

**Inspection under Section 28 of the
Education Act 2005**

A Report on the Quality of Education in

**Peterston Super Ely C.I.W. Primary
Heol Llanbedr,
Peterston Super Ely,
Vale of Glamorgan.
CF5 6LP**

School Number: 6733047

Date of Inspection: 12/02/07

by

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The purpose of Estyn is to inspect quality and standards in education and training in Wales. Estyn is responsible for inspecting:

- * nursery schools and settings that are maintained by, or receive funding from, local education authorities (LEAs);
- * primary schools;
- * secondary schools;
- * special schools;
- * pupil referral units;
- * independent schools;
- * further education;
- * adult community-based learning;
- * youth support services;
- * LEAs;
- * teacher education and training;
- * work-based learning;
- * careers companies; and
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Peterston Super Ely C.I.W. Primary was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Peterston Super Ely C.I.W. Primary took place between 12/02/07 and 14/02/07. An independent team of inspectors, led by Luned Eleri Betts undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a standard inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Peterston Super Ely Church-in-Wales Primary School is situated in a rural setting in the village of Peterston Super Ely to the west of the City of Cardiff in the Vale of Glamorgan. There has been a steady increase in numbers during recent years. The present school building was opened in 1974, but in 2004 a two classroom extension and a new nursery building were built. The school is a Church- in- Wales Controlled school, which means that although it is a Church school it is maintained by the Vale of Glamorgan local education authority (LEA).
2. During the inspection there were 184 pupils in the school, a figure that included 31 children in the nursery class. The majority of pupils live in the village but some are transported by bus from surrounding areas and many live outside the catchment area.
3. The school notes that, although pupils provide a good social mix, many come from advantaged backgrounds and that the ability of pupils on entry is above average. Their linguistic background is almost entirely English although there are a few pupils of a minority ethnic background; there are no pupils from Welsh speaking backgrounds.
4. Four percent of pupils are eligible for free school meals (FSM), a figure that is much lower than national and local percentages. Seventeen pupils are identified as having special educational needs (SEN) but no pupil is statemented. None is looked after by the local authority. During the inspection the Year(Y) 6 teacher was unavoidably absent due to illness; the class was taken by a supply teacher.
5. The school was last inspected in January 2001. It received the Basic Skills Agency's Quality Mark in 2005.

The school's priorities and targets

6. The school's main aims are to:

- prepare pupils for active and purposeful and fulfilling lives as present and future members of society who are independent, socially well adjusted and adequately equipped with knowledge, key skills, expressive capabilities, reasoned attitudes and the ability to make balance judgements;
- promote Christian values and beliefs while at the same time developing understanding and tolerance of other cultures, ethnic and religious practices and convictions;
- provide a curriculum with structure and content appropriate to serve the needs and potential of its pupils;
- promote the continuing professional development of its staff;
- enrich the learning environment of each child through the provision of a range of extra-curricular opportunities and

- develop mutually beneficial links with the community which it serves.

7. The school's priorities for this year are to:

- raise standards in literacy and numeracy in Key Stage 1 (KS1);
- identify where skills occur and how they can be developed further;
- disseminate good practice in order to raise standards in teaching and learning in order to further school self-evaluation process;
- develop a whole school approach to assessment for learning and
- develop further school strategies for its provision of SEN.

Summary

8. Peterston Super Ely Church-in-Wales Primary School is a good school with outstanding features. It is a warm, friendly and inclusive community where each pupil is valued. A culture of sharing and caring permeates daily life.
9. The quality of teaching, particularly in KS2 is often outstanding; this impacts significantly on the high standards achieved by pupils by the time they are eleven years of age.
10. In three key questions the team awarded the school a higher grade and concluded that the school had underestimated its effectiveness in achieving high standards, in its care and support of pupils and in the quality of school leadership. In one key question the team awarded the school a lower grade and concluded that, although the school had made good progress with accommodation and resources, there were insufficient outstanding features to merit a Grade 1. Despite this the team felt that the self-evaluation process is robust and that in view of this, the underestimating of their achievements was not an important shortcoming.

Table of grades awarded

Key question	Inspection grade
1 How well do learners achieve?	Grade 1
2 How effective are teaching, training and assessment?	Grade 1
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	Grade 1
4 How well are learners cared for, guided and supported?	Grade 1
5 How effective are leadership and strategic management?	Grade 1
6 How well do leaders and managers evaluate and improve quality and standards?	Grade 2
7 How efficient are leaders and managers in using resources?	Grade 2

11. Standards in lessons seen during the inspection were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
35%	65%	-	-	-

12. Standards of achievement in sessions observed are considerably higher than Wales Assembly Government (WAG) targets for 2007 which are that standards of achievement are at least satisfactory (Grade 3) in 98% of lessons inspected and at least good (Grade 2) or better in 65% of lessons observed. These figures compare very well with the national picture published in Her Majesty's Chief Inspector's Annual Report for 2005-6, where Grade 2 is 65% and Grade 1 is 12%.

Grades for standards in subjects

Inspection Area	KS 1	KS 2
English	Grade 2	Grade 1
Welsh second language	Grade 2	Grade 1
Science	Grade 2	Grade 1
Design technology	Grade 2	Grade 1
Geography	Grade 2	Grade 1
Art	Grade 2	Grade 1

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

14. Baseline assessments indicate that the ability on entry of the majority of children is above average.

15. In national curriculum (NC) assessments in 2006, seven-year-old pupils' attainments, according to teacher assessment, were higher than local and national averages in the three core subjects of English, mathematics and science. In mathematics and science they were in the upper 25% of schools. Results over the last three years have been consistently good. The core subject indicator (CSI), which is the number of pupils who attain at least a level 2, the level expected of seven year olds in all three subjects, was also significantly above national averages. Compared with other schools in Wales, on the basis of FSM, results in English were in the lower 50%, in mathematics they were in the lowest 25%, while in science they were in the upper 50%.
16. At the end of KS2, pupils' attainments in NC assessments in 2006 in all three core subjects and the CS1 which is the number of children who attain level four, the level expected of eleven year olds in all three subjects was higher than local and national averages, as in previous years. Compared with other schools in Wales, on the basis of FSM, results in all three subjects were about the average.
17. Standards in the key skills of literacy, numeracy and information and communication technology (ICT) across the school are good with outstanding features. All pupils display outstanding listening skills in class and whole school collective worship. Their bilingual competence is good in the under fives' class and in KS1; in KS2 it is outstanding. Good progress is made in creative and problem solving skills across the school and skills in working independently are an outstanding feature at the upper end of the school.
18. Pupils' awareness of targets is a notable feature of school life. They know what they need to do to improve and what progress they are making and they make good and often outstanding progress in fulfilling their potential. Their attitudes to their learning, the interest they show in their work and their ability to sustain concentration are outstanding features.
19. Pupils are very well behaved. They understand what is expected of them and are considerate and courteous to each other, to staff and to visitors.
20. At 94.16% the average rate of attendance for the three terms prior to the inspection is above the LEA and national averages. Attendance is consistently good.
21. Of concern however is the level of lateness throughout the school. Although the school regularly reminds parents of the detrimental effects of punctuality on their children's education, a small number of pupils in almost all classes frequently arrive late and miss the important start of lessons.
22. The school provides very effective personal and social education that helps to create a good learning ethos and enhances pupils' self-esteem. All pupils irrespective of race or gender, work and play well together.

The quality of education and training

23. Grades for teaching in lessons observed during the inspection were as follows

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
35%	65%	-	-	-

24. These figures compare very well with the national picture published in Her Majesty's Chief Inspector's Annual Report for 2005-6, where overall the quality of teaching in primary schools is reported to be a Grade 2 in 62% of lessons and a Grade 1 in a further 17%. The quality of teaching is a major strength of the school and following recent changes in staffing, there is now a good balance and experience in the team.
25. The teaching of the under-fives and pupils in KS1 is consistently good or better; in KS2 it is consistently good with a significant number of lessons with outstanding features. The teaching support given to pupils with SEN is effective.
26. Teachers and support staff have established excellent relationships with pupils. Teachers' subject knowledge is secure and lesson plans are well thought out. Lesson objectives are consistently shared with pupils at the beginning of lessons and revisited in plenary sessions with new work skilfully linked to previous learning.
27. The school's assessment, recording and reporting policy is clear and comprehensive and procedures are effective. Pupils' work across the school is marked regularly, and effectively linked to lesson objectives. Positive and constructive comments are made on pupils' work in all subjects.
28. Annual reports to parents conform to statutory requirements. They provide detailed information on under-fives progress in areas of learning and pupils' progress in NC subjects, and indicate priorities for the way ahead.
29. The curriculum provided is broad and balanced. Policies and schemes of work give the school's work clear guidance across areas of learning for the under-fives and NC subjects. The school is in the process of updating schemes for the under-fives in line with the forthcoming Foundation Phase. Many NC subject schemes are in the process of being updated and audited, but some aspects of planning need refining further.
30. Provision for key skills is well thought through and has already impacted on standards.
31. Provision for the cwricwlwm Cymreig is a notable feature. Pupils are also provided with opportunities to further their understanding that people living in other countries have different customs and have to adapt their lifestyles to different environments.
32. Pupils' awareness of citizenship is promoted successfully and they develop an understanding of their responsibilities to the community and the world. Provision

for the understanding of the importance of sustainable development permeates school life.

33. In personal and social education (PSE) provision includes discussions on aspects, such as 'everyone is different but all are equal in value', the need for rules and the importance of family love and friendship and of ensuring healthy eating; these aspects are put into practice in daily life. Provision for promoting equality is robust.
34. Provision for spiritual and moral development is good with outstanding features. Daily collective worship sessions are spiritual occasions where a family atmosphere of caring and sharing is created which enriches pupils' experiences.
35. The school has very strong links with parents and the community. Communication with parents is an outstanding feature and liaison with surrounding cluster schools and its receiving secondary schools are strong. Links with industry are limited and therefore pupils' awareness of work related issues are generally underdeveloped.
36. Pupils are cared for, guided and supported very well in a happy and nurturing environment. The strong Christian ethos of the school makes sure that every pupil is a valued member of the school community. The importance of respect, kindness and tolerance is a strong emphasis in the life of the school, and is an outstanding feature.
37. Induction arrangements for the under-fives are carefully planned and implemented. Parents confirm that their children feel safe and settle into routines very quickly. There are well-established transition arrangements with the receiving secondary schools.
38. Pupils' behaviour is monitored very effectively and, when required, action is taken to support pupils who may experience difficulties. The school is a welcoming orderly community where pupils agree classroom and playtime rules at the start of the year.
39. Provision for pupils with additional learning needs has outstanding features. The school has effective procedures to identify pupils with SEN at an early stage. All documentation is fully in accord with the Code of Practice (CoP) for SEN.

Leadership and management

40. The school sets a clear direction through an explicit set of aims that are shared between children, parents, staff and governing body (GB); these promote outstanding Christian values.
41. The headteacher has a clear vision and is highly visible and approachable to pupils and praised highly by parents for his caring attitude towards both them and their children.

42. The deputy headteacher is highly effective in the role of deputy and as a class teacher. At present both the head and deputy have curricular responsibilities which are too demanding in addition to their managerial roles. This has been necessitated by recent staff changes and the appointment of newly qualified staff.
43. Daily routines are well established and the school day proceeds briskly, effectively and efficiently. Lines of communication throughout the school are clear.
44. The school development plan (SDP) and the detailed self-evaluation-report, produced prior to the inspection, provide a continuous effective strategic direction for the school outlining the strengths of the school and where it needs to develop. The school has made good progress since the last inspection; many issues identified have now become strengths of the school. However, the role of the subject leader in relation to monitoring standards and provision through visiting classes and sharing good practice has not been sufficiently developed.
45. The GB has a good knowledge of whole school issues. Members are very effective in their role of setting priorities and a strategic direction for the school, but their role in monitoring standards and provision is underdeveloped.
46. Parents have completed questionnaires on aspects of school life. In the pre inspection meeting and questionnaires they were complimentary about their inclusion in school life and felt that their views were always valued.
47. Accommodation provided by the school building is adequate for the number of pupils on roll. The internal accommodation and grounds are well maintained. Best use is made of the space available, but there are constraints in some classrooms when pupils are involved in practical activities. The large ICT computer suite is used well to enrich pupils' experiences of working independently and developing research skills.
48. There is a good ratio of teachers to pupils and they are suitably qualified to teach every aspect of the curriculum fully and appropriately. Support staff such as nursery nurses and other adults, make a substantial contribution to pupils' learning.
49. The quantity and quality of resources is generally good, though in a number of subjects they need to be reviewed and updated: they are well organised in classrooms and in central stores, and are accessible to staff and pupils. The school has secured good resources for the development of ICT.
50. The school budget is well managed by the headteacher and the GB monitors spending regularly and effectively. The school provides very good value for money in producing well balanced pupils with good academic and personal skills to equip them for the next stage in their learning.

Recommendations

In order to move the school forward, the staff and GB need to:

- R1 further raise standards in subjects inspected in KS1;
- R2 reallocate curriculum responsibilities in view of recent staff changes and continue to revise and refine schemes of work across the school;
- R3 continue to develop the role of staff and GB in the school's self-evaluation process by providing more opportunities for the monitoring of standards and provision across the school;
- R4 improve pupils' punctuality at the start of the school day;
- R5 improve the school's links with industry.

All recommendations are identified as priorities in the current SDP and the Self-Evaluation Report.

The GB 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 1: Good with outstanding features.

51. The inspection team's findings differ from the judgement made by the school in its self-evaluation report as it awarded itself a Grade 2 but the team consider that there are several outstanding features in this key question.

52. Standards in lessons seen during the inspection were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
35%	65%	-	-	-

53. Standards of achievement in sessions observed are considerably higher than WAG targets for 2007 which are that standards of achievement are at least satisfactory (Grade 3) in 98% of lessons inspected and at least good (Grade 2) or better in 65% of lessons observed. These figures compare very well with the national picture published in Her Majesty's Chief Inspector's Annual Report for 2005-6, where Grade 2 is 65% and Grade 1 is 12%.

Grades for standards in subjects inspected

Inspection Area	KS 1	KS 2
English	Grade 2	Grade 1
Welsh second language	Grade 2	Grade 1
Science	Grade 2	Grade 1
Design technology	Grade 2	Grade 1
Geography	Grade 2	Grade 1
Art	Grade 2	Grade 1

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

55. Baseline assessments indicate that the ability on entry of the majority of children is above average.

56. In NC assessments in 2006, seven-year-old pupils' attainments, according to teacher assessment, were higher than local and national averages in all the three core subjects of English, mathematics and science. In mathematics and science they were in the upper 25% of schools. Results over the last three years have been consistently good. The CSI in all three subjects, is also significantly above national averages. Compared with other schools in Wales, on the basis of

FSM, results in English were in the lower 50%, in mathematics they were in the lowest 25%, while in science they were in the upper 50%.

57. Although it is recognised that cohorts in KS1 vary from year to year, it is noticeable that the number of pupils who achieve the higher level three has been far higher in mathematics than in science and English for a number of years; in 2006 the percentage across all three subjects however was disappointing. The school recognises that boys do not do as well as girls in language work and that girls do not perform as well as boys in mathematics.
58. At the end of KS2 pupils' attainments in NC assessments in 2006 in all three core subjects and the CS1 was higher than local and national averages, as in previous years. Compared with other schools in Wales, on the basis of FSM, results in all three subjects were about the average. Although this figure is lower than in previous years, it reflects the change in 2005 when the school was transferred to the lower FSM category. A significant number of pupils each year achieve the higher level five. As in KS1, the school recognises that boys do not do as well as girls in language work and that girls do not perform as well as boys in mathematics and it is taking appropriate steps to address this.
59. Standards in key skills across the school are good with outstanding features. Children in both nursery and reception classes establish consistently good skills in listening and speaking, both in teacher directed tasks and when investigating in groups. In line with age and ability, they are successful in establishing skills in early reading and making marks on paper and other media. In registration at the start of sessions, they display an increasing confidence in their use of numbers; during sessions many can work independently on computers and establish appropriate skills.
60. In both KS1 and KS2 standards in the key skills of listening and speaking are good with outstanding features. All pupils display outstanding listening skills in class and whole school collective worship. This ensures excellent interaction between pupils and with their teachers. A significant number of pupils are extremely articulate; at the upper end of the school this is a particularly striking feature of their development. Reading skills develop well across both key stages. Pupils read a range of texts both from books and the internet; at the upper end of the school boys' skills and enjoyment in reading develop well when reading appropriate texts such as a children's newspaper. Skills in writing across the school develop well, and in KS2 there are outstanding examples of pupils producing high quality informative pamphlets on the importance of rivers, for example.
61. In both key stages the key skills of numeracy and ICT develop well. At the upper end of the school examples were seen of number and graph work presented through ICT across a range of subjects. Pupils' use of ICT to process their work is good throughout the school and is often outstanding at the upper end of KS2. Older pupils use laptops consistently, sensibly and maturely. Pupils of all ages ably take the responsibility of controlling ICT equipment during class and whole school sessions.

62. Pupils bilingual competence is good in the under fives' class and in KS1; in KS2 this is outstanding. They respond very well to the school's effective programme for promoting bilingualism and many are eager to display their increasing ability and confidence in using Welsh.
63. Pupils display good development in their creative skills across the school and make good progress in their investigative and problem solving skills. In the best practice they can solve problems in an organised manner and research a subject confidently. They also display good skills of working independently. This is an outstanding feature at the upper end of the school.
64. Pupils' awareness of targets is a notable feature of school life. Targets are prominently displayed on class walls and in their books. All pupils are aware of their strengths and where they need to develop and constantly talk openly to their peers about their progress in achieving their targets. Pupils at the end of both key stages have consistently achieved targets set for them. This effective target setting helps them succeed regardless of their social and ethnic backgrounds. Those who join the school at a later stage, make good and often outstanding progress in succeeding and achieving their targets.
65. Pupils know what they need to do to improve and what progress they are making. All, including the very young ones, are clearly aware of the learning outcomes of sessions and consequently are very confident in their understanding of what tasks entail. As a result, they make good and often outstanding progress in fulfilling their potential with older ones showing clear capabilities of how they need to adjust for the next stage of their education.
66. Pupils' attitudes to their learning, the interest they show in their work and their ability to sustain concentration are outstanding features. They work hard in lessons; they are highly motivated, show enthusiasm for their work and are keen to do well. They are eager to participate and have the capacity to work in groups and in pairs. They develop increasing levels of concentration and an ability to work independently from a young age.
67. Pupils are very well behaved. They understand what is expected of them and are considerate and courteous to each other, to staff and to visitors. There is an atmosphere of mutual respect throughout the school. They move sensibly in and around the school. Older ones behave maturely and are sensitive to the needs of those younger than themselves; they take on their responsibilities seriously.
68. At 94.16% the average rate of attendance for the three terms prior to the inspection is above the LEA and national averages. Attendance is consistently good. Targets are set and the school is in line with this year's target. Absences are caused through illness; for example, the school suffered a viral epidemic in the spring term. Family holidays in term time adversely affect the overall rate.
69. Of concern is the level of lateness throughout the school. Although the school regularly reminds parents of the detrimental effects of lateness on their children's education a small number of pupils in almost all classes frequently arrive late and miss the important start of lessons.

70. The school provides very effective personal and social education that helps to create a good learning ethos and which enhances pupils' self-esteem. Relationships are outstanding. Pupils develop mature attitudes and demonstrate high degrees of self-discipline with the School Council, house captains and junior road safety officers showing great commitment and responsibility to their roles. All pupils, irrespective of race or gender, work and play well together. Pupils value and care for each other and the world around them.
71. Pupils take part in local events and projects that help them to understand their community. They take an active part in the Eucharist and other church services in the local church, they are involved in art competitions for the annual flower show and provide entertainment for the Over 60's Club. Invited community members in turn are involved in school events and celebrations in the church hall.
72. Visiting speakers and pupils' involvement in charity fundraising such as for the Tsunami and Rwanda, as well as the Christmas Box appeals help to raise their awareness of the wider community and people less fortunate than themselves.

The quality of education and training

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

Grade 1: Good with outstanding features.

73. The inspection team's findings match the judgement made by the school in its self-evaluation report.
74. The quality of teaching in lessons observed during the inspection was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
35%	65%	-	-	-

75. These figures compare very well with the national picture published in Her Majesty's Chief Inspector's Annual Report for 2005-6, where overall the quality of teaching in primary schools is reported to be a Grade 2 in 62% of lessons and a Grade 1 in a further 17%. The quality of teaching is a major strength of the school and following recent changes in staffing, there is now a good balance and experience in the team.
76. The teaching of the under-fives and pupils in KS1 is consistently good or better and in KS2 it is consistently good with a significant number of lessons with outstanding features. The teaching support given to pupils with SEN is effective.
77. Teachers and support staff have established excellent relationships with pupils. Pupils and staff have a shared understanding of appropriate classroom behaviour in the learning situation and consistent praise and encouragement of

pupils' good work and effort have a positive effect on their progress. Gifted and talented pupils, as well as those with additional learning needs, are given every opportunity to develop their learning potential and boys and girls are treated equally without gender stereotyping.

78. Teachers' subject knowledge is secure, and lesson plans are well thought out, focused and detailed. Activities are prepared to meet the needs of pupils of all abilities, with extension tasks for those who complete their work quickly. A wide range of teaching strategies is employed and a good variety of resources, including the internet, is accessible to pupils and effectively organised to enrich and enliven lessons.
79. Lesson objectives are consistently shared with pupils at the beginning of lessons and revisited in plenary sessions with new work skilfully linked to previous learning. The structure and pace of the lesson are managed effectively to ensure that pupils remain on task and, in the best examples, allow an excellent balance between direct teaching and practical tasks, which give pupils scope for independent learning.
80. An outstanding feature of the best lessons is the creation of structured situations where pupils are given the opportunity to develop enquiry and investigation skills. They are given enough time to complete work and clear direction during the lesson ensure their continued attention and interest. Teacher intervention in practical tasks is well timed to consolidate and extend pupil learning through the encouragement of thinking and problem solving skills.
81. Pupils are consistently given opportunity to work as a class, in small groups and in pairs and support staff are very effectively deployed to enhance and enrich the learning experience of the full range of groupings.
82. The language model provided by teachers is very effective in developing pupils' bilingual skills and positive attitude towards bilingualism.
83. The school's assessment, recording and reporting policy is clear and comprehensive, and procedures are effective.
84. Pupils' work across the school is marked regularly and effectively linked to lesson objectives. Positive and constructive comments are made on pupils' work in all subjects to encourage effort, and in the core subjects they are used to indicate whether personal and individual targets have been met. In the best examples, they also explain in detail how specific aspects may be improved. Particularly effective are the comments which are posed as questions to encourage pupils to think and respond and then to read initial comments and write a response. House points and stickers are awarded for very good work.
85. The active role of pupils in target setting and in the assessment of their own work and that of their peers is becoming established in the core subjects in both key stages. Targets are recorded after one to one discussion in KS2 and are verbal in KS1. A 'traffic lights' method of assessing levels of understanding is regularly used in lessons, in order to assess how learning may be structured.

86. Assessments are fed into long and short term planning and time is often allowed at the beginning of a lesson to encourage pupils themselves to consider what the next step may be in their learning.
87. Baseline assessment is used effectively to set individual targets for the under-fives, and continuous careful observation throughout the year monitors progress towards learning objectives. Staff in the under-five classes are developing a booklet to sharpen the focus on the development of skills in the early years curriculum.
88. KS1 and KS2 pupils' work in the core subjects is assessed and levelled according to NC indicators on a half termly basis and LEA optional assessment materials are used for end of key stage teacher assessments. Numeracy checks are used as needed throughout the year and standardised tests are administered twice a year from Y1 to Y6, as well as a spelling test to monitor progress and inform the target setting process.
89. Pupils' individual folders include confidential information and tracking forms, which record individual assessment information. They also include copies of baseline assessments, annual reports, test booklets and LEA tests. The development of a more comprehensive pupil record of achievement is in progress.
90. The SDP indicates as a priority the need to collect samples of pupils' work in both core and foundation subjects, in order to produce portfolios of pupils' work, levelled and annotated, to support teaching and assessment and ensure secure moderation of levels in the core subjects.
91. Annual reports to parents conform with statutory requirements. They provide detailed information on under-fives progress in areas of learning and pupils' progress in NC subjects and indicate priorities for the way ahead. Opportunities are provided for parents to comment on the report and they visit the school to discuss their children's progress in the autumn and spring term open evenings, and discuss the report in the summer term.

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

Grade 1: Good with outstanding features.

92. The inspection team's findings match the judgement made by the school in its self-evaluation report.
93. The outstanding features of provision include the enriching curriculum which is presented to all pupils alike, the school's high quality response to initiatives such as promoting key skills, provision for raising awareness of sustainable development and global citizenship, the development of learners' spiritual, moral and social awareness and the promotion of bilingualism.

94. The curriculum provided is broad and balanced. Provision ensures enriching links between areas of learning and curriculum subjects. Learning is progressive and suitably differentiated for individual needs across the school. In under-fives' classes a suitable range of structured and free choice activities establishes quality learning experiences at an early age. The curriculum complies with statutory requirements and provides access for all.
95. Policies and schemes of work give the school's work clear guidance across areas of learning for the under-fives and NC subjects. The school is in the process of updating schemes for under-fives in line with the forthcoming Foundation Phase. Many schemes are in the process of being updated and audited but some aspects of planning need refining further.
96. Provision for key skills is well thought through and has already impacted on standards. Planning for them has been mapped across schemes of work and ensures that due attention is given to them in both long and short term teachers' planning. A progressive programme for developing bilingualism is very effective and is complemented by a range of opportunities during daily life to put bilingualism into practice.
97. Provision for the cwricwlwm Cymreig is a notable feature. Pupils are taught about the lives and achievements of contemporary Welsh heroes; they hold a competition naming the new café on the top of Snowdon, visit Cardiff Bay and learn about stories linked to places in Wales, such as Beddgelert. They are also well aware of diversity. In KS1 the class bear visits other parts of the world and in KS2 pupils are provided with opportunities to further their understanding that people living in other countries have different customs and have to adapt their lifestyles to different environments.
98. Pupils' awareness of citizenship is promoted successfully and establishes in pupils an understanding of their responsibilities to the community and the world. Through the School Council, they have an awareness of the benefits of democracy and the need for those with responsibilities to listen to the needs of others. Pupils make decisions, for example the purchase of the 'Friendship Stop' using profit from tuck shop sales. They confidently approach the GB with requests and suggestions such as designs for repainting the corridor as well as fencing at the end of the field and the activity trail as part of the outdoor classroom.
99. One class at the school is a 'Fair Trade Classroom' where pupils understand the need to pay a fair price for produce so that residents of third world countries can improve their standards of living. They visit a local store to identify that these goods are sold. They also collect for people in other countries that need help.
100. Provision for the understanding of the importance of sustainable development permeates school life. The school has an Eco Council and recycles on a daily basis. Pupils are aware that reusing material, composting, conserving energy and working towards a greener world are ways that they can look after the planet for future generations.

101. PSE is provided effectively through a comprehensive scheme of work delivered in circle time. This includes discussion on aspects such as 'everyone is different but all are equal in value', the need for rules and the importance of family love and friendship and of ensuring healthy eating. The school successfully follows this through by ensuring that these aspects are put into practice in daily life; this is an outstanding feature. Plenty of opportunities are provided for pupils to assume responsibilities, such as taking a register of those children who need to use the school bus daily. Provision for promoting equality is robust.
102. Provision for spiritual and moral development is good with outstanding features. Daily collective worship sessions are spiritual occasions where a family atmosphere of caring and sharing is created which enriches pupils' experiences whatever their background. Spiritual corners established are regularly used by pupils. They have a very clear understanding of what is right and wrong and the need to conform within the school community in order to ensure a good quality of life.
103. Extra-curricular activities are good in KS1 and often outstanding in KS2. Visits to a range of places consolidate learning and a residential experience for older pupils provides opportunities to develop independence. Pupils make presentations on these experiences to parents and the GB in their annual meeting. Performing in such venues as St David's Hall are experiences long remembered.
104. Visitors to school, including those made by authors and senior citizens are a valuable additions to the taught curriculum. Learning is also enriched by the teaching of Welsh by the athrawes fro and from peripatetic music teachers, sporting activities and church links.
105. Links with industry are limited and therefore pupils' awareness of work related issues are generally underdeveloped. In under-fives' classes children are appropriately introduced to the world of work through visits by key people in the community. Although a group of pupils run the school fruit tuck shop, experiences in developing entrepreneurial skills have hitherto been limited.
106. The school has very strong links with parents and the community. The very active Parent Teacher Association organises fundraising and social events that include pupils and which provide generous financial support.
107. Communication with parents is an outstanding feature. The school prospectus and separate nursery booklet are of very good quality and provide useful information about the school. Monthly newsletters and the recently introduced website keep parents well informed about school life. Curriculum maps provide valuable information about topics and subjects being taught as well as target setting information. There is very effective daily informal contact between staff and parents.
108. A significant number of adults provide good quality support in the classroom and with practical activities; they are highly valued by the school and enhance the curriculum and standards pupils achieve. For example at least one volunteer in

each class hears pupils read. Others help with art, cooking and the lunchtime gardening club. Older members of the community share their experiences to support pupils' work in history

109. There are strong links with surrounding cluster schools and with the receiving secondary schools. Pupils are involved in a physical education & school sport (PESS) project. They are involved in inter schools sports and Y5 and Y6 pupils benefit from French lessons taught by a KS3 teacher.
110. Pupils' work in science is enhanced through working with students from the science discovery centre. They are involved in exciting activities such as learning about how microwaves work as well as planetarium and sound and light projects.
111. The school provides good quality work experience for learning support assistant students from an independent training establishment and students from the science discovery centre.
112. The school's emphasis on key skills especially its provision for the development of ICT provides, pupils with good foundations for life long learning.

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

Grade 1: Good with outstanding features

113. The inspection team's findings differ from the judgement made by the school in its self-evaluation report as the school awarded itself a Grade 2. The inspection team consider that the concerns expressed by the school about the temporary gap in support teacher provision and about the low support staff ratio because of a high level of investment in low class sizes, are being addressed and do not detract from the many outstanding features in this key question.
114. Pupils are cared for, guided and supported very well in a happy and nurturing environment. The strong Christian ethos of the school makes sure that every pupil is a valued member of the school community. The importance of respect, kindness and tolerance is a strong emphasis in the life of the school; these are outstanding features.
115. Risk assessments take place prior to visits and fire drill precautions and arrangements are visible on school walls.
116. The school has an effective appointment system for parents to talk to teachers about any concerns they may have. Home-school agreements are in place. The overwhelming majority of parents in their responses to the questionnaires and in the meeting prior to the inspection praised the genuine care provided for their children.
117. Induction arrangements for under-fives are carefully planned and implemented. Booklets are given at meetings for parents of new nursery children, both to

inform them of school procedures and to help them assess their child's progress before entering school. Literacy and numeracy courses, provided by the nursery teacher and support assistant, are very effective in making parents aware of teaching and learning strategies appropriate for their children. Parents confirm that their children feel safe and settle into routines very quickly. Pupils who join the school at a later stage also have no difficulty in settling well into school life.

118. There are well-established transition arrangements with the receiving secondary schools. The five year development plan includes curricular, pastoral and information links. An 'Arts Week' makes provision for musicians from the feeder schools to have lessons and to perform in a concert in the secondary school. Information about SEN is provided for the Y7 tutor.
119. Pupils' attendance and punctuality is very carefully monitored. The school works closely with the education welfare officer on individual cases that give concern. The school regularly reminds parents of the detrimental effects of lateness on their children's education but recognises that it has some way to go to reach its own target for levels of punctuality.
120. Pupils' behaviour is monitored very effectively and when required, action is taken to support pupils who may experience difficulties. There have been no exclusions in the year before the inspection. Strategies to encourage pupils to behave well are extremely effective. Good behaviour is rewarded in assemblies. Early intervention where difficulties are perceived, promotes discussion of the way forward with parents and a dialogue in home-school diaries. Any incidents of bullying are dealt with effectively. This was confirmed by the parents in the pre-inspection meeting.
121. The school is a welcoming orderly community where pupils agree classroom and playtime rules at the start of the year; they are encouraged to approach adults with concerns. There is a suggestions box in the library and pupils have responsibilities through the school council. The 'Friendship Stop' is used effectively to ensure that no pupil is friendless at break time or lunchtime. Teachers and lunchtime supervisors apply policies and procedures for behaviour management consistently and all adults in the school are very good role models.
122. The carefully structured PSE programme successfully raises awareness of self and others, health education, understanding the community, developing relationships and being aware of environmental issues; it also includes input from the police education liaison officer on drug and alcohol abuse. Sex education is provided for Y5 and Y6 pupils by their teachers and materials used in the programme are seen and discussed by governors and parents in advance of lessons.
123. The school has a pro-active approach to promoting an awareness of the importance of healthy living. Healthy eating is addressed both in lessons and incidentally. Playground apparatus and markings promote healthy exercise during play times. Two days of the week are healthy eating days when pupils are encouraged to bring fruit rather than chocolate to school for play-time and

lunch-time snacks. The school council organises a fruit tuck shop on these days; older pupils help younger ones choose and buy fruit. Pupils are encouraged to drink water regularly.

124. Adults in the school are well aware of pupils with particular needs and know what to do in the event of accidents and emergencies such as how to help those with identified allergic reactions. There is a comprehensive health and safety policy and effective policy and procedures for child protection. The headteacher and deputy are the nominated officers and all teachers and support staff are fully aware of their responsibilities. The link governor is fully trained and members of staff have requested further updates in training in this area.
125. Provision for pupils with additional learning needs has outstanding features. The headteacher who is the SENCo, is very experienced and manages the provision very effectively.
126. All pupils are integrated into mainstream classes and are withdrawn for support either individually or in small groups. The work organised by the class teacher in liaison with the support teacher consolidates learning in the class, and develops literacy and numeracy skills.
127. The school has effective procedures for identifying pupils with SEN at an early stage. Dialogue between parents and teacher is encouraged to discuss concerns and the school liases with an outreach programme for advice on children under-five with SEN. Verbal and non-verbal strengths and weaknesses of all pupils are analysed in Y2 and this is used to trigger a Catch-Up literacy and numeracy support programme in Y3, provided by a trained learning support assistant (LSA).
128. Support in the classroom is given in a flexible way to individuals or small groups by class teachers and support staff. Additional provision is made to develop numeracy skills with a self-directing programme in the ICT suite. Y6 pupils are trained as 'better reading partners' for younger pupils identified as needing extra support, and parents from the parent helpers register help with hearing reading. All documentation is fully in accord with the CoP for SEN.
129. With the support of the SENCo and support teacher, class teachers ensure that pupils with SEN make good progress through careful monitoring and the provision of individual education plans (IEP). These, formulated by class teachers in conjunction with the support teacher, are integrated into short term planning; they are monitored regularly and reviewed formally on an annual basis. Parental input is based on discussions in the annual review, and parents receive a copy of their child's IEP.
130. Pupils are effectively supported by a small number of dedicated LSAs, and by a range of outside agencies, which include the educational psychologist, the speech and language teacher and the learning support service. The governor responsible for SEN takes a proactive role in monitoring provision and writes the annual governors' report to parents on this issue.

131. The school is well aware that gifted and talented children also have additional learning needs. Lessons are generally well prepared to include a level of challenge for these pupils, and there are plans for the launch of a gifted and talented mathematics group in March 2007, as part of the ongoing development of transition strategies.
132. The school actively promotes equal opportunities for all pupils, who confirm that they feel that they are treated fairly by teachers and support staff. The school has previously integrated pupils with English as an additional language, successfully and is proactive in challenging gender stereotypes in sporting activities, in construction tasks and in role play. Pupils have a good understanding of the importance of fair trade principles.
133. Every opportunity is taken through curriculum subjects, as well as in daily assemblies, to encourage pupils to understand the importance of respecting diversity in language, religion, culture and traditions. Several disabled pupils have been well integrated and cared for by both staff and pupils in the past. An accessibility plan has been produced and parents are made aware of it.

Leadership and management

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

Grade 1: Good with outstanding features.

134. The inspection team's findings differ from the judgement made by the school in its self-evaluation report as the school awarded itself a Grade 2. The inspection team concluded that the school had underestimated the quality of leadership and strategic management provided by both staff and GB.
135. The school sets a clear direction through an explicit set of aims that are shared between children, parents, staff and the GB. These promote outstanding Christian values; as a result all pupils and adults who work at the school are aware that they are valued equally. The school's vision statement is included in much of the school's documentation and its priorities permeate school life. Staff understand the nature and mission of a church school.
136. The headteacher has a clear vision which is translated into specific plans to raise standards and establish a culture of sharing and co-operating between staff. He is highly visible and approachable to pupils and praised highly by parents for his caring attitude towards both them and their children.
137. The deputy headteacher is highly effective in the role of deputy and as a class teacher. She has a clear overview of the curriculum through the range of curricular responsibilities she undertakes. At present both the headteacher and deputy have curricular responsibilities which are too demanding in addition to

their managerial roles. This has been necessitated by recent staff changes and the appointment of newly qualified staff.

138. A range of detailed management policies have been produced which ensure good management and consistent approaches. During the inspection a supply teacher was thus able to cover a class effectively. Daily routines are well established and the school day proceeds briskly, effectively and efficiently; this is an outstanding feature.
139. Key stage and subject coordinators carry out their management responsibilities orderly and efficiently. Those established in their roles as curriculum coordinators have a clear knowledge and understanding of their role and prioritise appropriately in the spending of their subject allocation.
140. The Senior Management Team (SMT) meets regularly and is effective in leading the school forward. Many members of staff take opportunities of being included in the team on a rotation basis. This is a very effective means of developing staff as managers. Lines of communication throughout the school are clear. Staff meetings are held regularly and provide an effective forum for discussion. All views are valued equally.
141. Performance management is well established. Members of staff are provided with good in service education and training (INSET) opportunities which complement their expertise and responsibilities and many have developed their expertise further through General Teaching Council grants. The deputy headteacher has begun a course for aspiring headteachers. Training outcomes are shared by all for the benefit of the school.
142. The organisation for preparation, planning and assessment (PPA) time for staff has been well thought through, is of high quality and is managed well. This is an outstanding feature.
143. The school sets and meets challenging but realistic goals; these are successful in improving standards and the quality of provision.
144. The school very effectively takes account of national priorities. These include a number of initiatives related to raising standards in reading, environmental matters and plans for establishing the Foundation Phase for pupils up to seven years of age. These feature in the SDP, which provides a continuous effective strategic direction for the school.
145. The GB has a good knowledge of whole school issues. Members belong to appropriate sub-committees and have curriculum responsibilities. Many of them have expertise which are well matched to their responsibilities; this is well utilised by the school. They are very effective in their role of setting priorities and a strategic direction for the school. The GB meets regulatory and legal requirements.

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

Grade 2: Good features and no important shortcomings.

146. The inspection team's findings match the judgement made by the school in its self-evaluation report.
147. The school produced a detailed self-evaluation-report prior to the inspection outlining the strengths of the school and where it needed to develop. The inspection team agreed with the school's judgement in three of the seven key questions. In three key questions the team awarded the school a higher grade and concluded that the school had underestimated its effectiveness in achieving high standards, in its care and support of pupils and in the quality of school leadership. In one key question the team awarded the school a lower grade and concluded that although the school had made outstanding progress with accommodation that there were insufficient outstanding features to merit a Grade1. Despite this the team felt that the self-evaluation process is robust and that in view of this, the underestimating of their achievements was not an important shortcoming.
148. Despite the differences in judgements the inspection team concluded that the headteacher knows the school very well. Priorities in the SDP are closely linked to the issues raised in the self-evaluation-report. The recommendations in this report are issues that the headteacher has already identified. This was also true of the last inspection report in 2001.
149. The action plan drawn up following the last inspection responded constructively to the key issues identified. A scrutiny of documents produced during the last five years shows that the school has kept a critical eye on these issues. It has made good progress since the last inspection; many issues identified have now become strengths of the school. It has been successful in raising standards in geography and design technology especially in KS2. It has improved provision and standards in key skills considerably, has developed aspects of assessment well and made outstanding progress in extending accommodation to raise standards. Because of staff changes however, the role of the subject leader has not been sufficiently developed in relation to monitoring standards and provision through visiting classes and sharing good practice.
150. The external appraisal by the Basic Skills Agency in 2005 was a positive experience for the school.
151. Representatives of classes are proud to present their class 'Ideas Box' and are excited that staff respond to their ideas. They have a genuine feeling that 'they are improving the school' and display their achievements on a notice board.
152. Parents have completed questionnaires on aspects of school life. In the pre-inspection meeting and questionnaires they were complimentary about their inclusion in school life and felt that their views were always valued.

153. An important aspect of the school's self evaluation is the SDP. Priorities are clearly stated and resource implications, responsibilities and time for completing actions are clearly identified. The document makes sure that there is an adequate allocation of resource to support priorities and that actions taken result in measurable improvements,
154. The GB has a continuous input into matters included in the SDP and progress in reaching targets set. They also have a significant input into the preparation of the self- evaluation report. Discussions in the pre-inspection meeting showed a clear understanding and knowledge of the school's current position; their monitoring visits to classrooms, however are limited.

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

Grade 2: Good features and no important shortcomings.

155. The findings of the inspection team differ from the judgement made by the school in its self-evaluation report, as the school awarded itself a Grade 1. Although outstanding progress has been made with accommodation, which was deemed unsatisfactory in the last inspection, the inspection team felt that there were insufficient outstanding features. The team considered that, while the use of resources has some outstanding features, resources themselves are generally sufficient, but with shortcomings in some areas.
156. Accommodation provided by the school building is adequate for the number of pupils on roll. The new separate nursery building is spacious; although limited in space, good use is made of the available room in the reception classroom. The school has created a spacious and attractive enclosed soft play area for under-fives.
157. The internal accommodation and grounds are well maintained. The interior of the building is clean, in good decorative order and very well maintained by the caretaker and cleaning staff.
158. Throughout the school attractive and informative displays in classrooms and shared areas celebrate pupils' achievements and enhance the learning environment.
159. Best use is made of the space available but there are constraints in some classrooms when pupils are involved in practical activities. A side room is used appropriately for keeping a range of resources. The hall is used for a variety of activities and the school is successful in adapting its use effectively, efficiently and quickly.
160. The newly completed library area is an attractive addition to the building, but is not yet sufficiently used by pupils; this is identified in the SDP. It currently does not have sufficient stock either in the fiction or reference areas.

161. The large ICT computer suite is used well to enrich pupils' experiences of working independently and developing research skills.
162. The attractive grounds and spacious playgrounds provide high quality facilities for promoting pupils' physical development and is marked for formal and informal games for pupils across both key stages. Planters and seats make the outdoor environment attractive for pupils, and there is an excellent playing field for rugby, football and athletics. A well-developed conservation area effectively promotes awareness of sustainable development.
163. There is a good ratio of teachers to pupils, and staff are suitably qualified to teach every aspect of the curriculum fully and appropriately. They develop their professional expertise well and update their knowledge and skills to keep abreast of current good practice. This commitment to continuous professional development is closely linked to the objectives of the performance management cycle and to priorities identified in the SDP.
164. Teachers are released regularly from their classes for PPA and supply cover is provided by a 0.8 part-time teacher who adds significantly to the level of professional expertise in the school. The headteacher does not have charge of a class, but undertakes the role of SENCo.
165. Support staff such as nursery nurses and other adults make a substantial contribution to pupils' learning. They work well with teachers in planning, teaching and recording pupils' progress and display a high level of patience and care in their dealings with pupils.
166. The school secretary and those who serve dinners and supervise pupils at lunchtime have a very positive influence on the effective daily running of the school. The caretaker makes his own unique contribution to the welcoming ethos of the school.
167. The budget allocation to learning resources for every age group and subject is linked to priorities in the SDP. Science, information technology, geography, physical education and provision for the under-fives are generally well resourced, while resources in other NC subjects are sufficient. The quality of the resources is generally good, though in a number of subjects they need to be reviewed and updated: they are well organised in classrooms and in central stores and are accessible to staff and pupils.
168. The school has secured good resources for the development of ICT. There is internet access both in the ICT suite and on computers in classrooms. Interactive whiteboards in two classrooms have contributed significantly to the development of ICT for teaching strategies, but their use by pupils is not sufficiently developed.
169. The school budget is well managed by the headteacher. The GB monitors spending regularly and effectively.

170. The school provides very good value for money in producing well-balanced pupils with good academic and personal skills to equip them for the next stage in their learning.

Standards achieved in subjects

English

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

Key Stage 2: Grade 1: Good with outstanding features.

Outstanding features

171. Pupils display outstanding listening skills across the school. In KS2 speaking skills are outstanding; when discussing the features of texts, many pupils are extremely articulate.

172. The reading skills of many pupils in KS2 are often very well developed; they are extremely expressive in their reading of both narrative and dialogue and have a sound knowledge of the style of many authors. Pupils have a well developed understanding of how written work has to adapt to its purpose.

Good features

173. In Y1 pupils understand the importance of the covers of books in informing them of the context. They have a good recall of incidents in a story and understand the significance of their beginnings. They understand that stories have settings and they begin to use the terminology of books with confidence.

174. Pupils in Y1 provide good suggestions when composing a class poem. They copy handwriting patterns well and show an understanding of spelling conventions. They can create lists, and posters and write labels and invitations. They are confident in their use of capital letters and full stops.

175. In Y2 pupils are very attentive when their class story is read. They understand that they are reading fiction, but that other books can be different and provide them with facts. They make good suggestions when they brainstorm in order to provide alternative words to those in the text. They concentrate well to write a description of a monster and work out which adjectives are most effective.

176. Pupils in Y2 are able to write a set of instructions and describe characters. They understand and use a range of opposite words and persevere well with their handwriting exercises.

177. In Y3 pupils work in pairs and use visual and sound stimuli very effectively to write descriptive poems. They display an outstanding ability to use and combine a range of words effectively. They are proud of the acrostic poems they have

written on the topic of the rainbow. They redraft their work creatively, and realise that alliterative sounds can improve the effect they want.

178. Pupils in Y3 understand what makes books interesting as they create books for children in the reception class. They can explain the conventions of books and use terminology, such as glossary correctly. They become good detectives as they search for a range of verbs in texts. They have a good understanding of singular and plural forms of nouns and collective ones. Their written work shows that they can select the information they need from texts.
179. In Y4 pupils respond very well to stories, they show empathy for the characters in the them and can give reasons why they enjoy the story for example of 'The Diary of a Killer Cat'. Their efforts in writing diary entries are very interesting as they have a good understanding of techniques that can help them share their thoughts with others. They read their work intelligently to their peers.
180. Pupils in Y4 write convincing letters of complaint about the quality of sandwiches on an airline and can formulate interesting adverts and an inspector's report on a school. They produce interesting work on the rebuilding of the story character, 'The Iron Man'.
181. In Y5 pupils have a good understanding of folk tales and legends that reflect Welsh culture and other cultures. They are able to present a synopsis of a story to the class. They have a progressive understanding of how a tale should be written giving due attention to using paragraphs, complex sentences and a range of punctuation marks. They can identify a range of abstract nouns correctly. They have a secure understanding of the different purposes of writing and that this has a profound effect on how they write and present their work.
182. Pupils in Y5 can set out a dialogue correctly in the form of a play script, compose different story openings and use similes and metaphors effectively.
183. In Y6 pupils have a very clear understanding of the contents of 'The Silver Sword'. They are able to explain clearly what period in history it captures and can discuss the setting of the novel and empathise with the characters. They read their work fluently and understand the purpose of a range of punctuation marks to ease the reading and understanding of their work.
184. Pupils in Y6 are able to rewrite extracts from Shakespeare's Macbeth in contemporary style and can write very well from another person's point of view; they appreciate what they must do to write interesting articles for a newspaper. They handle words well when composing poems in different styles.
185. Across KS2 pupils show sound progression in the development of spelling and handwriting skills.

Shortcomings

186. There are no important shortcomings, but some pupils in KS1 have limited strategies to aid them with their reading.

Welsh second language

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

Key Stage 2: Grade 1: Good with outstanding features.

Outstanding features

187. Across both key stages pupils display outstanding attitudes towards learning and using Welsh.

188. In KS2 pupils consistently make very effective use of Welsh vocabulary and language patterns displayed on classroom walls and can effectively use them in a variety of contexts. They make consistent and very appropriate use of dictionaries and word pocket books to further their understanding. Their recall of previously learnt vocabulary and phrases is consistently of a very high standard and used very well to further their understanding of new words.

Good features

189. Across the school pupils' enunciation of Welsh both in their speaking and their efforts in singing Welsh songs and hymns is of a high quality.

190. In Y1 pupils can greet and respond to greetings correctly. They have a good knowledge of numbers and colours in Welsh and talk confidently about weather patterns in the morning and in the afternoon.

191. In Y2 pupils confidently know the words for a range of toys. They attempt a simple letter to Sion Corn and can create suitable sentences about toys they possess. They know the words for parts of the house and read the words correctly when labelling them.

192. Across KS2 pupils make very effective use of action words placed on physical education apparatus to make them understand the form of commands in Welsh.

193. In KS2 pupils use a variety of texts well and use a number of clues effectively to enable them to discover meaning.

194. In Y3 pupils are very confident when discussing what they want to wear and can name parts of the body and use them with appropriate language patterns. They make good attempts at writing a letter to a friend and composing a paragraph about themselves. They use incidental Welsh consistently; for example, they excuse themselves and apologise when they are late.

195. In Y4 pupils read effectively and understand the day's schedule written on the whiteboard. They know the names of a range of fruit and can express their likes and dislikes and what they want confidently. They can name the curriculum subjects they study and write the week's timetable. They can say what sport they can and cannot do and can use first and third person patterns correctly

and use connectives appropriately to link phrases. They can read and write simple dialogues and compose appropriate invitations.

196. In Y5 pupils can write dialogues about liking soap operas and sports programmes. They understand texts about a friend's party and can substitute their own ideas for a party. They can talk about what they do during different parts of the day and begin to identify words in texts in mutated forms.

197. In Y6 pupils make a good attempt at writing texts about what they like doing; the more able produce extended accounts using correct language patterns. They enjoy reading their texts aloud and do so clearly. Pupils are beginning to use the short form of the past tense and plural nouns correctly.

Shortcomings

198. There are no important shortcomings.

Science

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

Key Stage 2: Grade 1: Good with outstanding features.

Outstanding features

199. In both key stages pupils show firm evidence of good investigative skills, and an increasingly secure understanding of the principles of a fair test.

200. In KS2 pupils work more and more independently in their investigative activities, and are asking their own questions as a result of experiments or research.

Good features

201. In Y1 pupils suggest meaningful criteria for sorting materials into categories, such as soft and hard, stretchy and non-stretchy. They understand that in order to test which material can stretch the furthest fairly, they have to use the same weight, and measure the distance stretched very carefully and accurately.

202. Y2 pupils display a sound knowledge of the natural world in predicting with understanding how they think a variety of materials will change when heated or cooled. They observe the effects of heating and cooling systematically, and can describe accurately what they observe, comparing it with their predictions. They demonstrate an ability to predict sensibly whether the changes they have observed can be reversed or are permanent.

203. In their investigations, Y3 pupils are able to identify the variables that need to be consistent in order to test the elasticity of different materials accurately and fairly. They understand clearly that the width and length of each material and the weight used must be the same, and that they must measure accurately before

and after the test to observe how far each material has stretched. They demonstrate that they can record this in table and block graph format, and can interpret their findings meaningfully.

204. In Y4 pupils demonstrate a good level of independent learning in planning a fair investigation into the levels of absorbency of different materials. They can reflect in retrospect how they could have made their test less flawed and what they would change if they repeated the test. They understand that measurement of the initial quantity of water and the amount absorbed and unabsorbed must be accurate to make their findings valid.

205. Y5 pupils have a secure knowledge of life processes and living things. They understand the elements of a healthy diet, and of the effect of exercise on heart rates and pulse rates. They learn how a drug can be helpful or harmful. They can research a number of bottle labels to compare alcohol levels, and present the information on a table.

206. In Y6 pupils display a sound knowledge of gases, their uses and their properties. They understand that helium can be used to make a balloon float, and that carbon dioxide makes water fizzy. They are aware that gases can take any shape, and that air can be compressed to inflate, cushion, float and jet-propel. They can measure the quantities of air in different materials accurately, and demonstrate how air can be used to propel a balloon.

Shortcomings

207. There are no important shortcomings

Design and technology

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

Key Stage 2: Grade 1: Good with outstanding features.

208. No lessons were seen in KS1. Evidence from scrutiny of work however, indicates that standards are good.

Outstanding features

209. Pupils' making skills and finished products are outstanding in KS2 and many pupils across the key stage have developed mature critical skills in the evaluation of their products.

Good features

210. Pupils in both key stages use equipment safely, and are aware of risks and dangers.

211. Pupils across KS1 demonstrate good designing, making and evaluating skills when creating playground apparatus with paper, card and string. They

understand what materials have been used and how they have been joined together to make the equipment in the local playground. They can build a slide and a swing with construction kits, and add card and string to complete the model. They can evaluate how strong, stable and suitable it is and suggest possible improvements.

212. Y3 pupils know and understand the range of folds which can be used in making a pop-up book. They have learned the practical skills of measuring, cutting and sticking in making box and spring folds together with rotators, flaps and sliders. They design a questionnaire for reception pupils to discover their favourite topics in order to design the content of their books. Their making skills in constructing the book and the quality of the finished product are outstanding. They show that they can evaluate their work, compare it with the original design, and suggest how it may be improved. They prove its usefulness for purpose in reading and showing the books to the reception class.
213. In Y4 pupils design an alarm system to protect a special object. They have a clear understanding of the uses of alarm systems and of the range of switch mechanisms that can be used in them. They know how to make a simple battery circuit with buzzers, bells and bulbs and how to use a control programme to control outputs. They demonstrate their ability to make a prototype and produce a design sheet for the final product. They can evaluate the product by testing its effectiveness.
214. Y5 pupils work very effectively in designing a carrier bag fit for a specific person and purpose. They investigate bags and their handles and disassemble paper carriers to see their component parts and how they join together. They understand the marketing strategies behind the logos on bags, and how the need for sustainability requires a reduction in the quantity of bags that are used. They consider what materials can be used, and write a specification. They develop critical skills in evaluating their own and each other's bags, and can suggest how their final product can be made safer, more efficient, and more attractive and be how it can be made to last longer.
215. Pupils in Y6 learn how to make a practice frame and draw an effective flow diagram for making a fairground ride. They design and make their model using wood, card, paper and rubber bands as well as pulleys, batteries, and drive belts. They can evaluate confidently how effective the finished product is against their original criteria and suggest how it could be improved.

Shortcomings

216. There are no important shortcomings, but pupils' experience of computer control mechanisms is underdeveloped for younger pupils.

Geography

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

Key Stage 2: Grade 1: Good with outstanding features.

Outstanding features

217. Outstanding features in KS2 are pupils' increasing understanding of the different ways land is used in various locations, their knowledge of the characteristics of different environments and their sound grasp of general geographical vocabulary

Good features

218. Pupils in KS1 display an increasing knowledge of their local area, and of aspects of life in the village of Peterston, such as people's work and leisure opportunities.

219. Y1 pupils can trace a walking route from their school to the village Post Office on a sketch map of the locality. They can discuss photographs of buildings in Peterston and in Rhydypennau, another area of Cardiff, in the context of Barnaby Bear's visit. They decide which features are common to both areas, and which can only be found in one or the other. They can locate Wales on a map of the British Isles and Cardiff on a map of Wales.

220. In Y2 pupils compare their own locality with that of the Island of Struay in the story of Katie Morag. They can identify the countries of Wales, England, Scotland and Northern Ireland on a map of Britain. They are able to sort physical and human features of the landscape of the Western Isles, and list similarities and differences with those of their own area. They can explain what facts they know about Australia, and what they would like to find out. They understand that Australia has a different climate and that Barnaby Bear will need to pack summer clothes in his holiday suitcase.

221. Y3 pupils can find India on a map of the world and Chembakoli on a map of India. They can compare homes, clothes, food and a typical school day in Peterston and Chembakoli. They show an increasing understanding of the different ways land is used in the two locations and how this has an effect on the work that people do.

222. In their study of St Lucia, Y4 pupils can describe the kind of leisure activities which attract holiday makers to the island and how weather conditions influence them. They can compare and contrast land use and homes in St Lucia and Peterston and list the variety of foods which are produced there. They demonstrate a clear understanding of the principle of fair trade, and which fair trade products can be purchased in the local supermarket.

223. Y5 pupils can describe the characteristics of different environments, such as tundra, tropical rainforest and desert, and locate them on a world map. They

understand how weather conditions relate to climate and how they are measured and recorded. They can compare mountain environments in different parts of the world, by looking at vegetation, animal species, land use and economic activity.

224. Y6 pupils have a clear understanding of the water cycle, and of the physical features of rivers and coastal areas, based on a study of the river Ely and river Usk. They understand how decisions about coastal management can affect the quality of people's lives, and how people can hold different views about a new development. They appreciate the significance of sustainable development and management. They have a sound grasp of general geographical vocabulary such as 'meander', 'ox-bow lake', and 'delta' and can use four figure grid references in interpreting a map of the local area.

Shortcomings

225. There are no important shortcomings.

Art

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

226. No lessons were seen in KS2. Evidence from scrutiny of work however, indicates that standards are good with outstanding features.

Outstanding features

227. Across KS2 pupils' sketching skills are outstanding. Their well-developed observational skills enable them to sketch in detail and produce work of high quality.

228. At the upper end of KS2 pupils' sound awareness of tone and colour is a strength of their art work.

Good features

229. In Y1 pupils produce some good quality observational drawings of teddies and can produce a 'fluffy' effect well. When using paint they understand how they can improve their efforts by mixing colours. They understand that when making attractive computer pictures this does not happen.

230. Pupils in Y1 make effective prints in polystyrene tiles and can tell what is difficult about the process. When using clay to produce 'teddy' key rings they show good skills in twisting, rolling and pinching. When using different media they understand the diverse effects of using a range of materials in their art work; for example their portraits are detailed and effective.

231. In Y2 pupils develop a good awareness of the importance of colour, line and texture. They confidently design their own style of fabric pattern and are very creative when working on a collage. They make pertinent choices in shape and material. They appraise each others' efforts well when they base their work on a Monet picture.
232. In Y2 pupils produce good observational drawings of fruit and use a range of pastels, charcoal and paint effectively.
233. In Y3 pupils observe a range of portrait photographs in detail and use these well to show how they can make their own and reflect feelings in their work. They use mirror reflections very well in order to understand how feelings change and to record detail effectively. They further their understanding of texture as they create 'smooth' and 'wavy' effects. They have a good awareness of the different qualities of materials and use skills in curling, coiling and creasing very effectively to enhance their work. They look at portraits by famous artists to enhance their understanding of the techniques used.
234. Y4 pupils produce work of a high standard when undertaking sketching tasks related to the theme of travel. They use their sketchbooks well to make quick observational drawings of pupils participating in physical education. They focus well on particular actions and record pupils posing in slow motion well. They explore a range of media and draw a succession of comic strips displaying change and variety in movements.
235. In Y5 pupils select a range of media and produce effective pictures of a flower emulating the style and effects of a picture by Georgia o' Keefe. They develop a good understanding of colour and scale and display a secure awareness of tone and texture. Paintings they produce show a good understanding of primary and secondary colours and the effect of mixing colours to produce a variety of shades. Their large scale flower paintings displayed on the classroom wall are very attractive. They have a clear understanding how using a range of pencils, charcoal and chalk produce effective tonal scales from the darkest to the lightest. This understanding is reflected well in the sketches they produce. They use the work of the Welsh artist John Elwyn effectively.
236. In Y6 pupils show good progress in their understanding of pattern. They produce a range of work where they show a good awareness of patterns in relation to shape and colour. They record and present these patterns very well in their work. They produce attractive posters entitled 'Save our Planet' and use the different effects created by shades of green very well. Textile hangings and pictures they produce of seaside scenes are very effective. They use cutting, threading, sewing and sticking techniques to create pictures using felt, wool, paper and shells. They use shades of blue very effectively.

Shortcomings

237. There are no important shortcomings, but younger pupils have insufficient experience of the work of local artists.

School's response to the inspection

238. The headteacher, staff and governors are very proud that the inspection report recognises that Peterston Super Ely C/W Primary School “is a good school with outstanding features” and “is a warm friendly and inclusive community where each pupil is valued.”
239. The findings in the report highlight the very good standards of teaching, the varied curriculum and the excellent relationships in the school. We are very proud of our children and were pleased that the inspection team found their behaviour and attitudes to work to be excellent and a strength of the school.
240. The school believes that the report is an accurate analysis of its strengths and areas for development. We are delighted that it acknowledges the contributions made by pupils, staff, governors, parents and the whole school community.
241. In its self evaluation report the school had awarded itself lower grades in three of the key questions which were subsequently upgraded by the Inspection Team. As a school we feel that this reflects the very high standards and expectations we place upon ourselves.
242. The school is delighted that the inspection report acknowledges that its recommendations had been identified by the school in its SDP and self evaluation.
243. In order to build upon and develop the good practice that exists at Peterston super Ely, the school will produce an action plan to address the recommendations of the report that will be incorporated into the School Development Plan. A copy of the Action Plan will be sent to parents and its progress will be reported on in subsequent annual governors reports to parents.
244. The school recognises the professional, courteous and thorough manner of the work undertaken by the inspection team both during and prior to the visit to the school.

Appendix 1

Basic information about the school

Name of school	Peterston Super Ely Church In Wales
School type	Voluntary Controlled
Age-range of pupils	3-II
Address of school	Heol Llanbedr, Peterston Super Ely Vale of Glamorgan
Postcode	CF5 6LP
Telephone number	01446 760328

Headteacher	Mr David Griffiths
Date of appointment	April 1990
Chair of governors	Ms Anna Cory
Registered inspector	Mrs Eleri Betts
Dates of inspection	February 12 th –14 th 2007

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	31	19	23	14	23	17	33	24	184

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	3	9.8

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	17.4:1
Pupil: adult (fte) ratio in nursery classes	11:1am 9:1 pm
Average class size, excluding nursery and special classes	21.9
Teacher (fte): class ratio	1.23:1

Percentage attendance for three complete terms prior to inspection		
Term	N	Rest of School
Spring 2006	88.11%	92.2%
Summer 2006	85.94%	95.2%
Autumn 2006	89.3%	95.15%

Percentage of pupils entitled to free school meals	4.6%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results as compared with 2005 nationally End of Key Stage 1:

National Curriculum Assessment KS1 Results 2006			Number of pupils in Y2:		22		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	4.5	13.6	77.3	4.5
		National	0.4	3.6	12.2	64.0	19.7
En: reading	Teacher assessment	School	0	4.5	9.1	68.2	18.2
		National	0.4	3.7	13.6	55.8	26.5
En: writing	Teacher assessment	School	0	4.5	13.7	81.8	0
		National	0.4	4.9	14.0	69.1	11.6
En: speaking and listening	Teacher assessment	School	0	4.5	18.2	72.8	4.5
		National	0.4	2.3	10.5	63.9	22.9
Mathematics	Teacher assessment	School	0	4.6	22.7	54.6	18.2
		National	0.3	2.3	10.1	63.4	23.8
Science	Teacher assessment	School	0	0	4.5	95.5	0
		National	0.3	1.5	8.8	65.4	24.0

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

In the school	84%	In Wales	80.9%
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D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

**National Curriculum Assessment Results as compared with 2005 nationally
End of Key Stage 2:**

National Curriculum Assessment KS2 Results 2006							Number of pupils in Y6		22			
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	
English	Teacher assessment	School	0	0	0	0	0	0	14	41	45	
		National	1	0	0	0	1	5	16	46	30	
Mathematics	Teacher assessment	School	0	0	0	0	0	0	14	54	32	
		National	0	0	0	0	1	3	17	46	31	
Science	Teacher assessment	School	0	0	0	0	0	0	9	68	23	
		National	0	0	0	0	0	1	11	50	37	

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	86%	In the school	-
In Wales	72%	In Wales	-

- 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 4

Evidence base of the inspection

- The inspection was carried out by a team of three inspectors who were present at the school for seven inspector days. In addition to the inspectors the headteacher was the nominee but there was no peer assessor;
- pre-inspection meetings were held with parents and the GB to discuss the life and work of the school;
- a self-evaluation report was received from the school which formed the basis for pre-inspection discussions;
- fifty questionnaires were completed by parents. These were analysed in detail and 96.2% of responses were positive;
- school documentation was scrutinised;
- thirty-seven teaching sessions were observed;
- a range of pupils' work and activities were inspected;
- pupils' behaviour in sessions was inspected;
- post-inspection meetings were held with staff and the GB.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mrs E Betts Registered Inspector	Summary Report Recommendations Key Questions 1/3/5/6 English Welsh second language Art
Mrs Caterina Lewis Lay Inspector	Contributions to Key Questions 1/3/4/7
Mrs Rhiannon Harries Team Inspector	Key Questions 2/4/7 Science Design and Technology Geography
Mr David Griffiths Headteacher Nominee	Attending meetings and supplying information

Contractor

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The Inspection team would like to thank the headteacher, staff, parents, governors and children for their courtesy, co-operation and assistance throughout the inspection period.