

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

**Plascrug C.P. School
Plascrug Avenue, SY23 1HL**

School Number: 6672361

Date of Inspection: 22/05/06

by

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

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- * 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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- * makes public good practice based on inspection evidence.

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Plascrug C.P. 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 Plascrug C.P. School took place between 22/05/06 and 25/05/06. An independent team of inspectors, led by Robert Huw Jones undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

"There are three types of inspection.

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

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

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

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

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

This school received a standard inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Plascrug Community School is situated in the town of Aberystwyth which lies on the coast of Ceredigion. The school receives the vast majority of its pupils from the town and the school serves the local community. A number of pupils, however, travel from further afield, some from as far as Machynlleth to the north and New Quay to the south. The school is designated by the Local Education Authority (LEA) as a Category B school which means that English is the main medium of instruction and Welsh is taught as a second language.
2. The school population is predominantly white (81.5 per cent) while the remainder are from various ethnic minorities. In all 35 countries are represented and 49 pupils receive support teaching in English as an additional language (EAL). Approximately one quarter of the pupils reside in a disadvantaged area while the remainder are from a variety of backgrounds ranging from neither advantaged nor disadvantaged to relatively prosperous. Approximately 21 per cent of pupils are entitled to free school meals, a figure which is higher than the local education authority (LEA) and national averages.
3. The school caters for pupils between three and 11 years and there are 362 (full time equivalent) pupils on roll. They are taught in fifteen classes, including a Nursery class which caters for 10 full time pupils together with part-time pupils, 19 in the morning and 15 each afternoon. The school has an intake of between 50 and 60 pupils annually and from the Reception class upwards they are taught in two parallel classes in each year group. A further class which operates for 0.5 of a week caters for EAL pupils on a withdrawal basis. These pupils also receive in-class support. In total, 65 pupils have special educational needs (SEN), eight of whom have statements of educational need. The school's admission arrangements follow the LEA's policy and does not discriminate against children with SEN. Fewer than one per cent of pupils come from homes where Welsh is the first language.
4. The school was last inspected in July 2000. Since then, the school roll has risen by approximately seven per cent. Currently there are 20 full-time teachers at the school and one part-time, two of whom job-share, together with a part-time teacher of EAL who has a 0.5 teaching commitment. During the current school year the headteacher has responsibility for Cwmpadarn Primary School and spends on average approximately two days each week on that site. The deputy headteacher, therefore, has no formal teaching commitment for the current year but will resume her previous post of 0.5 EAL teacher when the headteacher relinquishes responsibility for Cwmpadarn Primary School in September 2006. A full-time teacher covers for staff planning, preparation and assessment (PPA) time. The headteacher who was appointed in September 2001 has no full-time

teaching commitment. The school employs 12 learning support assistants (LSAs) nine of whom are employed full-time, including a qualified nursery nurse who provides full-time support for a pupil with a hearing impairment, an EAL support assistant and a full-time nursery class assistant. A further three qualified nursery nurses provide part-time support; one for pupils with SEN and two in the Nursery class.

The school's priorities and targets

5. The school's priorities which appear as targets in the current School Development Plan (SDP) include:

- establishing a robust system of school self-evaluation;
- undertaking a staff remodelling exercise;
- Improving support for pupils with EAL;
- developing pupils' independence in learning;
- improve the accommodation including the provision of parking facilities and replacing the four existing mobile classrooms;
- developing pupils' entrepreneurial and other skills to support economic development.

Summary

6. Plascrug School is a very good school. The excellent relationships between staff and pupils contribute significantly to the quality of life in the school and the high standards achieved. Each individual is valued within a caring environment where the importance of friendship, tolerance, courtesy and kindness is paramount.

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 2
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 1
7 How efficient are leaders and managers in using resources?	Grade 1

Grades for standards in subjects inspected

7. Standards of achievement in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
42%	55%	3%	0%	0%

8. Pupils' standards in the lessons observed are considerably higher than the Welsh Assembly Government targets for all Wales by 2007, that is 98% of standards being satisfactory (the equivalent of Grade 3) and 65% good (the equivalent of Grade 2) or better.

9. In the subjects inspected, standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
English	Grade 1	Grade 1
Mathematics	Grade 1	Grade 1
Information technology	Grade 1	Grade 1
History	Grade 1	Grade 1
Music	Grade 1	Grade 1
Art	Grade 1	Grade 1

10. Standards have risen in English, mathematics, information technology, history, art and music throughout the school since the last inspection. Results in NC assessment tests in KS2 have improved steadily over the past three years.
11. In NC assessments in 2005, results in KS1 (by teacher assessment) were above the LEA and all-Wales averages in English, mathematics and science. The percentage of pupils attaining at least level 2 in English, mathematics and science was above LEA and all-Wales averages. When compared with similar schools in Wales, results are in the first (top) 25 per cent in English, mathematics and science. The percentage of pupils achieving at least level 2 in all three subjects is in the first 25 per cent. In KS2, results (by teacher assessment) were higher than the LEA results and all-Wales averages in English, mathematics and science. The percentage of pupils attaining at least level 4 in English, mathematics and science was above LEA and all-Wales averages. When compared with similar schools in Wales, results are in the first 25 per cent in English, mathematics and science. The percentage of pupils achieving at least level 4 in all three subjects is in the first 25 per cent. There is no discernible pattern over time in boys' and girls' results. Over the past three years the school has met all of its targets.
12. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
13. Children in the nursery and reception classes make good progress in acquiring key skills. Pupils in both key stages make very good progress in the key skills of communication, mathematics and ICT.
14. Pupils' bilingual skills have a number of good features which outweigh shortcomings. Some, in particular those who have participated in an immersion course, demonstrate a reasonable understanding of the Welsh language. However, the use of incidental Welsh by staff and pupils during the school day is inconsistent across the school.
15. All pupils, regardless of ability, succeed whatever their linguistic, social or ethnic background. Pupils identified with SEN and those who receive EAL support achieve good standards according to their age and ability.
16. The standards of behaviour of pupils are very high and reflect the expectations of the school. Pupils are extremely courteous and thoughtful and display an outstanding degree of self-discipline.
17. Pupils' attendance over the past three terms averages 93% which is below that which is expected by the Welsh Assembly Government. Unauthorised absences are extremely rare.
18. Pupils make excellent progress in their personal and social skills. They have very good moral values and exhibit these regularly from day-to-day in the life and work of the school. They are considerate, friendly and polite to each other, to staff and

visitors and have a clear understanding of right and wrong. They co-operate well together in lessons and other activities.

The quality of education and training

19. In the lessons observed, the quality of teaching was as follows :

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
43%	43%	14%	0%	0%

20. The percentage of Grade 1 and Grade 2 teaching is above the all-Wales average. The percentage of teaching judged to be Grade 1 is considerably higher than the national average.

21. The school's teaching policies are well documented and are designed to provide the best possible education that will equip the pupils for life and work.

22. The quality of relationships among staff and the pupils is very good and is one of the strengths of the school; it contributes greatly towards high expectations and standards of teaching.

23. Teachers plan carefully and strive to ensure that all pupils achieve their full potential, and in some cases to exceed their own expectations. In the many excellent lessons observed during the inspection, outstanding features include the way in which teachers motivate pupils, by encouraging them to attempt more challenging tasks, through discussions and the provision of variety of practical activities. They use a variety of questioning techniques to develop effective and enhanced thinking skills in the pupils and make effective use of appropriate resources, including information technology resources, to enrich learning. A notable feature of the teaching is the attention given to the development of pupils' thinking and learning skills.

24. However, there are some occasional shortcomings, for example, when lessons are over-directed by teachers allowing insufficient opportunities for pupils to take the initiative in their own learning.

25. The quality of assessment is good and meets statutory requirements; thorough and detailed records are kept of pupil progress across the school. This process enables the teachers to identify pupils' attainments and achievements as well as identifying those pupils who may be underachieving. Pupils with SEN are assessed using both standardised tests, which indicate progress, and diagnostic tests, which indicate approaches to be used to ensure adequate and appropriate planning for further improvement in a variety of social and learning skills.

26. Effective analysis is made of data gathered through the various tests, and these are used effectively to inform further planning and provision. In some instances, the marking of pupils' work is superficial and does not always provide sufficient guidance for future improvement.

27. The school provides a wide and varied range of learning activities for the pupils, which challenge them to achieve excellence. This is achieved through a broad and balanced curriculum, which meets statutory requirements including the provision for personal, social and health education (PSHE) and religious education. It includes very effective provision for pupils with SEN, and for those for whom English is an additional language. The ethos of the school ensures equality of opportunity through the delivery of a curriculum, which gives all pupils the chance to realise their full potential.
28. The school offers a very wide range of extra curricular activities which the pupils appreciate and identify as being one of the school's main attractions. These include sporting and cultural activities in which the school has enjoyed successes at local, county and national levels, particularly in Urdd competitions.
29. The school actively promotes pupils' cultural development in an effective manner through incorporating cultural awareness days into the curriculum, and a group of parents from Japan provide a Japanese Club each week, after school. Good links are maintained with schools abroad and the success of the school's cultural development has been acknowledged through the British Council Award for outstanding development of international dimension in the curriculum.
30. Pupils are aware of, and appreciate many characteristics of Wales as a nation and this is reflected in much of their work on display around the school.
31. The quality of the care, support and guidance provided to pupils is outstanding. Positive relationships are fostered effectively between pupils and the school's approachable staff. The contribution of each individual is valued and developed within a caring environment where the importance of friendship, tolerance, courtesy and kindness is paramount. Pupils speak courteously with adults and ask for support and guidance as and when necessary.
32. Close partnerships are established with parents, carers and SEN support services in matters relating to the health and safety of pupils. The school, however, recognises that some aspects of providing information to parents need to be further developed.
33. All pupils have access to the school's impressive, comprehensive and relevant personal and social education programme.
34. The health and general safety of pupils is a priority for the school. Thorough and rigorous risk assessments are conducted regarding all aspects of school life including school visits, equipment and resources. The school promotes healthy eating practices and is part of the 'Healthy Schools' initiative.
35. The arrangements for the identification of pupils' additional needs at an early age, together with the provision for those pupils with severe learning difficulties, is an outstanding feature of the school. The school has established very good relationships with specialist external agencies in order to fulfil the specific needs of pupils with defined SEN or medical needs. Individual education plans (IEPs) contain clear and realistic objectives, are regularly reviewed and updated.

36. The school effectively implements a comprehensive behaviour policy which emphasises respect for self and others. Excellent strategies such as 'The Golden Tree' effectively support the school's behaviour and anti-bullying procedures.
37. The support and tuition given to pupils who come to school with little or no knowledge of the English language is an outstanding feature of the school's provision. The support of the specialist teachers, support staff and the student volunteers who work constructively together, have a considerable impact on the progress and integration of these pupils into every aspect of school life.

Leadership and management

38. The headteacher and deputy work in close partnership to co-ordinate the work of teachers, support staff, governing body and parents. They possess a clear and focused vision of the school's strategic direction and offer outstanding and effective leadership for the development of the school.
39. The use made of the expertise of individual teachers to enhance the curricular provision is impressive and has a positive impact on the standards attained by pupils. Staff demonstrate a very strong commitment to continuous improvement and the maintenance of high standards and quality in all aspects of the provision.
40. The school promotes high expectations and these are reflected in the challenging targets and expectations set for pupils and adults alike. Pupil targets are based on close analysis and tracking of their individual progress.
41. The governors fulfil their duties conscientiously and supportively through regular sub-committee meetings and appropriate visits. They work well under the guidance of the head and deputy to set the strategic direction of the school.
42. The school has very good self-evaluation procedures. The senior management team (SMT) regularly monitors the quality of teaching and contributes effectively to the process of school self-review. All co-ordinators monitor standards in their subjects and use well the first-hand evidence gathered to produce annual reports.
43. At present the school does not fully involve pupils in self-evaluation although the school council offers suggestions as to how the school could be improved. The governing body comments on the school self-evaluation report while an instrument for facilitating governors' structured evaluation of their role has recently been adopted and is shortly to be introduced.
44. The school self-evaluation report is produced after lengthy discussions by staff and good use is made of a range of evidence to support the judgements. While the document effectively identifies the school's strengths, however, it does not clearly identify areas for development.
45. The information gathered through self-evaluation is used very well to drive change and inform strategic planning. The senior management team (SMT)

monitors the school's progress against targets in the SDP and the headteacher reports to the governors.

46. The way in which the school supports its priorities through the allocation of resources is outstanding and generous funding is made available to fill gaps and extend the range of resources in each subject.
47. There is a very good level of staffing to meet the needs of pupils and support the curriculum. The quality and levels of resources for learning are outstanding. Effective forward planning has ensured that considerable sums of money have been invested in resources for learning; all classrooms have interactive whiteboards and computers and the school is very well stocked with books and materials.
48. A considerable investment has been made to improve the school's internal and external environment since the last inspection. The main building is well maintained and effective use is made of all available accommodation, including corridor space.
49. The head teacher has effective systems in place to ensure that all resources available to the school, including the surrounding area, are fully used to support teaching and learning.
50. The school provides very good value for money.

Recommendations

51. In order to build upon its considerable strengths, the school needs to:

- R1 raise standards in bilingualism across the school;
- R2 further develop its self-evaluation procedures to include the views of all interested parties; *
- R3 improve the quality of its communication with parents; *
- R4 ensure greater consistency in the marking of pupils' work;
- R5 take steps to improve levels of attendance.

* The school is already aware of this and it is one of its priorities for improvement.

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

Standards

Key Question 1: How well do learners achieve?

Grade 1: Good with outstanding features

52. The findings of the inspection team match the school's judgement in the self-evaluation report.
53. Standards of achievement in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
42%	55%	3%	0%	0%

54. Pupils' standards in the lessons observed are considerably higher than the Welsh Assembly Government targets for all Wales by 2007, that is 98% of standards being satisfactory (the equivalent of Grade 3) and 65% good (the equivalent of Grade 2) or better.
55. In the subjects inspected, standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
English	Grade 1	Grade 1
Mathematics	Grade 1	Grade 1
Information technology	Grade 1	Grade 1
History	Grade 1	Grade 1
Music	Grade 1	Grade 1
Art	Grade 1	Grade 1

56. Standards have risen in English, mathematics, information technology, history, art and music throughout the school since the last inspection. Results in NC assessment tests in KS2 have improved steadily over the past three years.
57. In NC assessments in 2005, results in KS1 (by teacher assessment) were above the LEA and all-Wales averages in English, mathematics and science. The percentage of pupils attaining at least level 2 in English, mathematics and science was above LEA and all-Wales averages. When compared with similar schools in Wales, results are in the first (top) 25 per cent in English, mathematics and science. The percentage of pupils achieving at least level 2 in all three subjects is in the first 25 per cent. In KS2, results (by teacher assessment) were higher than the LEA results and all-Wales averages in English, mathematics and science. The percentage of pupils attaining at least level 4 in English, mathematics and science was above LEA and all-Wales averages. When compared with similar schools in Wales, results are in the first 25 per cent in English, mathematics and science. The percentage of pupils achieving at least level 4 in all three subjects is in the first 25 per cent. There is no discernible pattern over time in boys' and girls' results. Over the past three years the school has met all of its targets.

58. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
59. The under-fives make good progress in their early numeracy and communication skills of speaking, listening, reading and writing. By the end of the reception class children have mature personal and social skills. Their information, communication and technology skills are also developing well.
60. Pupils in both key stages make very good progress in the key skills of speaking, and listening. They listen attentively to their teacher and fellow pupils and express their ideas confidently, using a register of language and vocabulary appropriate to the context. They read very well to gain knowledge, and their standards of writing across the curriculum are very good. Pupils apply their mathematical knowledge very well in a number of contexts, for example, when measuring and recording in science. They make excellent use of their ICT skills to support and enrich their learning in subjects across the curriculum.
61. Pupils' bilingual skills have a number of good features which outweigh shortcomings. Some, in particular those who have participated in an immersion course, demonstrate a reasonable understanding of the Welsh language. However, the use of incidental Welsh by staff and pupils during the school day is inconsistent across the school.
62. Pupils' creative skills are very well developed resulting in some outstanding work in English and art, for example.
63. All pupils, regardless of ability, succeed whatever their linguistic, social or ethnic background. Pupils identified with SEN and those who receive EAL support achieve good standards according to their age and ability.
64. Pupils demonstrate a very good aptitude for learning new skills, for example in ICT. They develop an understanding of how democratic institutions work through the school council, and members understand their responsibilities in representing those who elected them.
65. The school has commenced upon a system whereby pupils take an active role in setting their own targets for improvement. At present, most are dependent on their teachers to set targets but they have a good understanding of the strengths and weaknesses in their work and what they need to do to improve. The majority achieves the targets set and pupils make good progress towards the next stage in their learning.
66. Pupils have very positive attitudes to learning and enjoy their lessons. They demonstrate a high degree of motivation, complete their tasks with obvious enthusiasm, concentrate well, persevere and give of their best in order to achieve high standards.
67. The standards of behaviour of pupils are very high and reflect the expectations of the school. Pupils are extremely courteous and thoughtful and display an

outstanding degree of self-discipline. They enjoy helping adults and fellow pupils and respond enthusiastically to any responsibility they are given. As a result, the school community is very friendly and orderly and the learning environment very positive.

68. Pupils' attendance over the past three terms averages 93% which is below that which is expected by the Welsh Assembly Government. Unauthorised absences are extremely rare.
69. Pupils work effectively as members of groups and display the skills required to work independently when given the opportunity to do so. For example, they competently gather the information they require from a variety of sources including the school library and the internet.
70. Pupils make excellent progress in their personal and social skills. They have very good moral values and exhibit these regularly from day-to-day in the life and work of the school. They are considerate, friendly and polite to each other, to staff and visitors and have a clear understanding of right and wrong. They co-operate well together in lessons and other activities. Relationships throughout the school are outstanding.
71. Pupils understand very well the principle of equal opportunities as the school constantly emphasises its importance. They have a very good understanding of the variety of creeds and cultures found in society and they respect them. The manner in which pupils of all cultural backgrounds live and work in harmony is a strength of the school.
72. Due to excellent initiatives and numerous general links, for example, liaison with the police, concerts for charities and visits to local institutions, pupils have a very good appreciation of the community. An example of excellence is the '*Dim Prob*' programme, which sees foreign students from local universities visit the school to assist new pupils from their countries whose English is limited or non-existent at that time.

The quality of education and training

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

Grade 1: Good with outstanding features

73. The findings of the inspection team match the school's judgement in the self-evaluation report.

74. In the lessons observed, the quality of teaching was as follows :

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
43%	43%	14%	0%	0%

75. The percentage of Grade 1 and Grade 2 teaching is above the all-Wales average. The percentage of teaching judged to be Grade 1 is considerably higher than the national average.
76. The school's teaching policies are well documented and are designed to provide the best possible education that will equip the pupils for life and work.
77. The quality of relationships among staff and the pupils is very good and is one of the strengths of the school; it contributes greatly towards high expectations and standards of teaching.
78. Teachers plan carefully and strive to ensure that all pupils achieve their full potential, and in some cases to exceed their own expectations. Lesson objectives are clearly identified and stressed by teachers at the beginning of each lesson. In the many excellent lessons observed during the inspection, outstanding features include the way in which teachers motivate pupils, through encouraging them to attempt more challenging tasks, through discussions and the provision of variety of practical activities. They organise learning groups effectively to ensure maximum opportunities for pupils to reach their full potential, through positive and productive interactive learning. Teachers develop pupils thinking skills well by employing teaching strategies which are well matched to pupils' learning styles and abilities.
79. In the best practice, teachers establish a stimulating learning environment which is conducive to effective learning and the promotion of high standards for pupils of all abilities. They use a variety of questioning techniques to develop effective and enhanced thinking skills in the pupils and make effective use of appropriate resources, including information technology resources, to enrich learning.
80. Teachers differentiate work appropriately, through carefully prepared tasks and planned support, to ensure that pupils with SEN are taught in accordance with targets identified in their IEPs;
81. Other good features of teaching include the development of pupils' investigative and research skills through effective guidance and directed support. Teachers provide opportunities for pupils to evaluate their work and discuss their findings with other pupils. They provide extended activities for the more able pupils and make effective use of teaching assistants to support SEN and EAL pupils to ensure provision of good quality which meets the specific needs of those pupils.
82. However, there are some shortcomings, these include, lessons being over-directed by teachers allowing insufficient opportunities for pupils to take the initiative in their own learning. Also in some instances lessons lack appropriate pace and challenge and detailed planning does not take sufficient consideration of targets identified in the IEPs of small number of pupils.

83. The teachers have a very good knowledge of their subject areas, and some contribute to LEA training courses. Their expertise in various areas reflects the high standards of teaching within the school. They are fully aware of recent developments in their fields and specialised areas and utilise their information to enrich the teaching provision within the school. Teachers ensure that appropriate use is made of all resources and ensure equal opportunities for learning for all pupils.
84. A notable feature of the teaching is the attention given to the development of pupils thinking and learning skills. Pupils are encouraged to ask relevant questions, and to develop reasoning and creative skills in the lessons. Lessons are well planned and fit into a well documented sequence of long-term and mid-term planning which takes into account the programmes of study of the National Curriculum, as well as appropriate resources and activities. While the planning makes reference to the inclusion of key skills, which are well documented separately and linked in detail to each lesson, there is no reference made to opportunities for assessment or evaluation of the lessons, within the termly plans.
85. Pupils are encouraged to make full use of a variety of learning resources, including information technology, and teachers plan very good learning opportunities which best suit each pupil's style of learning. Some pupils are able to identify areas of improvement within their work and are given good opportunities to evaluate work undertaken within lessons and to express their opinion on tasks they have undertaken. The school ensures that pupils are given homework on a regular basis, and pupils report that these enrich their understanding of topics studied in their lessons, and enjoy the various tasks they are set.
86. The school ensures equal opportunities for all pupils and successfully includes these aspects within its teaching of personal and social skills, as well as in early morning Circle Time sessions for younger pupils. The provision for pupils for whom English is an additional language is a strength of the school, and differentiated tasks, and effective support, ensure that the pupils progress well. Appropriate resources are available, and are adapted to meet the needs of the pupils. There is appropriate balance and availability of resources for both boys and girls, and the school ensures that all pupils have full access to all aspects of teaching and are fully involved through matching activities to their needs and abilities.
87. Pupils' bilingual skills are developed within lessons, and the school's involvement in a language immersion project for Y5 pupils indicates excellent progress. However, the use of incidental Welsh is inconsistent across the school.
88. Teaching and planning successfully considers the varying abilities and backgrounds of the pupils. Teachers make use of appropriate resources and support to ensure that all pupils reach their maximum potential. In each lesson, work is planned carefully to meet the varying needs of the pupils, and groups

are established within the classes to maximise pupils learning opportunities. Work is differentiated according to task, resources, support or outcome as appropriate in order to meet the needs of pupils with SEN who have full access to all aspects of provision.

89. The quality of assessment is good; thorough and detailed records are kept of pupil progress across the school. This process enables the teachers to identify pupils' attainments and achievements as well as identifying those pupils who may be underachieving.
90. The quality of assessment in early years is very good and baseline assessment of pupils on entry is used as a basis for identification of special educational needs (SEN).
91. Effective analysis is made of data gathered through the various tests, and these are used effectively to inform further planning and provision. Termly appraisals are undertaken in all core and foundation subjects, and matched to National Curriculum levels of attainment. This facilitates the setting of individual targets and the selection of appropriate strategies in order to support pupils in moving forward and progressing to the next level of development. Each pupil's record file includes all test results, as well as examples of recent work and pupils' comments about their work. Teachers use this information appropriately when planning lessons and to set targets for pupils across all year groups. Test scores in core subjects are submitted to the LEA twice yearly.
92. Pupils with SEN are assessed using both standardised tests, which indicate progress, and diagnostic tests, which indicate approaches to be used to ensure adequate and appropriate planning for further improvement in a variety of social and learning skills.
93. Verbal feedback to pupils enables them to understand the strengths and weaknesses in their work, and a number of teachers mark pupils' work carefully, providing encouraging comments and targets for improvement. However, this practice is inconsistent across the school, and in some instances, the marking is superficial and does not provide sufficient guidance for future improvement. The school does not have a co-ordinated system for monitoring the quality of marking of pupils' work across all subjects, as the responsibility rests with individual teachers.
94. The school uses teacher assessment at the end of Key Stage 1 and 2 and includes this information in the annual report to parents. All assessment, recording and reporting procedures meet statutory requirements, and the information is shared with parents and pupils. Parents are invited to comment on pupil progress in the annual reports, and visit school at the end of each term to discuss progress.

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

95. The findings of the inspection team differ from the school's judgement of Grade 1 in the self-evaluation report. The team found that provision for bilingualism is inconsistent across the school.
96. The school provides a wide and varied range of learning activities for the pupils, which challenge them to achieve excellence. This is achieved through a broad and balanced curriculum, which meets statutory requirements including the provision for PSHE and religious education. It includes very effective provision for pupils with SEN and for those for whom English is an additional language. The ethos of the school ensures equality of opportunity through the delivery of a curriculum, which gives all pupils the chance to realise their full potential.
97. Teachers ensure that the key skills of communication, numeracy, and ICT are well embedded into the overall curricular provision, and the use of ICT in many subjects is strength of the school. However, there are insufficient opportunities for pupils to use and develop their bilingual skills incidentally throughout the day, and across the curriculum. The school has gained the Basic Skills Agency Quality Mark for the third time.
98. The school offers a very wide range of extra curricular activities which the pupils appreciate and identify as being one of the school's main attractions. These include sporting and cultural activities in which the school has enjoyed successes at local, county and national levels, particularly in Urdd competitions. Pupils enjoy many opportunities to perform in musical activities and concerts which give them a high profile within the community.
99. Pupils' moral development is promoted well when pupils have opportunities to listen and to respond to stories based on moral issues, and through a variety of pupil initiatives to raise funds for good causes, both locally and internationally. Pupils have a good sense of right and wrong.
100. Spiritual development, however, is not promoted as well through the curriculum. While elements of spirituality are evident in some aspects of collective worship, these are not sufficiently developed to provide adequate and frequent opportunities for reflection and personal meditation.
101. The school actively promotes pupils' cultural development in an effective manner through incorporating cultural awareness days into the curriculum, and a group of parents from Japan provide a Japanese Club each week, after school. Good links are maintained with schools abroad and the school also has appointed a member of staff as an International Co-ordinator. This initiative enriches pupils' experiences of different cultures and e-mail correspondences are maintained between the school, and partner schools in Italy and Denmark. The success of the school's cultural development has been acknowledged

through the British Council Award for outstanding development of international dimension in the curriculum.

102. The various sporting and cultural activities offered by the school provide ample opportunities for pupils' social interaction, and their exemplary behaviour and courteousness is a testimony to the effectiveness of the school's promotion of high standards in social development.
103. Arrangements for children starting school and the transfer of pupils to the comprehensive school are well established and very effective. The school has a very good bridging link with the comprehensive school whereby pupils commence a project in Y6 and complete it at the comprehensive school during Y7. The school receives students from various institutions for teacher training and is currently negotiating to participate in a scheme to train a prospective teacher in-house for a full year.
104. Overall the partnership with parents is very good and during the pre-inspection consultation parents indicated that they were very satisfied with the quality of the education provided by the school. A significant number, however, stated that the channels of communication between school and home did not always operate efficiently. Everyone has signed the home/school agreement.
105. Pupils receive numerous opportunities to become aware of the world of work and its relevance to their lives. There are many reciprocal visits to and from local businesses and tradesmen which extend pupils' knowledge and understanding. An excellent example of this is where a group of pupils were involved with designing and making a burglar alarm with a local electrician.
106. The school has successfully completed a Language Immersion Project with pupils in Y5, which has seen the ability of those pupils to use Welsh effectively improve dramatically. However, infrequent and irregular use of incidental Welsh hampers the development of pupils' fluency, and there are insufficient opportunities for pupils to use Welsh on an incidental basis around the school.
107. Schemes of work reflect well various aspects of *Y Cwricwlwm Cymreig*, and the school has a clear policy for its appropriate inclusion within subjects. Pupils are aware of, and appreciate many characteristics of Wales as a nation and this is reflected in much of their work on display around the school.
108. There are very good policies that reflect the school's commitment to the promotion of equality of access and opportunity for all. These are very effectively implemented and all pupils are made to feel valued members of the school community which is characterised by an ethos of mutual respect and friendship.
109. The school successfully promotes pupils' environmental awareness and positive attitudes towards sustainable development. Pupils in both key stages have undertaken activities in respect of energy and water conservation, and the school garden offers opportunities for pupils to study and appreciate wild life in a natural habitat. Pupils are involved in various recycling projects, and they are

aware of sustainable development projects in other countries, and the school reflects these initiatives within its eco-schools project.

110. The school has encouraged pupils to become involved in charity work, such as its Tsunami appeal. Fun days have been arranged and a substantial sum raised. Pupils acquire very good experience of business principles through operating a fruit stall. Following an unsuccessful first attempt, pupils were encouraged to revise their plans resulting in a much better product and an appreciation of what is required to succeed in business.
111. The school's activities to promote pupils' thinking and listening skills help develop good learning habits which the pupils will use increasingly as they progress to secondary school and ultimately into activities beyond school life. The school has also undertaken a successful project with a local primary and secondary school to provide a Learning and Leisure programme to encourage parents, together with their children to use local sporting facilities within their community.

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

Grade 1: Good with outstanding features
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112. The findings of the inspection team match the school's judgement in the self-evaluation report.
113. The quality of the care, support and guidance provided to pupils is outstanding. Positive relationships are fostered effectively between pupils and the school's approachable staff. The contribution of each individual is valued within a caring environment where the importance of friendship, tolerance, courtesy and kindness is paramount. Pupils speak courteously with adults and ask for support and guidance as and when necessary.
114. Close partnerships are established with parents, carers and SEN support services in matters relating to the health and safety of pupils. The school however recognises that some aspects of providing information to parents need to be further developed.
115. The school provides excellent induction programmes for nursery and reception children including useful informative booklets, packs and introductory meetings with staff. Children settle effortlessly into the life and ways of the school. Latecomers to the school are also warmly welcomed and supported by outstanding strategies such as the Buddy System which operates extremely successfully both within the classroom and outside during play times.
116. All pupils have access to the school's impressive, comprehensive and relevant personal and social education programme which includes visits by police community liaison officers who offer guidance on drug and substance misuse and social behaviour.

117. The school registers are well kept and consistently checked. The school is currently evaluating the possibilities of introducing computerising registration to improve record keeping and facilitate close monitoring. The school monitors punctuality effectively and reminds habitual latecomers of the importance of arriving in school on time. Policies on behaviour and bullying exist but there have been no recent occasions to use them.
118. The health and general safety of pupils is a priority of the school. Thorough and rigorous risk assessments are conducted regarding all aspects of school life including school visits, equipment and resources. The school promotes healthy eating practices and is part of the 'Healthy Schools' initiative.
119. All staff, including ancillary staff, have an exceptionally good awareness of the school's Child Protection policy and of the implementation of the correct procedures to ensure the well-being of all parties concerned. The school has detailed health and safety, sex and relationships policies which are effectively implemented and several members of staff possess current first aid qualifications. Fire drills are held regularly.
120. The provision for the identification of pupils' additional needs at an early age, together with the provision for those pupils with severe learning difficulties, is an outstanding feature of the school. The school has established very good relationships with specialist external agencies in order to fulfil the specific needs of pupils with defined SEN or medical needs. Individual education plans (IEPs) contain clear and realistic objectives, are regularly reviewed and updated. The contribution of parents is valued and opportunities are provided for parents to discuss pupils' progress during the weekly 'drop in' sessions. Annual reviews are held in accordance with the statutory requirements of the Code of Practice. The provision ensures that pupils acquire the self-esteem and personal resources necessary to make good progress in learning and access every aspect of school life.
121. However, there is inconsistency in the general availability of IEPs within classes in order to enable all staff to support pupils' behavioural and educational needs appropriately and effectively.
122. The school effectively implements a comprehensive behaviour policy which emphasises respect for self and others. The school rules on behaviour and general expectations of tolerance towards all personnel within the school community are visibly displayed and staff consistently remind pupils of these. Excellent strategies effectively support the school's behaviour and anti-bullying procedures.
123. The school council makes an extremely valuable contribution to school life. Members appreciate the many opportunities given to contribute to issues that affect their daily life, such as raising money for break-time toys as well as supporting the school's behaviour policy with the Friendship Stops on the school yard.

124. The support and tuition given to pupils who come to school with little or no knowledge of the English language is an outstanding feature of the school's provision. The support of the specialist teachers, support staff and the student volunteers who work constructively together, have a considerable impact on the progress and integration of these pupils into every aspect of school life.
125. The school successfully implements well designed and appropriate policies with regard to equal opportunities and the diverse social and cultural backgrounds of its pupils. Pupils' behaviour and attitudes reflect their understanding and awareness of the need to respect differences in creed, gender and race. The school's strategies for promoting respect for diversity and its harmonious integration of a significant number of cultures into the school's community is exceptional and impressive.
126. The school has an accessibility plan which ensures that there are appropriate arrangements in place to ensure that disabled pupils do not suffer from being treated less favourably.

Leadership and management

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

Grade 1: Good with outstanding features

127. The findings of the inspection team match the school's judgement in the self-evaluation report.
128. The headteacher and deputy work in close partnership to co-ordinate the work of teachers, support staff, governing body and parents. They possess a clear and focused vision of the school's strategic direction and offer outstanding and effective leadership for the development of the school. Equality for all is ensured and agreed aims and values are evident in the ethos of the school and in all aspects of its life and work.
129. Over the past twelve months the headteacher has assumed pastoral responsibility for a another school. The deputy has had no full-time teaching commitment during this period as she has borne a considerable responsibility for the running of the school from day to day; a duty which she has discharged with the utmost efficiency and effectiveness.
130. Excellent management structures have been established in all aspects of school life. The headteacher, deputy and Senior Management Team (SMT) work efficiently and effectively together to promote and sustain developments. Self-evaluation and monitoring processes are central features of the school's strategies for improvement; subject areas and aspects of the provision are thoroughly monitored and evaluated. The use made of the expertise of individual teachers to enhance the curricular provision is impressive and has a positive impact on the standards attained by pupils.

131. The school has a wide range of curricular and management policies. They are consistently implemented and reviewed according to an agreed programme. Staff and team meetings are held on a weekly basis and detailed minutes are kept of the discussions and decisions taken. Staff demonstrate a very strong commitment to continuous improvement, the maintenance of high standards and quality in all aspects of the provision.
132. Teachers have a very good awareness of current educational issues. The school gives outstanding consideration to national and county priorities and to the development of basic skills; it has been re-awarded the Basic Skills Agency Quality Mark. It has benefited considerably from its international links under the Comenius programme and has won the much-coveted International Schools Award. The school has already met with many of the requirements of the 'Healthy Schools' initiative and is working towards its completion.
133. Pupils' voices are effectively represented in the life of the school by the work of the School council. This is an important democratic and open forum where all pupils' ideas, wishes and concerns are regularly discussed and acted upon. Representatives of the council meet with the Governing Body and report on their activities.
134. The school promotes high expectations and these are reflected in the challenging targets and expectations set for pupils and adults alike. Pupil targets are based on close analysis and tracking of their individual progress. The school's procedures for performance management conform to national requirements. They contribute to identifying the professional needs of all members of staff, improving the provision and promoting high standards.
135. The governors fulfil their duties conscientiously and supportively through regular sub-committee meetings and appropriate visits. They work well under the guidance of the head and deputy to set the strategic direction of the school. However, the school recognises the need to strengthen the procedures to allow governors to become 'critical friends' through the regular monitoring and evaluation of the school's provision.

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

Grade 1: Good with outstanding features
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136. The findings of the inspection team match the school's judgement in the self-evaluation report.
137. The school has very good self-evaluation procedures. The SMT regularly monitors the quality of teaching and contributes effectively to the process of school self-review.

138. All co-ordinators monitor standards in their subjects and use well the first-hand evidence gathered to produce annual reports. Monitoring takes a number of forms, including scrutiny of pupils' work, lesson observation, discussion with pupils and teachers.
139. All those who provide education are fully involved in self-evaluation. The school takes very seriously the views of both staff and parents. It seeks the opinions of parents by administering a questionnaire and teachers are actively involved in sharing their views of the school and deciding on priorities for improvement.
140. At present the school does not fully involve pupils in self-evaluation although the school council offers suggestions as to how the school could be improved. The governing body comments on the school self-evaluation report while a system for facilitating governors' structured evaluation of their role has recently been adopted and is shortly to be introduced.
141. The school self-evaluation report is produced after lengthy discussions by staff and very good use is made of a range of evidence to support the judgements. The judgements are sound and the inspection team agreed with the school's grade in six of the seven questions. While the document effectively identifies the school's strengths, however, it does not clearly identify areas for development.
142. Individual members of the governing body have recently been given responsibility for a key question but this arrangement is in its early stages and they have yet to become fully involved in the assessment of these areas. Governors see a draft of the self-evaluation report and consider whether it reflects the school as they see it. The governing body is committed to self-evaluation and sees this as a key tool in bringing about improvements.
143. The information gathered through self-evaluation is used very well to drive change and inform strategic planning. The school considers carefully the issues identified by staff and parents and responds by including them in the SDP as targets for improvement.
144. The SMT carefully monitors the school's progress against targets in the SDP and the headteacher reports to the governors.
145. The way in which the school supports its priorities through the allocation of resources is outstanding and generous funding is made available to fill gaps and extend the range of resources in each subject.
146. The school's investment in resources and technical support for information technology has resulted in a significant improvement in standards. The investment in LSAs has a very positive impact upon the standards achieved by SEN and EAL pupils. The decision to adopt the Welsh immersion course 'Trochi' to which Y5 pupils were introduced for a six week period at the end of the summer term 2005, was vindicated by the significant improvements in pupils' attainment.

147. The school has made good progress since the previous inspection and all key issues have been addressed.

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

Grade 1: Good with outstanding features
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148. The findings of the inspection team match the school's judgement in the self-evaluation report.
149. There is a very good level of staffing to meet the needs of pupils and support the curriculum. Teachers are appropriately qualified and experienced and are very effectively deployed. Through skilful management of the budget, the headteacher and governors maintain a very good teacher-pupil ratio and employ several LSAs who make an outstanding contribution to the overall quality of learning.
150. The quality and levels of resources for learning are outstanding. Effective forward planning has ensured that considerable sums of money have been invested in resources for learning since the last inspection. All classrooms have interactive whiteboards and there are sufficient computers within each class to cater for the needs of pupils.
151. The school is very well stocked with books and materials ensuring that pupils rarely need to share them other than in planned co-operative activities. This encourages pupils to extend their knowledge, understanding and key skills, ensuring that their independent learning skills are well developed.
152. A range of very good quality resources in physical education includes the multi-purpose hall. This has helped the school achieve excellence in gymnastics at national level. The school is particularly active in seeking financial support for physical education and has benefited consistently from the generosity of the parent teacher association (PTA).
153. A considerable investment has been made to improve the school's internal and external environment since the last inspection. The four mobile classrooms are limited in size but the space in each one has been used effectively to produce a good learning environment. Pupils' work is valued and celebrated in displays of very good quality. The main building is well maintained and effective use is made of all available accommodation, including corridor space.
154. A shortage of suitable parking space causes some congestion problems at the start and the end of the school day. This has been a cause of concern to parents and staff. The school is located at the end of a narrow road and buses no longer use it to transport pupils. Various options are being considered and progressed with the local authority.
155. The head teacher has effective systems in place to ensure that all resources available to the school, including the surrounding area, are fully used to support

teaching and learning. Priorities for further development are well identified and careful consideration is given to costs and benefits to the school.

156. Despite reduced budgets for this purpose, a strong emphasis is placed upon the continuous professional development of all members of staff. A prioritisation system is in place to ensure good value for the school and individuals. Training is very well matched to the needs of the school and to the personal development of individual members of staff. The school takes every opportunity to obtain bursaries and grants to extend these opportunities. An outstanding feature is the investment made by the school in the professional development of two LSAs through the medium of GNVQ 3 courses.
157. Planning, preparation and assessment time (PPA) is well managed and the school uses very effectively the expertise of teachers employed to cover for colleagues during these periods. In some cases this has a significant impact upon standards.
158. For the past academic year, the headteacher accepted responsibility for the general running of another local school. This provided the deputy and other staff members with good managerial experience.
159. The very good support provided by the school secretary, mid-day supervisors and canteen staff ensures that day-to-day routines are smooth and efficient. The school secretary in particular is a highly respected and valued member of the school community.
160. The governing body and head teacher regularly review and evaluate the use of resources in order to ensure that pupils' standards of achievement are maintained and raised in line with the school's targets.
161. The school provides very good value for money.

Standards achieved in subjects and areas of learning

English

Key stage 1: - Grade 1: Good with outstanding features.

Key stage 2: - Grade 1: Good with outstanding features.

Good and outstanding features

162. In KS1, pupils speak very confidently and clearly; they listen attentively and respond enthusiastically to their teachers. Older pupils make extended responses when questioned. They assimilate new vocabulary, often subject-specific, and use it appropriately in context.
163. In KS2, pupils listen carefully in whole class and small group contexts and pay close attention to what others say. They ask relevant questions and respond appropriately to others. As they progress through the key stage pupils talk with increasing confidence. Older pupils vary their expression and vocabulary very well to engage the listener.
164. Most pupils enjoy reading and are well supported in their reading at home. They have access to a good range of books and regular opportunities to read in school, which enhance standards.
165. All pupils in KS1 have made a sound start to reading and, by the end of the key stage, most are accurate readers with a very good ability to use their phonic knowledge to build unfamiliar words. In KS1, younger pupils recognise familiar words in simple contexts and have a developing understanding of the relationship between letters and sounds. Older pupils read with accuracy and fluency; more able pupils read with very good expression and understanding using a wide range of cueing strategies. They express their preference in books and some name their favourite authors.
166. Pupils build upon these standards in KS2. Pupils read a range of texts with fluency and accuracy. They read independently and expressively. Older pupils respond to humour in texts and give comprehensive accounts of books which they are reading. They name the main characters and understand the motivation for their actions. They name their favourite authors and identify recurrent themes in their work. Pupils also name their favourite books and give very good reasons for their choices. They have well-developed higher order reading skills and retrieve information very competently from non-fiction texts.
167. Writing is very good in KS1. Most pupils spell accurately and have a good understanding of the principles of good grammar and punctuation. Younger pupils in KS1 copy simple words or phrases. The more able pupils are beginning to write a few words or phrases independently and where spellings are incorrect they can be understood. Older pupils write imaginative stories of an appropriate length, using lively and interesting vocabulary. Work is

appropriately punctuated and pupils have a very good understanding of the importance of including speech marks as an aid to the reader. Work is well organised and neatly presented. Pupils write for a wide range of audiences and purposes including letters, factual accounts, newspaper reports, lists and poems.

168. In KS2 there are very good examples of writing in a variety of styles and for different audiences; these include letters, biographies, autobiographies, persuasive writing, poetry and newspaper reports. Older pupils produce mature pieces of extended, imaginative writing of very good quality and there are some excellent examples of writing by pairs of pupils working in tandem. Pupils' writing is generally well organised, imaginative and clear and many use interesting, sometimes exciting vocabulary to engage the reader. For example, 'Hope is silver with a hint of gold' and 'Night comes like a spider spinning a web of darkness around the sun.' Handwriting is joined and legible, spelling is generally accurate and work is neatly presented.
169. In both key stages, EAL pupils make good progress and achieve good standards.

Shortcomings

170. There are no important shortcomings.

Mathematics

Key stage 1: - Grade 1: Good with outstanding features.

Key stage 2: - Grade 1: Good with outstanding features.

Good and outstanding features

171. Pupils in both key stages undertake mathematical tasks in their homework well. In both key stages, pupils have an outstanding facility for mental calculation; they demonstrate confidence and quickness of thought when calculating answers to mental arithmetic problems.
172. In KS1, pupils correctly identify numbers, which immediately precede or follow, given numbers. They order a set of given numbers in the correct sequence.
173. Pupils accurately identify the highest and lowest number from a given range of numbers, between zero and 20. They quickly identify odd and even numbers, and state which numbers are smaller or larger than 10.
174. Pupils develop very good data handling skills; they create block graphs to record information clearly.
175. They identify time correctly, using measurements of one quarter and one half hour, in both analogue and digital mode.

176. Pupils demonstrate good accuracy when measuring lengths.
177. Pupils readily recognise coins and notes and use these to correctly make stated amounts. They accurately work out the cost of a number of items, by very effectively using multiplication skills.
178. Pupils accurately distinguish between regular and irregular two-dimensional shapes, and use appropriate terminology to describe their properties. They use square shapes to create new multi-sided two-dimensional shapes and name them correctly.
179. They accurately identify right angles within the classroom and in items found around the school.
180. Pupils use mathematical vocabulary correctly to indicate positions of items in relation to one another.
181. In KS2, pupils further develop their very good knowledge of shape, space and measure and clearly explain the properties of various two and three-dimensional shapes, using appropriate mathematical terminology. They draw shapes accurately.
182. Pupils develop a good understanding of place value and correctly use a decimal point to indicate the values of numbers.
183. They have a very good understanding of number operations and use their mathematical knowledge very well to solve everyday problems. Pupils calculate the cost of a number of items and calculate accurately how much change they would get from a given sum of money.
184. They further develop their data handling skills to enter data into a computer and create a range of graphs. They quickly and accurately read and interpret a variety of graphs.
185. Pupils measure accurately and record their findings in units as small as millimetres.
186. They correctly identify different types of angles and use appropriate terminology to describe them.
187. Pupils accurately identify given locations on a map and state their grid references.
188. Pupils are able to explain their methods clearly, making very good use of appropriate mathematical language.
189. In both key stages, EAL pupils make good progress and achieve good standards.

Shortcomings

190. There are no important shortcomings.

Information technology

Key stage 1: - Grade 1: Good with outstanding features.

Key stage 2: - Grade 1: Good with outstanding features.

Good and outstanding features

191. All pupils develop terminology linked to IT in an appropriate manner and use these terms confidently and effectively when talking about and describing their work.
192. All pupils demonstrate a very good knowledge of the computer and work independently using the various tools on the menu bar.
193. Pupils in both key stages confidently open an e-mail folder and use the screen instruction to open and read e-mails.
194. In both key stages, pupils show a very good understanding of how to use the interactive whiteboard and do so competently.
195. Pupils with SEN use the computer effectively to support their work and also use a digital camera effectively to photograph specific items around the school grounds.
196. In KS1, pupils use computer programmes to develop independent learning and use a word processor effectively;
197. Pupils demonstrate good modelling skills by moving items around a screen.
198. They load, save and print their own work with great confidence, changing the font, colour and size of print as required. They use these skills very well to create a newsletter through formatting the text, selecting suitable fonts and importing images into their work.
199. Pupils competently amend or change parts of a given image and change the appearance and thickness of lines through using the correct tools on an art computer programme.
200. In key stage 2, pupils take part actively and very confidently in video-link lessons with another class; they demonstrate excellent control of the camera and discuss topics with pupils in a parallel class.
201. Pupils use the internet confidently to research and investigate information to support their work on given tasks. They select and use a search engine very effectively to obtain information related to their topic.

202. Pupils control and use video equipment well to record movement in PE lessons. They use the images very effectively to evaluate their performance.
203. Pupils use spreadsheets accurately and very competently to record data gathered through investigative work.
204. They use a digital camera very skilfully to produce photographs of a high quality.
205. Pupils create a web-site providing information on space and the planets which is used by pupils to further develop their investigative skills. The quality of the work is outstanding.
206. Older pupils use e-mail to communicate effectively and exchange information with partner schools in various European countries and with pupils in other local schools.
207. In both key stages, EAL pupils make good progress and achieve good standards.

Shortcomings

208. There are no important shortcomings.

History

Key stage 1: - Grade 1: Good with outstanding features.

Key stage 2: - Grade 1: Good with outstanding features.

Good and outstanding features.

209. In both key stages, pupils' awareness of chronology and their ability to conduct historical investigations are outstanding.
210. Pupils display outstanding investigative skills and very good historical knowledge and understanding in work undertaken on visits to places of historical significance.
211. Pupils in both key stages display a very good awareness of historical events in Wales.
212. In KS1, pupils' use of phrases and terminology associated with the passing of time is developing well. They are able to skilfully compare old and new toys, homes and food with that of the present and to place these artefacts on a simple time line.
213. Following a presentation by a visitor to school, pupils accurately list the main differences between past means of transport and those of the present. Their awareness of the concept of time is further developed by good attempts to predict the transport of the future.

214. By studying the local architecture of Aberystwyth pupils develop a good awareness of the features of old and new buildings of the town and of the differences in lifestyle between the past and present.
215. In KS2, pupils make informed use of timelines. They ask and respond to historical questions in a purposeful and detailed manner and make intelligent comparisons between the validity of different historical sources. Towards the end of KS2, pupils are beginning to realise the significance of primary and secondary sources, as when comparing and contrasting the living conditions of a miner with that of the mine owner.
216. Pupils understand well that this country was inhabited by Celts and are aware of their origins and of the main features of their daily life. Following first hand experiences such as their visit to Castell Henllys, pupils very effectively compare and contrast life in the past and their lives today.
217. At the upper end of KS2, pupils display a very good understanding of the history of their locality in Victorian times and of the changes to Aberystwyth when it became a popular seaside resort with the advent of railways.
218. In both key stages, EAL pupils make good progress and achieve good standards.

Shortcomings

219. There are no important shortcomings.

Art

Key stage 1: - Grade 1: Good with outstanding features.

Key stage 2: - Grade 1: Good with outstanding features.

Good and outstanding features

220. There is a very good range and depth to pupils' work in both key stages. They develop good skills through their use of sketch books to explore line, tone, colour and shape and transfer these skills very effectively to their art works.
221. In KS1, pupils develop their investigative skills well when observing natural features during a walk in the garden, recording these in their sketch books.
222. They know well the work of William Morris, recognise his style and use leaves and petals to create their own very attractive designs.
223. Pupils study the work of Kandinsky and effectively emulate his style in a wide range of media. For example, they paint circular designs in water colours, in acrylic paint on canvas and in paper and ceramic mosaics. The scale of some of these and their visual impact is very impressive.

224. Pupils paint good still life pictures of Irises and some emulate the style of Van Gogh by painting vases of Irises in compositions which reflect his '*Sunflowers*'.
225. Younger pupils explore colour and texture when they produce very effective self-portraits in fabrics. These are then sewn together to make striking wall hangings which adorn the infant stair well.
226. Younger pupils in KS2 mix paints thoughtfully and produce abstract designs. They further develop their skills in using line and tone when sketching objects with Celtic patterns. They experiment effectively with pencil and charcoal, smudging the lines to give their drawings depth. They understand well the way in which Jackson Pollock uses line and colour and identify similar features in computer images.
227. They create very good, vibrant images in the style of Matisse by arranging their bodies in spirals and oblongs on the floor.
228. Towards the middle of the key stage, pupils effectively explore art from other cultures. They have a good understanding of Aboriginal art and know that the Aborigines painted objects from above and that the colours used closely resembled those of the land. They draw animal shapes and, using sticks and cotton buds, painstakingly apply paint in the style of native Australians.
229. They use oil pastels very effectively to record stained glass windows in the local church and use an ICT program competently to produce their own window designs.
230. Towards the end of the key stage pupils use their skills to draw figures, effectively conveying movement, for example, a man pushing a barrow. These are carefully shaded. They draw self-portraits and profiles of faces in pencil, some of excellent quality, demonstrating very good observational skills. They explore printing techniques using natural and man-made objects.
231. At the end of the key stage, inspired by the work of Andy Goldsworthy, pupils construct excellent assemblages on the beach using natural materials; stones, pebbles and driftwood. They photograph these and they are tastefully displayed in the school corridors.
232. Pupils make observational drawings using pencil and charcoal and figures bending, as in a drawing by Will Roberts and capture the movement exceptionally well. They also study the work of Kyffin Williams and emulate his style.
233. Older pupils employ various types of stitching when working with textiles and use fabric pens and paints effectively.
234. Pupils use digital cameras creatively to capture images in both monochrome and colour. The results of a project on the theme '*Movement*' are outstanding in

terms of the images captured and the quality of the pictures. A wide range of examples constitutes an imaginative exploration of the theme.

235. In both key stages, EAL pupils make good progress and achieve good standards.

Shortcomings

236. There are no important shortcomings.

Music

Key stage 1: - Grade 1: Good with outstanding features.

Key stage 2: - Grade 1: Good with outstanding features.

Good and outstanding features

237. Pupils across both key stages derive much pleasure from singing a wide variety of songs frequently singing in two or three part harmony, or cerdd dant. Their awareness of correct pitch and ability to display control over breathing and dynamics whilst performing an increasingly complex repertoire is an outstanding feature.

238. In KS1, pupils effectively select and organise music in response to different stimuli and can provide simple accompaniment to nursery rhymes using untuned percussion instruments.

239. Pupils develop a good awareness of rhythm and effectively explore a range of rhythmic patterns and compose rhythmic scores .

240. Pupils have a very good awareness of differing notation which is developed through the composing of simple, effective graphic scores to depict the rhyme 'Wheels on the Bus'.

241. Pupils define and sustain ostinato rhythm well and choose appropriate instruments to represent the sounds and movement of animals using tuned and untuned instruments.

242. They display a good and increasing knowledge of music elements such as pitch and dynamics by correctly interpreting high and low sounds and the playing of instruments loudly or quietly.

243. In Key Stage 2, all pupils have a very good awareness of music from other traditions through numerous activities such as African Drumming, Brazilian Drums and Percussion workshops.

244. Pupils further develop their awareness of rhythmic patterns through correctly performing rhythm grids, sometimes combining two grid patterns to good effect. They imitate, recall and memorise musical patterns effectively in singing games.

245. Their ability to compose and record their compositions in the form of graphic scores and staff notation is developed well by responding imaginatively to stimuli such as 'The Snow Spider' or 'Jack in the Box'. Pupils demonstrate increasing awareness and control of the characteristics of tuned and untuned percussion. They appraise their performance and that of others perceptively and suggest ways of improving their work.
246. Pupils listen and appraise very effectively a broad spectrum of music, including that of Welsh composers such as John Metcalf and Karl Jenkins. They study Gregorian chants, 'Spring' by Vivaldi and 'Carnival of the Animals' by Sant Saens. They recognise well the main characteristics of these pieces and correctly identify the musical elements and instruments reflected in the works.
247. Pupils have a good awareness of the function of ICT programmes such as 'Music Explorer' which they use effectively to develop their composition abilities and their understanding of musical elements.
248. All KS2 pupils make good progress in recorder lessons and other instrumental tuition. This, together with the vocal and instrumental performances of the choir and orchestra, greatly contributes to the outstanding standards in the subject.
249. In both key stages, EAL pupils make good progress and achieve good standards.

Shortcomings

250. There are no important shortcomings.

School's response to the inspection

The staff and governors accept this report as a true reflection of the current standards and quality of provision at Plascrug School. We would like to thank the Inspection Team for their courteous and professional manner throughout the process. It is our intention to address the recommendations listed in the report within the shortest possible time in a continued attempt to achieve excellence.

Appendix 1

Basic information about the school

Name of school	Plascrug C.P. School
School type	Community
Age-range of pupils	3 – 11 years
Address of school	Plascrug Avenue Aberystwyth Ceredigion
Postcode	SY23 1HL
Telephone number	01970 612286

Headteacher	Mr Eifion Evans
Date of appointment	April 2001
Chair of governors/ Appropriate authority	Dr John Grattan
Registered inspector	Mr Robert Jones
Dates of inspection	22 – 25 May 2006

Appendix 2

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	27	4 2	44	41	54	52	56	46	362

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	20	1	20.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	17.6:1
Pupil: adult (fte) ratio in nursery classes	8.5:1
Pupil: adult (fte) ratio in special classes	N/a
Average class size, excluding nursery and special classes	23.9
Teacher (fte): class ratio	1.3:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Summer Term 2005	87.2	91.3	92.3
Autumn Term 2005	80.9	89.1	93.3
Spring Term 2006	84.7	90.2	92.4

Percentage of pupils entitled to free school meals	21%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2005			Number of pupils in Y2:		52		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School	0	2	4	73	21
		National	0	4	13	63	20
En: reading	Teacher Assessment	School	0	2	4	73	21
		National	0	3	11	63	23
En: writing	Teacher Assessment	School	0	2	4	71	23
		National	0	6	14	69	11
En: speaking and listening	Teacher Assessment	School	0	0	4	77	19
		National	0	4	14	55	27
Mathematics	Teacher Assessment	School	0	2	6	63	29
		National	0	2	11	63	24
Science	Teacher Assessment	School	0	0	2	90	8
		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	92	In Wales	80

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

National Curriculum Assessment Results
End of Key Stage 2:

National Curriculum Assessment KS2 Results 2005							Number of pupils in Y6			58	
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	6	0	0	0	0	0	9	51	34
		National	1	0	0	1	1	5	16	46	30
Mathematics	Teacher assessment	School	0	0	0	0	0	0	9	55	36
		National	0	0	0	0	1	3	17	47	32
Science	Teacher assessment	School	0	0	0	0	0	0	0	65	35
		National	0	0	0	0	0	2	11	50	37

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)	
by Teacher Assessment	
In the school	In Wales
85	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

Appendix 4

Evidence base of the inspection

The inspection team included four inspectors who were present for a total of fourteen inspection days. During the inspection:

- pre-inspection meetings were held with the head teacher, teachers, parents and the governing body to discuss the life and work of the school;
- 58 questionnaires were completed by parents and thoroughly analysed;
- school policies and documents were examined prior to the inspection;
- discussions were held with the head teacher and curriculum co-ordinators;
- 47 sessions or part-sessions of teaching were observed;
- pupils were heard reading and discussions were held with them about their work as part of the examination of standards in National Curriculum subjects;
- examples of the pupils' work were studied in each class;
- attendance registers, pupils' records and teachers' planning files were inspected;
- inspectors were present at all whole-school acts of collective worship;
- post-inspection meetings were held with the staff and the governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Robert Jones Registered Inspector	Context Summary and Recommendations Key Questions 1 and 6 English Art
Mrs Eleri Honour Team Inspector	Key Questions 4 and 5 History Music
Mr Glyn Griffiths Team Inspector	Key Questions 2 and 3 Mathematics Information technology
Mr Dylan Jones Lay Inspector	Key Question 7 and contributions to Key Questions 1, 3 and 4
Ms Rhian Rowe	Nominee

Acknowledgement

The visiting inspectors would like to thank the governors, the headteacher and the staff, for the co-operation and courtesy they received during the inspection.

