

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

**Pontygof Primary School
Pontygof
Ebbw Vale
Blaenau
Gwent
NP23 5AZ**

School Number: 6772214

Date of Inspection: 22 – 24 January 2007

by

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Pontygof 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 Pontygof Primary School took place between 22/01/07 and 24/01/07. An independent team of inspectors, led by Dr David G Evans undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Pontygof Primary School is situated near the centre of the small town of Ebbw Vale. Formed by an amalgamation of separate infant and junior schools about twenty-five years ago, the school now caters for pupils aged three to eleven. There are currently 158 pupils on roll, including 16 children who attend the nursery in the mornings.
2. Pupils are drawn from a mixed catchment area of local authority, housing association and private houses. Currently, 60 per cent of the pupils come from outside the school's catchment area. The immediate catchment area is described as being economically disadvantaged.
3. All pupils come from homes where English is the predominant language used and no pupils come from homes where Welsh is the first language. There are no pupils from ethnic minority groups.
4. Around 18 per cent of the pupils are registered as entitled to free school meals. One child has a statement of special educational needs (SEN) and a further eight are on the school's SEN register. The proportion of pupils having SEN is significantly lower than in previous years.
5. Pontygof Primary School has gained the Basis Skills Curriculum Award, the Eco Friendly Schools Bronze Award and the Healthy Schools initiative on two occasions.
6. The school was last inspected in February 2001.

The school's priorities and targets

7. A summary of the school's current major priorities and targets is:
 - to implement strategies for the introduction of the Foundation Phase;
 - to review policy documentation for Additional Educational Needs and to continue to develop an inclusive approach to the curriculum;
 - to implement whole-school strategies for 'thinking skills';
 - to build upon existing good practice in the key skills of oracy and to adopt the first steps in a programme of oral language;
 - to continue to develop assessment for learning strategies and to consolidate the tracking process;

- to improve further the ability of all staff in the process of self-evaluation;
- to further develop the Information and Communication Technology (ICT) competence's of pupils, staff and parents;
- to improve the standard of handwriting across both key stages;
- to continue to improve the standards of spelling and reading throughout the school; and
- to further develop strategies for independent learning and decision making.

Summary

8. Pontyogof Primary is a good school with a number of outstanding features. The head teacher provides the school with good leadership and, under her guidance, the school is well placed to improve further.

Table of grades awarded

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

Standards:

9. Pupils' standards of achievement in the subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4.8%	85.7%	9.5%	0%	0%

10. These figures are higher than the Welsh Assembly Government's (WAG) 2007 targets for Wales, which are that 98 per cent of standards of achievement should be at least Grade Three and 65 per cent should be Grade Two or better.
11. 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.

Grades for standards in subjects inspected:

Inspection Area	Key Stage 1	Key Stage 2
English	2	2
Mathematics	2	2
Information technology	2	2
Design technology	2	1
Geography	2	1
Physical education	2	2

12. Pupils with additional learning needs, including those with SEN, make good progress and achieve well. They cope well with the work they are given, they enjoy their lessons and they have positive attitudes to learning.
13. Children under five make good progress with no important shortcomings in the key skills of speaking, early reading and writing. Their progress in developing listening skills through the medium of English is outstanding. Children's progress in bilingual competence, numeracy, information and communications technology (ICT) and problem-solving skills is good with no important shortcomings. Pupils make outstanding progress in their personal and social education and creative skills.
14. In key stages 1 and 2, pupils make good progress with no important shortcomings in the key skills of speaking, reading and writing. Their progress in listening skills through the medium of English is outstanding, while their progress in Welsh is good with no important shortcomings. Pupils' progress in bilingual competence, numeracy, ICT and problem-solving skills is good with no important shortcomings. Pupils make outstanding progress in their personal and social education and creative skills.
15. In key stage 1 in 2006, the results of the teacher assessments in English were above national and local averages, those in mathematics were slightly above the national and above the local average, while science results were below the national and above the local average.
16. When the 2006 key stage 1 results are compared with similar schools using the Free School Meals indicator, results were above average in English, just above average in mathematics and below average in science.
17. The Core Subject Indicator, which is the percentage of pupils attaining at least level two in English, mathematics and science in combination, exceeded national and local averages. These results represent an improving trend at key stage 1. Girls outperformed boys in 2006.
18. In key stage 2 in 2006, results in English were slightly below national and above local averages, those in mathematics were slightly below the national and above the local average, while science results were above both national and local averages. When compared with similar schools, using the Free School Meals indicator, results were below average in English and mathematics and above average in science.
19. Although test results were well above the national average in 2004, those in 2005 and 2006 have been affected by the significant number of pupils with SEN in the Year 6 groups. In 2005, for example, of the eight pupils who undertook the tests, 25 per cent of these were identified as having SEN. Inspection evidence shows that their achievement was good in relation to their prior attainment on entry and their individual special needs. However, if these pupils are discounted, the remaining 75 per cent of pupils attained level 5 in English, mathematics and science, and this represents very good attainment and achievement for these pupils.

20. Inspection evidence also shows that a number of pupils, who do not appear on the school's SEN register, require additional support with their work. The cumulative effect of these factors, together with the small numbers in some year groups, explains the apparent downward trend in results in key stage 2 since 2004. Overall, girls outperformed boys in 2006. Evidence shows that there are fewer pupils with SEN in the current year 6 and pupils are achieving well.
21. All pupils in school, regardless of their age, ability or ethnicity, make good progress in their acquisition of new skills, knowledge and understanding and their achievement is good overall.
22. The progress pupils make in their spiritual, moral, social, cultural and wider development is an outstanding feature. Pupils very successfully develop their personal values, together with a respect for, and an understanding of, the values of others. Pupils are extremely well behaved and they know what is expected of them: this is an outstanding feature.
23. Attendance and punctuality have good features, which outweigh shortcomings. The attendance rate for the three terms preceding the inspection was 92.8 per cent; and this is broadly in line with national, local and similar school averages.

The quality of education and training:

24. The quality of teaching in the lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
35.4%	64.6%	0%	0%	0%

25. This compares very well with the national picture reported by Her Majesty's Chief Inspector in her annual report 2004-2005. Nationally, the quality of teaching is good or better (grade 1 and 2) in 79 per cent of lessons, with 18 per cent of lessons having outstanding features (grade 1).
26. Where teaching was judged to be good with outstanding features, the outstanding features include:
 - innovative and imaginative strategies which are used very effectively to develop pupils' skills and knowledge; and
 - teachers establishing very effective, working relationships with pupils.
27. Where teaching was judged to have no important shortcomings, the good features include:
 - detailed knowledge and understanding of the subjects being taught; and
 - well planned, organised and crisp lessons which capture pupils' interest and enthusiasm from the outset and systematically develop their skills and understanding in small, manageable steps.
28. The school has an effective and comprehensive system of assessment which tracks pupils' progress over time. The assessment of pupils' progress in the

foundation subjects is less rigorous. Portfolios have been assembled for subjects; as yet, however, a few have not been consistently updated, levelled and annotated.

29. Teachers set learning targets which are usually displayed in the classrooms. The school acknowledges, however, that the process of target setting is not always consistently applied across the key stages and that pupils are not fully and regularly involved in planning and assessing their own progress and improvement.
30. Reports to parents are of good quality and fully meet requirements. However, the information about pupils' individual targets is often quite general and the reports do not consistently provide suggestions that would help children to improve the quality of their work.
31. The curriculum for pupils in both key stages is exciting, vibrant, very effective and an outstanding feature. It is full of interesting, innovative and creative experiences that motivate pupils very well. Pupils are encouraged to engage in investigative and problem-solving situations as they explore the world around them in school, in the locality and in the wider world.
32. The provision for the development of pupils' spiritual, moral, and social skills is an outstanding feature. Teachers nurture pupils' spiritual, moral and social development with sensitivity. The development of pupils' cultural skills is good. Pupils are helped to understand other cultures and faiths in subjects such as geography and religious education. However, there is less evidence that pupils are being prepared very well for life in a multi-cultural society.
33. The provision to promote bilingual skills is developing well and becoming more consistent. The *Cwricwlwm Cymreig* is also promoted well and features prominently in such areas as geography, history, music and art.
34. The school provides an outstanding programme to support pupils' personal and social education. It is threaded very effectively through the life and work of the school and enables pupils to become thoughtful, mature and responsible young adults. The school effectively promotes sustainable development and global citizenship through a good range of initiatives.
35. The school provides a safe and welcoming environment for the pupils in its care, and plans and manages care and support arrangements very effectively; this is an outstanding feature. Members of staff know their pupils very well, because of the family atmosphere that is promoted at all levels in the school and, as a result, excellent relationships are evident.
36. The school has an outstanding partnership with parents and works extremely hard to involve them in the care and education of their children. The school operates an 'open door' policy and there is very good informal, daily contact with parents.

37. The school makes every effort to ensure the healthy development, safety and well-being of pupils. Members of staff have a good, up-to-date understanding of the school's policy and procedures to deal with any child protection issues that may arise.
38. The provision for learners with special educational needs is an outstanding feature of the school's provision. Early identification of pupils' needs and difficulties is a pivotal part of the school's early intervention and support strategies. In addition to those pupils who are formally placed on the special needs register, the school has sensitively identified a large number of other pupils who have additional learning needs. These pupils are also very well supported through a wide range of stimulating strategies to boost their learning in literacy and numeracy.
39. Social disadvantage and equality of opportunity are matters that the school takes very seriously, and stereotyping is seen as unacceptable. The school is outstandingly successful in fulfilling its aim of giving every pupil an equal opportunity to succeed.

Leadership and management:

40. The head teacher provides purposeful and sensitive leadership and management. She is very committed to the school and strives for pupils to achieve their best. She gives clear direction to the life and work of the school and successfully promotes shared values and norms about behaviour and relationships that sustain pupils' good achievement. The head teacher is supported well by the deputy head and the senior management team. Staff with leadership and management roles, have a good understanding of their responsibilities and they work well together as a team.
41. The work of the Governing Body is good with no important shortcomings. Governors have a clear understanding of their roles and responsibilities. The governors act as a 'critical friend', holding the school to account for its work. Governors play a full part in shaping the strategic direction of the school. With the exception of some minor omissions in the governors' annual report to parents, the governors fulfil their statutory responsibilities well.
42. The school has put in place good self-evaluation procedures that have no significant shortcomings. There is a structured and comprehensive system for gathering information that is used effectively by all leaders in the school for strategic planning. The school displays a positive, self-critical culture in which the head teacher, members of staff and governors work hard to improve the quality of education and standards of achievement.
43. The inspection team matched the findings of the school's self-evaluation report for four of the key questions. In the other three key questions, the inspection team judged that the school had over-estimated the number of outstanding features.

44. The school has responded well to the key issues identified in the previous inspection report and made good progress since the last inspection. Because of rigorous self-evaluation, the quality of teaching and the curriculum are now good with outstanding features.
45. Members of staff are very well qualified and experienced. Dedicated and suitably qualified support staff and volunteers work well as an integrated team to enhance the quality of education for all pupils.
46. The school has a good range of learning resources to meet the needs of the curriculum and pupils. Overall, the school building is in good condition and classrooms provide a suitable setting for teaching and learning. However, the head teacher's room and staff room are small and cramped and there are insufficient storage facilities in the school; but this does not impact upon the quality of education provided.
47. The school makes efficient, effective and economic use of its resources. The school ensures fair competition in its tendering and consistently and effectively applies the principles of 'best value' in the decisions it makes. Expenditure on resources and staffing is carefully monitored and subject leaders are able to bid for funds based on an audit of need. The school provides good value for money.

Recommendations

- *R1 continue with its efforts to raise pupils' standards of attainment, in English and mathematics, as reflected in the National Curriculum assessment results, particularly at the end of key stage 2;
- *R2 further develop and refine assessment strategies; and
- R3 address the minor shortcomings noted in relation to the governors' annual report to parents.

* Aspects of these recommendations are already being prioritised by the school.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

48. The findings of the inspection team do not match the judgement of Grade 1 made by the school in its self-evaluation report because the school over estimated the number of outstanding features in this key question.
49. Inspection evidence shows that pupils make good progress and achieve well throughout the school. However, pupils' standards of attainment are affected by their below average skills on entry to the school and the above average numbers of pupils with SEN in the year group, as reflected in the school's published National Curriculum assessment results for the end of key stage 2.
50. 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.
51. Baseline assessment indicates that children enter the school with attainment and skills that are well below average. However, children under five make good progress in line with their age and ability.
52. Pupils' standards of achievement in the subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4.8%	85.7%	9.5%	0%	0%

53. These figures are higher than the Welsh Assembly Government's (WAG) 2007 targets for Wales, which are that 98 per cent of standards of achievement should be at least Grade Three and 65 per cent should be Grade Two or better.

Grades for standards in subjects inspected:

Inspection Area	Key Stage 1	Key Stage 2
English	2	2
Mathematics	2	2
Information technology	2	2
Design technology	2	1
Geography	2	1
Physical education	2	2

54. All pupils in school, regardless of their age, ability or ethnicity, make good progress in their acquisition of new skills, knowledge and understanding. Pupils with additional learning needs, including those with SEN, make good progress and achieve well. They cope well with the work they are given, they enjoy their lessons and they have positive attitudes to learning.

55. Children under five make good progress with no important shortcomings in the key skills of speaking, early reading and writing. Their progress in developing listening skills through the medium of English is outstanding. Children's progress in bilingual competence, numeracy, information and communications technology (ICT) and problem-solving skills is good with no important shortcomings. Pupils make outstanding progress in their personal and social education and creative skills.
56. In key stages 1 and 2, pupils make good progress with no important shortcomings in the key skills of speaking, reading and writing. Their progress in listening skills through the medium of English is outstanding. Pupils' progress in bilingual competence, numeracy, ICT and problem-solving skills is good with no important shortcomings. Pupils make outstanding progress in their personal and social education and creative skills.
57. In key stage 1 in 2006, the results of the teacher assessments in English were above national and local averages, those in mathematics were slightly above national and above the local average, while science results were below the national and above the local average.
58. When the 2006 key stage 1 results are compared with similar schools using the Free School Meals indicator, results were above average in English, just above average in mathematics and below average in science.
59. The Core Subject Indicator, which is the percentage of pupils attaining at least level two in English, mathematics and science in combination, exceeded national and local averages. These results represent an improving trend at key stage 1. Girls outperformed boys in 2006.
60. In key stage 2 in 2006, results in English were slightly below national and above local averages, those in mathematics were slightly below national and above the local averages, while science results were above both national and local averages.
61. When the 2006 key stage 2 results are compared with similar schools, using the Free School Meals indicator, results were in the bottom 50 per cent of schools in English and mathematics and in the top 50 per cent of schools in science.
62. Although test results were well above the national average in 2004, those in 2005 and 2006 have been affected by the significant number of pupils with SEN in the Year 6 groups. In 2005, for example, of the eight pupils who undertook the tests, 25 per cent of these were identified as having SEN. Inspection evidence shows that their achievement was good in relation to their prior attainment on entry and their individual special needs. However, if these pupils are discounted, the remaining 75 per cent of pupils attained level 5 in English, mathematics and science, and this represents very good attainment and achievement for these pupils.

63. Inspection evidence also shows that a number of pupils, who do not appear on the school's SEN register, require additional support with their work. The cumulative effect of these factors, together with the small numbers in some year groups, explains the apparent downward trend in results in key stage 2 since 2004. Overall, girls outperformed boys in 2006. Evidence shows that there are fewer pupils with SEN in the current year 6 and pupils are achieving well.
64. The development of pupils' personal, social and learning skills is good with no important shortcomings. Pupils throughout the school have good attitudes to their learning. They enjoy their lessons and they are interested in their tasks. Their learning is characterised by enthusiasm, mutual respect and a good sense of fun. They are extremely well motivated, they work very productively and they make very effective use of their time in lessons; these are outstanding features.
65. Pupils readily participate in the range of activities provided and their capacity to work independently is good. Their understanding of what they are doing and of what they need to do to improve is also good with no important shortcomings.
66. The progress pupils make in their spiritual, moral, social, cultural and wider development is an outstanding feature of the school. Excellent relationships are an outstanding feature, enabling pupils to express and explore their views openly. Pupils very successfully develop their personal values, together with a respect for, and an understanding of, the values of others. They are very enthusiastic to broaden and develop their own understanding of moral and social issues. Through active participation in lessons, assemblies, the school council and extra-curricular activities, pupils very successfully develop the skills to work as part of a team and as members of the school community.
67. Pupils are exceptionally well behaved and they know what is expected of them; this judgement is supported by the views of members of staff, parents, governors and the pupils themselves. Pupils are invariably courteous and polite and they respond very well to the school's reward system. Throughout the day, they move very sensibly in and around the school.
68. Attendance and punctuality have good features, which outweigh shortcomings. The attendance rate for the three terms preceding the inspection was 92.8 per cent; and this is broadly in line with national, local and similar school averages. Punctuality for the majority of pupils is good, with very few late arrivals.

The quality of education and training

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

Grade 1: Good with outstanding features

69. The findings of the inspection team match the judgement made by the school in its self-evaluation report.

70. The quality of teaching in the lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
35.4%	64.6%	0%	0%	0%

71. This compares very well with the national picture reported by Her Majesty's Chief Inspector in her annual report 2004-2005. Nationally, the quality of teaching is good or better (grade 1 and 2) in 79 per cent of lessons, with 18 per cent of lessons having outstanding features (grade 1).

72. Where teaching was judged to be good with outstanding features, the outstanding features include:

- a very effective pace of learning which challenges and stimulates pupils very well;
- innovative and imaginative strategies which are used very effectively to develop pupils' skills and knowledge;
- teachers establishing very effective, working relationships with pupils; and
- very skilful management of pupils' behaviour and the very effective deployment of support staff.

73. Teachers ensure:

- they present aims and objectives clearly at the beginning of lessons, which are shared well with pupils in lesson introductions and reviewed well in the closing sessions;
- they have detailed knowledge and understanding of the subjects being taught;
- that well organised lessons capture pupils' interest and enthusiasm from the outset and systematically develop their skills and understanding in small, manageable steps;
- activities to develop pupils' bilingual skills are effective;
- questions are challenging and stimulating; and
- that effective revision takes place at the end of lessons.

74. The school has an effective and comprehensive system of assessment which tracks pupils' progress over time. This process includes the analysis of results from a range of national and standardised tests. The school's procedures for recording, reporting and assessment fully meet statutory requirements.

75. The assessment of pupils' progress in the foundation subjects is less rigorous. However, the school is developing strategies to improve this aspect. Portfolios have been assembled for subjects; as yet, however, a few have not been consistently updated, levelled and annotated.
76. Members of staff make good use of daily discussions with pupils and written comments on their work to assess how well pupils are progressing and to help them improve. Teachers set learning targets which are usually displayed in the classrooms. The school acknowledges, however, that the process of target setting is not always consistently applied across the key stages and that pupils are not fully and regularly involved in planning and assessing their own progress and improvement.
77. Reports to parents are of good quality and fully meet requirements. They provide useful and quite detailed information about children's personal development and about what they have studied. However, the information about pupils' individual targets is often quite general and the reports do not consistently provide suggestions that would help children to improve the quality of their work.

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

Grade 1: Good with outstanding features

78. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
79. 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. Children in both the nursery and reception classes have a very good start to their school life because the planned range of activities for them is so good and an outstanding feature of the school. Children are very well prepared for the Foundation Phase through a variety of experiences both indoors and in the outside classroom.
80. The curriculum for pupils in both key stages is exciting, vibrant, very effective and an outstanding feature. It is full of interesting, innovative, and creative experiences that motivate pupils very well. Pupils are encouraged to engage in investigative and problem-solving situations as they explore the world around them in school, in the locality and in the wider world. The curriculum fully meets statutory requirements.
81. The curriculum is broad, balanced and extremely well organised. It is planned consistently to ensure good progression in learning across all year groups and fully meets the needs of all pupils, including those with additional learning needs. Pupils in the mixed-age classes are particularly well catered for. Schemes of work and relevant policies are regularly updated to ensure that learning is continually extended and developed.

82. Provision for the development of pupils' basic and key skills is effective. The school has been awarded the Basic Skills Quality Mark on two occasions and is now working towards a third award. In particular, creative and expressive skills are well developed through well-planned role-play and other experiences.
83. The school makes every effort to extend and enrich pupils' experiences through a stimulating range of extra-curricular activities both during the school day and in after-school clubs. As a result, a large number of girls and boys enthusiastically attend a wide range of sporting, musical and other clubs. Visits to the locality and visitors from the community are significant features of everyday life at Pontygot school. These outstanding and varied activities are having a notable impact on pupils' learning and standards of achievement.
84. The provision for the development of pupils' spiritual, moral, and social skills is an excellent feature. Teachers nurture pupils' spiritual development with sensitivity. Periods of collective worship are very well structured, atmospheric occasions, with messages being very well adapted to pupils' experiences; and opportunities for reflection are frequent and very well managed. The head teacher and members of staff regularly promote the power of prayer and reflection on a daily basis. As a result of all these initiatives, pupils know that their views are valued and taken into account.
85. Pupils' moral and social development is promoted very well throughout the school. The head teacher and members of staff are highly successful in creating a caring ethos built on trust and respect for others. The promotion of pupils' personal skills is a prominent feature of the school and it enables pupils to become thoughtful, reflective and mature young people with very good levels of self-discipline. The strong emphasis placed upon ensuring that pupils are polite to one another and to staff and visitors is very successful.
86. The development of pupils' cultural skills is good. Pupils are helped to understand other cultures and faiths in subjects such as geography and religious education. However, preparation for life in a multi-cultural society is developed less well.
87. The provision to promote bilingual skills is developing well and becoming more consistent. The use of incidental Welsh during the school day is actively encouraged by all members of staff. The *Cwricwlwm Cymreig* is also promoted well and features prominently in such areas as geography, history, music and art.
88. The school provides an outstanding programme to support pupils' personal and social education. It is threaded very effectively through the life and work of the school. Very good attention is given to developing healthy lifestyles and the healthy schools' awards have been gained on two occasions. Teachers very effectively promote pupils' self-esteem and self-confidence in a variety of ways: these include assemblies, school council meetings and class discussions.

89. The school works tirelessly with parents to encourage them to play an active part in its life and work and to become involved in their children's education. Parental involvement in a range of learning projects has been successful and benefited both pupils and parents. The Parent and Teachers' Association organises many social and fund-raising events, which extend the very well established links with the community.
90. The school has an outstanding range of links with other providers and all other interested parties. There are very good links with teacher training colleges and the school is involved in a range of different projects with the nearby University of Glamorgan at Pontypridd. There are also partnerships with other bodies such as Dragon Sports, Corus and Redrow. The latter has recently invited pupils to name the streets in a new housing development within the school's catchment area.
91. The school provides effective work-related education for pupils. Links with local businesses and industry have improved since the last inspection and pupils visit a range of retail, industrial and commercial sites. Local employers are supportive of the school and teachers are involved with education business partnerships. Teachers have undertaken placements in industry and used their experiences well to promote various curricular areas.
92. The school effectively promotes sustainable development and global citizenship. Through a range of initiatives and various curriculum subjects, the school ensures that pupils develop an increasing awareness and understanding of this area of learning. Recycling, waste minimisation and energy conservation are well promoted throughout the school.
93. Pupils' entrepreneurial skills are developed well through a range of activities such as the fruit tuck shop, the production and sale of various items, such as badges, and through fund-raising projects.
94. The school very successfully promotes national priorities, for example healthy lifestyles and energy conservation. The outstanding range of parents' workshops and curriculum evenings helps promote many aspects of community regeneration and lifelong learning and many community groups regularly use the school facilities.

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

Grade 1: Good with outstanding features

95. The findings of the inspection team match the judgement made by the school in its self-evaluation report
96. The school provides a safe, secure and welcoming environment for the pupils in its care, and plans and manages care and support arrangements very effectively: this is an outstanding feature. Members of staff know their pupils very well because of the family atmosphere that is promoted very effectively at

all levels in the school. As a consequence, pupils say they that they can turn to any adult for help if they need it and that they feel happy and safe in school: this judgement is confirmed by parents and governors.

97. Induction arrangements are exceptionally well organised and extensively planned, ensuring that children make a very smooth transition into school. A notable feature is the Family Language and Play initiative where, for six weeks before entry to the nursery, parents and grandparents are invited into school with their children and encouraged to help with their children's learning. For example, during the inspection a local librarian led a lively session on story telling in the early years classes and children were fascinated with the array of exciting and interesting books on display. Arrangements for pupils to transfer from class to class and to the local comprehensive school are also very well organised and outstanding features.
98. The school has an outstanding partnership with parents and works extremely hard to involve them in the care and education of their children. The school operates an 'open door' policy and there is very good informal, daily contact with parents. The vast majority of parents are very supportive of the school and particularly value the approachability of members of staff.
99. The procedures for monitoring attendance and punctuality are robust and effective. Registers are completed appropriately and swiftly. Procedures for dealing with lateness or unexplained absences are well established and the school collaborates well with the Education Welfare Officer.
100. Pupils' behaviour is monitored very successfully. The school expects high standards of behaviour and does not tolerate bullying or any form of inappropriate conduct. The school's very effective systems for rewarding good standards of behaviour are thoroughly appreciated by pupils.
101. The school makes every effort to ensure the healthy development, safety and well-being of pupils. The school has a detailed policy and set of procedures to promote health and safety, including risk assessments, which are monitored and implemented consistently by the head teacher and members of staff.
102. A duty of care is fundamental to the school's ethos and the school works in the pupils' best interests to nurture their welfare and to protect them. Members of staff have a good, up-to-date understanding of the school's policy and procedures to deal with any child protection issues that may arise. The head teacher is the designated member of staff with responsibility for child protection issues and she has established effective working partnerships with a wide range of external agencies.
103. The provision for learners with special educational needs is an outstanding feature of the school's provision, as is the provision for inclusive education. Early identification of pupils' needs and difficulties is a pivotal part of the school's early intervention and support strategies. In addition to those pupils who are formally placed on the special needs register, the school has sensitively identified a large number of other pupils who have additional

learning needs. These pupils are also very well supported through a wide range of stimulating strategies to boost their learning in literacy and numeracy. As a result of these very effective strategies pupils who have been identified with additional learning needs reach their agreed targets by the end of key stage 2, and often exceed them.

104. The school's special needs co-ordinator (SENCo) is very effective and works very closely with class teachers and parents to prepare individual education plans for pupils in her care. These identify realistic, achievable targets, which are monitored very carefully. The SENCo sensitively tracks and monitors pupils' progress through regular discussions, formal and informal assessments. The school also works very successfully with outside agencies. Support staff work very effectively with pupils who have additional educational needs and the school caters exceptionally well for 'looked after' children.
105. The school has high expectations of its pupils. Social disadvantage and equality of opportunity are matters that the school takes extremely seriously, and stereotyping is seen as unacceptable. The school is outstandingly successful in fulfilling its aim of giving every pupil an equal opportunity to succeed. As a result pupils, regardless of age, ability, ethnic, linguistic or social background, have full access to the life and work of the school.
106. The school has effective strategies to encourage good behaviour, based on positive behaviour management. Class rules, school rules and policies relating to behaviour and anti-bullying are firmly established and consistently applied throughout the school. The use of volunteer 'buddies' is an extremely effective strategy for ensuring that positive relationships are nurtured through the school day.
107. The school council is well established and very effective. Class representatives are very well aware of their responsibilities and they show enormous enthusiasm for their work.
108. Another outstanding feature is the way the school promotes race relations. Diversity and differences are celebrated in many ways, including in school assemblies and through various areas of the curriculum, such as geography, history, music, art and religious education. The school's race equality policy fully meets statutory requirements.
109. The school has undertaken an audit to assess the conditions for disabled access and an accessibility plan has been prepared. Every effort is currently made to ensure that any disabled pupil or visitor is treated appropriately and with consideration. The school is now actively seeking ways to improve access still further.

Leadership and management

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

Grade 2: Good features and no important shortcomings

110. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
111. The head teacher provides purposeful and sensitive leadership and management. She is very committed to the school and strives for pupils to achieve their best. She gives clear direction to the life and work of the school and successfully promotes shared values and norms about behaviour and relationships that sustain pupils' good achievement.
112. The head teacher is supported well by the deputy whose managerial skills have been effectively developed in recent years both through experience within the school and external training. Both the head teacher and deputy are good role models for other members of staff and pupils. The senior management team is effective, meets regularly and its members are committed to further raising standards of achievement.
113. Staff with leadership and management roles, have a good understanding of their responsibilities for improving standards and the quality of provision. Staff work well together as a team, and staff meetings are held regularly. 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.
114. An outstanding feature is the way in which the school takes very effective account of national and local priorities and works very closely with its partner providers. In the last year or so, the school has focused very well on promoting improved standards in literacy and numeracy and on creating effective strategies for promoting sustainable development. More recently, leaders and managers, together with the enthusiastic support of the Governing Body, have concentrated on further developing the provision for information technology.
115. Leaders and managers successfully set and meet challenging, but realistic, targets and goals. Based firmly on the school's self-evaluation of its performance, they reflect the priorities identified in improvement planning. The leadership structure is clear and, although managers have a good measure of autonomy and responsibility, lines of accountability are strong and progress is monitored and evaluated on a regular basis.
116. Appropriate performance management procedures are well established; targets are linked closely to the School Development Plan and school improvement, as well as to staff development.

117. The work of the Governing Body is good with no important shortcomings. Governors have a clear understanding of their roles and responsibilities. The Governing Body is well led and organised and it is supportive of the head teacher and members of staff. It also acts as the school's 'critical friend', holding the school to account for its work. Governors play a full part in shaping the strategic direction of the school and they bring invaluable professional experiences to their roles.
118. The head teacher and members of staff keep governors well informed about the work of the school through written and oral reports. Governors have successfully linked up with subject leaders and they make good use of the information they gather to inform their debates and to arrive at considered decisions.
119. With the exception of some minor omissions in the governors' annual report to parents, the governors fulfil their statutory responsibilities well.

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

Grade 2: Good features and no important shortcomings

120. The findings of the inspection team do not match the judgement of grade 1 made by the school in its self-evaluation report. The inspection team judged that the school had over-estimated the number of outstanding features in this key question.
121. The school has put in place good self-evaluation procedures that have no significant shortcomings. There is a structured and comprehensive system for gathering information that is used effectively by all leaders in the school for strategic planning. The head teacher and senior management team have a clear understanding of the self-review process. Governors also play an important role in the self-evaluation process and keep in close contact with subject co-ordinators.
122. The school displays a positive, self-critical culture in which the head teacher, members of staff and governors work hard to improve the quality of education and standards of achievement. It has been successful in establishing clear procedures and processes that are systematic and based on a foundation of firm evidence. Self-evaluation and planning for improvement are well embedded in all aspects of the school's work.
123. Curriculum co-ordinators carefully review and audit provision for their subjects. A wealth of information is gathered to help members of staff evaluate pupils' standards across the school.
124. The school works exceptionally hard to involve all members of the school community in the self-evaluation process. It canvasses the views of parents and the school council. There is also very effective involvement of the wider

community, through consultation with representatives of various support, specialist and community services. This is an outstanding feature of the school's self-evaluation process.

125. Leaders at all levels display a clear determination to improve aspects of the school's provision still further. Very good progress has already been made, for example, in adapting the curriculum to provide pupils with regular creative and investigative experiences. Pupils' handwriting, which was an issue at the time of the previous inspection, has improved significantly as a result of the school's evaluation of this aspect of pupils' learning.
126. The school's self-evaluation report produced by the school prior to the inspection is good with no important shortcomings, and it enables leaders to plan strategically for improvements, particularly in raising pupils' standards of achievement. It identifies the school's many strengths and clear areas for improvement.
127. The inspection team matched the findings of the school's self-evaluation report for four of the key questions. In the other three key questions, the inspection team judged that the school had over-estimated the number of outstanding features.
128. The School Development Plan is a well-organised working document in which targets are clearly stated and prioritised. Success criteria are evident and realistic priorities are well supported with a careful allocation of suitable resources. There is a good focus on the need to continue to improve pupils' standards of achievement.
129. The school has responded well to the key issues identified in the previous inspection report and made good progress since the last inspection. Because of rigorous self-evaluation, the quality of teaching and the curriculum are now good with outstanding features.

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

Grade 2: Good features and no important shortcomings

130. The findings of the inspection team do not match the judgement of grade 1 made by the school in its self-evaluation report. This is because the inspection team did not judge that there were outstanding features in the school's use of resources.
131. Members of staff are well qualified and experienced; all have a clear understanding of their roles and responsibilities and they are fully involved in whole-school approaches to planning, implementation and monitoring of provision. Subject expertise is readily shared and disseminated. Good arrangements are in place to provide all members of staff with the required planning, preparation and assessment time.

132. Staff development is well organised, focused and evaluated. There is good commitment and enthusiasm from members of staff to undertake continuing professional development.
133. Teachers are ably assisted by peripatetic specialist staff in areas such as language development and personal support. Dedicated and suitably qualified support staff and volunteers work well as an integrated team to enhance the quality of education for all pupils.
134. The school administrator ensures that daily routines run smoothly and efficiently, enabling teaching staff to focus specifically on their professional roles and responsibilities. The caretaker, together with the supervisory, cleaning and catering staff, are valued members of the team and make an important contribution to the values and caring ethos of the school.
135. The school has a good range of learning resources to meet the needs of the curriculum and pupils. The school has recently acquired a laptop trolley and 16 new laptop computers and there are interactive whiteboards in most classrooms.
136. Overall, the school building is in good condition and classrooms provide a suitable setting for teaching and learning. Effective displays in classrooms and shared areas celebrate pupils' achievements well and provide a colourful and attractive learning environment. Outdoor facilities are good: the playing areas are spacious and well equipped; and there is a fenced play area for the under-fives. However, the head teacher's room and staff room are small and cramped and there is insufficient storage facilities in the school; but this does not impact upon the quality of education provided for pupils.
137. The school makes efficient, effective and economic use of its resources. The school ensures fair competition in its tendering and consistently and effectively applies the principles of 'best value' in the decisions it makes. Expenditure on resources and staffing is carefully monitored and subject leaders are able to bid for funds based on an audit of need. The school provides good value for money.

Standards achieved in subjects and areas of learning

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:

138. Pupils in key stage 1 make good progress in their speaking skills and, towards the end of year 2, they express their ideas clearly and fluently. When talking about books on climate change in Antarctica, for example, they show great empathy with the difficulties the animals are experiencing. They make pertinent and sensible comments and answer teachers' questions confidently.
139. The communication skills of pupils in key stage 2 are good with no important shortcomings. They share their ideas well in pairs, they speak succinctly and they confidently and competently discuss various points of view. They offer a critical appreciation of what can be found in newspapers and they understand that articles can be exaggerated to encourage people to buy newspapers.
140. Older pupils in key stage 2 participate eagerly in debates, enjoy opportunities to disagree with other points of view and offer other relevant hypotheses. They use thought-provoking moments of reflection to gather their thoughts before contributing to discussion.
141. Pupils in both key stages listen very intently to their teachers and to each other in assemblies and also in lessons. They answer teachers' questions accurately and display a good recall of previous work because they listen so well.
142. The reading skills of pupils develop well in key stage 1 because they have made such a good start with their reading skills in the nursery and reception classes and because they read regularly at home. Most pupils are enthusiastic readers. They read both fiction and non-fiction books well and they are able to predict and discuss events and characters in their books. Most pupils use contextual clues and phonic strategies to enhance their reading skills and most can describe occasions when they use books and the Internet as sources of information.
143. Most pupils in key stage 2 make good progress with their reading skills and use these skills well to research and gather information, to study poetry, non-fiction and fiction texts. Many are confident, fluent and expressive readers.
144. Pupils' writing skills towards the end of key stage 1 are mainly in sentence form with a good development of ideas. Spelling and punctuation are often accurate and some good word choices are evident. When they write about their favourite shops, they use an effective range of vocabulary to describe the produce.

145. Writing skills continue to develop well through key stage 2 because pupils practise their skills regularly in many subjects. By the time they reach Year 6 most pupils write at length, with imagination and competence, using a word-processing program with ease. Pupils' ideas are sustained, lively and thoughtful, with a good range of vocabulary to engage the reader, for example: "The sky was starless and Bible black".
146. Many pupils in key stage 2 choose an adventurous range of vocabulary, which they use for good effect. Pupils' writing is clear and often very creative. Handwriting is well presented and fluent in second draft form. When presenting some logical arguments for and against fox hunting, pupils give a balanced view. They present good quality, persuasive writing in letter and poster form, particularly in the class magazine "The Crew's News". They gather and use powerful adjectives and conjunctions.

Shortcomings:

147. There are no important shortcomings, but a significant number of pupils across both key stages choose not to use joined writing in the first drafts of their work, despite having effective handwriting skills to do so.
148. Older pupils are not familiar with the coding systems used by libraries and this occasionally affects their ability to seek out and access books to support their learning.

Mathematics

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

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

Good features:

149. Most pupils in Year 1 use effective mental strategies to add or subtract any two numbers up to 20. They are familiar with coins and use them to buy things and to provide change. They effectively compare 2 lengths, masses or capacities by direct comparison.
150. Most Year 2 pupils can add or subtract any pair of two-digit numbers and add 1 to a 3-digit number correctly. They are able to work out the cost of objects well. They estimate, measure and compare lengths and masses well.
151. Most Year 3, and several Year 4, pupils can accurately subtract 10 from numbers to 1000. More able pupils can subtract 2-digit numbers from 3-digit numbers orally. They can work out different pairs of numbers with a given sum or difference. They can successfully use a written method to add or subtract two-digit numbers.
152. Most Year 5, and more able Year 4, pupils can multiply a single-digit number by multiples of 10, multiply two-digit numbers by a single digit and multiply

using factors. They use effective written methods to calculate successfully the answer.

153. They choose appropriate operations to solve problems, explaining their methods and reasoning carefully. They develop early ideas of probability by reflecting on experience and carrying out simple experiments.
154. Year 6 pupils can successfully multiply a 3-digit number by a 2-digit number, using a variety of methods, including Italian and Russian multiplication methods. They explain the value of each digit in a number with 6 or more digits. They can accurately round decimals with 1 or more decimal places to the nearest tenth. Pupils can find the mean, median and mode of a set of data. They can solve problems by extracting and interpreting information presented in tables, graphs and charts well.

Shortcomings:

155. There are no important shortcomings.

Information technology

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

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

Good features:

156. Pupils in Years 1 and 2 competently use the mouse and deselect tools and icons in programs. They use a simple art package to make various patterns. With support, they can make sentences, matching the colour of the font to the pattern and print their work successfully.
157. Year 2 pupils use a word-processing package with increasing confidence. They decide carefully what information to collect and they understand the need for accurate entering of information.
158. In key stage 2, pupils use a word-processing package effectively in their work in English and Welsh. They are able to correct their work and print successfully. They use a data-handling package effectively to enter information about themselves and their classes.
159. Pupils can find appropriate files on a hard disk, open and use them effectively. Older pupils improve their word-processing skills well, for example, by using a range of fonts, colours and styles of text in stories, poems and letters.
160. Year 5 and 6 pupils know that spreadsheets are made of columns, rows and cells. They conduct various surveys and enter data carefully into their spreadsheets. They use the internet effectively to research and gather information for their work in science, history and geography.

161. They effectively use a digital camera to record their work. They are able to import images from the camera and the internet into word-processing and desktop publishing packages well.
162. Older pupils are able to produce good quality Power Point presentations, which they deliver in classes and in whole-school assemblies.

Shortcomings:

163. There are no important shortcomings, but pupils in key stage 2 do not use electronic mail programs to send and receive information.

Design technology

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

Key Stage 2: Grade 1: Good with outstanding features

Outstanding features:

164. Pupils in key stage 2 generate stimulating ideas that draw on a wide range of sources of information and, as a result, their designs and techniques are of outstanding quality.
165. Throughout key stage 2, pupil evaluation is a strong feature of their learning. On completing a design, pupils understand that the process of evaluation requires them to assess what went well, what did not go as quite as well and to consider how improvements can be made.

Good features:

166. In both key stages pupils effectively draw on a range of skills that they learn in other subjects to support their design and technology work. They work safely with a wide range of very good quality tools and materials to create a variety of well-constructed, and often very effective, models and products.
167. Pupils in key stage 1 assemble and arrange components and given materials effectively, such as pivots and hinges, and use simple tools well to make good quality movable models. They know that simple levers and sliding mechanisms can be used to create movement. They make their designs using appropriate techniques and work safely and independently to develop and evaluate their ideas well.
168. Pupils in year 3 use motors, bits, and crocodile clips successfully to create a winding- wheel mechanism. They gather information independently, share their ideas well and illustrate alternatives in their designs. When creating a model lighthouse with an electrical circuit they competently evaluate their work to find out why some things work and others do not. When recording their investigations, they use symbolic representations confidently.

169. Pupils in year 4 produce detailed, labelled sketches showing possible bridge designs. They sensibly discuss their ideas, comparing them to bridges that they research on the Internet, such as Roman and suspension bridges. The finished designs are imaginative and of outstanding quality. Pupils fully understand that they need the strongest materials possible, such as stone or wood, to carry a weight and they thoughtfully consider the merits of the different materials.
170. In Year 5, pupils successfully evaluate existing musical instruments to see how they create sound, and then they use junk materials effectively to design and create their own musical instruments. They choose their materials independently and evaluate their finished articles well. Their finished products are of outstanding quality.
171. Older pupils in key stage 2 are very skilful in designing, constructing and evaluating their moving models. For example, when testing their motorised boats at a local swimming pool, they constantly refine their finished models, showing an excellent understanding of how they can improve them by adjusting the rudder. They demonstrate great pride and excitement in their achievements, readily applying their scientific knowledge to solve any problems that may occur.

Shortcomings:

172. There are no significant shortcomings.

Geography

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

Key Stage 2: Grade 1: Good with outstanding features

Outstanding features:

173. In key stage 2, pupils' geographical and enquiry skills are outstanding. They ask pertinent questions about geographical features, collect, record and analyse evidence very effectively.
174. In key stage 2, pupils' understanding of the need to care for the environment and of sustainability is exceptionally well developed. Their understanding of the need to reduce waste and to control pollution is a very mature and perceptive feature of their learning.

Good features:

175. Pupils in both key stages undertake effective field studies in the local area and, as a result, their investigative and mapping skills develop well.
176. Pupils in key stage 1 are knowledgeable about the main features of their locality because they walk around it regularly. They develop a good

awareness of aspects of the school grounds as they observe and identify key geographical features. They are familiar with seasonal changes and, on a walk in the locality, they describe key physical and human geographical features well.

177. In key stage 1, pupils use their geographical vocabulary effectively to compare, contrast and describe the different weather conditions that they experience and they consider sensibly which clothes are most appropriate for the beach, a cold climate, or the desert.
178. Older pupils in key stage 1 talk knowledgeably about the effects of pollution on the landscape and animals of Antarctica and the destruction of the ozone layer. They show a good understanding of the impact of human society on this process.
179. Younger pupils in key stage 2 successfully identify on a map the sources of rivers and other aspects, such as "meanders" and "tributaries". They understand that a river is formed from rain falling on soft ground and rock. They demonstrate in discussion that they clearly understand how pollution will affect river flows.
180. Older pupils in key stage 2 confidently discuss the difficulties of trying to gather information on climate from a small village in India. They work effectively and productively to identify Bangalore as a large centre of population. After accessing weather reports from Bangalore and Ebbw Vale, and using their skills very well to interpret the resulting data, they produce very effective word-processed weather reports on climate differences.
181. Older pupils in key stage 2 use their geographical skills very well to compare and contrast areas of the world beyond their own locality. For example, when comparing local rainfall with that in the Sudan and Brazil, they try to explain why conditions differ so markedly. They plot rainfall and temperature on line graphs, create block graphs, and represent and analyse data very effectively. They understand that distances from the sea can affect climate.
182. Older pupils demonstrate a very good understanding of how human activity can damage the environment. They work well with the Children's University to study a river from source, they investigate carefully and measure oxygen and pollution levels as the river moves towards its mouth and they record the effect that pollution has on animal and plant life. They engage in serious debate with pupils from other local schools on how best to regenerate an area of land once used by a local steelworks.

Shortcomings:

183. There are no significant shortcomings.

Physical education

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

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

Good features:

184. Throughout the school, pupils develop a good awareness of the beneficial effects that exercise has on their bodies.
185. Key stage 1 pupils listen and follow instructions promptly in their lessons. They show good hand and eye co-ordination when practising their various skills.
186. By the end of key stage 1, pupils have an effective understanding and appreciation of a good range of physical activities. They warm up and cool down appropriately before and after exercise. They remember and repeat simple skills and movements well in games, gymnastics and dance.
187. In their dance lessons, younger pupils share and create dance movements successfully with a partner and in small groups. They repeat and perform these movements well.
188. In Years 4 and 5, pupils show a good level of skill in their gymnastics lessons. They work well together and they demonstrate effective and creative sequences in their movements.
189. By the end of key stage 2, most pupils develop their skills well. They perform actions with more consistent control and quality. Pupils increasingly evaluate their work well, identifying what makes a performance effective.

Shortcomings:

190. There are no important shortcomings.

School's response to the inspection

The head teacher, staff and governors have considered the outcomes of the inspection and are delighted that the findings acknowledge that Pontygof Primary is a good school with a number of outstanding features.

It is very reassuring that our self-evaluation has provided a good indication of the school's current position, with which the team largely agrees.

We are pleased that the inspection team found the standard of teaching to be good with outstanding features and that the skill and dedication of teachers and support staff are duly acknowledged. The inspection team acknowledged that care and support systems for pupils, including the management of special educational needs, are outstanding, as is the provision for learning experiences to meet the needs and interests of our pupils and the wider community. In particular, the report confirms that the school succeeds in its aim of creating a safe, stimulating and happy learning environment for our pupils.

The report highlights the outstanding behaviour of our pupils and that the school sets high expectations for all pupils; the relationships with parents are also recognised as an outstanding feature.

The inspection team acknowledged that the head teacher provides good leadership and is well supported by the deputy head and senior management team. We are delighted that the positive, inclusive ethos of the school, the supportive working relationships and the effective support of the governing body are also recognised as good features.

An action plan to include the recommendations will be produced by the head teacher, staff and governors and will be incorporated into the school's strategic plan. Aspects of the recommendations are already being prioritised by the school.

An outline of the school's action plan will be sent to all parents and the Governors' Annual Report to Parents will report on progress.

We would like to thank the inspection team for the professional and thorough manner in which the inspection was conducted.

Appendix 1

Basic information about the school

Name of school	Pontygof Primary School
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	Pontygof, Ebbw Vale, Blaenau Gwent
Postcode	NP23 5AZ
Telephone number	01495 303210
Head teacher	Mrs S Williams
Date of appointment	1 st June, 1998
Chair of governors/ Appropriate authority	Mrs S Barnard
Registered inspector	Dr David G Evans
Dates of inspection	22-24 th January, 2007

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	16	25	18	16	18	20	24	21	158

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	0	8

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	28 : 1
Pupil: adult (fte) ratio in nursery classes	8 : 1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	28
Teacher (fte): class ratio	1 : 1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Autumn 2006	84.6	90.1	94.4
Summer 2006	88.4	92.3	91.1
Spring 2006	90.3	95.1	92.5

Percentage of pupils entitled to free school meals	18%
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 2006			Number of pupils in Y2:			18	
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	6	6	76	12
		National	0	4	12	64	20
En: reading	Teacher assessment	School	0	6	18	47	29
		National	0	4	14	56	26
En: writing	Teacher assessment	School	0	6	6	76	12
		National	0	5	14	69	12
En: speaking and listening	Teacher assessment	School	0	6	6	76	12
		National	0	2	11	64	23
Mathematics	Teacher assessment	School	0	0	12	76	12
		National	0	2	10	63	24
Science	Teacher assessment	School	0	0	12	88	0
		National	0	2	9	65	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	88.24%	In Wales	80.6%

- 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 2006							Number of pupils in Y6		24		
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	8	17	42	33
		National	0	0	0	0	1	4	15	47	32
Welsh	Teacher assessment	School									
		National									
Mathematics	Teacher assessment	School	0	0	0	0	0	3	17	38	42
		National	0	0	1	0	1	3	15	47	32
Science	Teacher assessment	School	0	0	0	0	0	4	4	50	42
		National	0	0	1	0	0	2	11	51	35

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	62.5%	In the school	N/A
In Wales	74%	In Wales	N/A

- D Pupils who are exempted 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

Three inspectors spent a total of eight inspector days in the school. A team meeting was held prior to the inspection. There was a nominee, who was the head teacher, and a peer assessor.

The inspection team inspected:

- 31 lessons or part lessons;
- all classes;
- acts of collective worship; and
- 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;
- 64 responses to the parents' questionnaires; around 97.72% 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 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Dr David G Evans, Registered Inspector	Context, Summary and Recommendations Key Questions 1, 2, 5 and 7 Mathematics, Information Technology Physical Education.
Mrs Kay Andrews, Team Inspector	Key Questions 3, 4 and 6 English, Design and Technology Geography.
Mr Kerry Jones, Lay Inspector	Contributions to Key Questions 1, 3, 4 and 7.
Mr R Purchase, Peer Assessor	Contributions to all Key Questions.
Mrs S Williams, Nominee	Contributions to all Key Questions.

The contractor was:

Evenlode Education Ltd
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Acknowledgement:

The inspection team would like to thank the governors, head teacher, members of staff and pupils for their co-operation and courtesy throughout the inspection.