriate awareness of the needs of pupils with SEN.
- The school has effective procedures for offering pupils personal and educational guidance, although these are largely informal.
- There are good links between Reception and KS1 pupils. Reception children attend acts of worship and take a full part alongside the older pupils.

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- There is a good level of supervision of pupils both inside and outside the classrooms and provision made for pupils during morning and lunch breaks are good.
  - There is a trained first aider available for emergencies.
  - The school has appropriate procedures for child protection with the headteacher as the ‘named person’. All members of staff are aware of the appropriate procedures. The school fully complies with National Assembly for Wales requirements.
  - Teachers always show concern for the welfare of the pupils and take due care in any potentially dangerous situations, such as when taking physical education in the rather narrow school hall or on the yard.
  - Pupils’ well-being is promoted well through the curriculum especially in science, with its advice on healthy eating and personal hygiene. The school tuck shop runs ‘healthy eating’ days.

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

Although many of the pupils with SEN are making steady progress, the school’s overall provision for supporting pupils with SEN is currently unsatisfactory. This is much the same position as was found by the last inspection.

- The school’s policy for pupils with SEN is comprehensive and documentation reflects the requirements of the recently revised Code of Practice.
- The school has adopted a whole-school approach to SEN and members of staff are responsible for the teaching and learning of pupils with SEN within their classes.
- The SEN register is updated every half term by the SENCO.
- In Y4, the single learning support assistant gives good support to some pupils with SEN during the morning sessions, but the support pupils receive overall is poor.
- Individual education plans (for pupils on the former Stage 3 of the Code of Practice) are devised by the SENCO in liaison with the class teacher and these are regularly reviewed.
- Class teachers and the SENCO regularly review progress made by pupils with SEN every half term.
- There is regular liaison with outside agencies for pupils on School Action plus and there are transparent arrangements for the review of pupils’ IEPs and the statutory annual reviews for pupils with statements of SEN.
- Currently there is very limited withdrawal of pupils with statements of SEN and there is none for the other pupils on the school’s SEN register. Although most lessons and tasks are well planned and differentiated, the current lack of sufficient support staff is unsatisfactory.

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

The school’s partnerships with parents, community and schools are good. They are satisfactory with other institutions. Overall, this is a very similar position to that found by the last inspection.

- Good links exist with parents many of whom have been attracted by the school’s ethos and the warmth of welcome. There is a happy partnership between home and school, however no home school agreement is in place.
- Some parents regularly assist in a range of school activities and make a positive contribution to standards. However the extent of the parental resource is not fully utilised. Consultation evenings, reports and regular information are provided for parents, with the reports indicating

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areas for improvement. In the pre-inspection questionnaire, most parents were happy with the information given to them. The prospectus and the Annual Governors' Report to Parents, though informative, do not fully comply with National Assembly for Wales Circulars 14/01 and 15/01.

- The school is very much part of the local community and runs a youth club for pupils and other children in the school one evening a week. For all year groups, a number of external visits are made to sites and places of interest in both the local and wider communities. All these visits enrich the educational programme. They increase pupils' knowledge of their environment and heritage in a number of subjects.
- Procedures for the induction of children into the school are good. In the reception class parents and pupils are made welcome and provided with a good handbook that clearly addresses possible concerns for parents. The teacher has successfully established a welcoming environment for these young children. Procedures for pupils' transfer into secondary education is good, and the school has a good relationship with the local comprehensive.
- The school has satisfactory working agreements with an ITT College for trainee teachers, and local colleges for NNEB students and child care placements. These students bring benefits to the school.

## **5.7 Partnership with Industry**

The school's partnership with industry is poor. This is much the same position as found by the last inspection.

- Whilst the school does have some partnerships with local companies and organisations, these seem accidental. There is no policy in place to drive the development of further links to ensure that pupils are given opportunities to be aware of, and learn about, the world of work.
- Some members of staff have made some effective contacts with organisations and as a result have provided pupils with experience and understanding in both the industrial and retail sectors, however this is not a common pattern in the school. Year 6 pupils have gained experience of the emergency services through the 'Crucial Crew' programme.
- The school does not currently have any working arrangements with Careers Wales or any other careers organisation, consequently not all pupils gain appropriate exposure to the working world.
- Staff members do not undertake work placements.

# **6. MANAGEMENT**

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

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

- The school has satisfactory procedures for evaluating educational standards and the quality of its provision. Systems for assessment are good in English, mathematics and science and teachers have effective informal methods for evaluating standards in other subjects. As a result, the school has been able to set targets for improvement, both for individuals and groups of pupils.
- The SDP is appropriate and has clear objectives. However, due to the lack of adequate financial information, the SDP is not linked to an agreed budget.
- Systems for implementing, monitoring and evaluating the SDP are satisfactory and the governing body is kept informed of progress towards targets on a regular basis. Several

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governors have been proactive in ensuring that specific targets are met. They have insisted on receiving accurate budgetary information from the LEA financial department, but so far, they have met with little success.

## **6.2 Leadership and Efficiency**

The overall leadership and management by the governing body, headteacher and senior staff of the school is satisfactory. This appears to be a similar position to that found by the last inspection.

- There is an appropriate educational direction to the school's work and it promotes high standards of behaviour and achievement.
- The school's aims and values are reflected well in its work, especially its promotion of good behaviour. However, there are weaknesses in the school's provision for equal opportunities, as there are insufficient support staff to ensure that pupils with SEN are given adequate help in lessons.
- The headteacher provides good leadership for the school and is well supported by the deputy headteacher and all staff. They work together well as a team and this has led to improvements in the quality of teaching seen in most classes.
- Subject co-ordinators are generally effective, although in design and technology, art, religious education and ICT the role of the co-ordinators is still underdeveloped. Although several co-ordinators scrutinise pupils' books, most do not have time to effectively monitor standards in their subjects.
- The efficiency and effectiveness with which resources are managed are unsatisfactory. Aspects of management have been adversely affected by the lack of adequate financial information. This has led to weakness in financial management and the present system for budget setting is unsatisfactory. The governors are unable to evaluate effectively the effects of major spending decisions and, as a consequence, are unable to ensure value for money.
- The school has effective systems for routine administration and organisation.

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

Although staffing, accommodation and learning resources are satisfactory overall, there are significant weaknesses in the provision of support staff. Overall this area has improved slightly since the last inspection, but there are still some weaknesses in the provision for ICT.

- The school has sufficient teachers, but there are not enough support assistants to meet the needs of the significant number of pupils with SEN. As a result, provision for pupils with SEN is seriously impaired and below average pupils are making less progress than could be expected in classes with larger numbers of pupils.
- The provision of support staff for children under five is inadequate as there is currently only a trainee nursery nurse helping the teacher. This is a matter of concern, as children's health and safety is not ensured with only one adult in the reception class.
- The impact of induction, appraisal and professional development is satisfactory overall, and the NQT observed during the inspection was receiving good support from the headteacher.
- Whilst the accommodation is generally adequate for the delivery of the curriculum, there are some constraints on classroom sizes especially in Y3 due to the number in the class. Furthermore there is a lack of space for meetings and peripatetic activities taking place during school hours. The quality of display in the school is of a high quality with many good examples of pupils' work. Caretaking is good. Externally the school shows significant signs of wear and

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tear with rotting window frames in the front elevation, and the roof, as can be seen from water ingress in some classes.

- The school has a wide range of resources that are good in the early years and in the English and Welsh departments. They are satisfactory in the other subjects with the exception of design and technology and physical education where they are unsatisfactory. In ICT, resources are poor due to the quality, age and numbers of computers on site. Whilst provision in the early years is good overall, the lack of outdoor equipment inhibits aspects of children's physical and social development.

## **7. SUBJECTS AND AREAS OF LEARNING**

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

Educational provision for children under five is good. The curriculum provided is broad, balanced and successfully promotes all the desirable outcomes for children's learning. The school's overall provision has improved since the last inspection.

- Children enter the school after their fourth birthday, in September each year. Most have previously attended local nursery schools. At the time of the inspection there were 18 children attending full time in the reception class. Most children enter the school with average levels of basic skills, although their knowledge and understanding of the world is limited. They make good progress in all areas of learning and by the time they enter Y1, standards of achievement are good in language, literacy and communication, mathematical development, personal and social development, physical development and creative development. Standards in knowledge and understanding of the world are satisfactory.

### **Language, literacy and communication**

Standards are good.

- Children gain confidence in expressing themselves in small groups and in front of an audience. They listen with interest to stories and respond to the teacher's questions enthusiastically. They are learning to wait their turn to speak and most manage this well. Most speak in extended sentences with a good range of vocabulary. More able pupils are beginning to recognise the phraseology of Standard English. Children are able to sequence stories correctly, putting the beginning, middle and end in the right order.
- Most children associate the spoken and written word from an early stage. They enjoy looking at books with the teacher and handle books carefully when 'reading' independently in the book corner. They can predict the next word in a familiar story or rhyme and use picture and phonic clues to make sense of a word. More able children are succeeding in developing the basic skills of reading. Most children in the class correctly identify the front cover of a book, the title and the 'blurb' on the back cover.
- Children are learning to make marks that represent words and much of their writing contains recognisable letters and words. Most can successfully trace words or use 'underwriting' to copy their names and other familiar words. More able children are writing independently and are able to compose their own sentences. They have good pencil control and handwriting is well developed.
- Effective use is made of incidental Welsh throughout the day and children have a developing range of basic phrases.

### **Personal and social development**

Standards of achievement are good.

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- Children work well independently and as part of a group. They know the importance of being kind and helpful to others. This is demonstrated well in the good relationships they have with each other and their teacher.
  - Children settle quickly to tasks and organise themselves well. All children help tidy away at the end of sessions and are beginning to take responsibility. A few younger boys find it difficult to share toys, but are beginning to realise the need to be flexible in play situations. Nearly all the children concentrate well for extended periods and persevere in their learning.

### **Mathematical development**

Standards of achievement are good.

- Children count confidently up to ten and more able children are confident to 20 and beyond. They recognise numbers and can place them into a sequence. Number skills are well supported by a wide range of practical skills and they work in groups counting money and other objects. Less able children can sort small objects into sets and count them accurately.
- Nearly all children have a well-developed mathematical vocabulary. Most are confident with concepts such as 'more/less', 'bigger/smaller' and 'lighter/heavier'. More able children understand ideas such as 'add' and 'subtract'. Many recognise coins up to £1.
- All children have a good understanding of weight and measuring through the different play and practical activities in the classroom.

### **Knowledge and understanding of the world**

Standards of achievement are satisfactory.

- Children understand the basic concepts of 'near' and 'far' and can correctly identify objects such as telescopes as instruments for 'bringing things nearer'. They make their own 'telescopes' out of cardboard tubes and use them to identify near and far objects in the playground. Less able pupils, however, find it difficult to distinguish whether objects across the street are nearer or further than objects across the valley.
- Opportunities for children to use computers are limited and most have underdeveloped skills. Although there are two machines in the room, one is quite old and the other has only been recently acquired. Children recognise that a 'mouse' is used to control the cursor on the screen, but many were unfamiliar with the keyboard and found locating letters on it difficult. This was partly due to the fact that all the letters were represented as upper case.
- Children know some stories from the Bible and take part in assemblies and acts of worship with enthusiasm.

### **Shortcomings**

- The use of ICT to support children's learning is limited and software is not always suitable for the youngest children.

### **Creative development**

Standards are good.

- Children sing confidently and know the words of several songs and nursery rhymes. They sing hymns in Welsh, such as '*Diolch Iesu*'.
- When using paint, children make confident decisions about the use of colour and create interesting pictures. They draw confidently, creating, for example, portraits of themselves or their friends. They work with modelling materials to make their own 'telescopes' and decorate them with coloured stars to produce a pleasing effect.

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- In role-play activities, children use their imagination well to act out situations and events. For example, they create imaginary journeys using boxes and other objects provided by the teacher to stimulate their imagination.

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## **Physical development**

Standards are good.

- In physical education lessons, children move confidently, using several parts of their bodies to move in a wide variety of ways. They have good body control and recognise the need to ‘make space’ when moving about. They balance well and are beginning to put together simple sequences of movements.
- Nearly all children have good pencil control and this is reflected in the generally good standards of handwriting. They use a range of tools, including scissors, confidently and carefully. They are able to cut and stick with the minimum of support. Children also make mathematical shapes in pastry when taking part in a food technology lesson.
- All children develop confidence in running, jumping and climbing the small equipment in the classroom.

## **Shortcomings**

- Although there is currently a trainee nursery nurse in the class, she will be leaving shortly to work in Y1 and the teacher will be left without adequate support. This is of serious concern, both in terms of health and safety and children’s development.
- There is no safe outdoor play area for children to further develop their physical skills by using wheeled toys and climbing equipment.

## **English**

Standards of achievement in English are good at KS1 and satisfactory at KS2. This is a better position to that found by the last inspection.

### **Good features**

- Pupils speak clearly and confidently and their communication of information is satisfactory. The methods currently in use are making a marked improvement in oracy.
- Pupils listen very attentively in all classes. They ask appropriate questions and respond well to instructions. They feel secure in the classroom environment and are becoming increasingly more able to communicate their own ideas and feelings.
- Reading is generally accurate, fluent and with appropriate expression. Pupils apply appropriate strategies to read unknown words consistently and effectively. Pupils study myths, fables, traditional tales from Wales and other areas of the world and use books, leaflets and newspapers to extract information appropriately.
- Pupils make good use of a range of stimuli to promote their writing skills and to exemplify writing styles. Pupils study the styles of various authors and evaluate them appropriately. Pupils show an increasing ability to write at length using appropriate grammar and punctuation. Handwriting is generally at least satisfactory in all years and presentation of pupils work is generally good.
- At KS1, pupils in Y1 respond positively to the regular targets set for performance improvement and standards are good. Pupils enjoy reading aloud as a group and they can accurately identify sentence punctuation such as capital letters and full stops. Their ability to make simple ‘recounts’ is good. Through their use of a wide range of story books, pupils come to use suitable relevant vocabulary. In spite of good writing strategies, some pupils still experience difficulty with letter reversal, notably ‘b’ and ‘d’. They understand what is meant by content page, index and glossary and understand the colour coding of library books. Pupils in Y2 are making good

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progress with phonemes and spelling strategies. Pupils with SEN are making satisfactory progress through the use of well-prepared differentiated work.

- At KS2, pupils in Y3 have good listening skills. They read independently, fluently and accurately using a good range of strategies to establish word meaning. They write good narrative using appropriate vocabulary. They show awareness of their audience and develop their ideas well in a sequence of sentences. Spelling is, on the whole, satisfactory with good use made by pupils of their individual spelling books. Handwriting of most pupils is legible and joined. In Y4, pupils develop their skills in writing poetry well. They have a good understanding of rhyme. In Y5, reading is generally confident and accurate. Pupils listen well to each other and understand the meaning of key words. Most could identify speech marks and understand what is meant by an idiom. However, pupils' understanding of adjectives is insecure. Some have difficulty in understanding the various stages involved in planning a story. In Y6, the use of punctuation is satisfactory. Pupils extend their vocabulary appropriately by reading texts written in the past. Some make use of dictionaries when they are unsure of meaning and they are becoming familiar with the use of colons and semi-colons. Pupils can write in a variety of purposes. They produce poems, letters, leaflets, instructions and stories.

### **Shortcomings**

- Pupils with SEN are not given sufficient support and as a consequence, they do not achieve as well as they could.
- Pupils make insufficient use of standard dictionaries to improve their pupils' research skills, which are underdeveloped.

### **Mathematics**

Standards in mathematics are good at the end of KS1 and satisfactory at the end of KS2. This is a better picture to that found by the last inspection. Most pupils make at good progress overall, although pupils with SEN do not make sufficient progress, due to the lack of support in lessons.

### **Good features**

- At KS1, pupils work with accuracy and are making good progress, they are fluent in the use of number in both mental and written calculations, and they have good knowledge of the properties of shape. Pupils make good use of mathematical vocabulary in explaining their number work and they talk about their work with confidence. They are able to collect data and graph their results. They interpret data and are able to formulate questions as based on their interpretations.
- By the end of KS2, pupils achieve satisfactory standards for their age and ability. They work with improper fractions, decimal fractions and percentages and pupils are developing their own strategies for solving problems. Pupils have a satisfactory understanding of fractions and can calculate these in a variety of ways. By the end of the key stage they are able to see the relationship between decimals, fractions and percentages.
- Most pupils are able to respond quickly and with accuracy to mathematical problems. They respond well to challenging questions and are able to hypothesise and examine different strategies to arrive at a reasonable solution. Standards of mental arithmetic are good.
- Pupils identify a variety of two and three-dimensional shapes and understand the properties of these shapes. They are able to find the area and perimeter of shapes.
- Appropriate use is made in some lessons of ICT to support the subject and pupils make satisfactory use of computers to enter data and produce graphs.

### **Shortcomings**

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- Pupils with SEN are not making sufficient progress in their learning and their level of achievement is not as high as it could be.
  - Pupils make insufficient use is made of ICT to support their learning in some classes and some lessons and pupils skills are underdeveloped.

## **Science**

Standards of achievement are good at KS1 and they are satisfactory at KS2. This is a better picture to that found by the last inspection. Most pupils are making good progress, although some pupils with SEN are making slower progress in large classes, due to lack of support staff.

### **Good features**

- Pupils at both key stages achieve well in activities that involve predicting, testing, recording and evaluating. Good progress is made in the development of investigative skills and pupils record their findings in a systematic manner.
- At KS1, pupils are developing a good understanding of the need for a ‘fair test’ and how to conduct one. With teacher support, they are beginning to plan and carry out investigations, make predictions, record their findings and draw conclusions from their work. All due attention is given to matters of safety. Pupils have a good grasp of life and living processes. They are able to describe accurately the basic requirements for life and know that living things grow and reproduce. Older pupils in the key stage recognise many of the parts of living plants and produce carefully drawn and accurately labelled diagrams illustrating this knowledge.
- At KS2, pupils understand well the need for accurate recording of observations. They use tables and graphs effectively to chart their results. Older pupils make accurate predictions and test these using well-constructed experiments. For example, pupils in Y6 compared the measurements of different body parts. They made predictions about the relationships between different measurements. One group correctly predicted that the length of the leg had a significant bearing on overall height. Good use was made of ICT to record data and work out scatter graphs showing the correlation of data.
- Pupils at KS2 also have a good knowledge and understanding of living processes. They describe many of the organs of the human body and know their function. Older pupils have a good knowledge and understanding of plants and how seeds disperse. They explain accurately how the functions of various parts of a plant are essential to the organism.
- Pupils have a satisfactory grasp of materials and their properties at both key stages. Younger pupils at KS1 correctly sort materials into sets, using more than one criterion. Older pupils at KS2 can explain accurately how materials can be separated by mechanical and chemical methods. More able pupils are able to tell the difference between reversible and non-reversible changes in materials.
- Pupils’ understanding of physical processes is less well developed, but nonetheless is at least satisfactory at both key stages. Younger pupils at KS1 can name a number of sources of light and understand that the moon reflects the light of the sun. At KS2, older pupils are able to correctly identify different ways in which an electrical circuit can be changed to give different results.

### **Shortcomings**

- Pupils make insufficient use of ICT to support their learning in some classes and as a consequence their skills are underdeveloped.
- Pupils with SEN do not make sufficient progress in the subject, especially in larger classes, where there is no learning support.

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## **Welsh second language**

Standards of achievement in Welsh are good overall. This is an improvement since the last inspection.

### **Good features**

- The standard of pronunciation is good in most classes. Pupils' listening and oral skills are developing well in KS1 and many can confidently hold a conversation about themselves, or about the weather using a restricted number of language patterns. They have the confidence to communicate with visiting adults.
- Pupils in Y2 have mastered a fairly extensive number of useful phrases. Pupils can read familiar texts confidently and with appropriate expression. The standard of written work is facilitated by the use of separate writing books in the subject.
- At KS2, standards are good in Y3 and Y6 and satisfactory in Y4 and Y5. Older pupils are able to ask and respond to an increasing range of questions. They are familiar with good range of greetings and enjoy giving instructions to their peers in Welsh, especially when having a physical education lesson directed almost entirely in Welsh. Standards in speaking and listening are well supported by the high level of incidental Welsh used in Y6. In acts of worship, pupils recite a prayer in Welsh from memory.

### **Shortcomings**

- Pupils have insufficient opportunities to use video and CD-ROM material to improve pronunciation, especially at KS2.
- Insufficient use is made of ICT to support pupils' writing or redrafting.

## **Design and technology**

Standards are unsatisfactory at both key stages. This is a similar position to that found by the last report. All pupils are making slow progress in their acquisition of knowledge, understanding and skills.

### **Good features**

- Pupils in KS1 have satisfactory making skills. They chose, assemble and finish a range of objects. For example, in Y1, pupils made some puppets that were of a reasonable quality.
- At KS2, pupils have some understanding of structures. They can produce satisfactory designs for bridges, correctly identifying the kind of structures that will make the bridge strong. Pupils develop their ideas and make appropriate sketches and drawings of their designs. They talk about what materials they are going to use, drawing on their understanding of materials from science.
- Pupils in Y6 make use of 'frames' to generate designs. They produce satisfactory sketches of several ideas and select the one they think is the best. Some pupils have produced Victorian rooms of a reasonable quality as well as 'pop-up' cards.

### **Shortcomings**

- Pupils have very little experience of mechanisms at KS1 and their levels of achievement are unsatisfactory.
- There have been limited opportunities for pupils to use components to construct working models and standards are poor in this aspect.

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- Very little use is made of ICT to support learning and pupils have poorly developed skills, especially in control technology at KS2.
  - Pupils' skills in evaluating their products are underdeveloped and largely uncritical. They are willing to accept low standards of finish in their final work.
  - There is considerable confusion over what exactly constitutes 'design and technology' and what constitutes 'art' in the school. As a result, pupils have a poor understanding of the design process and the need to identify a specific purpose when making products.

## **Information technology**

Standards in information technology are satisfactory overall. This is an improvement since the last inspection.

### **Good features**

- At KS1, pupils are familiar with computers and can enter text, draw pictures and access programs. They can save and retrieve their work from personal files on the hard drive and they assess their own performance. Pupils can use a range of fonts and type sizes well, and can adapt their texts to a number of different audiences. They can drag and drop objects and use word banks for word processing.
- Pupils in Y2 know how to create lists and understand the use of line breaks, how to follow a recipe and the importance of following a certain sequence. They can type out a list of cake ingredients and can write poems in single lines. They know how to use hyperlinks to get at information quickly.
- At KS2, pupils can use computer database to prepare bar charts and to present information gathered through surveys that they have conducted. Pupils in Y3 are familiar with the use of 'page view' when preparing a document for printing and know, how to use arrows for scrolling and understand the significance of the status bar. They add information in database fields and know how to use some computer software to compose music that conveys feelings. Pupils in Y4 understand the use of a CD-ROM. They know how to repeat patterns and how to construct simple questionnaires. Pupils prepare records to form a database and how to use and label spreadsheets. Pupils in Y6 use programs such as PowerPoint in preparing interesting classroom presentations and to produce some Islamic art.

### **Shortcomings**

- Pupils do not develop their typing skills to sufficiently high standards.
- Pupils do not make sufficient use of their ICT skills in other subjects.
- Pupils skills in using the Internet and email are unsatisfactory.

## **History**

Standards are good. This is an improvement since the last inspection.

### **Good features**

- At KS1, pupils have a satisfactory understanding of chronology and can put some events into the correct order. In their study of famous people, they have looked at the life of Florence Nightingale and have a satisfactory knowledge of the main events surrounding it. Pupils' writing shows some understanding and empathy with children of the nineteenth century.
- At KS2, pupils in Y3 have a good understanding of the Celts. They are developing a good sense of chronology by using timelines. They accurately place events in the period covering the Roman invasion of Britain. For example, they know that the Romans began to invade Wales in

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51 AD. Pupils have a satisfactory recall of the main effects of the Roman invasion and have understanding of why people behaved as they did in the Celtic period of Wales.

- Pupils in Y4 are able to recall the names of the six wives of Henry VIII. They can place them in the correct order on a timeline of Henry's reign. Pupils understand well that the past can be divided into different periods.
- Pupils in Y5 and Y6 have studied the Victorian period. The quality of writing, particularly in Y6, is of a good standard. Pupils are able to recall and write clear accounts of events such as a visit to Blaenavon Iron Works and the children's working conditions in the nineteenth century. More able pupils show great empathy with struggles of factory workers to get recognition for their trades unions. They also write accurate accounts of the 'Rebecca Riots'.

### **Shortcomings**

- Insufficient use is made of ICT to support pupils' learning and as a result, pupils research skills are underdeveloped, especially in using the Internet.

## **Geography**

Standards are satisfactory throughout the school. This is a similar position to that found by the last inspection.

### **Good features**

- At KS1, pupils have a satisfactory understanding of their immediate locality. They are developing some understanding of other places through the travels of 'Barnaby Bear'. Older pupils in the key stage can identify correctly people who work in the school and have a satisfactory understanding of the local area. They make good-quality maps and plans, which they use to plot journeys. They have also made appropriate comparisons between their own town and larger cities.
- At KS2, pupils have a good grasp of the wider world. They have looked at villages in India and places in Britain. They have contrasted village life in India with life in their own area. Some good use has been made of extended writing to describe the contrasts and similarities.
- Pupils in Y6 have studied Egypt. They have a satisfactory understanding of river features and the 'water cycle'. They make appropriate use of maps to illustrate their research and most have satisfactory map skills. Some more able pupils show high levels of mapping skills and their work is well presented.
- Pupils have investigated some important environmental issues and are beginning to develop an awareness of ecological problems, such as pollution.

### **Shortcomings**

- Pupils' research skills are underdeveloped.

## **Art**

Standards are satisfactory overall throughout the school. Standards of drawing are good. This is an improvement since the last inspection.

### **Good features**

- At KS1, standards of drawing are good. Pupils make good use of their skills to make carefully observed drawings of seashells. Their painting skills are less well developed and painting show little evidence of colour mixing or blending. Pupils in Y1 make satisfactory collages, using an appropriate range of materials. In Y2, pupils produce good portraits of their friends, which

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exhibit some humour as well as good drawing skills. They also produce paintings of the Eiffel Tower in the style of Surat, which demonstrate some good stippling techniques.

- At KS2, pupils in Y3 have produced some symmetrical patterns. They show a good understanding of symmetry. They have also produced some good self-portraits, using an interesting range of media. As part of a class display, pupils have produced work in the style of the Chinese 'Willow Pattern'. In this class, pupils demonstrate good use of ICT to support learning and their skills in using a graphics program are satisfactory.
- In Y4, pupils have produced self-portraits, using conventional painting techniques. However, the standard of work was not as high as in Y3 and the pictures showed little evidence of colour mixing. Pupils in Y6 have produced detailed drawings of insects, making good use of line and tone.

### **Shortcomings**

- Standards in Y5 are not as high as elsewhere in KS2 and the small amount of work observed was unsatisfactory.
- Pupils in KS1 have insufficient opportunities to produce large-scale work and their achievements in this area are underdeveloped.
- Standards in three-dimensional work are unsatisfactory overall.

### **Music**

Standards of achievement are satisfactory at KS1 and good at KS2. This is a better position than that found by the last inspection.

### **Good features**

- Pupils in both key stages explore sound sources by active whole class participation. They have well developed listening skills and can recognise and name several musical instruments. Pupils can also name a number of well-known composers and their works.
- At KS1, pupils create number sequences using dice and understand well the importance of musical sequences. They experiment with pitch and recite poems, keeping a regular pulse.
- At KS2, pupils use untuned instruments such as tambourines, rattle and drums and experiment with glissandos on glockenspiel and xylophones. They have some experience of creating their own instruments in a music workshop on African instruments. Pupils in Y3 explore 'mouth/body' and percussion sounds and clap rhythmically. They perform simple pieces of music well, using ostinato and varying rhythm. They compose bird sounds and depict 'jerky' and 'smooth' music using their own graphic notation. Pupils understand standard musical terms and such as 'dynamics', 'tempo' and 'pitch' and use them accurately. Pupils in Y4 experiment appropriately with sound pictures such as 'sea', 'thunder' and other weather conditions. In Y6, pupils' understanding of musical structure is well developed. They perform simple musical compositions effectively and complete self-appraisals of the groups' compositions. They are beginning to understand the value of recording compositions on tape and making useful suggestions for improvements.
- The standard of singing is satisfactory overall. Pupils sing confidently with most pupils remaining in tune and on time.

### **Shortcomings**

- In singing, pupils give insufficient attention to diction, phrasing and note duration especially at end of phrases.

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- Pupils do not have sufficient understanding of musical cultures other than the Western Tradition.
  - Computer software is not used sufficiently to support learning in the subject and pupils' ICT skills are underdeveloped.

## **Physical education**

Standards in physical education are satisfactory at KS1 and good at KS2. This is an improvement since the last inspection.

### **Good features**

- Pupils have well developed physical skills. They move well and are always conscious of safety matters. They develop a good sense of space.
- At KS1, pupils in Y1 know the importance of warming up exercises and how to relax at the end of the period. They performed the story of 'Noah's Ark' well, assuming different body shapes and travelling steps to represent the various animals. They know how to transfer weight from one part of the body to another and know hold their bodies still. They develop an effective series of stretches in different directions and using different levels. Pupils also develop appropriate movements and repeat them when performing Welsh folk dances.
- At KS2, pupils constantly evaluate their performance and suggest ways in which it can be improved. In swimming, even the very beginners gain confidence very quickly and benefit from the high quality instruction that they receive. They listen carefully to instructions and work hard on improving swimming strokes. In Y6 standards of achievement are good. In gymnastics pupils perform various actions such as 'swimming', 'scrubbing the deck', 'standing', 'sitting', 'dancing', responding to instruction given almost entirely through the medium of Welsh. Pupils have a well developed the ability to respond rapidly to instructions. They have a well-developed sense of discipline and observe their own space and take due note of any hazards that might pose any danger. Older pupils are very aware of water safety and they take part in personal survival courses. By the end of Y6 virtually all pupils are able to swim using many different strokes. Many can manage as much as a thousand metres.

### **Shortcomings**

- Children in the early years do not have access to an outdoor play area and as a result, their physical development is not as high as it could be.

## **Religious education**

Standards of achievement are satisfactory at both key stages. This is a similar position to that found by the last inspection.

### **Good features**

- Pupils understand that religions other than Christianity are represented in Britain. Pupils develop a good understanding of caring, and empathy from visiting speakers, such as a representative from the Royal National Institute for the Blind.
- At KS1, pupils in Y1 understand what makes places special and link this appropriately with places of worship. In Y2, pupils explore the experiences of losing and finding in everyday life and have a satisfactory understanding of the significance of parables such as 'The Lost Coin and 'The Lost Sheep'.
- At KS2, pupils in Y3 explore the theme of 'celebration' in every-day life and have a satisfactory understanding of the importance of religious festivals to 'believers'. Pupils in Y4 study the Easter Story in some detail and have an appropriate understanding of the significance of holy

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days, such as Palm Sunday and Good Friday. Pupils in Y5 effectively examine the story of Creation, the importance of Solomon's Temple to the Jews, and the care Jesus had for others in the story of the feeding of the five thousand. They have a satisfactory understanding of the sacred books which make up the Bible. Pupils in Y6 have a good understanding of the significance of the harvest celebrations. Pupils' writing is generally good. Pupils in Y6 studied the 'Temptations of Christ' and have a satisfactory understanding of the concept of temptation. They have applied their ideas to everyday examples, including stealing, smoking, and drug taking.

### **Shortcomings**

- Pupils' knowledge and understanding of religions other than Christianity is limited.
- Pupils' understanding of some key concepts included in the locally agreed syllabus, such as 'rites of passage' is limited.
- Insufficient use is made of ICT to support learning in the subject and as a consequence their skills are underdeveloped.

## **8. SCHOOL IMPROVEMENT**

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

The school has made satisfactory progress overall in addressing the key issues raised by the last inspection. In addition, it has been successful in raising standards in history, art and physical education and increasing the proportion of pupils achieving Level 5 in English, mathematics and science.

- In the last report, the school was required to ensure that planning covered the whole curriculum in all classes. This issue has been tackled well and there is now good coverage of the NC and religious education in all classes.
- The school was also required to improve the monitoring of standards in order to raise achievement. This has been successfully addressed overall, although standards in design and technology have not yet been raised to a satisfactory level. In addition, some co-ordinators still do not have sufficient opportunities to monitor foundation subjects, mainly due to support staff shortages.
- The last report required the school to raise standards in design and technology and information technology at both key stages. It also required that standards be raised in art and physical education at KS2. There has been moderate success in addressing this key issue, although standards in design and technology are still below the expected level throughout the school. Standards in information technology, although satisfactory overall, still need to be raised further in some aspects. The school has been successful in raising standards in art at KS2 and very successful in improving pupils' achievement in physical education.
- In the last report, the school was required to produce a whole-school approach to planning and assessment. It has been successful in addressing this issue and systems are now effective and thorough.
- The school was also required to ensure that ongoing assessment was used effectively to ensure pupils' work was well matched to their learning needs. This issue has been addressed satisfactorily overall, although in some classes and in some subjects there is still not enough differentiation to ensure pupils' work is well matched to their abilities.

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- Finally, the school was required to develop effective links with industry. Some informal liaison has been undertaken, but as there is yet no formal policy for developing links with industry, progress in addressing this key issue is unsatisfactory.

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## 8.2 Key Issues for Action

In order to further improve the quality of education provided by the school and raise standards, the governing body, headteacher and staff should:

1. Raise standards in design and technology throughout the school by:
  - a. Ensuring there is a full and balanced coverage of aspects of the subject;
  - b. Ensuring that teachers have sufficient subject knowledge and expertise;
  - c. Improving the use of ICT to support learning in the subject, especially control technology.
2. Improve the use of ICT to support learning in the subjects identified in the report by:
  - a. Ensuring that all teachers have sufficient subject knowledge, experience and expertise;
  - b. Ensuring that the quality and quantity of hardware and software meets the demands of the whole curriculum and the most recent guidance;
  - c. Increasing the amount of time given to the use of ICT in the timetable.
3. Improve the level of classroom support in all classes, and especially in the reception class by:
  - a. Ensuring the continuing full-time support of children under five;
  - b. Ensuring that all pupils with SEN are given support in lessons, especially in English and mathematics;
  - c. Reviewing staffing arrangements on a regular basis to ensure that maximum support is given to those pupils who need it.
4. Improving the financial management of the school by:
  - a. Ensuring that the governing body has regular, detailed and accurate financial reports;
  - b. Ensuring that the budget is carefully costed and monitored, and that it is closely linked to the SDP;
  - c. Ensuring that it obtains value for money from all the services it employs and purchases it makes.
5. Improve links with industry by:
  - a. Ensuring there is a clear written policy;
  - b. Providing opportunities for staff development to be enhanced by links with industry.

## APPENDIX

### A. Basic Information about the School

Name of School	Pentwyn Primary School
School type	Community
Age-range of pupils	4 - 11
Address of school	Pentwyn Abersychan Pontypool
Post Code	NP4 7TJ
Telephone Number	01495 772220

Headteacher	Mr J L Phillips
Date of appointment	May 1994
Chair of Governors	Cllr D Leek
Registered Inspector	Mr S J Dennett
Dates of inspection	7-10 October 2002

### 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	-	18	30	17	29	25	24	20	163

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8		8

Staffing information	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	23:1
Teacher (fte) : class ratio	23:1

Percentage attendance for three complete terms prior to the inspection				
	R	KS1	KS2	Whole school
Term 1	92.2	95.4	94.2	93.9
Term 2	87.4	92.6	92.1	90.7
Term 3	92.9	94.7	95.5	94.3

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

### END OF KEY STAGE 1: 2001

National Curriculum Assessment KS1 Results: 2001			Number of pupils in Y2: 25					
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH:	Teacher assessment	School	0	8	24	44	24	0
		National	0	4	13	62	21	0
EN: Reading	Teacher assessment	School	0	12	24	48	16	0
		National	0	4	13	54	29	0
	Task/Test	School	0	12	20	64	4	0
		National	1	3	13	53	30	0
EN: Writing	Teacher assessment	School	0	8	24	52	16	0
		National	0	5	13	70	12	0
	Task/Test	School	0	12	8	80	0	0
		National	0	5	10	75	9	0
EN: Speaking and listening	Teacher assessment	School	0	4	20	48	28	0
		National	0	3	11	63	23	0
MATHEMATICS	Teacher assessment	School	0	4	12	28	56	0
		National	0	2	9	60	29	0
	Task/Test	School	0	4	8	64	24	0
		National	0	2	6	56	36	0
SCIENCE	Teacher assessment	School	0	4	16	60	20	0
		National	0	2	10	67	21	0

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

In the school:	68	In Wales:	81
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D Pupils who have been disapplied from the statutory arrangements

W Pupils who are working towards level 1

### END OF KEY STAGE 2: 2001

National Curriculum Assessment KS2 Results: 2001			Number of pupils in Y6: 30									
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School	0	9	0	0	0	0	82	9	0	0
		National	0	0	1	1	1	6	19	48	25	0
	Test/Task	School	0	0	9	0	0	0	18	73	0	0
		National	0	2	1	0	0	5	14	47	30	0
Mathematics	Teacher assessment	School	0	9	0	0	0	0	36	55	0	0
		National	0	0	0	0	1	4	20	47	28	0
	Test/Task	School	0	0	0	0	0	9	27	64	0	0
		National	0	2	1	0	0	4	18	42	32	0
Science	Teacher assessment	School	0	9	0	0	0	0	73	18	0	0
		National	1	0	0	0	0	3	15	52	29	0
	Test/Task	School	0	0	0	0	0	0	46	40	9	0
		National	0	2	0	0	0	2	13	51	31	0

<b>Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)</b>			
<b>by Teacher Assessment</b>		<b>by Test</b>	
In the school:	46.7	In the school:	53.3
In Wales:	68	In Wales:	68

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

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

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

For the majority of time in school, the inspectors visited classes, talked to individual groups of pupils, and evaluated their work. A total of 39 lesson observations were made for a total of 21.25 hours. A range of work from a representative sample of pupils from each year group was examined, together with their records and reports. A representative sample from each year group was heard to read and interviewed. Approximately 35 hours were spent on these activities.

In addition:

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

Six adults attended a parents' meeting and completed questionnaires were received from 17 parents. In addition three parents submitted written comments. The issues raised helped inform the inspection process.

## E. Composition and Responsibilities of the Inspection Team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Mr Stephen Dennett	RgI	Context Main Findings Standards of achievement Key Skills Teaching Curriculum Support, guidance and pupils' welfare (effectiveness of personal and social education) Self-evaluation Leadership and efficiency Progress Key Issues	early years mathematics science art design and technology geography history
Mr Roger Pexton	Lay	Attendance Support, guidance and pupils' welfare (child protection and health and safety) Partnership with parents and the community Partnership with industry Accommodation and learning resources	
Mr Dafydd Treharne	Team	Pupils' spiritual, moral, social and cultural development Pupils' behaviour and attitudes Assessment, recording and reporting Special educational needs Staffing	English Welsh information technology music physical education religious education

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