

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

**Pil Primary School
Pyle Inn Way, CF33 6AB**

School Number: 6722227

Date of Inspection: 14/02/06

by

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15781**

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Pil Primary School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings

in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Pil Primary School took place between 14/02/06 and 16/02/06. An independent team of inspectors, led by Dr. Peter David Ellis, undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

"There are three types of inspection.

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

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

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

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

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

This school received a standard inspection."

Year groups and key stages

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

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year (Y) 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 (KS) as follows:

KS1	Year 1 and Year 2
KS2	Year 3 to Year 6
KS3	Year 7 to Year 9
KS4	Year 10 and Year 11

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Context

The nature of the provider

1. Pil Primary School is situated in the village of Pyle, adjacent to the M4 motorway, about 6 miles west of Bridgend and 16 miles east of Swansea. Pupils are accommodated in one main school building, constructed in 1927, and two relatively new demountable classrooms. Outside there is ample playground space, a landscaped garden, a separate nursery play area and an adjacent playing field.
2. The school caters for pupils between the ages of three and eleven, taught in seven single age range mainstream classes, plus a nursery and one special educational needs (SEN) unit for 12 KS2 pupils with moderate learning difficulties (MLD); these pupils are taught separately in the unit in the mornings for literacy and numeracy, then mainstreamed in the afternoons for other subjects. A number of traveller children from a local site in the neighbouring unitary authority attend the school, which leads to a regular fluctuation in numbers. Currently, there are 223.5 pupils on roll, including 24.5 full-time equivalent nursery children. The number has remained relatively stable over the last four years.
3. The school describes the area as one of considerable social deprivation with a high incidence of crime and unemployment. Most pupils come from ex-council house homes, which are now owned by a housing association. Baseline assessment indicates that the majority of children enter the school with low attainment in basic skills. Around 39% are registered as being entitled to free school meals, which is well above the local and national averages. Around 3% come from an ethnic minority background, one of whom receives support for English as an additional language (EAL). Two pupils are in local authority care. No pupils are natural Welsh speakers. Seventy-seven pupils, around 34.5%, are identified as requiring SEN support, which is above the national and local figures, but, in line with LEA policy, none is statemented; 62 are on School Action and 15 on School Action Plus, which includes the 12 who are placed in the special unit.
4. The school was last inspected in March 2000, during the term when the present headteacher took up his post. Since then there have been considerable changes in staffing. The school was awarded the Basic Skills Quality Mark in 2004.

The school's priorities and targets

5. The school has a mission statement, which is CARE; this stands for 'Community, Achievement, Responsibility and Excellence'. Governors, staff, parents and pupils are very aware of this statement, which underpins the school's ethos. There is also a set of appropriate aims, which are published in

the school development plan (SDP) and school prospectus. These state that the school endeavours to:

- Provide a calm, caring environment in which to produce self disciplined, self motivated, socially well adjusted citizens of tomorrow who have both rights and responsibilities.
- Create an atmosphere where effort and achievement in all fields are respected and admired and where the contribution of every child is valued.
- Recognise the needs and talents of each child so that the individual develops to his/her full potential.
- Help children to develop lively, enquiring minds with the ability to question, think rationally and be independent learners.
- Encourage children to take pride in their environment and feel part of the school and the wider community.
- Develop in each child a set of physical, moral and spiritual values which include tolerance of other races, religions and ways of life.
- Work with parents as partners in the education of their children.

6. The school's current major priorities and targets, as outlined in its SDP, are to:

- raise standards in the core subjects of English, mathematics and science, focusing on writing, investigations and reviewing learning and teaching respectively;
- improve resources in information and communications technology (ICT), for example interactive whiteboards;
- provide staff development in Welsh second language;
- develop pupils' mapping skills in geography, revise the scheme of work and forge links with schools in Europe;
- revise the schemes of work and develop resources in religious education and art;
- continue to prepare for the introduction of the Foundation Phase;
- continue to develop the school's ethos, for example through the 'healthy schools' and 'eco schools' initiatives, 'playground peacemakers' and the 'meaningful work' programme;
- develop the outdoor environment and complete internal works programmes;
- monitor workforce remodelling arrangements and complete new staffing structure proposals.

Summary

7. The school has made considerable improvements since the last inspection and now provides a high quality of education that enables pupils to achieve standards that are above the national and local averages and better than schools of a similar type. There are outstanding features particularly in the care and support for pupils and the leadership and management of the school.
8. The inspection team agreed with the judgements made by the school in its self-evaluation report in five of the seven key questions. Differences occurred in Key Question 5, where the team judged leadership and strategic management to have outstanding features, thus making it Grade 1, compared to the school's Grade 2, and in Key Question 6, where the team did not identify any outstanding features and so judged it to be Grade 2, compared to the school's Grade 1.

Table of grades awarded

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

Standards

9. Overall, pupils' standards of achievement in the work observed were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
19%	65%	12%	4%	0%

10. These figures are well above the Welsh Assembly Government's (WAG) all-Wales 2007 targets for 65% of standards to be Grade 2 or better.

11. Standards of achievement in the nursery and reception classes and in older KS2 were consistently Grades 1 or 2. In KS1 they were consistently Grade 2. In younger KS2 they were more variable ranging from Grade 1 up to Grade 4, although there were no important consistent shortcomings.

Areas of learning for the under-fives

12. Baseline assessments indicate that attainment of basic skills on entry to the school is generally below average, but children improve considerably in the nursery and reception classes. The overall quality of the educational provision for the under-fives is thus appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

	Nursery	Reception
Language, literacy and communication	Grade 1	Grade 1
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 1	Grade 1
Physical development	Grade 1	Grade 1
Creative development	Grade 2	Grade 2

Grades for standards in subjects inspected

Inspection Area	KS1	KS2
English	Grade 2	Grade 2
Science	Grade 2	Grade 2
Design and technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Religious education	Grade 3	Grade 3

13. Standards and progress in the key skills of literacy in the early years are Grade 1 and in numeracy and the use of ICT they are Grade 2. In KS1 and KS2 listening and speaking are Grade 1 and reading, writing, numeracy and the use of ICT are Grade 2. Pupils make good progress in their bilingual skills throughout the school.
14. In both KS1 and KS2 there has been a continuing upward trend in standards of achievement in the three core subjects of English, mathematics and science since the last inspection with a substantial rise in the last two years. As a consequence, in both key stages results for 2005 are now above the national and local averages overall and better than schools of a similar type. Girls perform better than boys, particularly in English.
15. Pupils make consistently good progress through the school. They acquire new knowledge and skills and increase their understanding quickly, so that they achieve their potential, regardless of their social, ethnic or linguistic background; this is an outstanding feature of the school. Those identified as requiring support for EAL and SEN, in both the MLD unit and the mainstream classes, also achieve well commensurate with their age and ability.

16. Pupils readily participate in the range of activities provided, although in some lessons their independent learning, problem solving and creative skills are less well developed. Their personal, social and learning skills develop successfully and the large majority apply themselves to their tasks conscientiously. They display very positive attitudes to learning and show interest in their work.
17. Pupils overall are very well behaved and know what is expected of them. A small minority present teachers with challenging behaviour and at times become restless; however, they are managed effectively and are not allowed to disrupt their peers.
18. Pupils develop a strong sense of citizenship and have a good awareness of equal opportunities issues. They develop a good understanding of the need to accept and appreciate diversity within society. Overall, their progress in their personal, social, moral and wider development is exceptionally good.
19. The average rate of attendance for the three terms prior to the inspection for the early years, KS1 and KS2 is below the LEA and national norms. However, the figures are an improvement since the last inspection. Punctuality has also improved, although a small number of pupils in most classes still arrive late at the start of the day.

The quality of education and training

20. Overall, the quality of teaching in the lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
27%	50%	19%	4%	0%

21. Teaching in the nursery and reception classes and in older KS2 was consistently Grade 1 or 2. In KS1 it was Grade 2 or 3 and in younger KS2 it was more variable, ranging from Grade 1 to Grade 4, although there were no important consistent shortcomings.
22. Where teaching was judged to be Grade 1, the outstanding features include:
 - very good relationships between teachers, support staff and pupils;
 - high expectations;
 - the very skilful way in which teachers and support assistants ensure that all learners are actively involved in lessons;
 - excellent planning; and
 - outstanding use of the interactive whiteboard.
23. In lessons where teaching was judged to be Grade 3 or 4, the shortcomings include:
 - a lack of challenge in the tasks provided to extend abler pupils;
 - over long presentations; and
 - overuse of worksheets and copying out of answers.

24. The school uses a range of assessment information effectively to set targets for pupils in English and mathematics, although in the foundation subjects the process is less rigorous. However, the school is developing strategies to improve this aspect.
25. Teachers mark work accurately and helpfully, although the school acknowledges that target setting and self-assessment procedures require further development. Annual reports to parents are of good quality; the school meets its statutory requirements for reporting to parents.
26. The school makes very good provision for learners of all levels of ability, gender and social and ethnic backgrounds to gain equal access to the curriculum. Pupils are provided with a broad, balanced and relevant curriculum that ensures continuity and progression in learning.
27. There is an agreed programme of regular weekly homework across all classes and pupils' social development and practical skills are enhanced by an outstanding programme of extra-curricular sporting, musical, creative and ICT activities and clubs.
28. Good provision is made for pupils' personal, social, moral and cultural development, although spiritual development is relatively less well developed. Statutory requirements are met for collective worship. Pupils are well informed on health issues and there is an active school council, which has a real voice in improving the school. Provision for the cwricwlwm Cymreig is generally good and pupils develop a sound understanding of sustainable development.
29. Overall, links with the community, parents, the receiving secondary school and other institutions are good and there are effective business and sporting links with local clubs and companies enabling pupils to develop entrepreneurial skills.
30. All adults in the school provide consistently good care and support in a safe, happy environment, so that pupils can achieve their full potential. Relationships are very good, the school has a positive ethos and every child is valued and included. This is an outstanding feature.
31. Another particularly outstanding feature of the school is the very good adult:pupil ratio, which enables the school to provide support and guidance to meet individual needs. There are well established induction and transition arrangements.
32. There are effective policies and procedures in place to monitor pupils' behaviour, welfare and performance, although registration procedures do not always comply with Circular 3/99. There is appropriate access for disabled pupils and staff to all areas of the school.
33. Provision for pupils with SEN is an outstanding feature of the school. Individual needs are very effectively identified and addressed and pupils are very well supported by teachers and learning support officers (LSO) in literacy, numeracy and other areas of the curriculum. Effective arrangements are made for the

pupils in the special unit to be fully integrated into mainstream classes in the afternoons.

Leadership and management

34. The school has a clear sense of purpose and direction and the ownership of its mission and its promotion by all stakeholders is an outstanding feature. All are proud of the school and work hard to secure its success.
35. The headteacher's positive and strong leadership is an outstanding feature. He has introduced many significant changes since his appointment in January 2000 and his influence has impacted on all aspects of school life.
36. Members of staff work together well as a team and co-ordinators are in place for all subjects, the early years and other major aspects of learning. Appropriate performance management procedures are well established.
37. The school meets statutory requirements for reducing teachers' workloads and for all other policies and procedures. Day-to-day administration is efficient and effective.
38. The governing body (GB) is very supportive and is now much more involved in the life and work of the school. It has taken a conscious decision to invest heavily in human resources to raise standards and this has had a significant impact. The wise utilisation of the budget is an outstanding feature of the school and ensures that the school gives exceptional value for money.
39. The school has established a rigorous and systematic self-evaluation process and has plans in place to develop this even further. The SDP is a comprehensive planning document that clearly lays out current priorities. Co-ordinators monitor their subjects and areas of responsibility effectively and teacher assessment and various types of standardised tests are carefully analysed and benchmarked.
40. Considerable progress has been made since the last inspection. Standards have been raised markedly, the role of the subject co-ordinator has been substantially developed, the car parking issue has been resolved and the school no longer has large mixed age range classes. However, there is still scope to develop pupils' independent learning skills more consistently between classes, to share and disseminate good practice more and to improve punctuality.
41. Teachers are of high calibre and the large number of very well qualified support staff impacts significantly on pupils' standards of achievement. All other personnel make valuable contributions to school life.
42. The accommodation and outside environment are generally of good quality. Security measures are effective, but outside gates are not locked. In general, there is a good supply of resources in the school, except for a few identified shortages.

Recommendations

In order to build on the considerable improvements made since the last inspection, the school needs to:

- R1 raise standards in religious education;
- R2 address the identified shortcomings in teaching, particularly by sharing the features of good practice evident in the school;
- R3 continue to develop procedures for assessment and recording;
- R4 address the resource and accommodation issues noted in Key Question 7;
- R5 continue efforts to raise attendance and punctuality levels.

N.B. The school already recognises the need to develop aspects of all these recommendations in its current SDP and self-evaluation report (SER).

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 2: Good features and no important shortcomings

43. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
44. Overall, pupils' standards of achievement in the work observed were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
19%	65%	12%	4%	0%

45. These figures are well above WAG's all-Wales 2007 targets for 65% of standards to be Grade 2 or better.
46. Standards of achievement in the nursery and reception classes and in older KS2 were consistently Grades 1 or 2. In KS1 they were consistently Grade 2. In younger KS2 they were more variable ranging from Grade 1 up to Grade 4, although there were no important consistent shortcomings.

Areas of learning for the under-fives

47. Baseline assessments indicate that attainment of basic skills on entry to the school is generally below average, but children improve considerably in the nursery and reception classes. The overall quality of the educational provision for the under-fives is thus appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

	Nursery	Reception
Language, literacy and communication	Grade 1	Grade 1
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 1	Grade 1
Physical development	Grade 1	Grade 1
Creative development	Grade 2	Grade 2

Grades for standards in subjects inspected

Subject	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Science	Grade 2	Grade 2
Design and technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Religious education	Grade 3	Grade 3

48. Standards and progress in the key skills of literacy in the early years are Grade 1 and in numeracy and the use of ICT they are Grade 2; children make exceptionally good progress in their language abilities and by the end of reception many emerge as confident readers and writers.
49. In KS1 and KS2 listening and speaking are Grade 1 and reading, writing, numeracy and the use of ICT are Grade 2. In all classes pupils listen very well to adults and peers and confidently speak in front of others. They read with increasing fluency and understanding and the majority write competently, producing texts of improving quality and quantity. They regularly use their numeracy and ICT skills in other subjects to access and present information, although opportunities to do this are not always exploited. The introduction of specialised programmes, such as the Programme of Phonic Awareness Training (POPAT) and the LEA's Links Strategy, have had a marked effect on raising the standards of key skills in the school.
50. Pupils make good progress in their bilingual skills throughout the school. In the early years they quickly begin to understand and speak simple words and phrases in Welsh, as well as English, through regular practice. This good foundation is built upon in KS1 and KS2, where pupils continue to develop their competence and confidence in their use of both languages and increase their understanding through listening, speaking, reading and writing. However, there is some unevenness of progression between classes.
51. In both KS1 and KS2 there has been a continuing upward trend in standards of achievement in the three core subjects of English, mathematics and science since the last inspection with a substantial rise in the last two years. As a consequence, in both key stages results for 2005 are now above the national and local averages overall and better than schools of a similar type.
52. In KS1 teacher assessment for 2005 more pupils attained the higher level 3 than nationally in all three core subjects. The core subject indicator (CSI) was about the same as the local average, but above the national norm. Girls performed better than boys in each subject, particularly in English, where all of them attained level 2 or 3. In comparison to schools of a similar type across Wales, the school was around the average in English, due to the weaker performance of boys, but in the top 25% for mathematics and science as well as the CSI.
53. Similarly, in KS2 teacher assessment for 2005 more pupils attained the higher level 5 than nationally in all three core subjects; the results were marginally better in English, substantially better in mathematics and outstandingly better in science, where 72% attained level 5 compared to 37% nationally. The CSI was also better than results across Wales and the local LEA. Girls again performed better than boys in each subject, particularly in English, although the gap was less pronounced than in KS1. In comparison to schools of a similar type across Wales, the school was in the top 25% for all three subjects and the CSI. These

results include pupils in the SEN unit; when they are not counted, the percentages of those attaining level 4 or above rise substantially to approximately 91% and 96% in English and mathematics respectively and to 100% in science.

54. Pupils make consistently good progress through the school. They acquire new knowledge and skills and increase their understanding quickly, so that they achieve their potential, regardless of their social, ethnic or linguistic background; this is an outstanding feature of the school. Those identified as requiring support for EAL and SEN, in both the MLD unit and the mainstream classes, also achieve well commensurate with their age and ability.
55. Pupils readily participate in the range of activities provided, although in some lessons their independent learning, problem solving and creative skills are less well developed, due, for example, to an overuse of worksheets and copying out. They display a good understanding of what they learn and are able to recognise their strengths and weaknesses and how they might improve, although self-assessment procedures are relatively underdeveloped.
56. Pupils' personal, social and learning skills develop successfully. Children under five are happy and enthusiastic and have a positive disposition to learning. In KS1 and KS2 the large majority of pupils pay attention in class well and apply themselves to their tasks conscientiously. Invariably, they sustain concentration and work quietly and industriously. They display very positive attitudes to learning and show interest in their work. They co-operate enthusiastically and work well in groups or with a partner.
57. Pupils overall are very well behaved and know what is expected of them; this judgement is supported by staff, parents, governors and pupils themselves. The foundations for good behaviour are laid effectively in the early years and the large majority develop into self-confident, mature young citizens from a young age. They are courteous and polite and respond well to the reward system; they display a high level of self-discipline. Throughout the day they move sensibly in and around the school. As a result, the quality of life within the school is very good. A small minority present teachers with challenging behaviour and at times become restless; however, they are managed effectively and are not allowed to disrupt their peers. There has been one temporary exclusion during the past year.
58. Older pupils are sensitive to the needs of younger ones. The school council and the recently established 'playground peacemakers' have an important role in maintaining good relationships and ensuring that all have a friend at playtimes and lunchtimes. These pupils take their responsibilities seriously and show great commitment to their role. According to parents, governors and pupils bullying is not considered to be a problem and any incidents that do occur are dealt with quickly and effectively.
59. Pupils develop a strong sense of citizenship and extend this through taking part in community events, such as concerts. They play a very full part in the life of the school through initiatives to improve, for example, the accommodation and

the environment. They have a good awareness of equal opportunities issues. They treat adults and peers with respect, whatever their background, and develop a good understanding of the need to accept and appreciate diversity within society and of how people differ in their attitudes and culture. Overall, their progress in their personal, social, moral and wider development is exceptionally good.

60. At 91.26% the average rate of attendance for the three terms prior to the inspection for KS1 and KS2 is below the LEA and national norms. The average rates for nursery and reception for 2005 are 90.56% and 90.43% respectively with the figure falling below 90% in one of the terms for each class. However, these figures are an improvement since the last inspection and the school has worked hard to increase attendance levels. A significant number of families take holidays in term time, occasionally for an extended period.
61. Punctuality has also improved, although a small number of pupils in most classes still arrive late at the start of the day and often miss the beginning of the first session, particularly in KS1. Absences and lateness are predominantly caused by the social problems affecting a small number of families.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

62. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
63. Overall, the quality of teaching in the lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
27%	50%	19%	4%	0%

64. Teaching in the nursery and reception classes and in older KS2 was consistently Grade 1 or 2. In KS1 it was Grade 2 or 3 and in younger KS2 it was more variable, ranging from Grade 1 to Grade 4, although there were no important consistent shortcomings.
65. Where teaching was judged to be Grade 1, the outstanding features include:
- very good relationships between teachers, support staff and pupils that promote a productive working atmosphere;
 - high expectations that result in pupils reaching their potential;
 - the very skilful way in which teachers and support assistants promote equality of opportunity and ensure that all learners are actively involved in lessons;
 - excellent planning that closely matches pupils' emerging, learning needs; and
 - outstanding use of the interactive whiteboard to enrich the quality of imaginative presentations.

66. Where teaching was judged to be Grade 2, the good features include:
- a clear presentation of aims and objectives at the beginning of the lesson;
 - effective revision at the end of the lesson;
 - purposeful use of various teaching techniques and strategies;
 - stimulating tasks that extend pupils' learning; and
 - detailed knowledge and understanding of the subjects being taught.
67. In lessons where teaching was judged to be Grade 3 or 4, the shortcomings include:
- a lack of challenge in the tasks provided to extend abler pupils;
 - over long presentations; and
 - overuse of worksheets and copying out of answers, which fail to develop pupils' investigative and independent learning skills.
68. The school uses a range of assessment information effectively to set targets for pupils and to focus support in English and mathematics. Teachers analyse this evidence well to evaluate its contribution to teaching and learning and to predict end of key stage national curriculum assessment results.
69. The under-fives are appropriately assessed in accordance with the LEA baseline and regular records are kept of their progress. However, recorded observations are not always sufficiently well developed. In KS1 and KS2 teachers assess pupils' achievements accurately in the core subjects and detailed records are retained of academic progress; an effective system for tracking pupils' development has been established.
70. The assessment of pupils' achievements in the foundation subjects is less rigorous. However, the school is developing strategies to improve this aspect. Portfolios have been assembled for most subjects and these contain collections of pupils' work, which are levelled and annotated.
71. Teachers mark work accurately and helpfully and, in most classes, they set learning targets which are often displayed in pupils' workbooks. The school acknowledges, however, that the process of target setting is not consistently applied across the key stages and that pupils are not yet fully involved in planning and assessing their own progress and improvement.
72. Annual reports to parents are of good quality. They include all subjects and contain comments on pupils' personal development. They provide clear descriptions of attainment and often include targets for future improvement. The school meets its statutory requirements for reporting to parents.

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

Grade 2: Good features and no important shortcomings.

73. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
74. The school makes very good provision for learners of all levels of ability, gender and social and ethnic backgrounds to gain equal access to the curriculum. Class teachers and assistants provide effective support for individual learning needs.
75. Pupils are provided with a broad, balanced and relevant curriculum that is based on clear policies and schemes of work to ensure continuity and progression in learning. A detailed whole school policy has been developed to ensure progression in key skills across all subjects. Curriculum time meets WAG recommendations in both key stages.
76. There is an agreed programme of regular weekly homework across all classes, which parents and pupils understand and support. Work in the core subjects, in particular, is taken home and there are rewards for returning this early. Reading is also done at home and parents make comments in their children's reading record books. In addition, projects are undertaken, usually during the holidays.
77. Pupils' social development and practical skills are enhanced by an outstanding programme of extra-curricular sporting, musical, creative and ICT activities and clubs, run by staff and volunteers at breaktime, lunchtime and after school. Learning experiences are also extended by projects with professional writers and artists.
78. Good provision is made for pupils' personal, social, moral and cultural development through an extensive programme of activities based on the Qualifications, Curriculum and Assessment Authority for Wales' Curriculum Framework for personal and social education. Spiritual development is relatively less well developed, especially in relation to aspects of collective worship, but statutory requirements are met in this respect. Visits are made to churches and chapels, a theatre, museum, farm, supermarket and restaurant, which help to promote good understanding of the local community's spiritual and moral values, cultural heritage and present day occupations.
79. The active school council has a real voice in improving the school and the environmental club and 'garden guardians' care for the environment and take measures to make it look more attractive, for example by planting bulbs.
80. Pupils nominate charities and raise money for good causes. The school choir performs for senior citizens and sings in concerts with cluster schools and a local male voice choir.
81. Provision for the cwricwlwm Cymreig is generally good. Pupils learn about Welsh personalities, traditions and emblems, look at postcards from different places in Wales and visit the Museum of Welsh Life. They sing Welsh folksongs and use incidental Welsh confidently throughout the day.

82. Pupils develop a sound understanding of sustainable development. The school is a member of the local council's recycling scheme and has gained the Eco-schools' bronze award for its environmental activities. Environmental understanding is enriched by links with local landscape gardeners and a nature reserve. Older pupils are also aware of issues related to global warming and ways in which energy can be conserved.
83. Overall, links with the community are good. The school makes effective use of local facilities, including the library and swimming pool, and visits from the community police, nurse and fire service contribute to pupils' social and health education.
84. The school has a very positive partnership with parents and works hard to involve them in their children's education. A few regularly help in school and several attend assemblies when their children are performing. Communication, both written and verbal, is very effective. Regular newsletters and reminders keep them well informed about events, achievements and topics being taught. They are involved with a project working with local artists to improve the nursery playground, as well as with regular Kerb Craft training, and a group has developed the school garden. They also support the school through fund raising events.
85. There are strong links with the receiving secondary school through cross-phase projects in English, mathematics and geography and French tuition by a KS3 teacher. Together with a cluster of local primaries and the comprehensive, the school is involved in a sponsored scheme to develop primary democracy.
86. The school is in partnership with a teacher training college and there are effective links with local colleges of further education. The headteacher is the student mentor and the school provides good quality training and work experience not only for student teachers and those undertaking vocational qualifications in childcare and education, but also for secondary school students.
87. There are effective business and sporting links with a local golf club, rugby club and bowls club. Local businesses provide materials and expertise to develop the environmental area. One teacher has benefited from a previous career in industry. She was responsible for developing industry links in her previous teaching post and has enjoyed industrial placements that enhance her professional development and support her teaching and management skills.
88. Pupils develop good entrepreneurial skills in a mini-enterprise project, designing and making goods for the school fayre, the proceeds of which are donated to school funds.
89. The school attends well to national priorities for lifelong learning and community regeneration. It hosts an adult computer club and many parents attend the Language and Play course. Pupils see adults as lifelong learners.

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

Grade 1: Good with outstanding features

90. The findings of the inspection team match the judgement made by the school in its self- evaluation report.
91. All adults in the school provide consistently good care and support in a safe, happy environment, so that pupils can achieve their full potential. Relationships are very good; the school has a positive ethos and every child is valued and included. Pupils in turn know what is expected of them and there is an atmosphere of mutual respect throughout the school. This is an outstanding feature.
92. There is very good daily informal contact with parents, particularly in KS1. The vast majority are very supportive of the school and value the approachability of all staff. They feel the school has a genuine open door policy.
93. A particularly outstanding feature of the school is the very good adult:pupil ratio which enables the school to provide support and guidance to meet individual needs. Appropriate use is made of specialist support services available in the local authority when the need arises and multi-agency work is given high priority.
94. When children start school there is an effective period of gradual induction; they generally settle easily as they often attend the link-up group or the language and play group with their parents before entry to school. Effective procedures, including a buddy system, are in place to support pupils who join the school at a later stage. All quickly learn the routines and settle well into school life. This is an outstanding feature.
95. There are well established transition arrangements with the receiving secondary school. Y6 pupils are involved in visits, assignments and social activities. Pupils confirm that they are well prepared. They are confident and look forward to the next stage of their education.
96. There are effective policies and procedures in place to monitor pupils' behaviour and performance. The school is a welcoming, orderly community, where pupils are encouraged to play an active role in devising their own rules at the beginning of the school year. All adults in the school apply policies for behaviour management consistently and are very good role models. Mid-day supervisors have a monitoring role and are involved in the reward system. Arrangements to encourage pupils to behave well are very effective.
97. The school works closely with the education welfare officer to monitor attendance and punctuality, but registration procedures do not always comply with Circular 3/99. The school regularly reminds parents of the need for punctual attendance, but a small number of families are slow to respond. Targets are set and several pupils are rewarded termly and at the end of the year for perfect

attendance. The school followed the appropriate procedures in a recent temporary exclusion.

98. Adults in the school are well aware of pupils with particular needs and are knowledgeable about procedures in the event of an accident or emergency, such as how to help pupils with identified allergic conditions. There is a comprehensive health and safety policy; risk assessments are systematic and all staff are alert to issues relating to the well-being of pupils.
99. School policies on substance misuse and sex education ensure that pupils are well informed on health issues. The school is involved in the 'healthy schools' initiative and promotes health and fitness for pupils through a wide range of extra-curricular activities and the fruit tuck shop, which is supported by parents.
100. There is an effective policy and sound procedures for child protection. The head and deputy are the designated officers. All staff have received child protection training and are aware of the indicators of abuse. They know the referral process and procedures. All LSOs have Criminal Records Bureau checks.
101. Provision for pupils with SEN is an outstanding feature of the school. A very effective policy for SEN and a comprehensive range of assessments enable learners' individual needs to be identified and addressed. Diagnostic tests are well organised and enable early intervention in line with the Code of Practice. A large number of pupils have SEN and their needs are met primarily in mainstream classes, where class teachers provide detailed day-to-day planning and termly individual action plans. Pupils with SEN are very well supported as well by LSOs in literacy, numeracy and other areas of the curriculum. Effective arrangements are made for the pupils in the special unit to be fully integrated into mainstream classes in the afternoons for science, religious education and foundation subjects.
102. The progress of all pupils is carefully monitored and reviewed formally twice a year by staff and parents. Children from traveller families are very well integrated into all aspects of school life and make progress commensurate with their ages and abilities.
103. The school has multicultural education and equal opportunities policies; the latter includes a separate section on racial equality, although no specific action points are identified. All forms of stereotyping are challenged. A very effective anti-bullying policy and the 'playground peacemakers' scheme, initiated by the school council, have been successful in maintaining harmonious relationships across the school. Any instances of racial discrimination are dealt with immediately by the headteacher. The school's disability access plan has been implemented, so that any disabled pupils or staff have appropriate access to the main building and the demountable classrooms.

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

Grade 1: Good with outstanding features

104. The findings of the inspection team differ from the judgement made by the school in its self-evaluation report, since the school judged this key question to be Grade 2. The difference is because the inspection team identified a number of outstanding features in the leadership and management of the school, particularly the significant improvements that have been achieved in strategy, ethos and human resource management since the last inspection; these developments have resulted in a substantial rise in pupils' standards of achievement. It is also because of this notable progress that the inspection team judged this Key Question to be Grade 1 in contrast to Grade 2 for Key Question 1.
105. The school has a clear sense of purpose and direction. The mission statement, CARE, is well known by pupils, staff, parents and governors alike and underpins the school's ethos. The statement is supported by a relevant set of aims and realistic yet challenging goals in the SDP. The ownership of the school's mission and its promotion by all stakeholders is an outstanding feature. All are proud of the school and work hard to secure its success.
106. The headteacher's positive and strong leadership is an outstanding feature. He has introduced many significant changes since his appointment in January 2000 and his influence has impacted on all aspects of school life. He is well informed about national priorities and current issues. He has very good interpersonal skills and has developed very positive relationships with staff, governors and pupils.
107. Staff work together well as a team and staff meetings are held regularly and minuted. The deputy headteacher, who is also the KS1 co-ordinator, provides effective support and organises the in-service education programme efficiently. Co-ordinators are in place for all subjects, the early years and other major aspects of learning and they take a coherent and consistent approach to the management of their area of responsibility and its resources. Plans are currently being drawn up by the GB to restructure the staffing organisation to meet legislative requirements in relation to the implementation of teaching and learning responsibility posts.
108. Appropriate performance management procedures are well established; targets are linked to the SDP and school improvement, as well as to staff development. The headteacher and deputy headteacher are trained performance management leaders and the process is beginning to impact positively on standards and the quality of teaching.
109. The school meets statutory requirements for reducing teachers' workloads. Specific administrative and clerical tasks are now undertaken by other personnel in the school, particularly the LSOs, and teachers spend 10% of their

time out of the classroom on other duties, such as planning, marking, monitoring, listening to learners and writing documents; the headteacher allows teachers to work at home at times, if this is an advantage. The 10% planning, preparation and assessment time is covered mainly by the SEN unit teacher in the afternoons, when unit pupils are mainstreamed, and by a recently appointed part-time teacher, who has been specifically employed for this purpose. Other arrangements, such as when pupils go swimming and are taken by the headteacher and an LSO, who are both qualified swimming instructors, and when pupils study in the ICT suite under the supervision of another LSO, are appropriate and utilise staff expertise effectively.

110. Day-to-day administrative procedures are efficient and effective and the school day runs smoothly.
111. The GB is very supportive and is now much more involved in the life and work of the school, its strategic direction and the monitoring of its provision. Members have subject interests and most visit the school regularly to meet their respective subject co-ordinator, to provide in-class support, to supervise extra-curricular activities or to attend functions. Some work full-time in the school. The GB meets regularly and appropriate sub-committees are in place; meetings are well attended and the headteacher provides updates each term on progress in the targets of the SDP.
112. Financial management is sound and the school has a small surplus of funds. Together with the headteacher, the GB works closely with the LEA finance officer to plan the budget and to ensure priorities are linked to the SDP and the needs of the school. The GB has taken a conscious decision to invest heavily in human resources to raise standards and this has had a significant impact. Every class now has a designated LSO to support learning and there are additional support staff to cover specific areas of need; some of these are funded by the LEA, for example in the SEN unit and to oversee the needs of traveller children. However, the GB and headteacher have been careful to work within the budget and to ensure the money available for capitation and physical resources, which remains above average for primary schools in Wales, has not been jeopardised. This wise utilisation of the budget is another outstanding feature of the school and ensures that the school gives exceptional value for money.
113. The most recent audit report of January 2005 was satisfactory and the recommendations that were agreed between the school and the auditor have now been implemented.
114. School policies and procedures are regularly reviewed and ensure that equal opportunities in relation to race, gender and disability are embedded in practice; all statutory requirements are met.

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

Grade 2: Good features and no important shortcomings

115. The findings of the inspection team differ from the judgement made by the school in its self-evaluation report, since the school judged this key question to be Grade 1. The difference is because the inspection team, while recognising that quality and standards are effectively assessed and have improved substantially over recent years, did not identify any outstanding features in the self-evaluation process.
116. The school has established a rigorous and systematic self-evaluation process and has plans in place to develop this even further, so that standards and the quality of provision can continue to be raised. All staff and governors are actively involved in the process and in the generation of first hand evidence and the production of documentation.
117. The SER is a clear and knowledgeable statement of the school's current strengths and areas for development. The inspection team agreed with its judgements in five of the seven key questions, which suggests that the headteacher, staff and GB have a good working knowledge of the school's performance and the quality of provision. Differences occurred only in Key Questions 5 and 6, where the inspection team identified outstanding features in the former rather than the latter.
118. The SDP is a comprehensive planning document that clearly lays out the school's current priorities and which addresses national and local initiatives, including workforce remodelling and the proposed introduction of the Foundation Phase. Targets and planned actions are realistic and achievable and, where appropriate, quantifiable; they identify success criteria, specific dates for completion, costings and persons responsible. The three core subjects are reviewed every year as part of the SDP and the foundation subjects are assessed once every three years on a rota basis. An annual school performance review is undertaken by a local adviser, which also feeds in to the SDP. The school has not yet formally gauged any stakeholders' opinions, for example by means of questionnaires, but there are plans to circulate parents and governors in the near future.
119. Co-ordinators monitor their subjects and areas of responsibility effectively through classroom observations, looking at pupils' work, overseeing teachers' planning and, more recently, listening to learners. Appropriately focused templates and procedures are in place for recording observations and discussions and for feeding back to colleagues, based on the school's teaching and learning policy. At the end of each year co-ordinators draw up an action plan for their subject and this information is fed into the SDP. Classroom observations are undertaken in the core subjects each year, but only once every three years in the foundation subjects, in accordance with the SDP rota. The school aims to build on its current good practice in self-evaluation by developing further its listening to learners strategy, in order to assess pupils' standards, learning and motivation even more accurately.
120. Teacher assessment and various types of standardised tests are carefully analysed and benchmarked by the school to ensure staff, parents and

governors are kept well informed and so that support and resources are appropriately targeted to improve standards and teaching.

121. Considerable progress has been made since the last inspection. Standards have been raised markedly, the role of the subject co-ordinator has been substantially developed, the car parking issue has been resolved and the school no longer has large mixed age range classes. However, there is still scope to develop pupils' independent learning skills more consistently between classes, to share and disseminate good practice more and to improve punctuality; these issues remain as recommendations in this report.

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

Grade 2: Good features and no important shortcomings

122. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
123. Teachers are of high calibre and there are sufficient to teach all areas of learning. The large number of very well qualified support staff impacts significantly on pupils' standards of achievement. All are most beneficially deployed and their expertise is effectively exploited.
124. Appropriate staff induction procedures are in place. Staff attend relevant courses regularly to update their knowledge and to keep abreast of current educational developments; they feed back what they learn to colleagues. There are also regular in-house staff development sessions.
125. Mid-day supervisors, kitchen and clerical staff all make valuable contributions to school life. The school buildings and grounds are well maintained by the site supervisor and cleaning staff.
126. The accommodation is of good quality and adequate for the number of pupils on roll. The areas for the nursery and reception are of an appropriate size and the nursery children play in a safe, secure outdoor area. However, there is no designated outside play area for reception children, although this is planned. The classrooms are of a good size and are used effectively.
127. The ICT corridor, spacious school hall and well organised library areas promote pupils' learning well across many aspects of the curriculum. The colourful displays on classroom walls and in corridors provide an additional learning resource. Security measures are effective, although outside gates are not locked.
128. The playgrounds for the KS1 and KS2 pupils are spacious and promote independent play sufficiently. The field is well used for sports and an environmental area is in the process of development, although there is some evidence of dog fouling and the perimeter fencing is insecure in a few places

and prone to harbouring litter. Overall, the school uses its accommodation and facilities effectively.

129. In general, there is a good supply of resources in the school for every age group; they are of good quality and most are used effectively by teachers. However, learning materials for history are insufficient and reference books in a few subjects, such as religious education, are minimal and in need of further investment. At present, there are only two interactive whiteboards in the school located in the Y5 and Y6 classes.

130. Subject co-ordinators monitor the suitability of existing resources and discuss future needs with colleagues. They use agreed budgets to acquire appropriate classroom materials. The headteacher and the finance committee of the GB manage and review the use of resources effectively and on a regular basis and match expenditure to priorities for development. Principles of best value are applied well.

Standards achieved in subjects and areas of learning

Under 5s

Grade 1: Good with outstanding features

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

Good and outstanding features

Language, literacy and communication

132. In the nursery there are outstanding features in children's language skills. They listen attentively, remember new vocabulary and speak clearly about their play activities. They are familiar with the format of books and make their own story books following a visit to the library. They know that pictures and words carry meaning, they experiment with mark making, drawing and writing and some form recognisable letters independently.

133. In the reception class children's skill at drawing and writing is an outstanding feature. They listen well, join in reading a shared story and answer questions appropriately. They recognise the sounds at the beginning and end of words and some are able to read and write simple sentences.

Personal and social development

134. In the nursery an outstanding feature is children's positive response to new linguistic experiences. They begin to answer questions in Welsh using appropriate words and phrases. They are confident, independent learners who concentrate on their activities purposefully, relate very well to adults and other

children and are sensitive to the feelings of others. They dress themselves independently for outdoor play and for role play.

135. In the reception class an outstanding feature is the way children co-operate in practical group activities. They show enthusiasm for all their learning experiences, behave in a self-disciplined manner, show respect for others and wait their turn patiently when sharing resources.

Mathematical development

136. In the nursery children can distinguish between objects that are heavy or light, describe them using relevant vocabulary and sort them into appropriate sets. Some can make further comparisons to identify which is heaviest or lightest. Almost all can recognise one or two numbers and a few recognise all the numbers up to ten.
137. In the reception class children have a good understanding of number, which they apply in practical activities. They count together to ten and back in English and Welsh. Through structured measuring activities with sand, water and rice, they begin to make comparisons of capacity and recognise when a container is empty, half full or full.

Knowledge and understanding of the world

138. Nursery children's knowledge and understanding of the world is outstanding. They comprehend the features of different seasons and recognise the symbols and English and Welsh words for different types of weather. They know about some of the jobs people do, for example the postman. At snack time they make choices from a range of healthy eating options. They develop awareness of the process of recycling by collecting recyclable waste in the classroom. Through celebrations such as Christmas and Chinese New Year they begin to learn about different religions and cultures. Their awareness of technology grows as they make use of the computer and sound centre to support their learning.
139. In the reception class children's investigative skills are outstanding. They develop a systematic approach to experiments, such as planting seeds in different media by following pictorial instructions and recording their findings in a simple chart. They use magnifying glasses to study the small details of flowering plants. They can name the different parts of a plant and know that plants need water and light to live and grow. They gain an idea of time by comparing toys and school life today and long ago.

Physical development

140. In the nursery children's hand and eye co-ordination is outstanding when handling small tools and items of equipment. They use scissors accurately and safely when cutting out shapes in structured activities and free play. Outdoors they ride, push, pedal and steer wheeled toys with good control and co-ordination.

141. In the reception class children are very skilful at pouring, filling and emptying containers of water. They show good pencil skills when writing and control the mouse effectively when working on the computer. Through a structured programme of gross motor skills they develop body awareness.

Creative development

142. In the nursery children are good at acting out roles, for example from Jack and the Beanstalk, and they enjoy dressing up as characters. They make choices from a range of paints and colours when making pictures. They know a range of songs and join in with appropriate actions.

143. In the reception class children are good at singing and participate enthusiastically and tunefully in English and Welsh, with good recall of the words of songs. They mix colours carefully and hold brushes properly when painting.

Shortcomings

144. There are no important shortcomings.

English

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

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

Good features

145. In KS1 pupils listen well and respond enthusiastically. They succeed in describing and explaining effectively and they ask intelligent questions. They role play and express opinions well.

146. In KS1 the majority of pupils read well according to their age and ability, with the more able reading fluently and meaningfully. They have a good range of strategies to cope with unfamiliar words. They discuss the contents of their books enthusiastically.

147. Pupils in KS1 write in a wide range of formats and much of their work displays a lively imagination and a good measure of correctness. They develop their ideas in an orderly manner.

148. In KS2 pupils listen well to their teachers' presentations. They speak confidently in formal and informal situations. They contribute effectively to whole class discussions and are keen to share their experiences with others.

149. In KS2 pupils answer questions confidently, using clear and expressive language. They enjoy class debates and eagerly share their opinions on a range of subjects with classmates and adults.

150. Pupils in KS2 are able to read accurately, fluently and with expression. They have a clear understanding of what they read and view. They read and respond to a wide range of literary and non-literary texts. They write book reviews and express clear views on recent texts.
151. Pupils' writing in KS2 is of good quality and their spelling and handwriting skills develop well. They are able to write letters, instructions, poetry and stories effectively. They have a good knowledge of punctuation, including the use of paragraphs and question, speech and exclamation marks.
152. Pupils of all ages use dictionaries and thesauri well to support their learning. Presentation of work is almost always of good quality throughout the school.

Shortcomings

153. There are no important shortcomings.

Science

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

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

Good features

154. Throughout the school pupils undertake a range of practical and investigatory work on a regular basis; they understand and follow the scientific process of planning, experimenting and evaluating, at times using relevant templates to record their questions, needs and evidence. They make appropriate predictions and observations and have good recall of previous learning. They answer questions knowledgeably, producing accurate answers based on what they have learnt. At times they repeat experiments to test out their results.
155. In KS1 pupils are introduced to the concept of a fair test and can explain what has to change and what has to remain constant. Their understanding increases as they progress through the school, so that by Y6, while devising their own lines of enquiry, they can manipulate a range of variables to ensure consistent and accurate results.
156. Scrutiny of pupils' work indicates that they develop an increasing scientific knowledge across the attainment targets of the NC as they progress through the school; by the end of KS2 they have a good understanding of life processes and living things, materials and their properties and physical processes.
157. In KS1 pupils understand about simple reversible and irreversible changes, for example when materials are heated or cooled. They successfully investigate a range of materials and their properties and where they come from. They realise the need for exercise and healthy eating in relation to keeping fit and they learn about a variety of living things and why it is important to care for them.

158. In KS2 younger pupils learn effectively about the need for a balanced diet and how to keep different parts of their bodies healthy, for example their teeth. They classify rocks and soils accurately and understand about circuits and switches and why some materials are conductors of electricity and heat while others are insulators.
159. In KS2 older pupils can distinguish different types of food groups linked to their studies of the digestive and circulatory systems; they measure pulse rates carefully and consider the effects of medicines and drugs. They can explain about the properties of solids, liquids and gases and why evaporation and condensation occur. By the end of the key stage they know about bacteria and microbes and their role in the recycling process. They understand why some materials dissolve and how they might be separated again and they are familiar with the functions of filters and sieves. They learn effectively about various forces and begin to grasp the concept of gravity, measuring the effects in Newtons.
160. Pupils record results accurately and in a variety of ways using diagrams, matrices and tables. Older ones can make accurate predictions from data presented in different forms, such as graphs.
161. Pupils use and understand relevant scientific terminology and vocabulary, appropriate to their age and ability.
162. Pupils are familiar with health and safety issues and take necessary precautions when there might be dangers associated with aspects of their investigations.

Shortcomings

163. There are no important shortcomings, but in some classes pupils could have more responsibility for undertaking their own investigations.

Design and technology

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

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

Good features

164. In KS1 pupils understand that they need to draw up a plan before making a product. They produce simple pictorial plans, which indicate their own choice of materials and design for their product.
165. Most pupils use basic tools safely and successfully to cut and join their materials. They evaluate their completed work by identifying the most pleasing features.
166. Due attention is paid to food hygiene where relevant.

167. In KS2 pupils produce labelled sketches and designs to guide their work. They indicate measurements and draw a flow chart of the sequence of steps they need to follow when making their product. Their individualised work displays originality.
168. Pupils become adept at using an increasing range of tools and their work shows progression in the methods used to join materials and to incorporate moving parts, circuits and motors.
169. Older KS2 pupils research their ideas well and use a computer assisted design package successfully. They apply their knowledge and understanding of design briefs and evaluate their products constructively, suggesting ways of improving them.
170. Pupils are able to describe their research and design ideas and explain the process of making their models. Successful application of their knowledge, understanding and skills in design and technology is evident in a mini-enterprise scheme undertaken by pupils in aid of school funds.

Shortcomings

171. There are no important shortcomings.

History

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

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

Good features

172. In both key stages pupils develop a good historical vocabulary and use it well to explain how things change over time.
173. In KS1 pupils develop a good awareness of the order of events over time. They sequence events within their lives and identify what they could or could not do at different ages.
174. In KS1 pupils undertake effective studies, for example of seaside holidays in the past, and compare them well to their own holidays in the present.
175. Pupils in both key stages make effective use of timelines to enhance their awareness of the passing of time.
176. Younger KS2 pupils have a good insight into the lives of the Celts following visits to the Museum of Welsh Life. They research the history of the Romans and make effective use of ICT to gather the relevant information. They develop their knowledge and understanding of the Tudor period appropriately. They know about Henry VIII and his attempts to secure a male heir.

177. Older KS2 pupils undertake effective research projects on working conditions in Victorian coal mines. They develop a very good understanding of the plight of the Welsh miner. They look at primary source evidence, such as drawings and photographs, and assess the value of different materials in a mature and perceptive fashion. They make very effective use of ICT to enhance their knowledge and understanding of historical events, personalities and periods.
178. By the end of KS2 pupils produce effective PowerPoint presentations on the history of World War Two. They know about the impact of the blitz on Swansea; they research the prisoner-of-war camps that were located in Wales and compile effective projects on the impact of war on society.
179. Pupils of all ages benefit enormously from their visits to places of historical interest and this helps to promote their good standards of achievement in the subject.

Shortcomings

180. There are no important shortcomings.

Religious education

Key Stage 1: Grade 3: Good features outweigh shortcomings

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

181. In KS1 pupils have a good recall of special people in the community and they can identify those associated with the local church and chapel. They understand the concept of belonging to a group and why each person is special. They have a knowledge of a few stories from the Old Testament and they are familiar with some aspects of the life of Jesus. They also know about some Christian saints and sacraments. They use CD-ROMs effectively at times to research facts and to sequence events.
182. In KS2 pupils are familiar with the sequence of events in the Christmas and Easter stories. They know about the psalms and Christian prayers, as well as some stories Jesus told, such as the Good Samaritan. At the end of the key stage they study effectively church worship and the concept of the Trinity, look at the books of the Bible and discover how the Gospels were written.
183. Pupils learn successfully about other religions besides Christianity and their work in both key stages shows an understanding of the variety of beliefs and concepts involved and an empathy for those who follow different creeds. In KS1 they are introduced to Judaism and festivals such as Hanukkah and in KS2 to the beliefs, practices and celebrations of Islam. In KS2 they develop their knowledge of Judaism further, for example in relation to the Passover, the Sabbath and Kosher food. By the end of the key stage they are familiar with the Torah and the festival of Semhat Torah.

184. Pupils carefully handle various artefacts from the Jewish, Muslim and Christian faiths, which provide them with first hand experiences of religious practices and introduce them to associated specialist vocabulary.
185. Pupils' experiences and standards of achievement are enhanced through regular visits to local churches and chapels and further afield to a synagogue. Local ministers also visit the school regularly and contribute to lessons on various aspects of Christianity.
186. Pupils display a very good understanding of moral issues, derived particularly from their studies in religious education by learning, for example, about concepts such as forgiveness, resolving dilemmas and being a good neighbour. In KS1 at the end of the day they compose impromptu prayers.
187. Pupils follow the recently revised Locally Agreed Syllabus, which forms the basis for the school's scheme of work.

Shortcomings

188. Pupils generally lack sufficient knowledge of stories and people in the Old and New Testaments, especially in relation to the life of Jesus, the miracles he performed and the parables he told.
189. Pupils' learning strategies and investigatory skills are restricted by the overuse of commercial worksheets, linked to the scheme of work and the adopted text book series. As a result, too often pupils are only required to copy out answers rather than finding things out for themselves and using their own ideas.
190. At times pupils only learn facts about people and events in various faiths, rather than understanding their religious significance and impact.

School's response to the inspection

191. The GB, staff and pupils welcome and celebrate the findings of the inspection team, which identifies the success and achievements of the whole community of Pil Primary School. We consider the report to be a fair and accurate reflection of the current provision at the school, particularly since it recognises the many strengths and the very good progress that have been made since the last inspection.
192. We are pleased that the inspection report recognises many outstanding features, particularly in the care and support for pupils and the leadership and management of the school.
193. We are proud that the report identifies the children's progress in their personal, social, moral and wider development as being exceptionally good and how the pupils' development and practical skills are enhanced by an outstanding programme of extra-curricular sporting, musical, creative and ICT activities and clubs. The inspection team acknowledges the school's positive ethos and that every child is valued and included; we are pleased that this is an outstanding

feature along with human resource management, which is the basis for the very good adult:pupil ratio that supports the inspection team's judgement that the school provides 'exceptional value for money'.

194. We celebrate the fact that pupils' standards are well above WAG's all-Wales 2007 targets and that the inspection team acknowledges the continuing upward trend in these standards of achievement in the three core subjects in both KS1 and KS2.
195. The staff and governors recognise that the inspection report, along with the school's SER and SDP, form a firm foundation to enable the school to move forward vigorously and to continue to deliver the outstanding features already achieved in standards, strategy and ethos.
196. The school would like to take this opportunity to thank the inspection team for their very thorough assessment of the school's current strengths and the areas for development identified in their recommendations. Many of these are already being addressed in the SDP and the others shall be addressed through the school's action plan.

Appendix A

Basic information about the school

Name of school	Pil Primary School
School type	Nursery and Primary
Age-range of pupils	3 - 11
Address of school	Pyle Inn Way,
Postcode	CF33 6AB
Telephone number	01656 740482

Headteacher	Mr. B. Blackall
Date of appointment	1/1/2000
Chair of governors/ Appropriate authority	Mrs. S. Flynn
Registered inspector	Dr. P.D. Ellis
Dates of inspection	14/2/06 – 16/2/06

Appendix B

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	24.5	28	27	29	29	29	30	27	223.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	10	0.4	10.4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	21.7:1
Pupil: adult (fte) ratio in nursery classes	7.0:1
Pupil: adult (fte) ratio in special classes	8.0:1
Average class size, excluding nursery and special classes	27.6
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Spring 2005	91.5	87.8	92.3
Summer 2005	89.9	90.9	91.3
Autumn 2005	90.3	92.6	90.2

Percentage of pupils entitled to free school meals	39%
Number of pupils excluded during 12 months prior to inspection	One

Appendix C

**National Curriculum Assessment Results
End of Key Stage 1: (compared with 2004 National Results)**

National Curriculum Assessment KS1 Results 2005			Number of		30		
			pupils in Y2:				
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School	0	3	13	50	34
		National	0	4	13	63	20
En: reading	Teacher Assessment	School	0	3	20	43	34
		National	0	3	11	63	23
En: writing	Teacher Assessment	School	0	3	13	60	24
		National	0	5	14	69	11
En: speaking and listening	Teacher Assessment	School	0	0	3	57	40
		National	0	4	14	55	27
Mathematics	Teacher Assessment	School	0	3	0	67	30
		National	0	2	11	63	24
Science	Teacher Assessment	School	0	3	0	60	37*
		National	0	2	10	65	23

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	83.3%	In Wales	80%

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

***The accuracy of this figure has been confirmed by the school following an entry error in the official submission of results to WAG**

**National Curriculum Assessment Results
End of Key Stage 2: (compared with 2004 National Results)**

National Curriculum Assessment KS2 Results 2005			Number of pupils in Y6								25	
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	
English	Teacher assessment	School	0	0	0	0	0	12	8	48	32	
		National	0	0	0	0	1	5	16	46	30	
Mathematics	Teacher assessment	School	0	0	0	0	0	4	12	36	48	
		National	0	0	0	0	1	3	17	46	31	
Science	Teacher assessment	School	0	0	0	0	0	4	0	24	72	
		National	0	0	0	0	0	1	11	50	37	

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	76%	In Wales	72%

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

N.B. These results include pupils in the SEN unit

Appendix D

Evidence base of the inspection

Four inspectors spent a total of 10 inspector days in the school. A team meeting was held prior to the inspection. There was a nominee, who was the headteacher, but there was no peer assessor.

The inspection team visited:

- thirty-one lessons or part lessons;
- all classes;
- acts of collective worship; and
- a range of extra-curricular activities.

The inspection team held meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers, support and administrative staff and groups of pupils during the inspection; and
- staff and governors after the inspection.

The inspection team also considered:

- the school's self-evaluation report;
- thirty-seven responses to the parents'/carers' questionnaire; around 99.5% of answers were positive;
- a comprehensive range of documentation provided by the school before and during the inspection; and
- a variety of pupils' current and past work.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Dr. P. David Ellis Registered Inspector	Context, Summary and Recommendations Key Questions 1, 5 and 6 Science and Religious education
Dr. David Evans Team Inspector	Key Questions 2 and 7 English and History
Mrs. Margaret Hanney Team Inspector	Key Questions 3 and 4 Early Years and Design and technology
Mrs. Caterina Lewis Lay Inspector	Contributions to Key Questions 1, 3, 4 and 7
Mr. B. Blackall, Head Nominee	Contributions to all Key Questions

Contractor

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