

**INSPECTION UNDER SECTION 10 OF
THE EDUCATION (SCHOOLS) ACT 1996**

Sofrydd Primary School

**Sofrydd Road
Nr Crumlin
Newbridge
Blaenau, Gwent
NP11 5DT**

SCHOOL NUMBER: 677/2179

DATE OF INSPECTION: 24 – 27 March 2003

BY

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REGISTERED INSPECTOR No: W086/16177

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CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term “Reception” (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year “Year 1” (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13 the year group who attain the age of 18 during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key stage 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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1. CONTEXT

The school and its priorities

Sofrydd Primary School is situated in an area of mature housing and consists of a nursery unit and KS1 building on one site, with the KS2 building on the opposite side of the road. The school identifies the area as generally neither prosperous nor economically disadvantaged, although a quarter of pupils come from economically disadvantaged backgrounds. The school has full range of ability, with almost a third being entitled to free school meals. Very few pupils come from an ethnic minority background, and there are no natural Welsh speakers. Although no pupils have a statement of special educational need, there are 39 on the SEN register, and four pupils are 'looked after' by the local authority.

The school aims to provide a good quality education along National Curriculum guidelines, enabling children to enjoy learning independently. The school development plan (SDP) identifies information and communications technology and science as the main areas to be considered in 2002/3, together with ongoing work in English and mathematics. The SDP also identifies that the school is developing its self-evaluative strategies.

Since the last inspection in 1998 the school has made good progress in some aspects, but with others there is still improvement to be made.

2. MAIN FINDINGS

The main findings of the report

Sofrydd Primary School is successful in promoting the personal and social development of its pupils through the good relationships evident in classes and extra-curricular activities. Since the last inspection, the school has focused on improving standards of achievement and on making learning and teaching better for pupils.

- The educational provision for the under-fives successfully promotes the desirable outcomes for children's learning and is appropriate for their needs. Standards in the six areas of learning are:

Areas of Learning	Nursery	Reception
Language, Literacy and Communication Skills	Good	Very Good
Personal and Social Development	Good	Very Good
Mathematical Development	Good	Very Good
Knowledge and Understanding of the World	Good	Very Good
Creative Development	Good	Very Good
Physical Development	Good	Very Good

- In KS1 and KS2, standards of achievement are:

Subject	KS1	KS2
English	Satisfactory	Satisfactory
Mathematics	Good	Satisfactory
Science	Good	Satisfactory
Welsh as an additional language	Good	Satisfactory
Design and Technology	Good	Good
Information Technology	Good	Good
History	Good	Satisfactory
Geography	Good	Satisfactory
Music	Good	Satisfactory
Art	Good	Good
Physical Education	Good	Good
Religious Education	Good	Satisfactory

- When compared with similar schools in Wales, the KS1 2002 teacher assessment results are above the average in English, but slightly below in mathematics and science. However, when compared with the baseline assessment, pupils in KS1

have made good progress overall. In KS2, the 2002 test results show pupils' standards to be below the average in English, but above in mathematics and science.

- Standards in key skills are good in speaking, listening, numeracy and information and communications technology (ICT). They are satisfactory in reading and writing.
- Provision for pupils' moral, social and cultural development is good, and the school satisfactorily promotes pupils' spiritual development.
- The school has clear aims, principles and values underpinning a positive and supportive environment. The quality of relationships is good and pupils' success and achievements are celebrated and rewarded. Further consideration needs to be given to planning collective worship.
- Pupils' standards of behaviour and attitudes to learning are good in the early years and KS1 and satisfactory in KS2. Pupils are generally helpful to each other and have good collaborative skills. Pupils sometimes show limited self-control when moving around the school.
- Attendance is satisfactory. Registration is carried out appropriately and most pupils arrive on time.
- The quality of teaching is satisfactory or better in almost all lessons observed. In almost 30% it is good, and in a further 23% (mainly observed in the reception class) it is very good.
- Where teaching is good, teachers have appropriate expectations of pupils, learning objectives are clearly explained, and lessons proceed at a good pace. Pupils are given opportunities to reflect on their learning.
- The quality of assessment, recording and reporting is accurate and consistent in the early years and KS1. In KS2 there is no recording of pupils' ongoing achievements, and assessment is not used effectively to provide work which is well matched to pupils' needs and abilities.
- The quality of teachers' marking is variable; in the best practice in the early years and KS1, positive and encouraging comments relate to lesson objectives and highlight targets for action.
- Assessment for pupils with special educational needs is of good quality and records pupils' progress and achievement effectively.
- The school offers a broad and balanced curriculum which meets statutory requirements. The curriculum for children under five is well planned to ensure continuity and progression in the six areas of learning. Children have a diverse range of experiences and challenging and enjoyable activities which are well matched to their needs.

- Curriculum planning does not identify key skills in sufficient detail and opportunities to extend the skills of literacy and numeracy across the curriculum are under-developed.
- Pupils have opportunities to develop their knowledge and understanding of the culture and heritage of Wales. Their understanding of global citizenship and sustainable development is developing well.
- A range of extra-curricular activities is supported enthusiastically by pupils and their parents. Visits to places of interest and community contributions provide purposeful experiences for pupils.
- Planning for pupils to work independently on progressively more challenging, open-ended tasks is under-developed in KS2.
- The quality of support and educational guidance provided for pupils is good. Pupils' welfare is thoughtfully and sensitively considered. However, despite the best efforts of the school, dining and toilet facilities in KS2 are a cause for concern.
- Provision for pupils with special educational needs (SEN) is good, and pupils make satisfactory progress in their learning. They are supported well through withdrawal and in-class activities, but, when integrated back into mainstream education, would benefit from more challenging activities identified within more structured tasks.
- Partnership with parents, community, schools and other institutions is good overall. Many parents give valuable assistance in a wide range of activities. Visits and visitors make a valuable contribution to the curriculum, and there are well-established transition links with other schools.
- Partnership with industry is good, and regular links with the Education Business Partnership has gained funding for a variety of activities.
- The quality of self-evaluation and planning for improvement is satisfactory. The school has made a promising start to self-evaluation, but this now needs further development to assist the school in identifying areas for improvement.
- The leadership and efficiency of the school is good overall. The school has appropriate aims and a commitment to providing a positive educational experience for pupils. There is a caring ethos, which is a strength of the school. Subject leaders are developing their roles, but this needs further development to facilitate self-evaluation.
- The governing body is well informed about the life and work of the school. Governors have paired responsibility with subject leaders. The governing body exercises appropriate oversight of the budget, which is well managed.
- The quality of staffing and learning resources is good and accommodation for nursery, reception and KS1 is also good. For KS2, accommodation is unsatisfactory, as classrooms are cramped, and, despite the best efforts of the

school, the downstairs toilets, dining area and corridor are inappropriate and unattractive due to water penetration. These aspects remain unchanged since the last inspection.

- Teachers are well qualified overall, and in-service training is appropriately linked to both the needs of the school and those of individual teachers. Resources are adequate and used effectively to expand pupils' learning experiences.
- Since the last inspection, the school has improved the quality of teaching and standards of achievement in the reception class, and these are now very good. The school has made some progress in all other aspects of the key issues, but there is room for further development in order to take the school forward.

3. EDUCATIONAL STANDARDS ACHIEVED BY THE PUPILS

3.1 Standards achieved in subjects and areas of learning

Pupils' standards of achievement are very good in 20% of lessons, good in 40% and satisfactory in 40%.

- Children under five make good progress. In the nursery they achieve good standards and in reception very good standards in all six areas of learning.
- In both key stages most pupils make good progress and achieve good standards in speaking, listening and reading. Standards in writing in both key stages are satisfactory. Overall, standards in English are satisfactory.
- In mathematics and science, pupils achieve good standards in KS1 and satisfactory standards in KS2.
- In KS1, standards are good in Welsh as an additional language, design and technology, information technology, history, geography, music, art, physical education and religious education.
- In KS2, standards are good in design and technology, information technology, art and physical education. Standards are satisfactory in Welsh as an additional language, history, geography, music and religious education.
- Pupils with special educational needs make good progress and achieve satisfactory standards relative to their ability.
- When compared with similar schools in Wales, the KS1 2002 teacher assessment results are above the average in English, but slightly below in mathematics and science. However, when compared with the baseline assessment, pupils in KS1 have made good progress overall. In KS2, test results in English show pupils' standards to be below the average in English, but above the average in mathematics and science.

3.2 Standards achieved in key skills across the curriculum

The standards and progress in key skills achieved across the curriculum in the nursery are good, and very good in reception. In KS1 and KS2, standards in speaking, listening, numeracy and ICT are good. They are satisfactory in reading and writing.

- The whole-school approach to ensuring that all pupils develop the key skills systematically and in a challenging and broad range of contexts is at an early stage of development.
- Pupils in both key stages develop good speaking and listening skills and are able to express themselves with increasing confidence in a range of contexts. Most listen attentively, ask and answer questions sensibly and take turns to speak. Pupils use appropriate subject-specific vocabulary to discuss their work.
- Standards in reading across the curriculum in both key stages are satisfactory. Many pupils read their own work with accuracy and understanding and are beginning to use books and ICT for independent research but they have limited information retrieval skills.
- Standards in writing are satisfactory in both key stages. While there are some good examples of writing across the curriculum, this is not sufficiently developed in either key stage.
- Numeracy skills are well developed in subjects such as science and design and technology, where there is evidence of measuring and the development of graphical representation.
- Information and communications technology supports work in core subjects well, is used to research subjects such as history and geography and to provide an extra dimension to art and design and technology.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

Provision for pupils' moral, social and cultural development is good and the school satisfactorily promotes pupils' spiritual development.

- The school has clear aims, principles and values underpinning a positive and supportive environment in which pupils are confident, happy and secure. Personal qualities of truthfulness, thoughtfulness and consideration for others are promoted in daily acts of worship and in the ethos of co-operation evident in the daily life of the school.
- The quality of relationships in the school is good and staff generally create a caring working environment. Pupils' successes and achievements are celebrated and rewarded, and used effectively as a basis for developing positive attitudes. Pupils know and understand the school's expectations and are aware of the difference between right and wrong.
- Assemblies are varied and meet legal requirements. Pupils contribute through singing hymns, prayers, answering questions and role-play. Further consideration needs to be given to planning collective worship to allow for progressive

development of themes, with opportunities being given for pupils to participate in moments of quiet reflection.

- Pupils generally co-operate well and work together responsibly in group activities. Older pupils involved in running the school tuck shop take their responsibilities seriously and willingly assist with delegated tasks and would benefit from further opportunities to exercise their initiative.
- The school complies with the ACCAC framework 2000 in providing a range of learning opportunities for the introduction of life skills. Pupils' personal and social skills are promoted purposefully and thoughtfully across the curriculum. This is an area identified by the school for continuing development.
- Social skills are further enhanced through contact with the local community.
- Pupils' awareness of their own responsibilities to the world in which they live and their understanding of sustainable development is sensitively addressed through topic-related activities in geography and religious education.
- Pupils are aware of those less fortunate than themselves. They are encouraged to reflect on their individual and collective responsibility to their own community and the wider world.
- Pupils are encouraged and enabled to appreciate their own cultural traditions. Their awareness of Y Cwricwlwm Cymreig is successfully fostered through Welsh hymns and prayers in assembly, annual celebrations, educational visits and attractive displays.
- Pupils' understanding of other people's lives, beliefs and traditions are positively promoted through their studies in religious education, geography, music and art. There is a policy in place to meet the legal requirements of the Racial Equality Act.

4.2 Behaviour and attitudes

Pupils' standards of behaviour and their attitudes to learning are good in the early years and KS1 and satisfactory overall in KS2.

- Pupils are generally helpful to each other and have good collaborative skills when working together in the classroom.
- Pupils have a good attitude to learning and are willing contributors to class discussions; most maintain concentration well and persevere at their tasks.
- There are challenging pupils in most classes and these individuals are, in the main, managed positively and appropriately.
- Pupils sometimes show limited self-control when moving around the school unsupervised.

- In most classes in Key Stage 2 some pupils have difficulty in settling; noise levels are often high, requiring regular teacher intervention to correct this and refocus the class.

4.3 Attendance

Standards of attendance are satisfactory.

- Average attendance for the three full terms prior to the inspection was 92.6%.
- Absences are monitored and follow up procedures are in place supported by the Education Welfare Officer.
- Registration is carried out appropriately at the start of each session. However, holidays in excess of ten days are incorrectly coded as authorised absence.
- Most pupils arrive on time and lessons generally start promptly.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching is satisfactory or better in almost all lessons observed. In almost 30% it is good, and in a further 23% (mainly observed in the reception class) it is very good.

- In all classes teachers have good relationships with their pupils and this enhances the quality of teaching. Teachers value the contributions made by pupils and offer appropriate support, praise and encouragement.

Where the quality of teaching is good or better:

- teachers have appropriate expectations of pupils in terms of both achievement and discipline;
- good questioning techniques allow pupils to provide extended responses to develop their oral skills and extend their understanding of the work undertaken;
- lessons are well structured with appropriate whole class introductions, which are not overlong. Direct teaching is well focused and has a good pace;
- teachers intervene appropriately to support pupils and move them forward in their knowledge, skills and understanding;
- learning objectives are clearly explained, timing of activities is appropriate, and pupils are given opportunities to reflect on their learning.

Where the quality of teaching is satisfactory:

- teachers' expectations are too low and much of the work is generally the same for all pupils, resulting in a lack of challenge for the more able pupils and limited progress overall;

- pupils are often over-directed and have too few opportunities to work independently and take more responsibility for their own learning;
- plenary sessions which allow sharing of achievements and reflection on learning are not well planned;
- key skill development is not sufficiently detailed in planning to aid teaching and learning;
- teaching is not taken from a clear assessment of the needs and abilities of pupils and their understanding of previous work.

5.2 Assessment, recording and reporting

The quality of assessment, recording and reporting is satisfactory overall, but needs considerable attention in KS2.

- Assessment in the early years and KS1 is accurate and consistent, providing work which is well matched to pupils' needs through ongoing evaluation and recording. This assessment is of good quality and includes observational field notes made about individual pupils to aid planning.
- Throughout the school, an individual profile for each pupil contains samples of work in English, mathematics and science, but these are not yet annotated in sufficient detail to indicate the clear and continuous tracking of progress.
- Arrangements for assessing the progress of pupils in the foundation subjects and religious education is at an early stage, and is therefore limited.
- All teachers keep ongoing records of pupils' progress in reading; in the best practice, these contain appropriate diagnostic comments which will enable teachers to help pupils gain further skills in reading. This needs to be adopted in all classes.
- In KS2 assessment information is not recorded other than in the pupil profiles. This means that it is not used effectively to ensure that planning for future work is well matched to pupils' needs and abilities. Assessment does not promote higher standards through providing appropriate levels of challenge for all pupils, particularly the most able.
- The quality of teachers' marking is variable. In the best practice, positive and encouraging comments relate to lesson objectives and highlight targets for action. In English, targets are helpfully included in each pupil's book and pupils refer to them constantly.
- A baseline assessment is undertaken when children enter the nursery and reception classes. This is used with observations and ongoing assessment to give early identification of pupils with special educational needs.
- Assessment for pupils with special educational needs is of good quality and records pupils' achievement and progress effectively.

- There are portfolios of moderated work in the core subjects, but some pieces date from before Curriculum 2000 was introduced, and need amending.
- Data from national and local sources, together with annual tests from Y2 to Y5, are used to set school and individual targets for the end of each key stage. National curriculum test results are analysed and used to identify areas for development.
- Annual reports to parents are of good quality and meet statutory requirements. Parents are invited to meet teachers on two formal occasions during the year.

5.3 Curriculum

The school offers a broad and balanced curriculum which meets statutory requirements.

- The curriculum for children under five is well planned to ensure continuity and progression in all six areas of learning and successfully promotes the Desirable Outcomes for Children's Learning. Children enjoy a diversity of experiences and a balanced range of activities which are matched well to their stage of development and particular learning needs.
- Policy documents and schemes of work are in place for all subject areas. Staff plan specific levels from schemes of work and this planning is monitored by subject leaders in order to ensure continuity and progression in learning programmes. In some subject areas this is an aspect still to be developed due to staff changes.
- Focused and structured differentiated tasks, including extension activities, need to be further developed. Resources are used effectively to support curriculum areas.
- Curriculum planning does not identify key skills in sufficient detail. Opportunities to extend the skills of literacy and numeracy across the whole curriculum are under-developed.
- Homework supports standards achieved by pupils and is introduced from the early years onwards. This enables parents to become partners in the learning process.
- Policy documents for the delivery of personal and social education, in line with ACCAC framework 2000, provide good guidelines for teachers across both key stages. Circle time has a positive impact on pupils' development and reinforces their awareness of good citizenship.
- Y Cwricwlwm Cymreig is promoted well in many subjects. Pupils have opportunities to develop their knowledge and understanding of the culture, heritage and language of Wales. Pupils' understanding of ethnic and cultural diversity is developing, but is not yet promoted consistently across all aspects of pupils' work.

- Pupils' understanding of global citizenship and sustainable development is beginning to be evident and is developing through aspects of geography and religious education.
- A range of extra-curricular activities is supported enthusiastically by pupils. Visits to places of interest, including weekend visits, outdoor pursuits, visiting speakers and links with the local community provide purposeful experiences for pupils and contribute to the educational standards achieved.
- The school is sensitive to the needs of all its pupils and is aware of the importance of ensuring equality of opportunity for all pupils. This aspect is supported by a policy for equal opportunity. The curriculum for pupils with SEN provides an appropriate level of support and the school is aware of the importance of ensuring that all have full access to the NC.
- Planning for pupils to work independently on progressively more challenging, open-ended tasks is under-developed in KS2.

5.4 Support, guidance and pupils' welfare

The quality of support and guidance provided for pupils is good. Pupils' welfare is thoughtfully and sensitively considered.

- The head teacher, teachers and support staff know and care for pupils well. Pupils are secure and at ease and show developing self-reliance and independence in response to teacher expectations. Additional support by adult volunteers contributes positively to the ethos of co-operation.
- Routines in the early years are well established and children show increasing confidence in their ability to meet new challenges. The personal sense of security and well-being is enhanced by the welcoming and stimulating environment afforded to children as they move through the phase.
- Pupils' work is attractively displayed and collated photographic and other records of special initiatives and awards enable pupils to understand that their contributions are valued.
- There is an appropriate policy for personal and social education (PSE) in place which complies with the ACCAC framework 2000. A curriculum map for PSE identifying a meaningful and balanced programme of learning opportunities across the year groups assists teachers in their planning. Sex education is promoted sensitively within the context of this provision and is supported by health professionals.
- Overall responsibility for child protection is undertaken by the head teacher who has received the appropriate training. Teaching staff are aware of correct procedures and policies and guidelines are in place.
- The school has an appropriate health and safety policy which is reviewed annually. All members of staff have received training in first aid and this aspect is to be updated. The safeguarding of pupils' general safety and well being is

documented. However, the school needs to ensure that first aid in the case of minor accidents is recorded.

- School information is regularly communicated to parents. School reports are issued annually and are supportive in informing parents of their child's progress.
- The school considers issues of inclusion carefully. Pupils with special educational needs are well integrated into the life of the school and are supported effectively. The learning support assistants are positive and considerate in their encouragement of pupils.
- Midday supervisors contribute positively to the school's provision. They undertake their responsibilities effectively. Outside play areas are adequately supervised and pupils are caringly supported. However, the school needs to further consider the supervision of stairways and corridors at the beginning and end of school sessions and when pupils participate in practical activities on upper stair designated areas.
- Despite the best efforts of the school to address the situation, dining and toilet facilities in KS2 are a cause for concern.
- The school has a secure access system to ensure as far as possible the safety of pupils and staff during the school day.

5.5 Provision for pupils with SEN

The quality of provision for pupils with SEN is good. Pupils make satisfactory progress in their learning.

- Thirty-nine pupils are currently identified by the school as requiring SEN support. There are no pupils with statements of special educational needs. There are no NC disapplications.
- The school has appropriate procedures in place for the early identification and on-going assessment of pupils with SEN. An appropriate learning support policy provides procedural and administrative arrangements which meet the requirements of the revised Code of Practice.
- Learning difficulties initially identified by the class teacher and discussed with the special educational needs co-ordinator (SENCO) result in a programme of monitoring supported by in-class differentiated activities. Pupils identified as requiring additional support in school action and school action plus are taught in the Flexible Inclusion Unit and are supported by one teacher and one support assistant. The SEN register is reviewed regularly by the SENCO. An evaluation of the unit, supported by parental questionnaires, is carried out annually.
- Pupils working within the unit benefit from organised timetabled provision in withdrawal and in the case of KS1, some in-class support. Weekly support plans drawn up in conjunction with class teachers enable the staff within the unit to ensure continuity in pupils' learning in literacy and numeracy programmes.

- Pupils are further supported for an appropriate period when going back into the mainstream programme. Pupils make satisfactory progress relative to their age and ability but at times would benefit from more challenging activities identified in more structured differentiated tasks.
- The responsibilities of the SENCO are efficiently undertaken by the deputy head teacher who ensures arrangements are well planned and appropriately co-ordinated. Links with specialist outside agencies are well established.
- Recently amended individual educational plans (IEP's) identify causes for concern and set manageable targets. Pupils are made aware of short-term targets. Reviews are held termly or as necessary and parental involvement is encouraged at each stage.
- The school responds sympathetically to the principle of inclusion and endeavours to ensure that all pupils are well integrated into class and extra-curricular activities. It does, however, need to ensure that pupils receiving support for literacy and numeracy in small group sessions have equal access to the NC learning programme at all times.
- The head teacher maintains an appropriate overview of SEN provision within the school. The designated link governor is supportive and works closely with the school.

5.6 Partnership with parents and community, schools and other institutions

Partnership with parents and the community, schools and other institutions is good.

- The information contained in the prospectus complies with regulations. However, many parents would benefit from a less formal design for the school prospectus and nursery handbook.
- The school has introduced a number of useful initiatives such as theme days to assist parents' understanding of the curriculum and how it is being taught.
- Many parents give valued assistance in the work of the school in a wide range of activities such as listening to readers, assisting in the library or cooking demonstrations. Parents also work hard to assist the school in organising social and fund raising events. Parents' contribution is one of the strengths of the school.
- The school has close links with the community it serves and representatives from community organisations are regular visitors. Community venues often host school events such as concerts and the school Christmas party. Pupils have regular contact with senior citizens, who are invited to school concerts and receive harvest parcels. The younger pupils often entertain at the senior citizens' club.
- There are well-established transition links with the comprehensive schools to which pupils transfer, and curricular links exist with the school's designated receiving comprehensive school.

- Partnership exists with a teacher training institution, and the school also provides practical training for nursery nurse students from nearby colleges.

5.7 Partnership with industry

Partnership with industry is good.

- Local shops have donated prizes for fund raising raffles.
- The curriculum has been enriched through links with the Post Office, a national retail outlet and a well-known engineering company.
- Pupils' success in winning a literary competition with a large local bakery gained valuable funds for the school and good experiences for pupils.
- Regular links with the Education Business Partnership has gained funding assistance for educational visits and placement for teachers to assess and gain teaching resources.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

The quality of self-evaluation and planning for improvement is satisfactory.

- Self-evaluation is included in the School Development Plan (SDP) which indicates recent progress. However, effective structures are not yet in place to evaluate progress against stated criteria.
- The head and deputy head teacher use teacher assessment and national test results to evaluate subject coverage and this information is used to help construct the SDP.
- The head teacher and subject leaders undertake some observations of learning and teaching, with oral and written feedback to teachers.
- Subject leaders produce termly targets and annual reviews of their subjects. These give a factual account of progress and would benefit from having further evaluative aspects. These reviews are used to contribute to staff discussions about what should be included in the SDP.
- Annual staff interviews with the head teacher identify teachers' strengths and areas for development, and provide a basis for in-service education.
- The SDP identifies a number of priorities for development, some ongoing from previous years, but evaluation would benefit from a clearer focus on quantifying achievement using agreed data and criteria.

- The school has yet to adopt clear guidelines, procedures and strategies which enable all staff to be productively involved in the elements of planning for improvement.

6.2 Leadership and efficiency

The leadership and efficiency of the school is good overall.

- The school has appropriate aims and a commitment to providing a positive educational experience for pupils. There is a caring ethos, which is a strength of the school.
- The governing body and head teacher provide positive leadership which gives direction to the work of the school. The governing body is well informed and fully involved in the life and work of the school.
- Governors are undertaking appropriate training and have well-established links with curriculum areas and special needs provision.
- Subject leaders monitor standards by scrutinising teachers' planning and pupils' work. They have opportunities to observe teaching and learning in their subject areas and make suggestions for improvement. The school is aware of the need to develop this aspect further to support self-evaluation.
- The senior management team consists of the head and deputy head teachers who meet regularly to discuss pertinent matters. There is a need for this team to be developed further to ensure dissemination of best practice and that there is a whole-school approach to learning and teaching to which all staff are committed.
- The budget is well managed and appropriate financial priorities identified. Expenditure is carefully monitored, with the governing body taking appropriate oversight of the budget. The school gives satisfactory value for money; it suffers from vandalism regularly, which eats into the budget.
- The recommendations of the last auditors' report have been implemented, and overall the school runs smoothly. Two part time administrators handle administrative matters, as the permanent administrator is on sick leave.

6.3 Staffing, accommodation and learning resources

The quality of staffing and learning resources is good; accommodation for nursery, reception and KS1 is good, but for KS2 accommodation is unsatisfactory.

- Teachers are suitably qualified and provide the school with a good range of expertise and experience. Support staff are well deployed and assist and encourage pupils sensitively.
- Staff development is linked to initiatives identified in the SDP and whole-school in-service training is focused on meeting the needs of the school. Information from training sessions is disseminated through staff meetings but further work is needed to evaluate the impact of training.

- The whole school has attractive displays which are used effectively in learning and teaching. All buildings are cleaned to a high standard and the nursery and KS1 building are generally in a good state of repair. However, the building used for pupils in KS2 is in a poor state of repair and classrooms are small for the number of pupils in several KS2 classes.
- Despite the best efforts of the school, the downstairs toilets, dining area and corridor are inappropriate and unattractive due to water penetration and lack of supervision for pupils, and all these aspects militate against appropriate behaviour in KS2; these aspects remain unchanged from the last inspection.
- Externally, the KS2 site has many flights of steps, which are crumbling and unmarked, and overall there is inadequate parking space for staff vehicles.
- The resources for curriculum areas are at least satisfactory, and in some instances, such as physical education and information technology, they are good. Subject leaders audit resources regularly and spending is carefully targeted.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The educational provision for the under-fives is appropriate and successfully promotes the Desirable Outcomes for Children's Learning

In the nursery, children achieve good standards commensurate with their age and stage of development in language, literacy and communication skills, personal and social development, mathematical development, knowledge and understanding of the world, creative development and physical development.

In the reception class, children achieve very good standards in all six areas of learning.

NURSERY

- Children are accepted into the nursery in the term after their third birthday. This means that the nursery class has a large proportion of very young children, and an assistant is employed specifically to support them.
- Adults provide good quality experiences and stimulation appropriate for the children's age and stage of development.

Good features

Children's personal and social development is good.

- Children are generally happy to come to nursery and are familiar with the unit's routines. They are beginning to relate well to adults and each other. They are able to contribute to discussions in a group setting.

Children's language, literacy and communication skills are good.

- Most children listen attentively to adults and speak confidently both in group sessions and on a one to one basis with adults. Their vocabulary is extended when working with adults. They are beginning to develop their early writing skills.

Children's mathematical development is good.

- Children are able to count to five confidently and are beginning to recognise the number symbols. Many can match one to one accurately. Practical activities in sand and water help them to develop early concepts such as 'full' and their positional language is developing through interaction with adults in outside activities.

Children's knowledge and understanding of the world is good.

- Children can comment sensibly on the weather and complete a chart using weather symbols. Some can use the computer confidently and show developing mouse control. They have an early understanding of family patterns.

Children's creative development is good.

- Children paint pictures and models with increasing control. Many can name colours correctly. They enjoy rhythm in music and have an increasing repertoire of songs and rhymes.

Children's physical development is good.

- Children show good awareness of movement in outdoor activities such as climbing and pedalling cars. Their throwing and catching skills are developing well. They handle tools such as cutters and paintbrushes well. They are developing good control of their bodies in music and movement activities and are beginning to be able to make their own space.

Shortcomings

- At times, the pace of group activities is slow.
- Children's own conversations and verbal contributions are not always used effectively by adults to take their learning forward.
- Some children find it difficult to take turns with toys and apparatus.

RECEPTION

- Staff in the reception class provide a wide range of appropriately stimulating and exciting experiences which enable children to learn effectively to a high standard.

- Every opportunity is taken, including incidental contributions from the children, to develop their knowledge, skills and understanding to a high level and all activities have a very good educational content.
- The pace of teaching and support provided for children by adults is very good.

Good features

Children's personal and social development is very good.

- Children are happy to come to school and are familiar with daily routines. They take it in turns to be 'special helpers' at snack times and most children thank them for milk and biscuits. All are able to share and take turns in the many activities on offer. They relate very well to adults and treat one another with care and consideration. They are all confident and contribute well to discussions and take part in all activities. Appropriate praise from adults increases children's self-esteem and positive moral and social attitudes are consistently reinforced. In their play activities, they take the role of the teacher, repeating and reinforcing earlier learning effectively.

Children's language, literacy and communication skills are very good.

- Children listen carefully to adults and their peers, and ask sensible questions about activities. They speak confidently and clearly, using extended vocabulary which is developing very well. Children are beginning to read; all can recognise initial letter sounds and understand the difference between upper and lower case letters. More able children make very good progress in individual reading, and are beginning to use phonic skills to work out unknown words. They use these phonic skills in their writing, producing very good approximations of words they wish to write. They are able to recognise initial and medial sounds on a computer programme and match them correctly to objects.

Children's mathematical development is very good.

- Children can count to one hundred, and can recognise and order numerals to twenty. They understand the concept of counting on and are able to do this accurately to twenty. More able pupils are able to write their own addition sums using appropriate symbols, and most write numerals correctly. They are able to sort by shape and colour and can name and describe two- and three-dimensional shapes. Practical activities in sand and rice trays enable them to develop their understanding of counting and concepts such as 'half empty'. They make sand cakes and put in the correct number of candles for their age, and generally develop mathematical concepts through play. Computer programmes are used effectively to support their mathematical development.

Children's knowledge and understanding of the world is very good.

- Children know days of the week and months of the year, and can comment sensibly on the day's weather, recording it accurately. They have a very good

understanding of life in Victorian times and use the attractive display to develop their understanding further. Their geographical skills are developing very well; after a walk in the locality, they were able to draw a pictorial map individually, sequencing it accurately. The most able children were able to write their own labels and captions for the map. Their work on the Inuits has extended their knowledge of other parts of the world. They are developing a very good understanding of the work people do as postal workers through language sessions and role-play. Children have very good skills in using the computer mouse, and are able to change programmes to enhance their learning in areas such as language and mathematics.

Children's creative development is very good.

- Children paint and draw freely and with good control. Their computer-assisted drawings show good control of mouse and paint techniques. They have produced interesting paintings in the style of Kandinski and well observed pastels of plants. They use a variety of tools with dough and are able to use woodworking tools safely and with confidence. They are eager to talk about their work. They enjoy music, sing in tune, show a good sense of rhythm and ask for classical music as an accompaniment to their snack sessions. Singing games and rhymes support their learning in areas such as language and mathematics. They are experiencing a wide range of two- and three-dimensional techniques and respond very well to these.

Children's physical development is very good.

- Children have good spatial understanding and are well able to co-ordinate movements such as running and jumping. Regular access to outdoor activities contributes to the standards achieved. They use a range of tools such as pencils, paintbrushes, scissors and woodworking tools safely and effectively. They are able to manipulate pieces of jigsaw and construction materials very well, looking for pieces which fit together.

Shortcomings

There are no significant shortcomings.

English

In both key stages many pupils make good progress and achieve good standards in speaking, listening and reading. Standards in writing in both key stages are satisfactory. Overall, standards in English are satisfactory.

Good features

- Pupils in both key stages develop good speaking skills. In KS1, pupils express themselves with growing confidence and are eager to share their thoughts and ideas with visitors.
- Most pupils in KS2 participate constructively in class and group discussions and by the end of the key stage communicate information logically and coherently. Pupils in Y6 show an increasing ability to sustain discussion and begin to put forward their own points of view when discussing environmental issues.

- Pupils make good progress in the development of their listening skills in both key stages. The majority demonstrate that they can listen with attention, concentration and understanding in different contexts. In KS1, pupils listen to and are responsive to teacher's questions, interpret instructions well and make good progress in listening to each other. By the end of KS2, pupils listen purposefully to others, questioning and following up ideas when working in groups in IT and topic related research.
- In KS1, standards of achievement in reading are good. Pupils use an increasing number of strategies to help them identify unfamiliar words. During shared reading sessions using big books they develop good skills in reading with expression and meaning and involve themselves purposefully in the discussions of the text. They are enthusiastic in reading their own written work to visitors.
- The majority of pupils in KS2 make good progress with their reading skills. They read for research purposes and retrieve information from a range of different sources. They are able to recall favourite books and authors and give reasons for their preferences. In Y2/3, pupils begin to develop their critical understanding of text by commenting in reading journals.
- Pupils' independent writing is progressing satisfactorily in both key stages. Pupils in KS1 understand the significance of sentence structure, sequence their work sensibly and begin to include punctuation in a meaningful way. They identify speech in text and use speech bubbles to write their own examples of direct speech related to a familiar story.
- In KS2, pupils are developing their writing skills progressively in response to a range of experiences and are increasing their awareness of how to vary their language for particular purposes and readers. Pupils respond thoughtfully to the varying vocabulary and stylistic features of different literary texts to support their learning.
- Pupils use word books and dictionaries to improve their writing and assist with their spelling.

Shortcomings

- There is variability in pupils' handwriting and in their ability to organise and present their work appropriately.
- There is a need to develop the quantity and quality of sustained writing in both key stages. Pupils in KS2 in particular need to develop their skills of reflecting critically on what they have written and improving on their initial attempt.
- Due to the variable length of lesson introductions and plenary sessions, opportunities for pupils to evaluate and contribute extended responses in discussion are limited in some classes.
- A significant minority of pupils in each class make only satisfactory progress in all aspects of English.

Mathematics

Standards achieved in mathematics are good in KS1 and satisfactory in KS2.

Good features

- In both key stages pupils are making progress in their understanding of number and in the development of mathematical skills, knowledge and concepts. Most pupils are developing accuracy in methods of calculation and use appropriate terminology when discussing their work.
- In KS1, pupils are developing a good understanding of place value and can add and subtract using one and two digit numbers. Pupils count in sequence and can explore patterns in addition and subtraction using a 100-square. They understand the use of symbols at an appropriate level. They count in fives and tens confidently. Most can tell the time accurately using an analogue clock.
- Pupils in KS1 are able to recognise common two- and three-dimensional shapes and describe their properties. They are beginning to estimate comparative weights, and can use appropriate comparative terms in weight and length. Most able pupils are beginning to use standard units in weighing and measuring.
- In KS2, pupils extend their understanding of number with more able pupils at the end of the key stage recognising equivalence between decimal, fraction and percentage forms of number. Pupils in Y6 extend their understanding to the manipulation of negative numbers.
- Pupils in KS2 extend their understanding of shape, and some are able to explain how to work out perimeters and areas of shapes. At the end of the key stage, they understand symmetry and rotation and are able to describe angles accurately.
- Pupils in Y5 are able to enter data into a database and produce and manipulate the resulting graph.
- A small number of pupils in Y6 are achieving good standards overall in mathematics.

Shortcomings

- Throughout the school, a significant number of pupils are often slow in recalling number facts and lack confidence and accuracy in mental number work.
- In KS2, many pupils lack good recall of work previously undertaken, particularly in shape, space and measures.
- In KS2, pupils do not have enough experience of investigative and problem-solving tasks, particularly as these are only available to pupils who finish their work quickly.
- KS2 pupils do not undertake sufficiently challenging investigative tasks.

- Work on graphical representation is under-developed in KS2.

Science

Standards in science are good in KS1 and satisfactory in KS2.

Good features

- In KS1, pupils are aware of the differences between living and non-living things, and that humans need the right types of food and exercise to keep healthy. They understand that children grow into adults.
- They have developed a class database of their appearance and preferences, and can manipulate this to represent the information as tables, graphs or lists. They are able to use subject-specific language well.
- Pupils in KS1 are able to describe and group materials on the basis of simple properties. They can carry out an investigation of the best material to use for a raincoat, and on malleable materials. Through appropriate investigations, they develop understanding that materials change, and that some change is reversible.
- Younger pupils in KS2 continue the work on nutrition and exercise, and on materials and their properties. They are beginning to be able to predict and observe results carefully.
- Pupils in Y3/4 make careful observations of specific plant parts and understand the function of roots. They are able to carry out a simple investigation to show that water is transported through the stem to the flower and record this through labelled drawings.
- Pupils develop their understanding of circulation and movement, and of the fact that some substances can be harmful if ingested.
- At the end of the key stage, pupils are aware that they need to check observations and measurements by repeating them, and that they need to restrict changes in investigations if they are to be fair. They are beginning to use data logging in their investigations.

Shortcomings

- A significant number of pupils have unsatisfactory recall of previous work in KS2.
- In KS2, progression in the tasks undertaken is not always clearly defined or well matched to pupils' existing knowledge and skills.
- There is little evidence of work on green plants as organisms, or on adaptation, feeding relationships and variation.
- There is little use of ICT to record results and interpret them.

Welsh second language

Standards achieved in Welsh are good in KS1 and satisfactory in KS2.

Good features

- Pupils in both key stages are making good progress in utilising basic vocabulary and phrases and have a sound recall of previous learning. Their pronunciation is generally good.
- In KS1, pupils respond appropriately to simple instructions and commands. They convey their personal likes and dislikes related to different foods and can express opinions about the weather.
- Older pupils in Y1/2 take part in simple dialogue. They can ask and answer questions about themselves and their apparel and read related phrases from flash cards. They are enthusiastic in their response when reading from big books.
- In KS2, pupils are increasingly able to respond in a range of circumstances. They show developing confidence when participating in role-play and dialogue and begin to recognise phrases suited to the purpose.
- In Y2/3, pupils can identify parts of the body. They ask and answer questions and read a related dialogue between doctor and patient. Following a simple text, pupils in Y5 exchange personal information and begin to use connectives in a range of sentences.
- Pupils in Y6 enjoy engaging in dialogue relating to their holiday activities. They make observations, participate in games and question peers in the past tense.
- Pupils in both key stages make satisfactory progress in developing their writing skills. Younger pupils label drawings and write sentences based on patterns provided by the teacher. Older pupils use familiar patterns to express simple factual and personal information and record dialogues related to their topics.
- Attractive displays of familiar vocabulary, commands and a variety of target phrases enhance and reinforce pupils' learning. The assistance of the athro bro in supporting and encouraging teachers impacts positively on pupils' progress.

Shortcomings

- Incidental Welsh is not used consistently throughout the school and in other subject areas in all classes to enable pupils develop confidence and spontaneity in conversation.
- Pupils' ability to initiate dialogue is often limited. The extended responses encouraged in some classes need to be consolidated to ensure pupils' progression in developing oral skills in everyday situations.
- Pupils' writing skills, particularly independent writing, need to be further developed.

Design and technology

Standards in design and technology (D&T) are good in both key stages.

Good features

- In both key stages, pupils have an increasing ability to design prototypes and use a variety of materials and techniques.
- Pupils in KS1 designed dragons and made them using reclaimed materials. The finished products match the designs well and pupils used paint and other materials effectively to decorate them and give them character.
- In KS2, designing and making is linked to other subject areas. Pupils co-operated in groups to make effective models of Tudor houses, and examined the construction carefully, noting that, for instance, there is a large overhang on roofs and hypothesising about the reasons for these features.
- Younger pupils in KS2 designed a new cereal, and gave it a name. They evaluate commercial packaging and understand why it has particular sales features. They are then able to translate this into their own designs and names.
- Older pupils made modern buildings based on their study of Cardiff Bay. They measured carefully to ensure that the proportions are correct.
- Pupils in Y5 designed and made garden transport vehicles using balsa wood, and carefully evaluated them, identifying improvements they could make.
- Y6 pupils' work is linked to changes in materials in science, and pupils work co-operatively in groups to make shortbread biscuits and decorate them appropriately. Their verbal evaluations of both the activity and the results were sensible and valid.

Shortcomings

- Some design and make activities are over-prescriptive and do not provide pupils with opportunities to develop their problem-solving skills effectively.
- There is insufficient evidence of pupils evaluating their own design and make activities.

Information technology

Standards in information technology (IT) are good in both key stages.

Good features

- Pupils in both key stages use a range of IT equipment confidently and competently. They can enter and store information, and in KS2 have individual disks for their work.

- In KS1, pupils make good progress in their computer skills, using interactive menus to change programmes and working through programmes effectively to support their learning in other subject areas.
- KS1 pupils are able to use the interactive whiteboard to add data to a database and display data in a number of different formats.
- Pupils in KS2 use computers both in their classes and in the new computer suite to access programmes and CD-ROMs and are able to change font, colour and size of text. They can produce different effects for headings, commentary and titles.
- Pupils use computers for research into science, geography and history as a whole class, using book-based resources in parallel.
- Pupils in Y6 use mathematical programmes appropriately to challenge their ability to solve mental problems quickly.

Shortcomings

- Pupils are not using IT sufficiently to record findings in investigative activities, or in modelling activities.
- No use is made currently of the potential offered by e-mail communication in subjects such as geography.
- The new computer suite is not yet regularly timetabled to give all pupils an opportunity to experience the skills development possible in a class situation.

History

Standards in history are good in KS1 and satisfactory in KS2.

Good features

- Pupils in both key stages have an increasing knowledge and understanding of the past and how it has helped to influence the present. Pupils in KS1 are enabled to develop early skills in historical enquiry through asking questions about the past in their study of schools long ago.
- Pupils in Y1/2 show a developing understanding of time lines. Effective use of pictures and stimulating discussion enables pupils to make the distinction between past and present. They are able to discuss similarities and differences confidently and begin to pose their own questions. Their recall of previous learning is good.
- Pupils in Y3/4 develop an understanding of the way of life and leisure activities of people in Tudor times when playing table games. They compare these with games today and give reasons for their preferences.
- Pupils in Y5 develop their skills of enquiry and enhance their knowledge and understanding of the causes accompanying change through studying maps and photographs of their local area.

- At the end of KS2, pupils can recall facts about periods, people and events they have studied especially in their study of the Stuart period. They have a sense of the social aspect of history and show empathy with characters and happenings.
- Purposeful use is made of visits, speakers, special days celebrating the Victorian period and attractively displayed artefacts and photographs in both key stages to enhance pupils' understanding.

Shortcomings

- Opportunities for pupils to communicate their knowledge and understanding of historical events through writing about the past in different forms should be further developed to include their own ideas and judgements.
- In KS2, pupils' skills of in-depth historical enquiry through independent research, their understanding and analysis of past events and their ability to select and combine information from a variety of sources lacks development.

Geography

Standards of achievement are satisfactory in KS2. No geography lessons were observed in KS1, but, on the basis of work in books and talking to pupils, standards were judged to be good.

Good features

- Pupils in KS1 make good progress in developing early geographical skills. They observe and collect information and can ask and answer geographical questions. They can communicate their own opinions sensibly and logically and express their likes and dislikes about the local area.
- As the result of fieldwork, pupils in Y1/2 can identify buildings and features and can highlight routes from home to school. They have a good understanding of the local facilities and have surveyed and analysed the various modes of local transportation.
- In Y3/4 pupils' studies of Cardiff Bay, they are able to justify their explanations for the different ways in which human activity affects and attempts to manage the environment.
- Pupils in Y5, through their study of St. Lucia, are able to consider the essential features of an area and understand some of the process contributing to its development, such as tourism.
- Pupils in Y6 begin to develop good skills in formulating ideas about geographical issues in their study of rainforests. They show awareness of environmental factors and reflect thoughtfully on the interdependence of animals and plants. They show a good understanding of environmental change and of the individual's responsibility for the environment in their research on coral reefs. They recall appropriate geographical terminology with understanding.

- Pupils in both key stages can reflect sensibly and thoughtfully on matters that affect their immediate environment and begin to show an appropriate level of awareness of sustainable development.

Shortcomings

- In collecting, classifying, interpreting and presenting geographical information, pupils lack sufficient opportunities to communicate their understanding through writing and use of ICT.
- Pupils in KS2 need to further develop in-depth enquiry skills to answer geographical questions and be able to formulate ideas and opinions about geographical issues and events.

Art

Standards achieved in art are good in both key stages.

Good features

- In both key stages, pupils are developing an appreciation of the use of colour and their competence in drawing skills is increasing.
- Pupils' skills in drawing are used effectively in subjects such as design and technology and science.
- Pupils have a good awareness of the techniques used by artists such as the Pointillists, van Gogh and Monet, and are able to use them for their own paintings.
- Pupils in KS1 make good sketches of a magical background for their dragons, and make careful choices and mix colours to achieve their aims successfully. They are aware of the need to choose an appropriate brush size for the area of work they are creating.
- Youngest pupils in KS2 work hard to produce a three-dimension wire and plaster model from initial sketches of bodies in movement.
- Oldest pupils have examined the work of a local Welsh artist, evaluated his techniques, and used them effectively in producing charcoal drawings of local areas of historical interest.
- Pupils use their drawing and painting skills well to illustrate work in topics such as the Tudors and geographical studies of Africa.
- Pupils are able to use 'paint' programmes to illustrate their work.

Shortcomings

- There are few examples of three-dimensional work in KS2.

- There is little evidence of malleable materials such as clay being used by older pupils in KS2.

Music

Standards in music are good in KS1 and satisfactory in KS2.

Good features

- Pupils in both key stages sing in tune with clear diction from a varied selection of hymns and songs. They sing well together and evidently enjoy the experience of performing.
- In KS1, pupils know a variety of simple topic related songs. They are able to sing loudly and softly, remember and repeat musical patterns.
- In Y1/2, pupils develop a good understanding of different musical elements. They can vary pitch and show awareness of pace when performing. They recognise and describe sounds made by instruments and confidently communicate their own ideas when creating a graphic score. They discuss the effectiveness of the music and respond appropriately to the ‘narrator’ and ‘conductor’.
- KS1 pupils handle percussion instruments appropriately and use them effectively to accompany their compositions. They can name instruments and make good progress in their understanding and use of subject related vocabulary.
- In KS2, pupils in Y2/3 demonstrate their ability to keep in time with a steady beat when accompanying taped music using body percussion and instruments. They make good progress in recalling musical patterns.
- In Y5, using sticks and drums, pupils extend their understanding of rhythm by working in groups to produce a sequence of different rhythmical sounds. They listen to their own and others’ music and discuss how rhythms have developed and changed.
- Pupils’ performing skills are enhanced in extra-curricular activities in instrumental tuition. Opportunities to perform in school events and visits to the school by professional performers effectively support standards of achievement in music.

Shortcomings

- In KS2, pupils need to further develop appropriate techniques and control of sound when playing percussion instruments.
- Pupils lack opportunities to develop critical evaluative skills and appraisal of others’ performances focused on musical elements.

- The progress and development of skills evident in KS1 are not embedded in KS2 and need a further focus and structured direction.
- Opportunities to engage in instrumental performances or accompany singing in morning worship would benefit pupils.

Physical education

Standards of achievement in physical education (PE) are good in both key stages.

Good features

- In both key stages, pupils respond enthusiastically to a range of activities through which they develop good movement skills. Pupils handle apparatus safely and carefully.
- Pupils are developing an awareness of the body and its capabilities. They are aware of the importance of exercise and the changes which occur as a result of physical exertion.
- In KS1 pupils listen carefully and concentrate well. Pupils achieve good balances and are able to put together a sequence of movements. They use space well and travel confidently, changing speed and direction.
- In team activities, KS2 pupils have good skills in sending, receiving, avoiding and passing and can use them in team games.
- In dance, pupils respond well to musical stimuli in KS2, working effectively in pairs to develop a sequence of movements related to the music. They are able to demonstrate the sequence, and can evaluate the work of others effectively.
- In gymnastic activities, the oldest KS2 pupils are able to consider and develop levels, shape, balance and stillness and can suggest appropriate linking movements. Again, they are able to evaluate their own work well.
- Older KS2 pupils attend swimming lessons and have the opportunity to undertake outdoor and adventurous activities.
- Extra-curricular sporting activities are well supported by pupils of all abilities and by parents. Pupils are enthusiastic and work well together and with adults, despite the difficulties of playing ball games on a steeply sloping surface. These activities contribute positively to pupils' games skills.

Shortcomings

- At times, pupils lose concentration and become noisy during PE lessons.
- Although pupils are evaluating their work, this is at an early stage and would benefit from further development.

Religious education

Standards in religious education are good in KS1 and satisfactory in KS2.

Good features

- No lessons were observed in KS1 but on the basis of work in books and talking to pupils standards were judged to be good. Pupils talked confidently and happily about special days and family celebrations. They know why and how we celebrate events.
- In Y1/2, pupils talk with understanding of the importance of being kind and helpful to others and show a sensitive understanding of how others feel. They clearly understand the need to give thanks and write prayers of thanksgiving.
- In their study of special places, pupils have a good understanding of the purpose of places of worship. They are able to describe the interior of a church and can identify the main features.
- Younger pupils in KS2 develop a basic understanding of how other faiths such as Judaism and Hinduism celebrate and worship through class discussions.
- Through their research on monastic life on Caldy Island, pupils in Y5 learn to understand the purpose of dedication and develop an awareness of ways in which people's lifestyles are affected by their religious beliefs.
- Pupils in Y6 learn of different beliefs about the natural world and develop an appreciation of the importance of caring for their environment, particularly trees. They communicate their responses through imaginatively presented written work, and the planting of seeds.
- The compilation of their own class and school rules enables pupils to develop an awareness of the difference between right and wrong and the significance of being sensitive and thoughtful towards others.

Shortcomings

- In KS2, pupils have few opportunities to record their personal responses to religious ideas and themes.
- Pupils in KS2 have insufficient in-depth knowledge or understanding of the beliefs and practices of other faiths.
- While pupils identify the use of artefacts (from pictures during the inspection) they do not have a secure understanding of their symbolic significance.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

The previous inspection, undertaken in 1998, identified six key issues for action.

1. Improve standards of achievement and quality of teaching in reception.

The school has made very good progress in this issue: both the quality of teaching and standards of achievement are identified as being very good.

2. Use ongoing assessment to plan future work.

The school has made good progress in this aspect in the early years and KS1. However, there is no evidence of ongoing assessment being used to inform planning in KS2, and this is once again a key issue.

3. Provide work which is well matched to pupils' need, particularly in mixed-age classes.

The school has made good progress with this in KS1 and for pupils with special educational needs, but this aspect requires further development in KS2.

4. Provide pupils with strategies to develop their independent and investigative learning.

The school has made good progress in giving pupils strategies to carry out independent and investigative work in science, and research skills are developing in subjects such as history and geography. However, pupils still have too few opportunities for investigative learning in mathematics.

5. Develop the role of subject leader in monitoring and evaluating provision and standards of achievement.

The role of the subject leader has developed since the last inspection, and they are now monitoring standards of achievement through examination of planning and pupils' books. Subject leaders are beginning to observe learning and teaching, but this is an aspect which will benefit from further exploration to support the school's self-evaluative skills and provide evidence for school improvement.

6. Put in place a more formal structure for whole school development and financial planning.

The school now has a formal structure for school development and financial planning. The head teacher and governing body exercise appropriate leadership and oversight of these aspects.

8.2 Key Issues for Action

In order to secure continuing improvement, the school needs to:

- improve standards in writing* in both key stages, and in mathematics*, Welsh, history, geography, music* and religious education in KS2;
- develop further self-evaluation strategies for school improvement*;

- develop the planning and implementation of
 - i. key skills and
 - ii. challenging, open-ended tasks across the curriculum;
 - improve assessment in KS2;
 - develop the role of the subject leader further;
 - continue to work on the accommodation issues identified in the KS2 building.
- * The school has identified these as issues for improvement in the current school development plan.

The inspection team thanks pupils, parents, teachers and governors for the courtesy with which it was treated.

APPENDIX

A. Basic information about the school

Name of School	Sofrydd Primary School
School type	LEA maintained
Age -range of pupils	3 - 11
Address of school	Sofrydd Road Nr Crumlin Blaenau Gwent
Post-Code	NP11 5DT
Telephone Number	01495 244003

Headteacher	Mrs C Davies
Date of appointment	1.9.1996
Chair of Governors/ Appropriate Authority	Mr D Hughes
Registered Inspector	Mrs H R D Palmer
Dates of inspection	24 – 27 March 2003

B. School data as indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	11.5	24	13	23	29	21	21	25	169.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	1	8.5

Staffing information	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	22:1
Pupil : adult (fte) ratio in nursery classes	9.5:1
Average class size, excluding nursery and special classes	26
Teacher (fte) : class ratio	1.1:1

C. Results of national curriculum assessments and public examinations

National Curriculum Assessment KS 1 Results: 2002			Number of pupils in Y2: 29						
Percentage of pupils at each level									
			D	W	1	2	3	4	
ENGLISH:	Teacher Assessment	School	0	7	7	73	1	0	
		National	0	4	13	62	2	0	
EN: Reading	Teacher Assessment	School	0	7	10	67	1	0	
		National	0	4	13	54	2	0	
EN: Writing	Teacher Assessment	School	0	7	7	84	0	0	
		National	0	5	13	70	1	0	
EN: Speaking and listening	Teacher Assessment	School	0	3	7	67	2	0	
		National	0	3	11	63	2	0	
MATHEMATICS	Teacher Assessment	School	0	7	7	67	2	0	
		National	0	2	9	60	2	0	
SCIENCE	Teacher Assessment	School	0	3	3	70	2	0	
		National	0	2	10	67	2	0	

Percentage of pupils attaining at least level 2 in mathematics, science, and either English or Welsh (first language)			
In the school:	83	In Wales	81

NATIONAL CURRICULUM ASSESSMENT RESULTS
END OF KEY STAGE 2: 2002

National Curriculum Assessment KS 2 Results: 2002							Number of pupils in Y6: 35					
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	3	0	0	3	23	48	23	0
		National	0	0	1	0	1	6	19	48	25	0
	Test/Task	School	0	0	3	0	0	5	23	46	23	0
		National	0	1	0	0	0	4	14	47	31	0
Mathematics	Teacher assessment	School	0	0	0	0	0	5	23	49	23	0
		National	0	0	1	0	1	4	19	47	28	0
	Test/Task	School	0	3	0	3	0	3	14	54	23	0
		National	0	2	1	0	0	4	18	42	32	0
Science	Teacher assessment	School	0	0	0	0	0	6	3	63	28	0
		National	0	0	1	0	0	3	15	52	29	0
	Test/Task	School	0	3	0	0	0	6	3	51	37	0
		National	0	2	0	0	0	2	13	51	31	0

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	65.7	In the school:	68.6
In Wales:	68	In Wales:	68

- D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
- A Pupils who have failed to register a level because of absence
- F Pupils who have failed to register a level for reasons other than absence
- W Pupils who are working towards level 1

D. The evidence base of the inspection

Before the inspection, meetings were held with the staff, the governing body and the parents of pupils registered at the school. Three parents were present at the pre-inspection parents' meeting. Documents supplied by the school were scrutinised and 27 questionnaires returned by parents were analysed. A team of three gave ten inspector days to the inspection, in the course of which formal observations were made of 62 lessons or part lessons. In addition, 86 formal notes were made of aspects of pupils' work and provision. Discussions with pupils from all age groups and abilities were undertaken, both inside and outside the classroom. A representative sample of pupils' work from all classes and for the whole academic year was scrutinised. Teachers' plans and records were examined. Inspectors considered the site, fabric and resources of the school. Discussions were held with the Head and with teachers, particularly about their subject management roles. Still within the context of the inspection, reporting back meetings took place with the Head, the staff and the governing body.

E. Composition and responsibilities of the inspection team

INSPECTOR	ASPECTS	SUBJECTS
Mrs H R D Palmer Registered Inspector	1. Context 2. Main Findings 3.1 Standards of Achievement 3.2 Key Skills 1.1 Quality of Teaching 1.2 Assessment, Recording and Reporting 6.1 Self-Evaluation 6.2 Leadership and Efficiency 6.3 Resources 8.1 Progress since the last inspection 8.2 Key Issues for Action	Early Years Mathematics Science Design and Technology Information Technology Art Physical Education
Mrs G Rees Team Inspector	4.1 Spiritual, Moral, Social and Cultural Development 1.3 Curriculum 1.4 Support, Guidance and Pupils' Welfare 1.5 Special Educational Needs	Welsh as an additional language English History Geography Music Religious Education
Mr C Hewitt Lay Inspector	4.2 Behaviour and Attitudes 4.3 Attendance 1.6 Partnership with Parents, etc. 1.7 Partnership with Industry	