

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

**A Report on the Quality of Education in**

**Rhos y Fedwen Primary  
Honeyfield Road  
Rassau  
Ebbw Vale  
Blaenau Gwent  
NP23 5TA**

**School Number: 6772310**

**Date of Inspection: 09/11/09**

**by**

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## Introduction

Rhos y Fedwen Primary was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Rhos y Fedwen Primary took place between 09/11/09 and 11/11/09. An independent team of inspectors, led by Michael T. Ridout 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.

Estyn's reports follow its guidance for the writing and editing of reports, which is available on the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk)). The table below shows the terms that Estyn uses and a broad idea of their meaning. The table is for guidance only.

<b>Nearly all</b>	with very few exceptions
<b>Most</b>	90% or more
<b>Many</b>	70% or more
<b>A majority</b>	over 60%
<b>Half/around half</b>	close to 50%
<b>A minority</b>	below 40%
<b>Few</b>	below 20%
<b>Very few</b>	less than 10%

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

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	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 **full** 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	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
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 Rhos y Fedwen Primary School is a community school for boys and girls aged three to eleven years. In total there are 121 pupils on roll organised in six classes. There are nine full-time equivalent (fte) children who attend the nursery class part-time and 27 children in reception who attend full-time. Across Key Stage 1 (KS1) and Key stage 2 (KS2) there are three mixed age classes and a single age class for pupils in Year 6. The average class size is 24. There are seven fte teachers including the head teacher and two full-time and four part-time learning support assistants (LSA).
- 2 The school is situated in the district of Rassau on the outskirts of Ebbw Vale in Blaenau Gwent. It serves a mainly residential area comprising owner occupied, local authority and social housing. Levels of unemployment are high and the locality is described as economically disadvantaged. Around 55 per cent of pupils are entitled to free school meals; this is well above national and local figures. There are no pupils in the care of the local authority. No pupils are from ethnic minority backgrounds and none has English as an additional language or uses Welsh naturally. The school teaches Welsh as a second language.
- 3 Baseline assessments in reception indicate that children's attainment on entry is generally below local averages, particularly in language and communication skills. Subsequent assessments indicate that around 30 per cent of pupils have special educational needs (SEN). This is a higher proportion to that found in most primary schools. One child has a statement of SEN.
- 4 Since the last inspection in October 2003 the number on roll has decreased and the number of classes, teachers and LSA reduced. The school building provides a good range of facilities and the outdoor learning environment is being developed to cater for the Foundation phase. In April 2008 the provision for the under-fives and KS1 was changed to provide three distinct classes. The school holds the Basic Skills Quality Mark, Healthy Schools accreditation and the Eco Schools Green Flag.

### The school's priorities and targets

- 5 The school's vision for continued growth and development forms part of the school improvement plan (SIP) for 2008 – 2011 and its mission statement is 'An Innovative Learning Community Committed to Excellence.'
- 6 The SIP sets a wide range of priorities and for 2009 – 2010 it identifies the following objectives which are to:
  - implement 'Read Write Inc' and 'First Steps' programmes in English;
  - establish guided reading;
  - use Welsh throughout the curriculum;
  - implement a scheme of work in music;
  - develop provision in creative arts;
  - implement key skills in line with Curriculum 2008;
  - monitor attendance and late comers;
  - develop education in sustainable development and global citizenship; and
  - provide staff training in 'Play and Learn' in the Foundation phase and KS1 and 'Teaching Talking' across the school.

## Summary

- 7 Rhos y Fedwen Primary School provides a supportive and caring learning environment. It guides pupils well in their personal development, but, despite some recent improvements in curricular organisation, shortcomings in strategic leadership and standards of achievement remain.

### Table of grades awarded

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

- 8 The inspection team agrees with the school's self-evaluation in key questions one and four, awards one grade lower in key questions two, three and seven and two grades lower in key questions five and six.
- 9 In accordance with the Education Act 2005, I am of the opinion, and Her Majesty's Chief Inspector (HMCI) agrees that this school is in need of significant improvement.

### Standards

- 10 In 2009 the results of the KS1 National Curriculum (NC) teacher assessments show that the proportion attaining at least the expected level 2 was well below national figures in English, mathematics and science. National benchmarking figures for schools with more than thirty two per cent free school meals and comparisons with the family of schools with similar characteristics show the same picture.
- 11 In KS2 the 2009 NC results were well below national figures in English, mathematics and science. National benchmarking and comparisons with figures for the family of schools places the school's performance above average in English and below in mathematics and science.
- 12 Almost one third of pupils have SEN and this impacts on the school's results.

- 13 In thirty-five lessons, or parts of lessons, in the areas of learning and subjects inspected standards of achievement were judged:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
-	29%	60%	11%	-

- 14 These figures represent a decline compared with the last inspection in 2003 and they are well below the figures published in HMCI's Annual Report for 2007-2008, where standards in primary schools in Wales are reported to be Grade 2 or better in 84 per cent of lessons and Grade 1 in 12 per cent.
- 15 The educational provision for the under-fives has some weaknesses, but there is evidence that these can soon be put right.
- 16 Standards in the seven areas of learning for the under-fives were judged as follows:

Areas of learning for under-fives	Nursery	Reception
Personal and social development, wellbeing and cultural development	Grade 2	Grade 2
Language, literacy and communication skills	Grade 2	Grade 3
Welsh language development	Grade 2	Grade 3
Mathematical development	Grade 2	Grade 3
Knowledge and understanding of the world	Grade 2	Grade 3
Physical development	Grade 2	Grade 3
Creative development	Grade 2	Grade 3

- 17 Standards of achievement in the subjects inspected in both key stages were judged as follows:

Inspection Area	Overall Grade 3	
Subjects	Key stage 1	Key stage 2
Under-fives (Foundation phase)	Overall Grade 3	
English	Grade 4	Grade 3
Welsh second language	Grade 3	Grade 3
Mathematics	Grade 3	Grade 3
Science	Grade 3	Grade 3
Information communications technology	Grade 4	Grade 3
Design technology	Grade 4	Grade 4
History	Grade 3	Grade 3
Geography	Grade 4	Grade 3
Art and design	Grade 3	Grade 3
Music	Grade 3	Grade 3
Physical education	Grade 3	Grade 3
Religious education	Grade 3	Grade 3

- 18 Compared with the last inspection overall standards are lower in the under-fives. In both key stages standards remain similar in mathematics, science, history, art and design and religious education, but have declined in design technology and information communications technology (ICT).

- 19 In KSI standards have declined in Welsh as a second language, geography, music and physical education. In KS2 they have improved in English and remain similar in Welsh as a second language, geography, music and physical education.
- 20 Children under-five make a steady start, often from a low base, in acquiring key skills in literacy, numeracy and ICT and in developing bilingual competence.
- 21 Across both key stages achievement for many pupils is hampered by limited skills in speaking and listening, reading, writing, numeracy and ICT. Most pupils have limited competence in bilingual skills.
- 22 Almost one third of pupils have SEN and a majority make gradual progress towards the targets set for them in their individual education plans (IEP). The progress made by more able pupils is seldom in line with their capabilities.
- 23 Pupils' attitudes to learning are good and they are generally very well behaved.
- 24 Attendance, at 90.4 per cent in the previous academic year is well below the averages for primary schools across Wales and for similar schools. Of particular concern is the number of holidays being taken during term time. Most pupils arrive punctually at the beginning of the day, but a few often arrive late.
- 25 In most classes pupils seldom sufficiently develop their capacity to work and study independently. However, a minority in KS2 develop their study skills well.
- 26 Pupils' personal, social, moral and wider development is good. This is a strong feature of the school's provision.
- 27 The school has many links with individuals and organisations that help prepare pupils well for participation in the community outside the school, but their awareness of diversity and the world of work are less well developed.

### **The quality of education and training**

- 28 In thirty-six lessons or parts of lessons the quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
-	47%	36%	17%	-

- 29 These figures represent a decline compared with the last inspection in 2003 and they are below the national picture as published in HMCI's Annual Report for 2007-2008, where the quality of teaching is reported to be Grade 2 or better in 83 per cent of lessons with 16 per cent having outstanding features.
- 30 Teaching is most consistent and effective in classes for younger pupils in KS2. There is evidence of effective teaching in other classes, but the impact is often limited by the use of published lesson planning materials.
- 31 Members of staff successfully establish good working relationships with pupils.

- 32 Recent changes in teaching approaches for the under-fives are beginning to reflect foundation phase principles well. Across KS1 and KS2 the emphasis placed on engaging pupils fully in activities and ensuring they build up their skills through first hand experience, is however, variable.
- 33 For the most part lesson planning identifies clear objectives, but these are not always developed to match pupils' needs and to ensure sufficient challenge in tasks.
- 34 Arrangements to assess pupils' achievements in the core subjects of English, mathematics and science are appropriate, but there are no systematic arrangements to assess achievement and progress in other subjects.
- 35 Pupils' understanding of the purpose of assessment and their involvement in planning their own progress and improvement is at an early stage of development.
- 36 The arrangements for reporting pupils' attainment and progress meet statutory requirements.
- 37 The school generally provides an interesting and varied curriculum, but is not always successful in meeting the full range of pupils' needs. There is evidence of recent planning to restructure the curriculum, but the updated frameworks for subjects and areas of learning are not embedded. Furthermore, the current provision for the under-fives is at a very early stage of development.
- 38 The curriculum is broadly in line with legal and course requirements, but the overall teacher contact time available per week is below the Welsh Assembly Government (WAG) recommendation of 21 hours in KS1 and 23.5 hours in KS2.
- 39 The school has yet to develop and implement a framework to ensure the progressive development of key skills. The development of basic skills in English and mathematics and provision to promote bilingual skills lacks consistency. Planning to promote the Cwricwlwm Cymreig is at a developmental stage.
- 40 The curriculum is successfully enriched through the contributions of visitors, visits to places of educational interest and a good range of extra-curricular activities. This is a strong feature of provision.
- 41 The way in which the school promotes pupils' personal development, including spiritual, moral, social and cultural awareness, is good overall, but their awareness of other cultures is limited. Daily assemblies are broadly Christian, incorporate an appropriate act of collective worship and comply with statutory requirements.
- 42 The school's partnerships with parents, community organisations and other schools have a positive impact on the learning experiences provided.
- 43 The school's promotion of education for sustainable development and global citizenship is an outstanding feature of the school.
- 44 The overall quality of care, support and guidance provided is good. The school pays particular attention to ensuring pupils' safety and wellbeing. The school works closely with parents in the care, support and guidance of their children. The school council is

the focal point for identifying issues that concern pupils and it clearly has a positive impact, for example on the provision of a breakfast club and good quality lunches.

- 45 The school provides a structured programme of personal support and guidance for pupils through a recently introduced personal and social education (PSE) programme. It successfully promotes a healthy lifestyle.
- 46 The monitoring of behaviour is effective, but systems for monitoring attendance, punctuality and pupils' academic performance are not always sufficiently effective.
- 47 Arrangements to identify individual learning needs are good. Pupils with SEN are appropriately supported, but the provision is not always sufficiently integrated and effective.
- 48 Good account is taken of differing backgrounds and personal needs, but insufficient emphasis is placed on challenging gender stereotypes and ensuring opportunities for pupils to achieve in line with their abilities.

### **Leadership and management**

- 49 Good features are evident in pastoral aspects, but there are important shortcomings in educational leadership and strategic management.
- 50 The school's vision for continued growth and development is documented in a wide ranging three year SIP, but there is only limited evidence of the impact of previous plans on standards.
- 51 The school's processes for setting challenging, realistic targets are insufficiently developed.
- 52 Leadership places too little emphasis on ensuring the effective dissemination of best practice.
- 53 The governing body (GB) is supportive of the school and is developing a greater awareness of its role and responsibilities. Its effective involvement in self-evaluation, strategic planning and in managing the school budget, is however, limited.
- 54 The school has not yet established effective self-evaluation arrangements. This is an important shortcoming.
- 55 Progress since the last inspection is limited. None of the key issues raised have been adequately resolved.
- 56 The overall provision of staff, learning resources and accommodation is good. The basic deployment of teachers is appropriate, but key resources including LSA, ICT in the classrooms, library resources and to a lesser extent the ICT suite are not always fully and effectively utilised.
- 57 The most recent audit of financial procedures found a 'good standard' of financial control. However, there is no evidence of planning to allocate the significant budgetary surplus accrued.

- 58 The school provides value for money in terms of pupils' personal development, but falls short in the academic standards achieved. Performance indicators have remained low for a long period. There is little evidence of sustained improvement.

## **Recommendations**

The school and the GB, with the support of appropriate agencies, should continue to implement the SIP and work to:

- R1 raise standards in areas of learning for the under-fives and subjects in both key stages where shortcomings are identified and improve pupils' competence in using key skills in both key stages\*;
- R2 raise levels of attendance and improve punctuality\*;
- R3 improve the consistency and effectiveness of teaching;
- R4 develop curricular provision and planning to ensure appropriate progression across the Foundation phase and KS2\*;
- R5 improve strategic planning and strengthen educational leadership;
- R6 establish effective self-evaluation and planning for improvement; and
- R7 ensure the efficient and effective use of resources.

\* some elements of recommendations one, two and four are identified in the SIP.

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 3: Good features outweigh shortcomings

- 59 The findings of the inspection team match the grade given by the school in its self-evaluation report. The inspection confirms variable standards throughout, but also finds that by the end of KS2 most pupils progress well in their personal development.
- 60 Almost one third of pupils have SEN and this impacts on the school's results.
- 61 In 2009 the results of the KS1 NC teacher assessments show that the proportion attaining at least the expected level 2 is well below national figures in English, mathematics and science. National benchmarking figures for schools with more than thirty two per cent free school meals and comparisons with the family of schools with similar characteristics show the same picture.
- 62 In KS2 the 2009 NC results were well below national figures in English, mathematics and science. National benchmarking and comparisons with figures for the family of schools places the school's performance above average in English and below in mathematics and science.
- 63 The proportion of pupils in KS1 attaining level 3 and in KS2 attaining level 5 is well below national, benchmark group and the family of schools' figures.
- 64 Analysis of the school's results in KS1 shows some fluctuation, with a small overall improvement since 2005. In KS2 results improved overall between 2005 and 2007, but dipped markedly in 2008 and improved in 2009. There is no established trend of improvement in either key stage.
- 65 The results in both key stages show a trend of underperformance of boys compared to girls.
- 66 In comparison with below average baseline scores and the levels attained in KS1 the school's results at the end of KS2 show a positive measure of 'added value' in attainment.
- 67 In thirty-five lessons, or parts of lessons, in the areas of learning and subjects inspected standards of achievement were judged:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
-	29%	60%	11%	-

- 68 These figures represent a decline compared with the last inspection in 2003, and they are well below the figures published in HMCI's Annual Report for 2007-2008, where standards in primary schools in Wales are reported to be Grade 2 or better in 84 per cent of lessons and Grade 1 in 12 per cent.
- 69 The educational provision for the under-fives has some weaknesses, but there is evidence that these can soon be put right.

70 Standards in the seven areas of learning for under-fives were judged as follows:

<b>Areas of learning for under-fives</b>	<b>Nursery</b>	<b>Reception</b>
Personal and social development, wellbeing and cultural development	Grade 2	Grade 2
Language, literacy and communication skills	Grade 2	Grade 3
Welsh language development	Grade 2	Grade 3
Mathematical development	Grade 2	Grade 3
Knowledge and understanding of the world	Grade 2	Grade 3
Physical development	Grade 2	Grade 3
Creative development	Grade 2	Grade 3

71 Standards of achievement in the subjects inspected in both key stages were judged as follows:

<b>Inspection Area</b>		
Under-fives (Foundation phase)	Overall Grade 3	
<b>Subjects</b>	<b>Key stage 1</b>	<b>Key stage 2</b>
English	Grade 4	Grade 3
Welsh second language	Grade 3	Grade 3
Mathematics	Grade 3	Grade 3
Science	Grade 3	Grade 3
Information communications technology	Grade 4	Grade 3
Design and technology	Grade 4	Grade 4
History	Grade 3	Grade 3
Geography	Grade 4	Grade 3
Art and design	Grade 3	Grade 3
Music	Grade 3	Grade 3
Physical education	Grade 3	Grade 3
Religious education	Grade 3	Grade 3

- 72 Compared with the last inspection overall standards are lower in the under-fives. In both key stages standards remain similar in mathematics, science, history, art and design and religious education, and have declined in design technology and ICT.
- 73 In KSI standards have declined in Welsh as a second language, geography, music and physical education. In KS2 they have improved in English and remain similar in Welsh as a second language, geography, music and physical education.
- 74 Children under-five make a steady start, often from a low base, in acquiring key skills in literacy, numeracy and ICT and in developing bilingual competence.
- 75 Across both key stages achievement for many pupils is hampered by limited skills in speaking and listening, reading, writing, numeracy and ICT. This is particularly evident in KS1 and, although progress improves well for a minority in KS2, the majority have limited competence in using key skills.
- 76 In the development of bilingual skills, across both key stages, a minority show that they understand more words and phrases than they can speak, but the majority have limited oracy skills.

- 77 Pupils achieve similar standards irrespective of their social, ethnic or linguistic background, although progress is variable as they move through the school. There is evidence of good progress in some KS2 classes, but this is not sustained throughout the key stage.
- 78 Almost one third of pupils have SEN and a majority make gradual progress towards the targets set for them in their IEPs. Progress is good where pupils benefit from structured programmes. Assessments indicate the attainments of a few pupils are above average, but the progress they make is seldom in line with their capabilities.
- 79 In KSI pupils' understanding of what they are doing, how well they are progressing and what they need to do to improve is at an early stage of development. In KS2 the use of targets and self-assessment strategies is beginning to help pupils in some classes.
- 80 By the end of KS2 pupils have made good progress towards fulfilling their potential and are well prepared for the next stage of their education in many aspects of their personal development. However, the level of competence of many in basic and key skills falls short of adequate preparation for the next stage of their education.
- 81 Pupils' attitudes to learning are good and they are generally very well behaved. They are keen to learn, co-operate willingly and show strong interest. The majority are well motivated, sustain concentration and apply themselves well in the tasks they are set, especially where there is sufficient challenge. Pupils' good behaviour reflects the strong emphasis the school places on consideration, courtesy and regard for all involved in the school community.
- 82 Attendance, at 90.4 per cent in the previous academic year, is well below the averages for primary schools across Wales and for similar schools. Of particular concern is the number of holidays being taken during term time with around one in five pupils having taken time off for this reason in the first half of the current term, for example. Most pupils arrive punctually at the beginning of the day, but a few often arrive late.
- 83 In most classes pupils seldom develop their capacity to work and study independently. As a consequence they are over reliant upon teachers' direction. However, a minority in KS2 develop study skills well and begin to use their initiative and make choices in the planning and organisation of their own work.
- 84 Pupils' personal, social, moral and wider development is good. This is a strong feature of the school's provision. The supportive ethos, positive relationships between members of staff and the clear moral guidance provided for pupils fosters a secure set of values to guide them.
- 85 Most pupils demonstrate appropriate awareness and understanding of equal opportunity issues as part of their everyday life in school, but their awareness of the diverse nature of wider society is more limited.
- 86 The school has many links with individuals and organisations in the local area and further afield. These are preparing pupils well for participation in the community outside the school. Their involvement with Community First initiatives is particularly valuable in this regard.

- 87 Pupils are given an awareness of the world of work from visitors to the school and through trips to outside organisations. However, this is not planned in a way that broadens their awareness of the many occupations to which they may aspire.

## The quality of education and training

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

#### Grade 3: Good features outweigh shortcomings

- 88 The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question Grade 2. This is because there is considerable variation in the quality and effectiveness of teaching and in the use made of assessment to improve learning.
- 89 At the time of the inspection two teachers were employed on a temporary basis, one at very short notice.
- 90 In thirty-six lessons or parts of lessons the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
-	47%	36%	17%	-

- 91 These figures represent a decline compared with the last inspection in 2003 and they are below the national picture as published in HMCI's Annual Report for 2007-2008, where the quality of teaching is reported to be Grade 2 or better in 83 per cent of lessons with 16 per cent having outstanding features.
- 92 Teaching is most consistent and effective in classes for younger pupils in KS2. There is evidence of effective teaching in other classes, but the impact is often limited by the published schemes of work followed in some subjects. This limits the success of teaching in stimulating and challenging pupils to achieve their best.
- 93 Members of staff successfully establish good working relationships with pupils. The contribution of support staff is good when their role is well managed by the teacher. This is most evident with the under-fives and with pupils in Year 4 and Year 5 where teaching sets high expectations.
- 94 Overall, members of staff have a good range of subject knowledge. Through recent training they are becoming increasingly aware of best practice in primary education, including the Foundation phase principles. However, the implementation of strategies, for example sharing the objectives of lessons with pupils and using assessment for learning and skills based approaches, lacks sufficient consistency.
- 95 In general members of staff promote equal opportunities, but there is a lack of consistency in fostering bilingual skills. The picture is similar in promoting and developing the key skills of literacy, numeracy and ICT, especially in cross-curricular contexts.

- 96 Recent changes in teaching approaches for the under-fives are beginning to reflect Foundation phase principles well. Both teaching and support staff are increasingly effective, but on occasions interventions are insufficiently focused. Across KS1 and KS2 the emphasis placed on engaging pupils fully in activities and ensuring they build up their skills through first hand experience is variable.
- 97 An appropriate range of teaching methods and organisational strategies is used, but use of the available resources, including lesson time, to secure the active involvement of pupils and to ensure they learn in different ways is not always fully utilised. This is particularly the case when enquiry and recording skills are not fully developed.
- 98 For the most part lesson planning identifies clear objectives, but these are not always developed to match pupils' needs or discussed sufficiently so that the purpose and challenge of tasks is fully understood. Records of lesson planning allow opportunity to evaluate learning, but the use made of assessments to adapt tasks in line with prior knowledge and skills is not well developed in around half of classes. This has an adverse impact on progress and slows the pace of learning.
- 99 Arrangements to assess pupils' achievements and progress through the implementation of baseline assessments in reception and both standardised and teacher assessments in the core subjects of English, mathematics and science are appropriate. However, although the data collated is analysed, the information is not always used effectively to improve learning. There are no systematic arrangements to assess achievement and progress in other subjects.
- 100 Statutory requirements for assessing attainment, including baseline and end of key stage NC assessments are met. The school is working closely with its partner schools to ensure both rigour and consistency in the standardisation of teacher assessment.
- 101 Pupils' understanding of the purpose of assessment and their involvement in planning their own progress and improvement is at an early stage of development. Their work is marked regularly in most classes and teachers generally make positive comments on pieces of work. However, in only a few cases is advice given through marking, in order to guide pupils to improve, and is oral feedback given to encourage self-assessment.
- 102 The arrangements for reporting attainment and progress meet statutory requirements. Parents have opportunities to discuss their child's progress both formally and informally and they receive end of year written reports. These provide a range of information about progress in all subjects and areas of learning. However, targets to indicate the way forward in the core subjects are not always sufficiently focused and comments in foundation subjects sometimes describe provision rather than achievement.

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

**Grade 3: Good features outweigh shortcomings**

- 103 The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question Grade 2. The school has made recent improvements in its curricular provision; some aspects are good, but shortcomings are evident in developing key skills and ensuring adequate progression in the development of knowledge and skills across the curriculum.
- 104 The school generally provides an interesting and varied curriculum, but is not always successful in meeting the full range of pupils' needs. There is evidence of recent planning to restructure the curriculum across the school, but the updated frameworks for subjects and areas of learning are not embedded. Furthermore, provision for the under-fives is at a very early stage of development.
- 105 Overall, the curriculum provided is equally accessible to all pupils and planning is broadly in line with legal and course requirements. However, the overall teacher contact time available per week is below the WAG recommendation of 21 hours in KS1 and 23.5 hours in KS2.
- 106 The curriculum in both key stages is generally broad and balanced and based on appropriate policies and schemes of work covering the NC subjects and the locally agreed syllabus for religious education. The school has recently begun to update its planning to take account of Foundation phase principles and the skills based curriculum in KS2. It has adopted a thematic approach and this is being developed to ensure greater coherence through the use of 'skills ladders.' However, the implementation of planning is not always successful in ensuring adequate progression and relevance in the development of knowledge and skills.
- 107 Although there is appropriate emphasis on developing basic skills in literacy and numeracy, the provision lacks consistency. Furthermore, the attention given to developing the key skills of literacy, numeracy and ICT in cross-curricular contexts is inadequate. The school has yet to develop and implement a framework to ensure the progressive development of key skills.
- 108 The curriculum is successfully enriched through the contributions of a range of visitors and visits to places of educational interest. A particularly good feature is the wide variety of good quality extra-curricular activities, including the provision of outdoor adventurous activities for older pupils. After school activities include clubs for art, ICT and fun and friendship, as well as a Caribbean club, a Celtic band and gardening, sports, team games and homework.
- 109 The way in which the school promotes pupils' personal development, including spiritual, moral, social and cultural awareness, is good overall. The moral and social aspects are particularly well promoted. Pupils clearly understand the difference between right and wrong. The positive values that the school promotes provide an effective framework to promote good behaviour, consideration and respect. Social development is successfully nurtured in the life and work of the school and pupils understand the importance of helping others.

- 110 Daily assemblies in both key stages are broadly Christian, incorporate an appropriate act of collective worship and comply with statutory requirements. Pupils are invited for example, to reflect on Armistice Day and to recite appropriate prayers.
- 111 Although opportunities to interact with people from different races and cultures are limited, there are some good examples of promoting cultural awareness in art and design and religious education.
- 112 The school does much to involve its parents in the education of their children. It keeps them informed regularly as to what is going on and has run several workshops and courses to involve them in their children's learning. While some of these have been poorly attended, the Parents and Children Together courses are well supported. The school promotes an appropriate home-school agreement, but it has found it difficult getting many of its parents involved in school life. However, they do support the Parent Teacher Association events well and help to raise appreciable sums of money in the process. The school has also successfully enlisted the support of several local individuals and organisations, such as the police and sports clubs, to enhance the learning experiences of pupils.
- 113 The school is a member of a very successful cluster of schools. For example, a series of transition projects enhance the curriculum in Welsh as a second language, French and design technology and enable pupils to make the move from primary to secondary education as smoothly as possible. The way in which the school implements these and other initiatives is a particularly strong feature.
- 114 The school has an established partnership with an initial teacher training institution whose students it accepts to carry out their teaching practice. Meanwhile, students from a local further education college are welcomed to develop their skills as teaching assistants.
- 115 Good features outweigh shortcomings in the extent to which learning experiences respond to the needs of employers and the wider community. The school has a few links with organisations, for example a steelworks site regeneration project and a local house builder that involve the world of work in the pupils' learning. However, there is no planned programme of teacher placement in employer organisations to enable them to develop pupils' skills and understanding through work-related education.
- 116 Good features outweigh shortcomings in the promotion of bilingual skills. In a few classes pupils' skills are well promoted and they acquire a useful vocabulary, but in other classes opportunities are missed to promote the language. In KS2 a successful feature is the fruit tuck shop when pupils are encouraged to request their chosen fruits using complete sentences in Welsh.
- 117 Planning to promote the Cwricwlwm Cymreig is at a developmental stage. Few opportunities to promote awareness of Welsh music and dance or to study the work of Welsh artists are planned. The locality is used to a limited extent to promote awareness of Welsh heritage and culture.
- 118 The practice of tackling social disadvantage to ensure equality of opportunity is firmly embedded in the life of the school. Pupils have equal access to all school activities.

Also, their involvement in Communities First initiatives, educational visits and after school activities helps to address issues of disadvantage.

- 119 The school's promotion of education for sustainable development and global citizenship is an outstanding feature of the school. Led by an enthusiastic eco committee, involving pupils from Year 2 to Year 6, teachers, a governor and the caretaker, the school organises an extensive range of initiatives involving waste minimisation, recycling and energy saving. Each class studies a theme, such as 'rain forests' or 'keen to be green', which ensures that education for sustainable development and global citizenship is taught across the curriculum. This year the school won a local authority award for the most energy efficient primary school. In recognition of the school's prowess in this area, it has already received two Green Flags in the Eco Schools' scheme.
- 120 There are limited opportunities for pupils to develop entrepreneurial skills such as problem solving, decision making and working with others. For example, they don't have any mini enterprise schemes and, although the school council and eco committees have budgets to spend, they rely too much on staff to make the main decisions.
- 121 The school is committed to the national priorities for lifelong learning and parents value the 'wrap around' provision offered to children. Whilst the school has developed good transition arrangements between primary and secondary school, pupils do not sufficiently develop the skills needed to take appropriate responsibility for their own learning.

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

**Grade 2: Good features and no important shortcomings**

- 122 The findings of the inspection team match the grade given by the school in its self-evaluation report. The overall quality of care, support and guidance provided is good. The school pays particular attention to ensuring pupils' safety and wellbeing.
- 123 The school plans and manages its care and support arrangements effectively. It works closely with a range of outside agencies in order to ensure pupils' individual needs are well met.
- 124 The school works closely with parents in the care, support and guidance of their children. In particular, it seeks their views regularly and produces action plans to address any concerns. Improvements in the provision for homework and after school clubs for younger pupils are examples of this working well in practice.
- 125 The democratically elected school council is the focal point for identifying issues that concern pupils and it clearly has a positive impact on the life of the school. Its members feel confident their views are sought, valued and acted upon.
- 126 The school's induction arrangements successfully enable children to settle quickly. Parents are given informative handbooks about the nursery and members of staff visit the homes of children due to attend the school in the next term. They exchange information and letters are sent to parents inviting them to visit the school. A short

induction period is successful in ensuring the smooth transition of children from home to school.

- 127 The school provides a structured programme of personal support and guidance for pupils through a recently introduced PSE programme. The contribution of supporting professionals is good and circle time sessions are used well in some classes to encourage pupils to discuss how they may feel or react in a range of situations they may well encounter.
- 128 The school has a good working relationship with its education welfare officer who works closely with the families of pupils with less than 85 per cent attendance. However, there is not such a strong focus on the overall importance of good attendance within the school, for example, in terms of wall displays and reward schemes. Also, parents of those children whose attendance is around 90 per cent are not reminded regularly about their children's patterns of attendance and the school is having difficulty resolving the issue of families taking holidays during term time.
- 129 The school's system for monitoring behaviour is implemented consistently throughout the school. The monitoring of academic performance is sound in English and mathematics, but the extent of monitoring in other subjects is limited.
- 130 The latest annual local authority health and safety survey of the school concludes that any identified risks are 'managed to a very high standard'. This was also the impression gained during the inspection. Risk assessments, meanwhile, are carried out for all outside visits and the site security is good. The arrangements for first aid are appropriate.
- 131 The school is committed to ensuring its pupils are given every encouragement to develop a healthy lifestyle. The breakfast club, fruit tuck shop and salad bar at lunchtime all promote healthy eating, while the after school sports clubs and visits to sports tournaments encourage regular exercise. These activities support the teaching in PSE that reinforces the reasons for maintaining a healthy lifestyle.
- 132 The head teacher is the designated person for child protection who is supported in this role by two experienced teachers; all have received the appropriate training. They administer a system set out by the Local Safeguarding Children Board in Wales in accordance with WAG guidelines. All members of staff have recently undergone awareness training and all understand the system for reporting any suspicions.
- 133 Arrangements to identify individual learning needs are good. The provision includes the use of a range of diagnostic tests and assessments. Every effort is made to involve parents at an early stage. Once pupils' needs are identified an appropriate IEP is provided. These indicate appropriate targets and include details of strategies to be used. An appropriate register of SEN is maintained and systematic arrangements are made to ensure the regular review of progress.
- 134 The school is well supported by local authority services in meeting the needs of groups of pupils and initiatives focusing on improving skills in literacy are well focused. Although the strategies for developing the skills for pupils with SEN are identified, these are not sufficiently integrated across their learning experiences. As a consequence they are not always sufficiently supported in using the skills they learn in

focused sessions during tasks undertaken with the whole class. The school has yet to embed effective provision for more able and talented pupils.

- 135 Effective support is provided for pupils whose behaviour sometimes impedes their progress and that of others. Strategies to promote good behaviour are consistently implemented and are currently successful in eliminating the need to provide any pupil with an individual behaviour plan. Positive behaviour management is a strong feature of the school.
- 136 Strengths outweigh shortcomings in the provision for equal opportunities. Good account is taken of pupils' differing backgrounds and personal needs. Boys and girls are treated equally, having access to all aspects of the curriculum, but insufficient emphasis is placed on challenging the stereotypical behaviour they may witness around them in the wider world and ensuring opportunities for them to achieve in line with their abilities.
- 137 The school has updated its policies and action plans to ensure race equality and to eliminate oppressive behaviour, including bullying and other forms of discrimination. The implementation of anti-bullying and behaviour policies is regarded as effective by pupils of all ages.
- 138 There are currently no disabled pupils or members of staff at the school. The GB has considered the actions necessary to ensure that any person with a physical disability is not disadvantaged in the school. It has formulated a suitable disability equality scheme and accessibility plan.
- 139 The school is beginning to develop pupils' awareness of other cultures, for example, through themed activities, but the extent to which it promotes their awareness of diversity within wider society is limited.

## **Leadership and management**

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

#### **Grade 4: Some good features, but shortcomings in important areas**

- 140 The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question Grade 2. Good features are evident in pastoral aspects, but there are important shortcomings in educational leadership and strategic management.
- 141 The school's vision for continued growth and development is documented in a wide ranging three year SIP, but there is only limited evidence of the impact of previous plans on standards.
- 142 Leadership is successful in promoting a shared understanding of positive values and direction in pastoral aspects, but there is a lack of clarity and rigour in setting aims, objectives and targets to promote educational improvements. Limiting factors include the contribution of the school management team to strategic management. However, the roles and responsibilities of senior staff have been reviewed recently and this is

beginning to have a positive impact on the provision made for the under-fives, for example.

- 143 The day-to-day work of the school promotes equal opportunities in the sense that all pupils are included well in the full range of activities provided. However, the school's commitment to excellence and equality for all is not always evident in the standards achieved.
- 144 The school responds positively to national priorities in several areas. For example, it successfully promotes awareness of the need for healthy and sustainable lifestyles; has recently taken positive steps to implement the Foundation phase and works closely with its partner schools to ensure the effective moderation of teacher assessments and continued implementation of the cluster transition plan. Furthermore, the school works closely with the local authority in implementing focused initiatives to raise standards.
- 145 The school sets appropriate end of key stage targets for standards, but its success in meeting these is limited. Its processes for setting challenging and realistic targets are insufficiently developed.
- 146 The arrangements for teachers' performance management are in line with national guidelines, but there is little evidence of strategic management in response to the outcomes. Furthermore, there are no formalised arrangements to review and promote the professional development of members of staff although there is discussion of the training courses available. A school based programme of training is planned for teachers and they are encouraged to apply for General Teaching Council for Wales grants. At least two have attained degree level qualifications.
- 147 The GB is supportive of the school and is developing a greater awareness of its role and responsibilities. Individual governors are developing link roles with key aspects of the school's work. This enables them to become more involved and better informed about learning and teaching. However, the role of the GB in monitoring the quality of provision remains at an early stage of development. Its effective involvement in self-evaluation and strategic planning is limited.
- 148 The local authority undertook a review of the school's work in January 2009 and following this the GB has taken appropriate steps to ensure it meets its statutory obligations, although the provision of teacher contact time remains below that recommended.

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

**Grade 4: Some good features, but shortcomings in important areas**

- 149 The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question Grade 2. Although current plans provide a basis to improve quality and standards the impact of planning for improvement over time is limited.

- 150 On the basis of available data leaders are well informed about the school's performance in the core subjects of English, mathematics and science. There is some evidence of using this information to focus learning, for example in English and mathematics, but arrangements to gather information in other subjects and areas of learning are limited in both scope and effectiveness. The role of the subject leader remains underdeveloped.
- 151 The school has not yet established effective self-evaluation arrangements. This is an important shortcoming. Few opportunities are planned for subject leaders to draw on first hand evidence to enable them to evaluate both the quality of provision and the standards achieved.
- 152 Although the school has reintroduced a programme of monitoring, whereby subject leaders exchange classes and teach lessons in the subjects for which they are responsible, these arrangements have little positive impact.
- 153 The self-evaluation report, prepared before the inspection, covers all aspects of the school's work. It identifies a range of strengths and weaknesses, but is not securely based on first hand evidence. The inspection team agrees with the school's self-evaluation in key questions one and four, awards one grade lower in key questions two, three and seven and two grades lower in key questions five and six.
- 154 The school regularly seeks the opinions of stakeholders in the form of questionnaires. The responses provide useful information, but, although the outcomes are collated, there is little evidence of the school's response to the issues raised.
- 155 Arrangements to involve all members of staff in self-evaluation throughout the school are at an early stage of development. The absence of a systematic approach to focus their contribution and promote greater understanding of the process limits the impact of the work they undertake.
- 156 Through annual development plans the school identifies a suitable range of priorities for improvement. Following a school review in January 2009 the head teacher and staff have worked with the close support of the local authority to formulate a three-year SIP. The areas identified are relevant to the needs of the school, but the plans of action to bring about improvements are insufficiently precise.
- 157 Current planning ensures that the school's priorities are adequately supported through the provision of sufficient levels of funding. Some items of expenditure, such as the purchase of resources for English, are clearly identified.
- 158 There is limited evidence to show that actions taken by the school result in measurable improvements. There is evidence of an improvement in attainment from KS1 to KS2 and compared with the last inspection standards in English have improved, but overall standards have declined.
- 159 Progress since the last inspection is limited. None of the key issues raised in 2003 have been adequately resolved and this inspection finds shortcomings remain in standards, procedures for assessment, the management role of subject leaders and arrangements to improve attendance and punctuality.

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

### **Grade 3: Good features outweigh shortcomings**

- 160 The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question Grade 2. In general the basic provision and organisation of resources is appropriate, but there are shortcomings in the deployment and use made of some key resources that limit the quality of learning and the standards achieved.
- 161 There is a good number of appropriately qualified teaching staff to ensure all aspects of the curriculum are effectively covered. They are well supported by an enthusiastic group of LSAs who are appropriately involved in implementing lesson plans and in a few classes they are becoming involved in monitoring pupils' progress. All non-teaching members of staff make a valuable contribution to the daily life of the school.
- 162 Resources for workforce remodelling ensure that teachers receive the required amount of non-teaching time to undertake planning, preparation and assessment tasks. A qualified teacher provides teaching cover for classes during these times. This arrangement supports teachers well, but the impact on standards is variable. The school also allocates specific resources in line with workload reduction.
- 163 The basic deployment of teachers is appropriate, but although the deployment of LSAs is equitable across classes, it is not always focused in line with pupils' greatest needs. Although the school is well resourced with an ICT suite, a number of laptops and computers in the classrooms, insufficient use is made of these resources in most classes. Similarly the good provision of books, both in classrooms and the two libraries, are seldom fully utilised.
- 164 The school buildings are in good overall condition and kept very clean with an absence of litter. They provide ample facilities for effective learning and teaching, including a hall and sufficient classrooms. Displays considerably enhance the learning environment. The grounds are extensive and a fenced area is being developed to provide an outdoor classroom for the under-fives. KS1 and KS2 have separate playgrounds and there is a garden used by pupils and a sizeable covered area. An adjoining woodland is being developed to help promote education for sustainable development and global citizenship, but use of the playing field is limited due to poor drainage.
- 165 Taken overall, the school has a good supply of resources that match the needs of the curriculum. The provision of books and equipment is generally good, including the well resourced computer suite and there are interactive whiteboards in several classrooms and a number of laptop computers.
- 166 There are both strengths and shortcomings in the extent to which resources are matched to the school's priorities. Significant investment has been made in new resources for English and ICT, but leadership places insufficient emphasis on facilitating the dissemination of good practice, following relevant professional training.
- 167 Members of staff audit the quality and availability of resources in subjects and areas of learning and the school follows appropriate procedures to ensure best value in making

purchases. The GB agrees an annual budget and maintains broad oversight of income and expenditure, but it is not always sufficiently rigorous in reviewing value for money. A contributory factor is the absence of measurable targets in the SIP to assist governors.

- 168 The most recent audit of financial procedures found a 'good standard' of financial control. The school has addressed the recommendations made. The SIP notes a budget surplus for 2008/2009 of £62,165.79. This represents more than 10 per cent of available funding, but although there is no evidence of formalised planning to make effective use of this surplus, the school states the funds will help to maintain levels of staffing.
- 169 The school provides value for money in terms of pupils' personal development, but falls short in the impact on the academic standards achieved. Performance indicators have remained low for a long period. There is little evidence of sustained improvement.

### **Standards achieved in subjects and areas of learning**

#### **Under-fives: Grade 3: Good features outweigh shortcomings**

#### **Personal and social development, wellbeing and cultural development.**

#### **Nursery: Grade 2: Good features and no important shortcomings**

#### **Reception: Grade 2: Good features and no important shortcomings**

#### **Good features**

- 170 In relation to their age nearly all children in nursery and reception behave well. They are keen to explore a range of activities and respond well to adults. They settle into class routines quickly and establish good relationships with each other and members of staff. Younger ones show excitement and curiosity in their learning, for example, in response to a puppet theatre and watching events on the computer screen.
- 171 Both older and younger children undertake activities willingly and a majority remain fully engaged in tasks for an appropriate length of time. They take turns sensibly, learn to share resources and increasingly respect the wishes of others. Most follow simple rules well and help willingly around the classroom. Nearly all are confident in making their needs known; they manage personal hygiene in line with age and many, for example, put on outdoor clothing independently.

#### **Shortcomings**

- 172 There are no important shortcomings.

**Language, literacy and communication skills.**

**Nursery: Grade 2: Good features and no important shortcomings**

**Reception: Grade 3: Good features outweigh shortcomings**

**Good features**

- 173 Many younger children listen attentively and interact well with their peers and adults. They enthusiastically improve their speaking skills through a wide range of practical experiences including role play. They respond well to prompts and questions, for example, about the story of 'Goldilocks and the Three Bears.' A very few ask questions for themselves and with encouragement a minority begins to extend their speaking skills through, for example, using a puppet theatre to help them ask and answer questions.
- 174 A majority of younger children handle books appropriately and a few understand that text conveys meaning. Nearly all enthusiastically experiment with mark making using a variety of media and tools and a few understand that writing is a form of communication. For example, they purposefully make marks on paper during play activities. Many develop early reading skills and can recognise their name on arrival.
- 175 Most older children listen attentively and join in with group activities enthusiastically. They chant known letter sounds and many confidently use this skill to build up three letter words orally. All develop initial mark making skills appropriately through using different media and a majority use a pencil with increasing control to overwrite letters and words. A few develop emergent writing skills independently; they tell adults what they have written and their 'writing' includes a few recognisable letters. Most develop their oracy skills steadily from a low base.

**Shortcomings**

- 176 In both nursery and reception a majority of children's independent thinking, speaking and listening skills are at an early stage of development. In particular, a majority of older ones have limited skills in asking questions for themselves.
- 177 In reception many children's initial reading skills, including browsing, handling books and retelling or enacting stories, are underdeveloped.
- 178 In reception many children's early writing skills are insufficiently developed. They seldom build on the sounds taught and experiment with mark making tools in imaginative contexts.

**Welsh language development**

**Nursery: Grade 2: Good features and no important shortcomings**

**Reception: Grade 3: Good features outweigh shortcomings**

**Good features**

179 Both younger and older children acquire a sound understanding of the greetings 'Bore da' and 'Prynhawn da' and of basic instructions in Welsh used within daily routines. They respond well during registration and snack time. Most older ones answer their name saying 'Yma' and 'Bore da bawb' ; they choose their lunch by putting their name card next to the picture of 'brechdanau' or 'cinio'. Many show that they understand more words than they can speak and a few begin to repeat familiar words, phrases and chants within daily routines. Older ones are attentive when thinking about everyday topics, for example, the weather.

**Shortcomings**

180 There are no important shortcomings in nursery.

181 Older children insufficiently develop oracy and mark making skills in response to bilingual materials and models; they rarely show interest in the content of Welsh books.

**Mathematical development**

**Nursery: Grade 2: Good features and no important shortcomings**

**Reception: Grade 3: Good features outweigh shortcomings**

**Good features**

182 Most younger children develop early mathematical understanding well. For example, they sing number rhymes, count to 10 orally and, linked to the theme of 'The Three Bears,' they sort objects by size and begin to understand 'larger' and 'smaller.' They begin to use and understand appropriate mathematical language, for example through talking about what they see when filling containers with sand or water and building models with construction apparatus.

183 Most older children chant numbers to at least 10 and some beyond. They order numbers with increasing accuracy and a majority steadily develop their understanding of one-to-one correspondence. Most confidently compare and sort objects by size and a majority begin to explain how they sorted them. They give reasons for their answers using mathematical vocabulary and a few build up their mathematical vocabulary well.

**Shortcomings**

184 There are no important shortcomings in nursery, although a majority of children lack confidence in using appropriate mathematical language.

- 185 In reception many children's early numeracy skills are at an early stage of development. They make insufficient use of numbers in a range of contexts, including the use of ICT, and seldom use mark making independently.
- 186 In reception most children do not sufficiently explore everyday mathematical concepts including shape and money.

**Knowledge and understanding of the world**

**Nursery: Grade 2: Good features and no important shortcomings**

**Reception: Grade 3: Good features outweigh shortcomings**

**Good features**

- 187 Younger children enthusiastically explore the school environment and gain confidence in finding their way around the indoor and outdoor classroom. For example, they follow a trail of paws made by the bears. They excitedly work out where to go and are introduced to appropriate vocabulary to describe the route.
- 188 Most older children, in a task linked to a class theme, create a route through a forest. They become familiar with appropriate geographical vocabulary, for example, route, map, trees, pond and log. A minority successfully locate their route on a simple map and a few independently program a controllable toy to follow a route.
- 189 In religious education a majority of older children show an increasing understanding of the need to care for the natural world and for one another. Previous work indicates that they learn how important festivals are observed and celebrated, for example, Christians preparing for Easter during Lent.

**Shortcomings**

- 190 There are no important shortcomings in nursery.
- 191 In reception most children do not sufficiently develop their enquiry skills in a wide enough range of contexts.

**Physical development**

**Nursery: Grade 2: Good features and no important shortcomings**

**Reception: Grade 3: Good features outweigh shortcomings**

**Good features**

- 192 Most younger children enthusiastically follow a trail to find 'Baby Bear' and move confidently over, through or along the apparatus. Most balance well on a narrow bench and show good co-ordination when climbing. They have a good awareness of space and become familiar with the terms under, through, over, across and balance.

- 193 Many younger children develop fine motor control skills well; for example, a majority hold and control a pencil, crayon and paintbrush appropriately. Furthermore, they successfully refine their manipulative skills through using simple tools including scissors.
- 194 Most older children improve their spatial awareness through moving over, along and under apparatus. Many show increasing control of their body movements as they explore the outdoor space and replicate travelling movements in 'follow my leader' fashion. They also develop fine motor skills well, for example, through making writing patterns both in the air and with different media.

### **Shortcomings**

- 195 There are no important shortcomings in nursery.
- 196 In reception a majority of children do not sufficiently develop both confidence and control of their physical skills in a wide enough range of contexts.

<b>Creative development</b>
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<b>Nursery: Grade 2: Good features and no important shortcomings</b>
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<b>Reception: Grade 3: Good features outweigh shortcomings</b>
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### **Good features**

- 197 Most younger children respond well to the rhythms of music and enjoy moving in time to different types of music, such as, the 'bear rap.' They develop their creative skills well as they explore the effects they can make with, for example, sand, water and paint. They create colourful and imaginative pictures and models using malleable materials and they also use their creative imagination well in role play activities with puppets and a range of small world resources.
- 198 Most older children successfully assemble given materials to make, for example, a chair for baby bear. They develop the skills needed for joining the reclaimed materials and shaping the dough provided. A few suggest ways to make their finished chair stronger. Previous work indicates that they develop appropriate skills in making masks, collages and painting.

### **Shortcomings**

- 199 There are no important shortcomings in nursery.
- 200 Many older children do not progressively develop a sufficient range of creative skills; they seldom choose the materials that they want to use to develop their own ideas.

<b>English</b>
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<b>Key stage 1: Grade 4: Some good features but shortcomings in important areas</b>
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<b>Key stage 2: Grade 3: Good features outweigh shortcomings</b>
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### **Good features**

- 201 In KS1 many pupils extend their vocabulary satisfactorily from a low base. They gain confidence in speaking as they acquire new vocabulary and learn to use it in different contexts. Most develop good listening skills and enjoy speaking about their experiences and do so confidently and enthusiastically.
- 202 In KS1 a few pupils progress steadily in reading.
- 203 In KS1 many pupils confidently recall letter sounds previously taught. Their oral response is good. Most successfully say and link sounds together to build three-letter words. Many write the letters v, p, l and m, for example, with correct formation.
- 204 Across KS2 most pupils develop speaking skills well in a variety of contexts, for example, expressing opinions and recounting information gleaned from research. Most have good listening skills and this is clearly evident in the way they carry out instructions, respond to stories, use information given by the teacher and take account of the opinions of their peers.
- 205 In Year 3 and Year 4 the speaking and listening skills of many pupils progress particularly well. They discuss their tasks, including the texts they read, with increasing confidence and both ask and answer questions clearly. This is especially evident in Years 4 and Year 5, where pupils regularly discuss their work with a partner, or as part of a small group guided by an adult.
- 206 Across KS2 a majority make good progress in reading, especially the younger ones. They build up their competence through learning phonic patterns and regularly reading with an adult in groups. A majority of older ones are able to skim for information. In a few classes pupils improve their speaking skills well and a minority is able to speak at length about a topic.
- 207 In Year 3 and Year 4 a majority know that names of people and places are written with a capital letter and know how to structure and punctuate a sentence. In Year 4 and Year 5 a majority of pupils satisfactorily develop a cursive style of handwriting.
- 208 The previous work of pupils in Year 6 indicates that a minority develop the skills to structure extended pieces of writing.

### **Shortcomings**

- 209 In KS1 the skills of a majority of pupils in oracy, reading, writing, handwriting and spelling are poorly developed.
- 210 In KS1 many pupils lack sufficient skills to engage with books independently and to write at sufficient length.

- 211 Many pupils in KS1 lack the skills to decode words by building up the sounds and few use contextual cues to help them self-correct. Those who are gaining confidence in reading often read mechanically, lack fluency and expression and find it hard to read unfamiliar texts.
- 212 In KS2 many pupils do not extend their skills in writing in a sufficient variety of genre. They do not consistently develop their handwriting and presentational skills and older ones lack competence in using a dictionary and thesaurus.

<b>Welsh second language</b>
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<b>Key stage 1: Grade 3: Good features outweigh shortcomings</b>
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<b>Key stage 2: Grade 3: Good features outweigh shortcomings</b>
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### **Good features**

- 213 Many pupils in KS1 listen very well and understand an appropriate range of familiar requests and greetings. The majority respond appropriately in single words or short phrases, for example during registration and snack times. They respond appropriately to greetings such as Bore da and Prynawn da, speaking audibly and enunciating clearly and accurately.
- 214 Many pupils in KS1 are familiar with the names of colours and a few older ones count accurately to twenty. They identify different types of weather and read such phrases as Mae'n bwrw glaw from flash cards. The majority successfully increase their oracy skills through playing Bingo Tywydd, a phrase consolidating game.
- 215 Many pupils in Year 3 and Year 4 quickly and accurately translate Welsh phrases into English. Most tell the time accurately in Welsh and many have acquired an adequate vocabulary to enable them to describe their personal details, such as Mae gwallt brown da fi. They can relate what school they attend and where they live as well as details of their siblings and parents.
- 216 A minority in Year 5 and Year 6 can give at least three facts about their personal appearance and preferences. They work well and enthusiastically in pairs and in small groups as they participate in role play, for example. Their achievement in reading is steadily developing, as is their knowledge of books of different genres.
- 217 In some classes across the school, a few pupils are extending their knowledge of famous Welsh people. They make good use of displays on Enwogion Cymru for example.

### **Shortcomings**

- 218 In both key stages a minority of pupils lack sufficient competence in speaking Welsh.
- 219 In KS1 many pupils' skills in reading and writing are insufficiently developed.

- 220 In KS2 the range of sentence patterns used by many older pupils is limited and their skills in using dictionaries to extend their vocabulary and in writing for a range of purposes are limited. Spelling and grammar are often inaccurate.

## **Mathematics**

### **Key stage 1: Grade 3: Good features outweigh shortcomings**

### **Key stage 2: Grade 3: Good features outweigh shortcomings**

#### **Good features**

- 221 In KS1 a majority of pupils develop simple number skills. They successfully add in tens and identify odd and even numbers and a few readily recall number bonds to 10. Previous work shows they record addition and subtraction operations appropriately and develop their understanding of place value including hundreds.
- 222 A minority of pupils in Year 1 and Year 2 measure accurately using centimetres; they begin to estimate lengths and build up their skills by using 10 and 20cm strips to measure length. In discussion a few pupils name a range of two and three dimensional shapes and recall exploring weight.
- 223 In Year 3 and Year 4 most pupils develop their understanding of multiples of 3 and begin to use appropriate mathematical terms. In Year 3 and Year 4 nearly all recall previous work on triangles and two dimensional shapes well. A majority confidently name different triangles and a few use shape vocabulary well to describe properties. Older ones advance their knowledge of scalene, isosceles and right angled triangles well; younger ones identify equilateral and isosceles triangles with increasing success.
- 224 In Year 6 nearly all pupils steadily develop mathematical thinking skills and use number bonds and tables to answer simple questions. A few show a sound understanding of place value, including one place of decimals.
- 225 Many pupils in Year 6 competently construct a line graph from given data. A few distinguish between the vertical and horizontal axis and confidently explain how the graph is set out and what it represents. Most quickly interpret the graph and accurately answer questions about it.
- 226 Previous work indicates that by the end of KS2 many pupils acquire appropriate skills in computation and a sound understanding of number relationships. They acquire knowledge of shapes and their properties and develop skills in measurement and applying simple mathematical formulae.

#### **Shortcomings**

- 227 In KS1 a majority of pupils' competence in problem solving and recording data is at an early stage of development.
- 228 In Year 1 to Year 3 a majority of pupils' numeracy skills, including their recall of number bonds and tables, are insufficiently developed. Their skills of counting forward and backwards, ordering numbers, making simple calculations mentally and recognising number patterns and relationships are limited.

- 229 In KS2 many pupils lack sufficient competence in using and applying mathematical skills in a range of situations. Many older ones do not sufficiently develop their understanding of shape, space and measures.

<b>Science</b>
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<b>Key stage 1: Grade 3: Good features outweigh shortcomings</b>
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<b>Key stage 2: Grade 3: Good features outweigh shortcomings</b>
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**Good features**

- 230 In KS1 many pupils build up their knowledge and understanding of life processes and the natural world appropriately. For example, they investigate the conditions for plants to grow by planting broad beans in different conditions.
- 231 Previous work indicates that pupils in KS1 explore materials, light sources and build simple electrical circuits. They develop a sound understanding of life cycles and the growth of humans.
- 232 In KS2 a few pupils in Y6 explain the meaning of reversible and irreversible changes and relate this to substances including chocolate, ice, wax, cheese, butter and eggs. They make sensible predictions about what will happen as these substances are heated; they observe the process and a majority follow instructions to record their conclusions.
- 233 Previous work indicates that pupils in KS2 acquire a basic knowledge of plant and animal life cycles. In discussion they enthusiastically relate their work with electrical circuits to the everyday uses of electricity. Younger ones know the names of the main organs of the human body and understand the importance of a balanced diet and exercise in maintaining good health.

**Shortcomings**

- 234 In both key stages pupils acquire only a limited scientific vocabulary and they seldom write original accounts of their findings in practical tasks or present findings using tables and graphs.
- 235 In both key stages pupils' understanding of the investigations they observe is not securely based in the context of appropriate scientific knowledge and understanding.
- 236 In KS2 progress in developing scientific skills and knowledge is often limited as the tasks undertaken seldom enable pupils to study topics in sufficient depth. Their independent skills in planning and conducting investigations, including fair testing, are underdeveloped.

**Information communications technology**

**Key stage 1: Grade 4: Some good features but shortcomings in important areas**

**Key stage 2: Grade 3: Good features outweigh shortcomings**

**Good features**

- 237 In KS1 a majority of pupils begin to develop basic ICT skills, for example, following a program on screen, controlling the mouse and selecting icons. This is evident from the pictures they create with a graphics program. Most save and print their work with help.
- 238 The scrutiny of previous work in Year 2 indicates that pupils develop a limited range of skills in word processing and using a graphics program to create colourful effects.
- 239 A majority of pupils in Year 3 and Year 4 recall basic word processing skills and confidently use simple editing tools to amend text. A few confidently locate and open programs and most use keyboard functions successfully to insert punctuation and improve layout.
- 240 Many pupils in Year 4 and Year 5 locate and open saved files independently. A majority have good skills in combining text and graphics and nearly all progress well in following the procedure to modify slides.
- 241 Many pupils in Year 6 have well developed skills in using the tool bar to edit slides for a presentation. They confidently combine text and graphics and edit the result. A few work independently to conduct research and locate information.
- 242 Discussion of previous work with a few representative pupils shows that older ones acquire good navigation skills when opening their saved files. Across the key stage a majority develop appropriate skills in word processing and graphics and steadily develop skills in using some of the functions of multimedia software. A few in Year 6 confidently explain how they enter data on a spreadsheet and apply functions to a column of cells.

**Shortcomings**

- 243 In KS1 a minority of pupils' skills in using the keyboard and mouse to operate communications technology are at an early stage of development.
- 244 In KS1 most pupils do not develop sufficient competence in word processing. They seldom complete and save pieces of work.
- 245 In KS1 most pupils' skills in using modelling programs and databases, are underdeveloped.
- 246 Across KS2 most pupils' skills in using modelling and simulation programmes are insufficiently developed, as are their skills in presenting a range of work in a variety of ways.

## Design technology

**Key stage 1: Grade 4: Some good features but shortcomings in important areas**

**Key stage 2: Grade 4: Some good features but shortcomings in important areas**

247 No lessons in design technology took place during the inspection.

### Good features

248 In KS1 a few pupils successfully input instructions to send a controllable toy along a given route. Secondary evidence shows that pupils prepare simple designs for a boat and follow a recipe to make sweets.

249 In KS2 secondary evidence shows that pupils in Year 4 prepare designs for a vehicle and a pyramid; pupils in Year 6 design an Egyptian mummy and coffin and they complete simple evaluation sheets.

### Shortcomings

250 In KS1 pupils' skills in designing and evaluating are underdeveloped.

251 In KS1 pupils' skills in making, including measuring, cutting and assembling materials using a range of tools, are very limited.

252 In both key stages, pupils do not give sufficient attention to evaluating and improving designs and products. Their skills in working with simple mechanisms and control technology are underdeveloped.

253 In KS2 pupils' skills in using different methods of cutting, shaping and joining materials are limited. They use a very restricted range of textiles and hard and soft materials.

254 In KS2 pupils do not have a clear understanding of the stages of the design processes. Their skills in research, selecting materials, producing original designs and testing products, including prototypes to assess fitness for purpose, are underdeveloped.

## History

**Key stage 1: Grade 3: Good features outweigh shortcomings**

**Key stage 2: Grade 3: Good features outweigh shortcomings**

### Good features

255 In KS1 previous work indicates that pupils develop an initial understanding of change over time through comparing, for example, holidays past and present and rules for behaviour in Victorian and present day schools. They also acquire knowledge of historical figures such as Guy Fawkes.

- 256 In Year 3 and Year 4 most pupils acquire a good knowledge of aspects of life in Ancient Egypt. Most name and begin to describe a range of jobs people did in Egyptian society and through role play they set bartering for goods in context.
- 257 In Year 4 and Year 5 most pupils acquire a good knowledge of aspects of life in Tudor times. They begin to develop research skills through locating information about schools, for example.
- 258 In discussion representative pupils have a good knowledge of monarchs and daily life in Tudor and Victorian times. Older ones recall key facts about the Second World War and begin to understand the reasons for evacuation and rationing.

### **Shortcomings**

- 259 In both key stages pupils seldom study historical topics in sufficient depth; their enquiry skills are underdeveloped and older ones rarely produce well researched written, illustrated and oral accounts.
- 260 In both key stages pupils make insufficient use of historical sources and artefacts and older ones' understanding of primary and secondary evidence and how these can be interpreted in different ways is undeveloped.
- 261 Across the school pupils have a limited understanding of important historical events and of the chronology of key periods that shaped present day society in Wales and Great Britain.

### **Geography**

**Key stage 1: Grade 4: Some good features but shortcomings in important areas.**

**Key stage 2: Grade 3: Good features outweigh shortcomings.**

### **Good features**

- 262 Discussions with representative pupils in KS1 and scrutiny of their previous work confirm they have a developing knowledge of place. They name features in the school and some in the local community. With help a majority identify their house on a map of the locality.
- 263 Through discussion with their teacher many pupils in KS1 begin to consider the features of a place that they would like to go to on holiday. They successfully choose pictures from a holiday brochure to make postcards to represent their chosen resort.
- 264 The scrutiny of pupils' books across most KS2 classes and discussions with representative pupils shows they begin to make comparisons between contrasting areas. Younger pupils locate for, example, the River Nile using an atlas and globe. They identify human features in Rassau and recall the physical characteristics of rainforest and mountain regions. Many in Years 3, 4 and 5 devise questions for research; they develop a good insight into the effect of people's actions on the environment globally and they begin to understand the need for sustainability.

## Shortcomings

- 265 Pupils in KS1 do not sufficiently develop their skills of geographical enquiry and seldom develop their studies in sufficient depth to enable them to make comparisons and to draw conclusions.
- 266 In KS1 pupils' knowledge of physical and human features and of different places is limited. Their skills in using and interpreting maps are underdeveloped.
- 267 In KS1 pupils' knowledge of appropriate geographical terms is limited.
- 268 Across KS2 pupils' knowledge of physical features and processes is limited; their knowledge of different localities in Wales and further afield is insufficiently developed and their ability to identify geographical patterns, appreciate the importance of location and use maps is insecure.

### Art and design

**Key stage 1: Grade 3: Good features outweigh shortcomings**

**Key stage 2: Grade 3: Good features outweigh shortcomings**

### Good features

- 269 In KS1 pupils steadily develop a range of skills in painting. A majority mix primary colours with increasing success. They experiment with different techniques, for example, to produce self-portraits, paintings of stars and rockets and they use different shades of blue to create a scene depicting sea and sky. They develop appropriate skills in manual dexterity by cutting out teddies and colouring them.
- 270 In Year 4 and Year 5 most pupils work independently to design and create three dimensional animals. They carefully sketch their design, including front and side views, from observing pictures. Nearly all manipulate the clay well to form their animal's form. A few create interesting details by adding texture and pattern to the clay.
- 271 The scrutiny of a sample of sketchbooks by Year 4 and Year 5 pupils exemplify clearly the development of their observational and drawing skills. They sketch characters and artefacts studied in history, produce detailed drawings of body organs and design colourful posters. This work confirms a developing awareness of line, tone, fine detail, and in a few instances, the use of shading.

### Shortcomings

- 272 In both key stages most pupils insufficiently develop appropriate artistic skills in painting, pattern collage and sculpture. They seldom use a sufficient variety of media and tools, including ICT.
- 273 Across the school most pupils' knowledge of Welsh artists and designers is limited.

- 274 In KS2 many pupils do not sufficiently develop the skills of research and design. Their abilities in creating effects using tone, pattern and texture are seldom fully developed and much work is left unfinished.

<b>Music</b>
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<b>Key stage 1: Grade 3: Good features outweigh shortcomings</b>
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<b>Key stage 2: Grade 3: Good features outweigh shortcomings</b>
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**Good features**

- 275 Standards in singing are good throughout the school, with many pupils showing a strong sense of rhythm. The tone and expression of singing in KS2 is particularly well developed.
- 276 A majority of pupils in KS1 sing a variety of songs well within a given range. They listen well when given the opportunity to play a variety of untuned instruments to accompany their singing.
- 277 In KS2 most pupils respond well when energetically performing songs and adding body actions. They pay good attention to intonation and sing with enthusiasm. A few pupils show good skills in accompanying a group performance with percussion instruments.
- 278 The scrutiny of pupils' previous work shows that younger ones in KS2 plan and record a composition using a graphic score. They also make their own musical instruments and use these and other instruments to express different moods, emotions and events through group performances based on the story of 'The First Dragon.'
- 279 A few older pupils in KS2 successfully compose and perform imaginative and musically interesting pieces using untuned instruments. They show a good understanding of pace and dynamics and confidently and constructively appraise their own work and that of peers to help improve quality.
- 280 The standard of instrumental performance achieved by a few pupils in KS2 is considerably enhanced through the Caribbean Club held after school. Pupils have great fun playing the steel pans as they rehearse pieces to perform during a school assembly.

**Shortcomings**

- 281 In KS1 most pupils' skills in performing, composing and appraising are at an early stage of development.
- 282 Pupils in KS1 seldom experiment with tuned and untuned instruments to create their own music using a range of sound sources. Their skills in distinguishing between musical elements and their knowledge of different musical sounds are insufficiently developed.

- 283 Across KS2 many pupils' skills in performing, composing and appraising are not fully developed and their knowledge of different styles of music, including Welsh composers, is limited.

### **Physical education**

**Key stage 1: Grade 3: Good features outweigh shortcomings**

**Key stage 2: Grade 3: Good features outweigh shortcomings**

#### **Good features**

- 284 In KS1 nearly all pupils walk then hurry making good use of the floor space during warm up activities. Many use a range of sliding and hopping movements along the bench and perform a jump to finish their sequence. A majority perform a good range of movements with appropriate control.
- 285 In Year 3 and Year 4 nearly all pupils make appropriate progress in gymnastics. They plan and perform sequences including, 'pike', 'straddle' and 'tuck' movements, and become familiar with the terms 'patches' and 'points.'
- 286 Many pupils in Year 6 perform simple sequences of three movements well. Working in pairs they travel at different speeds, changing level, using different body parts and showing appropriate tension, shape and control of their movements. A few use correct terminology in their evaluations and build on these to make improvements.
- 287 Secondary evidence indicates that across the school pupils develop a range of skills in dance, games and gymnastics. Lessons in swimming are provided and by the end of KS2 most pupils swim at least 25 metres.

#### **Shortcomings**

- 288 In KS1 few pupils sufficiently develop the quality of their movement sequences and jumps. The skills of most in making evaluations are at an early stage of development.
- 289 In KS2 most pupils have a limited vocabulary to describe gymnastic movement and few give sufficient attention to improving the quality of the sequences they perform, including beginnings and endings.

### **Religious education**

**Key stage 1: Grade 3: Good features outweigh shortcomings**

**Key stage 2: Grade 3: Good features outweigh shortcomings**

#### **Good features**

- 290 Pupils in KS1 explore the importance of the Bible as a sacred text for Christians. A majority become familiar with the Biblical account of Jesus' birth and the events of Palm Sunday and a few are aware of Old Testament stories, for example, David and Goliath and Noah's ark.

- 291 Based on the parable of the Good Samaritan, many pupils in KS1 role play scenes of being kind and considerate to others. They also begin to explore the concept of giving and the role of charities in relieving poverty and suffering.
- 292 Pupils in KS1 experience a joyful family occasion by taking part in a 'mock' wedding undertaken by a member of the clergy in a church setting and they relate this to their own experiences.
- 293 In KS2 pupils learn about Christian penitence in Lent and begin to understand the significance of church festivals such as Christmas, Easter and Whitsun. Many consolidate and deepen their understanding of Christian teaching by making Christmas and Easter greeting cards and invitations to a christening celebration.
- 294 Younger pupils in KS2 gain a basic understanding of Christian rites such as christenings and weddings. They are familiar with church vestments and know prayers are a feature of church liturgy and many compose their own prayers for use in a celebration of Harvest.
- 295 Older pupils in KS2 learn about key features of a church building such as altar, font, nave and transept, and a majority begin to understand the significance of the celebration of the Eucharist to Christians.
- 296 Secondary evidence indicates that across KS2 pupils acquire some knowledge of the major Hindu, Jewish and Islamic festivals. Older ones learn about religious leaders and work together to consider 'What makes a good leader?'

### **Shortcomings**

- 297 Across the school pupils have limited understanding of the importance of religious belief and customs in the lives of believers. Their knowledge of the achievements of important religious figures, both in Wales and beyond, is underdeveloped.
- 298 In both key stages pupils' sense of enquiry and curiosity is not sufficiently encouraged in order for them to ask questions about religious beliefs and customs.
- 299 In both key stages pupils do not study different religions, including the main sacred texts, in sufficient depth to enable them to make informed comparisons.

## School's response to the inspection

- 300 The head teacher, staff and governors of Rhos y Fedwen Primary School have carefully considered the content of the inspection report.
- 301 It is pleasing to note that the inspection recognised many good features such as:
- The school provides a supportive and caring learning environment that guides pupils well in their personal development.
  - In KS2 standards have improved in English.
  - Members of staff successfully establish good working relationships with pupils.
  - The schools partnerships with parents, community organisations and other schools have a positive effect on the learning experiences provided.
  - The schools' promotion for sustainable development and global citizenship is an outstanding feature of the school.
  - The overall quality of care, support and guidance provided is good. The school pays particular attention to ensuring pupils' safety and wellbeing. The school works closely with parents in the care support and guidance of their children.
  - The monitoring of behaviour is effective.
  - The most recent audit of financial procedures found a 'good standard' of financial control.
  - All seven areas of learning for Nursery were judged as Grade 2.
  - A particularly good feature is the wide variety of good quality extra-curricular activities, including the provision of outdoor adventurous activities for older pupils.
- 302 The school will work in partnership with the local authority to address the recommendations of the report through a whole school improvement plan with clear, specific targets and success criteria.
- 303 An action plan will be put in place to address the recommendations in the report. A copy of the plan will be sent to all parents. The governors' annual report to parents will report on the progress we are making in response to the inspectors' recommendations.

## Appendix 1

### Basic information about the school

Name of school	Rhos y Fedwen Primary
School type	Primary inc Foundation Phase
Age-range of pupils	3 – 11 years
Address of school	Honeyfield Road Rassau Ebbw Vale Blaenau Gwent
Postcode	NP23 5TA
Telephone number	01495 302465

Head teacher	Mrs Beverley Nash
Date of appointment	1 <sup>st</sup> April 2005
Chair of governors / Appropriate authority	Councillor D. Wilshire
Registered inspector	Michael T. Ridout
Dates of inspection	9 <sup>th</sup> – 11 <sup>th</sup> November 2009

## 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	9	27	9	17	15	19	13	21	130

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	0	7.0

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	20.2 : 1
Pupil: adult (fte) ratio in nursery classes	9 : 1
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	24
Teacher (fte): class ratio	1.27 : 1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2009	78.3	89.6	91.0
Spring 2009	74.9	83.3	90.4
Summer 2009	83.7	91.9	89.2

Percentage of pupils entitled to free school meals	55
Number of pupils excluded during 12 months prior to inspection	0

## Appendix 3

This report uses data for 2009 for LEA and Wales comparative information

Rhos y Fedwen  
Blaenau Gwent

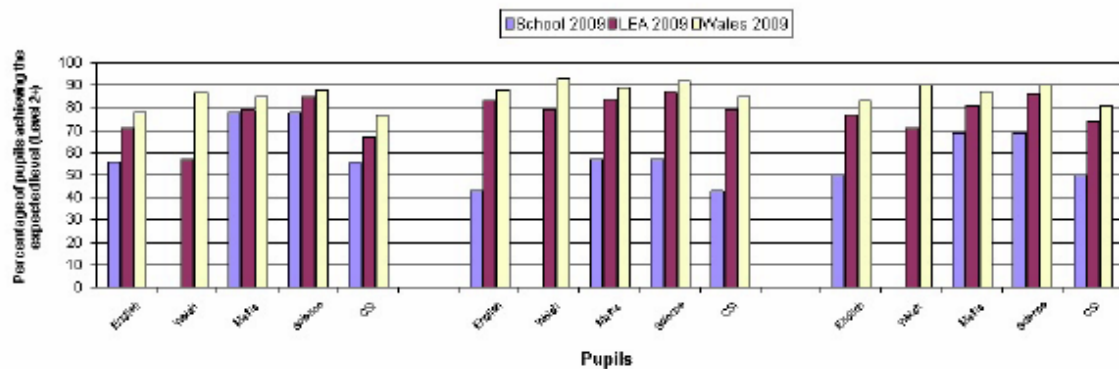
LEA/School no: 677/2310

### School comparative information: National Curriculum Assessments 2009 with benchmarking

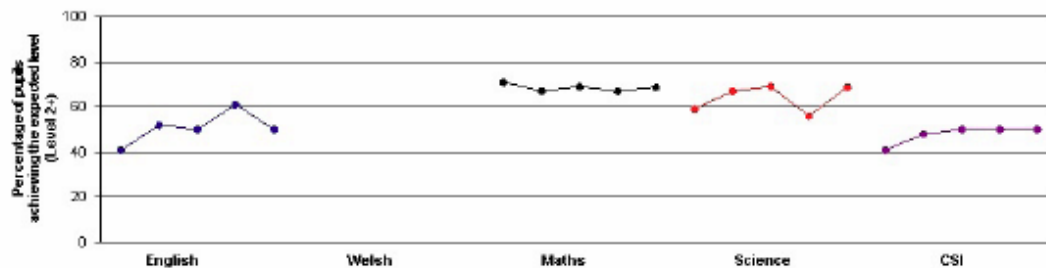
#### Key Stage 1

Percentage of boys, girls, and pupils achieving at least the expected level (Level 2+):

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	56	71	78	43	83	88	50	77	83
Welsh	.	57	87	.	79	93	.	71	90
Maths	78	79	95	57	84	89	69	81	87
Science	78	85	88	57	87	92	69	86	90
CSI	56	67	77	43	79	85	50	74	81



#### School Performance over time (2005 - 2009)



#### Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

Quartile 1 School is in the top 25 per cent.

Quartile 2 School is in the top 50 per cent but not the top 25 per cent.

Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent.

Quartile 4 School is in the bottom 25 per cent.

Free School Meal Group

More than or equal to 32 per cent eligible for FSM

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English	50	64		74		82	
Welsh		83		94		100	
Maths	69	72		80		88	
Science	69	75		86		95	
CSI	50	62		70		78	

Notes:

1. Figures for Welsh refer to attainment in Welsh first language only.

2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 2 in both Mathematics and Science and either English or Welsh first language.

3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

This report uses data for 2009 for LEA and Wales comparative information

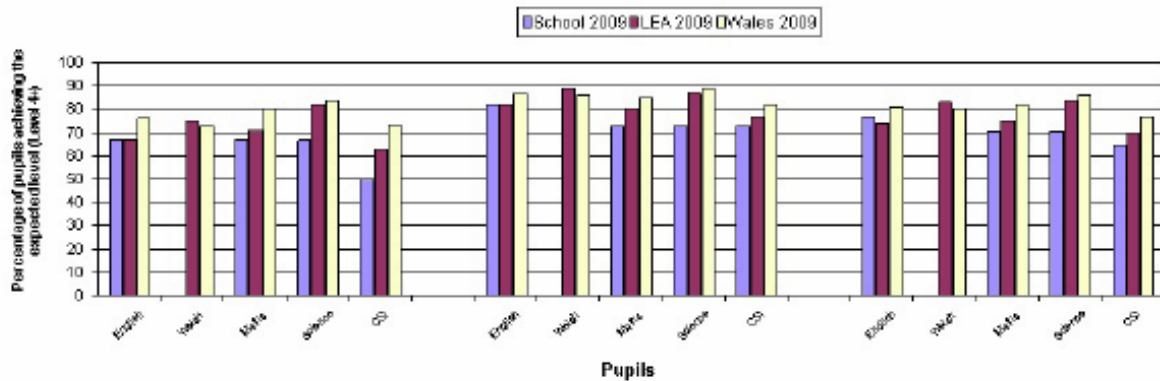
Rhos y Fedwen  
Blaenau Gwent

LEA/School no: 677/2310

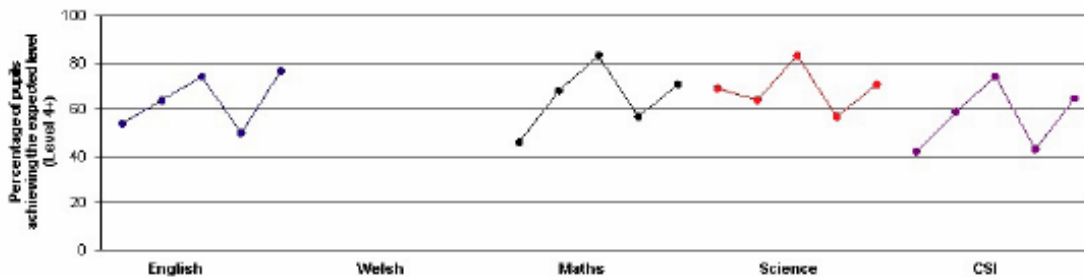
**School comparative information: National Curriculum Assessments 2009 with benchmarking**  
**Key Stage 2**

Percentage of boys, girls, and pupils achieving at least the expected level (Level 4+):

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	67	67	76	82	82	87	78	74	81
Welsh	.	75	73	.	89	86	.	83	80
Maths	67	71	80	73	80	85	71	75	82
Science	67	82	84	73	87	89	71	84	86
CSI	50	63	73	73	77	82	65	70	77



**School Performance over time (2005 - 2009)**



**Contextual Information**

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

Quartile 1 School is in the top 25 per cent.

Quartile 2 School is in the top 50 per cent but not the top 25 per cent.

Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent.

Quartile 4 School is in the bottom 25 per cent.

Free School Meal Group

More than or equal to 32 per cent eligible for FSM

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		63		73	76		81
Welsh		64		70			84
Maths		65	71	74			83
Science		71		81			88
CSI		56	65	67			76

Notes:

1. Figures for Welsh refer to attainment in Welsh first language only.

2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 4 in both Mathematics and Science and either English or Welsh first language.

3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

## Appendix 4

### Evidence base of the inspection

Four inspectors spent the equivalent of ten inspector days in the school and met as a team before the inspection. The head teacher liaised closely with the inspection team and undertook the role of nominee. Estyn appointed a peer assessor.

These inspectors visited:

- Thirty-six lessons or part lessons, across areas of learning and statutory subjects (no lessons in design technology and very few in Welsh second language, geography, art, music and religious education were taught during the inspection);
- registrations, assemblies, acts of collective worship and a range of extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection;
- the head teacher, teachers, support and administrative staff;
- groups of pupils representing each year group; and
- representatives of organisations associated with the school.

The team also considered:

- the school's self-evaluation report;
- thirteen responses to a parents' questionnaire, of which 88 per cent were positive;
- documentation provided by the school before and during the inspection;
- a wide range of pupils' past and current work; and
- samples of pupils' reports.

After the inspection:

- the registered inspector held meetings with the head teacher, the staff and governors; and
- a representative of the local authority attended the meeting with governors.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr. Michael T. Ridout Registered Inspector	Context Summary Recommendations Key Question 1: How well do learners achieve? Key Question 2: How effective are teaching, training and assessment? Key Question 4 : Additional learning needs Key Question 5: How effective are leadership and strategic management? Key Question 6: Effectiveness of planning for improvement Key Question 7: How efficient are leaders and managers in using resources? Mathematics, science, information communications technology, history and physical education.
Mrs. Millicent Phillips Team inspector	Key Question 2: Assessment Key Question 6: How well do leaders and managers evaluate and improve quality and standards? Under-fives, English, geography and music.
Mr. Dafydd Treharne Team inspector	Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community? Key Question 4: How well are learners cared for, guided and supported? Welsh second language, design technology, art and design and religious education.
Mr. Edward Tipper Lay inspector	Aspects of Key Questions 1, 3, 4 and 7.
Mrs. Alexis Edwards Peer Assessor	Observing lessons and taking part in discussions.
Mrs. Beverley Nash Head teacher	Nominee

### Acknowledgement

The inspectors wish to thank the governing body, staff, parents and pupils of the school for their co-operation, assistance and courtesy before and during the inspection.

### Contractor:

E.L.L.I.S. (Cymru) Limited.  
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