

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

A report on the quality of education in

**St Athan Primary School
Rock Road, St Athan
Vale of Glamorgan
CF62 4PG**

School number: 6732144

Date of inspection: 21/09/09

by

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Introduction

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

The inspection of St Athan Primary School took place between 21/09/09 and 24/09/09. An independent team of inspectors, led by Peter Mathias 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). The table below shows the terms that Estyn uses and a broad idea of their meaning. The table is for guidance only.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

Year	R	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 St Athan Primary School is situated near the centre of the village of the same name in the Vale of Glamorgan which is the Local Authority (LA), it serves the local community and the Ministry of Defence facilities at the nearby military establishment, which was originally a large Royal Air Force base. Many pupils who attend the school from this facility rarely stay at the school for the whole of their primary education. Of these, a significant majority remain at the school for relatively short periods before they transfer to other locations. Consequently the school has a very high rate of mobility and a complex admissions policy and programme. Pupils come from homes where there is a wide range of social and economic circumstances and housing.
- 2 There are 172 pupils on roll between the ages of four and eleven and 14 full time equivalent children who attend the nursery on a part-time basis. This is a significant decrease on the roll of 278 at the time of the last inspection in October 2003.
- 3 Pupils represent the full range of ability although many begin school with below the expected levels of maturity generally found in children of that age, particularly in their speech and language skills.
- 4 The school reports that 18% of pupils are considered to be eligible for free school meals which is above the LA average of 11.9% and the Wales average of 17.5%.
- 5 About 16% are considered by the school to have some degree of special educational needs (SEN). No pupil has a statement of SEN and no pupil has the National Curriculum (NC) disapplied. No pupil has support in English as an additional language (EAL). One pupil is looked after by the LA. No pupil was excluded in the previous school year.
- 6 English is the predominant language of all pupils. No pupil has Welsh as the language of the home. 99% of pupils are from white, British backgrounds. The current headteacher was in post at the time of the previous inspection. During this inspection one of the permanent members of the teaching staff was on maternity leave. Her teaching responsibilities were carried out by a temporary teacher.
- 7 The school holds the Basic Skills Quality Mark, Investors in People, Eco-Schools Green Flag Award (silver and bronze) and the Healthy Schools Award.

The Schools Aims

- 8 The schools aims are wide and appropriate to the ages and abilities of the pupils.
- 9 The school's vision statement is, "The school is at the heart of the community where children are provided with experiences that lay the foundations for life and where children are encouraged and helped to become lifelong learners."

The school's priorities and targets

10 The school's priorities and targets for (2009/2010) are to:

- continue with the successful implementation of the Foundation Phase;
- review and revise new schemes of work in both Foundation Phase and Key Stage 2 (KS2);
- review and update the school's self-evaluation plan;
- continue to develop a skills based curriculum;
- continue to embed new strategies for the development of understanding of the world of work;
- continue to work towards the achievement of the BECTA Award in the use of information and communications technology (ICT);
- continue to support the professional development of all staff and in raising standards throughout the school;
- ensure Y Cwricwlwm Cymreig and bilingual issues have a high profile throughout the school;
- continue to develop strong links with the community, local industry and schools in order to support a broad curriculum; and
- continue to improve the fabric of the school through the development of a systematic refurbishment programme.

Summary

11 St Athan Primary School is a good school and it is well led. It has made good progress in addressing the key issues of the last inspection in October 2003. Relationships and pupils' personal development are very positive. Pupils generally make at least the expected progress and come from a wide range of backgrounds, often with below expected basic skills when they begin school. Many stay in the school for short periods. It provides a good standard of education and gives good value for money.

Table of grades awarded

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

12 The inspection team disagreed with all of the seven judgements made by the school in its self-evaluation report because in each case the school over-estimated the quality of its provision by one grade. While nearly all of the Key Questions contained some outstanding features, in each case these were insufficient to support the highest grade.

13 Overall standards of achievement in the subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
13%	75%	12%	0%	0%

14 These figures are close to those reported by Her Majesty's Chief Inspector (HMCI) Annual Report (Primary) 2007/2008 where standards were good or better in 84% with 10% being outstanding. In this inspection 88% of lessons were good or better. Standards of achievement are higher now than at the time of the last inspection.

Grades for standards in subjects inspected

Inspection Area	KS1	KS2
Mathematics	2	2
Science	2	2
Design and technology	2	2
History	2	2
Geography	2	2
Music	2	2

- 15 Nearly all pupils who spend a substantial amount of their primary education at the school at least meet the predictions made for them at the ages of seven and eleven. Pupils with SEN who remain in school make good progress.
- 16 The overall quality of educational provision for the under-fives is appropriate to their needs and children make good progress towards the Foundation Phase Outcomes.
- 17 In the end of 2009 Key Stage 1 (KS1) teacher assessments for seven year olds, starting from a below expected base, the proportion of pupils attaining at least the expected level (Level 2) in English, mathematics and science was above the LA and national averages. The combined results were also above these averages. In these assessments boys out-performed girls however, there is no consistent pattern in these comparisons over time. Over recent years results in all three subjects and when the combined results are considered have improved.
- 18 In the 2009 national teacher assessments for eleven year olds, the proportion of pupils attaining at least the expected level (Level 4) in English was well below the LA and national averages. In mathematics and science results were close to but below these averages. The combined results were well below. In these assessments girls out-performed boys by a considerable amount. Over recent years this pattern has been repeated except in last year's assessment when boys out-performed girls. From a superficial review of the data it would seem that the school's rate of improvement in these assessments is negative and the school is not performing as well as it did in 2006.
- 19 When these results are compared to schools considered to have a broadly similar proportion of pupils entitled to free school meals, the school's results for seven year olds were very high in English and above most of these schools in mathematics and science. The combined results were very high. The KS2 results in 2009 were very low in English and below these similar schools in mathematics and science. The school did not meet its targets in 2009 which it had agreed with the LA.
- 20 There are some very significant factors to bear in mind when considering the performance of this school in the national teacher assessments. Relatively high proportions of pupils from the military facilities enter and leave the school at different times and many only remain for short periods. As a result the school's longer term predictions based upon pupils' performance at the age of seven are always likely to be incorrect because there are always significant changes within each year group. Analysis of the performance of pupils who remain within the school for most or all of their primary education indicate that nearly all of these pupils make at least the progress it would be reasonable to expect of them, bearing in mind the special circumstances of this school.
- 21 Standards and progress in the key skills of literacy and communication in English are good overall. In KS1 and KS2 all build successfully on the progress which they make in the Foundation Phase in listening and speaking. In KS1 and KS2 nearly all pupils read at an appropriate level for them and write confidently for a wide range of reasons, for example in history, geography and religious education.
- 22 Standards in communication in Welsh and standards in the use of incidental Welsh have good features which outweigh shortcomings. Although children in the

Foundation Phase are beginning to use Welsh in their daily routines, in KS1 and KS2 pupils do not consistently and confidently speak, listen, read or write in Welsh. This is because they have limited opportunities to extend their learning.

- 23 Across the school mathematical skills are good and are well used from the Foundation Phase when children are beginning to weigh and measure in their play and in their practical activities. In KS1 and KS2 nearly all measure accurately in design technology and when carrying out investigations themselves. Nearly all express information well using a variety of graphical forms.
- 24 From the Foundation Phase pupils develop a good range of skills in the use of ICT. By the end of KS2 nearly all pupils compose, edit and print their work, interpret data and use digital cameras confidently. They use the Internet regularly and appropriately to find out information for themselves. Within the Foundation Phase all children have a growing understanding of their Welsh heritage and culture. In KS1 and KS2 nearly all pupils have a secure knowledge of some Welsh writers, artists, composers and musicians, which they learn about in English, history, geography, music and art.
- 25 From the Foundation Phase all show care, respect and concern for each other and have good personal and social skills. They have very positive attitudes to each other.
- 26 Pupils' problem solving skills are good as is their appreciation of how to improve their own learning and performance. A particular strength is the very positive appreciation pupils have of the skills they need to work constructively together. They work with each other very willingly and value each others' contributions very maturely.
- 27 Attendance at 92.6% for the previous year is below the average for all primary schools in Wales and below the LA average. It is also below the average rates for attendance for schools with a similar proportion of pupils entitled to free school meals.

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
16%	71.5%	13%	0%	0%

- 28 These figures are close to the national figures reported by HMCI in the Annual Report 2007/2008 (Primary) where the quality of teaching was Grade 2 or better in 83% of lessons. In this inspection 13% of lessons were Grade 3. Nationally 17% of lessons are Grade 3 or below. These figures are just above those of the previous inspection.
- 29 In the Foundation Phase practitioners plan well to provide a good range of stimulating activities and work closely together as a team to put them into effect. In KS1 and KS2 teachers' planning is sufficiently detailed and structured. Planning for those pupils with SEN and for those who are higher attainers is good.
- 30 In the best lessons which were in KS2 where there were many outstanding features, these included:

- very clear explanations of the objectives of the lessons and the skills pupils would need to apply to complete their tasks;
- very high expectations of what should be achieved and very positive encouragement to give pupils the confidence to try to reach their objectives;
- very effective questioning to encourage pupils to come to their own logical conclusions;
- outstanding abilities to pass on their own enthusiasms for and knowledge about different subjects; and
- detailed and very effective reviews of what has been previously learnt in order to provide a very firm foundation for further learning.

31 Where there were some shortcomings these were:

- too much time unnecessarily taken in explaining tasks;
- low pace to learning;
- lack of challenge for pupils and as a result pupils show a lack of interest in their work; and
- missed opportunities to develop pupils' confidence to use incidental Welsh.

32 Arrangements for assessment and its use in planning and improving learning are very extensive and meet statutory requirements. There is a very detailed and thorough program for testing and assessing which has many outstanding features. A particular strength is the rigorous way in which the school tracks the progress of the high number of pupils who transfer into and out of the school and measure the progress which is being made. The school is working closely with the secondary school to which most pupils transfer and with other local primary schools to agree standards, particularly in English, mathematics and science.

33 Work is marked regularly in line with the school's marking policy and teachers use a very wide range of techniques to involve pupils effectively in assessing their own work both positively and supportively. This is an outstanding feature. Reports are detailed and meet statutory requirements. However, they do not indicate to parents how they themselves might help their children to improve.

34 The curriculum meets all legal requirements of the NC and the agreed syllabus for religious education. The curriculum for children in the Foundation Phase is wide and interesting and firmly based around practical experiences to address the areas of learning for these children. Policies and schemes of work are being reviewed in each subject to bring them into line with recent changes to the NC. Planning for the development of key skills is in place to ensure that pupils learn these in a systematic way. However, subject specific skills are not given sufficient emphasis in the schemes of work.

- 35 The curriculum is significantly enhanced by a wide range of visits and visitors and out of school clubs to which all have equal access. Overall it meets the needs and interests of pupils well.
- 36 Provision for spiritual, moral, social and cultural development is good overall. Moral, social and cultural development is promoted well and pupils are given good opportunities to learn about Wales and other countries such as Tobago and China where there are specific links. However, spiritual awareness is not as well supported and while collective acts of worship meet legal requirements, they do not encourage pupils to reflect or to think sufficiently about the messages of the assemblies and to consider issues greater than themselves.
- 37 The provision for sustainable development and global citizenship is good and the whole-school demonstrates a strong commitment to the environment and to recycling. There is also good provision for pupils to understand the world of work and how business and commerce operate.
- 38 Pupils are well cared for, guided and supported. Teachers and support staff know pupils well. There are good arrangements to promote pupils' wellbeing and safety.
- 39 Provision for pupils with SEN is good and complies with the code of practice. There are good links with a wide range of support services. All pupils are treated equally and the school has in place rigorous arrangements to promote positive race relations and to recognise and respect diversity. There are detailed guidelines to address issues of bullying and any other forms of harassment. The school council is active and provides all pupils with a voice which is heard and respected.
- 40 The school successfully promotes healthy eating and healthy lifestyles. Child protection arrangements are in line with local guidance and recommended good practice. There are well established and effective procedures to monitor behaviour, attendance, punctuality and performance which are consistently put into practice. The school has made effective arrangements to secure the equal treatment of disabled pupils and those pupils with specific medical needs. An accessibility plan is in place following a review of the school site to assess its accessibility for the disabled.

Leadership and management

- 41 The school is well led and managed. The headteacher, working closely with the deputy headteacher and the senior management team provides a strong and purposeful lead. There is a clear sense of direction from the senior management team and a strong commitment to continue to develop the professional skills of all staff, for example in the introduction of the new skills based curriculum. Much of the work involved in this process has been undertaken by the senior management team with the results that generally teachers do not have a sufficiently strong sense of ownership of these developments, for example implementing and evaluating the impact of these changes on their standards of teaching and learning in their classes.
- 42 The school takes careful note of local initiatives and national priorities. The breakfast club is well supported. The introduction of the Foundation Phase has been well managed. However, pupils' bilingual skills are not encouraged sufficiently in lessons

and in the everyday life of the school. Arrangements to provide teachers with time during the taught week to plan, prepare and assess are well organised, managed and used.

- 43 The governing body meets its statutory duties. It is well organised and led. It is supportive of the school and well informed about its longer term needs. Alongside the headteacher it has managed the school budget very well and resolved significant financial issues prudently.
- 44 The process of self-evaluation is well established. As part of this process a good range of evidence is carefully considered which informs decisions in all aspects of the work of the school. A particular strength is the way in which the school uses information about the performance of pupils in national teacher assessments and other reliable tests to quantify the progress pupils make. The self evaluation report is detailed but is not sufficiently evaluative. It does not seek the views of pupils and parents when making judgments about its strengths and areas for development. The school self-evaluation process is closely linked to the school improvement plan (SIP) and the school's performance management arrangements.
- 45 The day-to-day administration of the school is efficient and very well organised. The indoor and outdoor facilities provide a stimulating and spacious environment for learning. The school is a colourful and attractive place. All school initiatives are rigorously costed and priorities in line with the SIP. The day-to-day budget is carefully controlled. There are good quality resources to meet the needs of a curriculum which are well used and which have helped to make significant improvements to learning.
- 46 The school is appropriately staffed with well qualified and experienced teachers and support assistants. Pupil teacher ratios are advantageous.
- 47 Bearing in mind the overall quality of education provided and the progress pupils make, often from lower than expected starting points, the school gives good value for money.

Recommendations

- 48 In order to improve the school the staff and the governing body need to:
- R1 raise standards across the school in incidental Welsh by extending the opportunities provided for pupils to use Welsh and English regularly and consistently; *
 - R2 put in place strategies to extend the outstanding features found in teaching in some classes so that these occur more consistently across the school;
 - R3 build on the existing arrangements to implement the changes to the NC so that all professional staff are more fully engaged in that process;
 - R4 give more attention in the self-evaluation process to seeking and considering the views of all stakeholders and in focusing the document more closely on raising standards further; and

R5 take steps to raise levels of attendance.

- The school has already identified this as a priority.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

- 49 The findings of the inspection team did not match the judgments made by the school in its self-evaluation report. This is because the school over-estimated by one grade how well learners succeed in attaining agreed learning goals and in the progress pupils make. While nearly all pupils achieve well from a variety of different starting points, the inspection team did not consider that overall pupils' achievements were outstanding.
- 50 In the 2009 national teacher assessments for seven year olds, starting from a below average base, the proportion of pupils attaining the expected level (Level 2) in English and mathematics and science were above the LA and national averages. The combined results were also well above these averages. In these results boys out-performed girls. In recent years performance in all three subjects and when they were combined have improved.
- 51 In the national teacher assessments for eleven years old, the proportion of pupils attaining at least the expected level (Level 4) in 2009 in English was well below local and national averages. In mathematics and science results were close to but below the local and national averages. When these results were combined they were well below local and national averages. In these results girls significantly out-performed boys. In recent years standards of attainment at the end of KS2 have fallen. The school's apparent rate of improvement in these assessments is negative and the school does not appear to be performing as well as it did in 2006.
- 52 When the results are compared to schools considered to have a broadly similar proportion of pupils entitled to free school meals, seven year old pupils attained very high results in English above most of these schools in mathematics and just below these schools in science. The combined results were very high. When compared to these similar schools the KS2 results in 2009 were very low in English and below in mathematics and science. The combined results were also very low.
- 53 Care should be taken when considering these results at the end of KS2. This is because a relatively high proportion of pupils enter the school at different times and many only remain for short periods. Careful analysis of the latest information

indicates that although many pupils did not reach the expected level (Level 4) the progress that they had made was at least in line with that predicted for them. In many cases pupils exceeded the levels they were expected to reach. From the information available it is clear that those pupils who begin and complete their primary education at the school nearly always make at least the progress expected. The recent negative trend in results at KS2 is because of the factors explained above. While the school agrees overall targets with the LA on the basis of pupils' performance when they were seven years of age, significant changes of the makeup of the group occur during KS2. The school did not meet its overall targets in 2009.

- 54 Many children begin school with skills and experiences which are below the levels expected for their age. Nearly all, including those with SEN, make good progress and meet or exceed the individual standards the school predicts for them. Those who are higher attainers achieve well.
- 55 The overall quality of educational provision for the under-fives is appropriate to their needs and children make good progress towards the Foundation Phase outcomes.
- 56 Standards of achievement in the subjects inspected are as follows:

Grades for standards in subjects inspected

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
13%	75%	12%	0%	0%

- 57 These figures are close to those reported in HMCI's Annual Report 2007/2008(Primary) where standards were good or better in 84% of lessons with 10% being outstanding. In this inspection 13% of lessons were Grade 1 and 12% of lessons were Grade 3. These results are higher than at the time of the last inspection.

Subject grades for subjects inspected

Inspection Area	KS1	KS2
Mathematics	2	2
Science	2	2
Design and technology	2	2
History	2	2
Geography	2	2
Music	2	2

- 58 In all classes from the Foundation Phase, achievement in communication skills in Welsh has some good features which outweigh shortcomings. From the Foundation Phase pupils do not build consistently on what they have learnt. While all children in the Foundation Phase are at an early stage of using Welsh in their activities and in their play, all pupils in KS1 and KS2 do not speak and listen sufficiently confidently in Welsh and their reading and writing skills are slow to develop. Pupils' bilingual skills are also limited because across the school there are insufficient opportunities for pupils to use Welsh and English regularly and consistently.

- 59 In communication in English, skills in speaking and listening across the school are good. In KS1 and KS2 pupils build well on the successful start made in the Foundation Phase. Across the school pupils listen carefully for longer periods of time. By the end of KS2 many pupils speak in a mature way and use wide vocabularies.
- 60 In KS1 and KS2 pupils read at an appropriate level for their ability across the curriculum and towards the end of KS2 many read fluently for a wide range of reasons.
- 61 All pupils write for a wide range of reasons in subjects and for different purposes, for example in science, history, geography and religious education.
- 62 Across the school mathematics skills are good. In the Foundation Phase children explore enthusiastically and are developing a good understanding of how to measure liquids and solids and to investigate shape. In KS1 and KS2 pupils measure accurately in design technology and when carrying out fair tests in science. Pupils use graphical representations well to express their findings in a variety of different ways.
- 63 From the Foundation Phase, pupils develop a good range of ICT skills, for example to compose, edit and print their work. Older pupils interpret data by identifying trends. They use digital cameras confidently to illustrate their work and find out information from the Internet to support their learning across the curriculum.
- 64 Pupils have a secure knowledge of their Welsh heritage and of its writers, composers, musicians and creative artists. This is a result of the wide range of experiences they have in English, mathematics, science, music and art.
- 65 Pupils' personal and social development is good. All pupils show care, respect and concern for each other, for adults and for the environment. They play and share together and show very positive attitudes.
- 66 Across the school problem solving skills are good. From the nursery they respond to a range of challenges and arrive at sensible decisions and solutions. Independent learning skills are good throughout the school.
- 67 Pupils' creative skills are good. From the Foundation Phase they use a wide range of media to illustrate their work and experiment with different techniques. Pupils perform to a good standard and sing well particularly in assemblies.
- 68 Across the school pupils work together very well, they have a very clear understanding of how to work with others constructively. This is an outstanding feature. Pupils are well aware of their targets and all discuss how they can improve their own learning and performance.
- 69 Pupils' behaviour and their attitudes towards learning are outstanding features of the school and contribute significantly to the standards pupils achieve, to their personal and social development and to the quality of life in the school. Pupils are friendly, welcoming and courteous and enjoy positive relationships with all adults in the school.

- 70 Pupils' good behaviour is evident not only in lessons but also in assemblies, in their playground games and at meal times. Respect, care and concern for others are notable features of the school.
- 71 Pupils are well-motivated, enthusiastic and enjoy their learning. They listen attentively to their teachers, engage readily in discussion, co-operate well with adults and their peers and settle quickly to their tasks.
- 72 Good features outweigh some shortcomings in attendance rates throughout the school. Attendance rates for the past three terms average 92.6% which is below national rates of attendance for pupils of primary school age and below rates of attendance for schools that have a similar proportion of pupils entitled to receive free school meals.
- 73 Much of the absence is caused by a few pupils who have a high level of absence, which has an adverse impact on the continuity of their education and the standards they achieve. The school is working closely with the education welfare service and other external welfare agencies to support the families concerned. The transient nature of the school population, with a high pupil turnover in many year groups, also has a considerable impact on the rates of attendance achieved.
- 74 Nearly all pupils are developing the skills to work independently and to take responsibility for their own learning. They work together well in pairs and groups with confidence, organise activities fairly and ensure everyone contributes. Pupils of all ages are well prepared to take on responsibilities and they readily engage with all the opportunities offered to them within the school community.
- 75 Pupils' personal, social, moral and wider development is outstanding. Almost without exception, pupils have a strong sense of fair-play, take responsibility for their actions and demonstrate tolerance and consideration towards others. Pupils are developing a sound understanding of equal opportunities issues and of diversity within society. They show respect for faiths and cultures that are different from their own.
- 76 All pupils are well prepared to take an active role in the life and work of the local community. Pupils support a range of community activities and initiatives and through visits in the locality, learn about the life and work of the local community.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

- 77 The findings of the inspection team did not match the judgments made by the school in its self-evaluation report. This is because the school over-estimated by one grade how well teaching and training meet the needs of learners and the curriculum.

78 The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
16%	71%	13%	0%	0%

- 79 The quality of teaching is good or better, that is Grade 1 or Grade 2 in 87% of lessons. This figure is close to the national picture reported by HMCI in the Annual Report 2007/2008 (Primary) where the quality of teaching was good or better, that is Grade 1 or Grade 2 in 83%.
- 80 In this inspection 13% of lessons were Grade 3 compared to the national picture where 17% of lessons were Grade 3 or below. These figures are just above those of the last inspection.
- 81 In the Foundation Phase practitioners organise a good range of interesting and enjoyable experiences for all children which stimulate their imagination successfully. All practitioners work closely and effectively together to plan and teach as a team. In KS1 and KS2 teachers' planning is sufficiently detailed and structured so that lessons meet the needs and abilities of all pupils including those with SEN.
- 82 Across the school teachers make it clear what they expect of their pupils and what are the objectives of the lessons. They clearly explain which skills for learning pupils will need to use. They regularly remind pupils of the time they have to complete their tasks. They positively encourage pupils to work hard and to be productive.
- 83 The lessons which have many outstanding features are found in KS2. In these lessons teachers and their assistants work together closely to ensure that all pupils are fully engaged in the learning. The objectives of the lessons are very carefully explained so that all know what is expected of them. All pupils are positively encouraged to believe that they will achieve well and as a result begin their work eagerly. The teachers question very effectively in order to encourage pupils to come to their own logical conclusion. They support and encourage warmly and move the lessons successfully on because their own eager enthusiasm is infectious and pupils copy the very good examples set.
- 84 In the outstanding lessons, teachers show very secure subject knowledge, for example in music where the teacher very successfully encouraged pupils to use and understand specialist terms to describe a composition. They make very good links with other subjects. They clearly emphasis, for example in history, connections between their own area and the area they are studying.
- 85 In the best lessons teachers very purposefully review what has been taught and use that information effectively to begin the next lesson so that all pupils build successfully on what they already know and can do. Pupils are positively encouraged to evaluate their own progress and that of others realistically and constructively.
- 86 Where teaching had some shortcomings; teachers missed opportunities to develop pupils' confidence to use English and Welsh in their lessons. Too much time was spent unnecessarily in explaining tasks which pupils already understood. The pace of lessons was too slow and not all pupils were sufficiently challenged to give of their

best. In some lessons pupils sat passively for long periods and began to lose interest in their work. In some lessons opportunities were missed to develop pupils' confidence to use incidental Welsh in their responses.

- 87 The rigorous procedures for assessing pupils' progress, and recording and reporting their achievements are an outstanding feature of the school. Arrangements for assessment and reporting pupils' progress and attainment in the NC meet legal requirements.
- 88 There is a very detailed and thorough programme of testing and assessment. The comprehensive assessment policy sets out a clear framework for monitoring pupils' work and for keeping detailed records of pupils' progress. An extensive testing programme includes reliable tests and informal assessments which help teachers to identify pupils' strengths and areas for improvement.
- 89 A particular strength of the school's assessment procedures is the careful way in which the school responds to the high number of pupils who transfer into and away from the school and tracks their progress towards their targets as they move through the school.
- 90 Baseline assessments in the Foundation Phase give teachers a starting point from which to plan for the learning needs of the pupils. Pupils who start school other than at the normal times are assessed immediately in order to provide appropriate support as soon as possible.
- 91 Collections of pupils' work to indicate the standards pupils should achieve in each subject help teachers to assess standards achieved by pupils accurately and help to provide consistency in assessment. Arrangements with other nearby primary schools and with the local secondary school are ongoing and are helping teachers to agree standards between schools particularly in English, mathematics and science.
- 92 Work is marked regularly in accordance with the school's policy. Teachers remark on progress towards achieving the learning intentions and comment on how pupils can improve. The extent to which pupils are involved in assessment is an outstanding feature of the school. Teachers use a wide range of techniques to involve pupils effectively in assessing their own work and the work of their classmates. Pupils make positive, supportive comments which accurately describe good features and suggest ways in which work might be improved. Many pupils are involved in setting their targets for improvement.
- 93 Annual reports to parents are good. In most cases reports indicate clearly how well pupils have achieved as well as describing the work pupils have covered. Targets for improvement are given. However, reports do not indicate how parents may help their children to improve. Parents are given an appropriate opportunity to respond to the reports.

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

Grade 2: Good features and no important shortcomings

- 94 The findings of the inspection team did not match the judgments made by the school in its self-evaluation report. This is because the school over-estimated by one grade the overall quality of how effectively the school is led and managed. While there were some outstanding features, these were insufficient to justify the highest grade
- 95 The curriculum meets the needs and interests of all pupils including those with SEN and is broad and balanced. It provides a wide range of experiences that promote basic and key skills effectively. It meets all legal requirements of the NC and the locally agreed syllabus in religious education. The range and quality of pupils' learning experiences is good with no important shortcomings.
- 96 There are well-written policy documents for all subjects which provide direction and ensure that all pupils, regardless of ability, gender or ethnicity, receive their full entitlement. Schemes of work are in place for all subjects and are being rewritten to comply with the requirements of the 2008 revision of the NC. They incorporate elements from a range of published schemes which complement the school's own planning.
- 97 Teachers' plans indicate which key and basic skills are to be taught. However in many cases they are referred to in broad terms and do not specify sufficiently how the skills are to be developed progressively. Useful skills ladders complement the non-statutory skills framework. However, these skills which are specific to subjects are not given sufficient emphasis in the schemes of work.
- 98 The school provides pupils with a wide range of stimulating experiences both within and outside school which enhances successfully Y Cwricwlwm Cymreig. Carefully planned educational visits to the Museum of Welsh Life for example, broaden and enrich pupils' experiences. Y6 pupils are offered a residential visit to Llangranog which contributes effectively to their transition to secondary school as well as to their appreciation of their Welsh heritage.
- 99 The promotion of pupils' bilingual skills in English and Welsh is underdeveloped, although a minority of teachers regularly use Welsh in their lessons.
- 100 The school offers a good range of extra-curricular activities available equally to boys and girls, including a choir, science and computer clubs. Sports on offer include football, netball and karate.
- 101 Arrangements to promote pupils moral and social development are good. The school has a caring ethos and members of staff provide very good role models. Pupils show good respect for each other and behave very well. The school is a very orderly community. Pupils' cultural development is good. The school has established links with schools in Tobago and in China and holds regular cultural weeks which promote awareness of countries across the world.

- 102 The school's arrangements for promoting pupils' spiritual awareness are underdeveloped. Acts of collective worship meet legal requirements but do not provide sufficient opportunities for pupils to consider fundamental questions. Pupils are not given opportunities for silent reflection.
- 103 The school's partnerships with parents, other schools, higher education institutions and the local community are good and enrich the learning experiences of pupils.
- 104 The school works diligently to involve parents in the life of the school but staff are sometimes disappointed by parents' reluctance to become involved. This is because of the frequently changing parental body which makes it difficult to establish long term partnerships with parents. A few parents help out in the school and their commitment is valued by the headteacher and staff.
- 105 Communication with parents is good. The weekly newsletter is valued by parents, and most parents have readily accepted the constructive home/school agreement.
- 106 The school enjoys positive partnerships with other schools in the locality and with the main receiving secondary school in particular. Pastoral, administrative and curriculum liaison is very well established and there is a well-focused transition plan in place which contributes to the continuity and progression of pupils' education as they move from KS2 to KS3.
- 107 The school has established productive partnerships with several institutes of higher education and provides training facilities for student teachers and students undertaking vocational qualifications. Students are carefully mentored and well supported by staff, and they make a positive contribution to the life and work of the school.
- 108 The school's partnership with the local community is excellent. The school has been highly successful in encouraging local community members to become involved in the school and share their talents and expertise with pupils. Staff take full advantage of all that the community has to offer to extend pupils' learning experiences and to develop their understanding of the community in which they live.
- 109 The school's commitment to work-related education is consistently good and is an integral part of pupils' learning. The school has developed strong partnerships with a wide range of local businesses and relevant agencies, including Careers Wales which contribute to pupils' understanding of the world of work.
- 110 Teachers successfully address the vocational aspect of the personal and social education (PSE) programme and a range of well-planned visits to commercial, industrial and retail sites give pupils practical experience of different working environments. The school's partnership with a major building firm is highly beneficial to pupils.
- 111 Several teachers have undertaken relevant business courses and placements that have enhanced professional development and enriched curriculum provision for pupils.

- 112 The school successfully tackles social disadvantage and challenges gender stereotyping. Pupils have equal access to the curriculum and all other facilities in the school.
- 113 The provision for education for sustainable development and global citizenship (ESDGC) is good.
- 114 The whole school community demonstrates a strong commitment to the environment and makes good efforts to act in a sustainable way. Pupils are involved in re-cycling schemes and regularly consider issues of sustainability, fair trade and how to manage energy and water consumption. Global citizenship is well promoted and pupils have a good awareness of the lives of children on other continents, particularly through their links with schools in China and Tobago.
- 115 The school makes good provision for the development of pupils' entrepreneurial skills and pupils have many opportunities to engage in enterprise activities, which provide the foundations of the skills needed to support economic development.
- 116 The headteacher, staff and governors are successfully laying the foundations for lifelong learning and community regeneration, and national priorities are well reflected in the life and work of the school. The commitment of the school in raising the level of achievement for all, in improving transition and in helping pupils develop independence in their learning is clearly evident.

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

Grade 2: Good features and no important shortcomings

- 117 The findings of the inspection team did not match the judgments made by the school in its self-evaluation report. This is because the school over-estimated by one grade the overall quality of how well learners are cared for, guided and supported. While there were some outstanding features, these were insufficient to justify the highest grade.
- 118 The headteacher and staff place a high priority on pastoral care throughout the school and provide good care, guidance and support for all pupils. Teaching and support staff know pupils well and effectively monitor and support their educational progress, their social development and their personal well being.
- 119 The school works in full and productive partnership with a range of agencies and support services to ensure pupils' needs are carefully assessed and provided for. Parents and carers are encouraged to become involved; the school listens carefully to them and their views are well considered.
- 120 Pupils have regular opportunities to voice their views and opinions through the school council. The council is a good forum for the development of pupils' personal and social skills and provides a good opportunity for pupils of different ages to work together and contribute to decision making.

- 121 The induction procedures throughout the school are outstanding. Many pupils throughout all year groups arrive during the school year and settle quickly and confidently into their new environment. The pastoral support offered to them by all staff and pupils is outstanding.
- 122 The school provides exceptional personal support and guidance to pupils. Pupils' individual needs are well known to staff and a carefully structured pastoral programme ensures these needs are met with sensitivity. Pupils are confident in seeking the help and support of adults in the school; they are listened to and treated with consideration and respect.
- 123 Pupils have access to an effective PSE programme, in line with national recommendations. This contributes significantly to the quality of support and guidance offered to pupils. Health education, sex education and drugs awareness are given appropriate attention and good use is made of outside agencies to help to deliver the programme.
- 124 The monitoring of behaviour, attendance, punctuality and performance is well established and effective. The school's policies and procedures to promote good behaviour work well and are consistently applied by all staff.
- 125 The headteacher and administrative officer have established highly effective procedures to monitor attendance and punctuality. Follow-up procedures are consistently applied and the school enjoys a productive working partnership with the education welfare officer (EWO). The school complies with all inclusion, discipline and attendance requirements set out in National Assembly for Wales (NAW) Circular 47/06, 'Inclusion and Pupil Support.'
- 126 The academic performance of pupils is monitored carefully by class teachers, and pupils are increasingly taking a more active role in the setting and monitoring of their individual targets and planning their own progress.
- 127 The school has appropriate policies and procedures in place to ensure the health, safety and well-being of pupils, which are monitored carefully by staff and the governing body. Pupils are well supervised, and arrangements for dealing with accidents and emergencies are clearly understood by all staff.
- 128 The school is successful in promoting healthy eating and a healthy lifestyle. Pupils are encouraged to eat fruit at break time, and fresh water is readily available throughout the school day. Pupils also benefit from a range of extra-curricular sports clubs, which are well supported.
- 129 The school has appropriate measures to deal with appeals and complaints and to promote the protection of children which are in line with local guidelines and recommended good practice. The deputy headteacher has designated responsibility for child protection issues and ensures that all adults in the school are aware of the correct procedures to be followed and that training is regularly updated.
- 130 The overall provision for pupils with additional learning needs is good with no important shortcomings. The school's policies are comprehensive and fully comply

with the SEN Code of Practice and the framework for inclusive education. Early focused intervention is a school practice that serves pupils well. Through its comprehensive assessment and reporting procedures the school identifies its more able and talented pupils accurately and provides them with appropriate levels of challenge. Staff organise appropriate teaching strategies and thorough individual education plans (IEPs). The majority of work is adapted to meet individual needs and ensures that pupils with additional learning needs are fully integrated into the life of the school and cope with work appropriately. Support for those pupils whose behaviour impedes their progress is also good. They quickly become adjusted to the school's expectations.

- 131 An appropriate register of pupils with SEN is maintained indicating the range of support given at the 'school action' and 'school action plus' stages of the Code of Practice. Pupils on the register have their own IEPs which are of appropriate quality and include targets, teaching strategies and achievement criteria. Those who have underdeveloped skills in literacy benefit from both in class support and a wide range of appropriate targeted intervention from well qualified trained learning support assistants (LSAs). Withdrawal sessions mirror those provided in the classroom setting. Pupils' IEPs are reviewed at regular intervals and evaluated according to each individual pupil's progress. Assessment, recording and reporting procedures meet statutory requirements. Most parents are involved in the process throughout, thus ensuring they can support their children's learning at home.
- 132 The quality of provision for equal opportunities is good. The school recognises the diversity of pupils' backgrounds and takes this into consideration when planning and delivering support and guidance. Teachers are skilled at challenging stereotypes and they ensure boys and girls receive equal opportunities within the classroom and have equal access to all other facilities within the school.
- 133 The school has detailed policies and procedures to promote good race relations. Diversity is fully recognised, respected and celebrated throughout the school. Equality for all is firmly embedded in the school's ethos. Pupils value and respect the contribution of others regardless of their ability, gender, race or background.
- 134 The school has made effective arrangements to secure the equal treatment of disabled pupils and those pupils with specific medical needs. Good quality documentation, including an accessibility plan and disability equality scheme underpins this successful practice. It clearly demonstrates the school's commitments to ensuring disabled pupils are fully included in all aspects of the life and work of the school. There has been a detailed review of the school site and a detailed accessibility plan is in place to ensure equality for the disabled. The school is fully accessible to wheelchair users but there are no specialist toilet facilities for the disabled. The governing body has recognised this as an area for development in their plans for improvement.
- 135 There are appropriate measures in place to eliminate oppressive behaviour, including bullying, racial discrimination and all forms of harassment. Such incidents are extremely rare and the school functions well as a supportive and happy community where pupils feel secure and respected.

Leadership and management

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

Grade 2: Good features and no important shortcomings

- 136 The findings of the inspection team did not match the judgments made by the school in its self-evaluation report. This is because the school over-estimated by one grade the overall quality of how effectively the school is led and managed. While there were some outstanding features, these were insufficient to justify the highest grade.
- 137 The headteacher provides a strong and determined lead to the school and ensures that there is a very clear sense of direction to its work. There is a very well-established commitment to continue to develop the professional skills of all teachers and to promote a sense of shared responsibility to work together to achieve the objectives which have been agreed. In this process the leadership strives hard to ensure that all pupils have the very best education which the school can provide.
- 138 Despite considerable recent disruptions as a result of re-building work and significant staff changes, the school has continued to function smoothly and to resolve difficult financial issues very well. This is in large part the result of the positive and thoughtful way in which the school is led and managed by the headteacher and senior management team.
- 139 There is a very close working relationship between the headteacher and the senior management team in which the deputy headteacher plays a very influential role in leading curriculum development, in reviewing progress and in analysing the school's academic performance. This is a particular strength. The headteacher and deputy headteacher work closely together to review the impact of the decisions made and to provide good support where necessary.
- 140 Across the school detailed subject reviews have been carried out as part of the ongoing process of developing a new curriculum and of encouraging the effective teaching of the skills pupils need to have in order to become effective learners. Much of the work involved in this process has been undertaken by the senior management team alone. Teachers generally do not have a strong sense of ownership of these developments through their personal involvement in the implementation of these changes and in evaluating their impact on the standards of their teaching and learning in their classes.
- 141 There are detailed arrangements in place to assess pupils' long-term progress and to judge whether or not pupils are making the progress it would be realistic to expect of them. These are well used to identify where there are trends in performance and what the school needs to do to raise standards further.
- 142 The school takes careful account of national priorities and local initiatives. The breakfast club is well supported. The Foundation Phase has been successfully introduced.
- 143 There is a detailed system for the senior management team to observe teaching and learning. This system is closely linked to the school's performance management

arrangements and to teachers' personal development. However, the impact of this on the quality of teaching in the school is limited. There are also appropriate arrangements in place to support newly qualified teachers and teachers who are new to the school.

- 144 The governing body is well organised and led. It meets all of its statutory duties. It is supportive of the school and is well informed about the standards pupils attain and about the progress of initiatives it has approved. The chair of governors is particularly well informed about the longer term needs of the school and its place in the local community. Many governors are regular visitors to the school and work closely with the professional staff. The governing body holds the leadership of the school constructively to account. The school's finances are very carefully managed and well focused on meeting the educational needs of the pupils. The school budget is closely related to the school's performance management priorities and to the priorities set out in the SIP.

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

Grade 2: Good features and no important shortcomings

- 145 The findings of the inspection team did not match the judgments made by the school in its self-evaluation report. While there are many good aspects of the school's approach to self-evaluation and planning for improvement, the inspection team did not consider there to be sufficient outstanding features to merit the highest grade.
- 146 The headteacher, governing body and senior leaders are fully committed to maintaining and raising standards. Self-assessment, inextricably linked to development planning, has been embedded as an important feature of the school's work. Leaders and managers are well informed about the school's strengths and areas where improvement is possible.
- 147 The school's self assessment is based on first-hand evidence gathered through a range of observations and measures. These are well used to inform decisions on staff organisation, staff development, curriculum changes and pupils' care and support.
- 148 Teachers assess and monitor pupils' progress carefully. The constant changes in the pupils on roll gives rise to difficulties in comparing the overall school's performance with that of similar schools in Wales. Because of this high level of mobility, careful attention is given to determining the value-added component of each pupils' achievement.
- 149 Overall, the school's self-evaluation report is a detailed description of the school's life and work, but it is not sufficiently evaluative. The findings of the inspection team do not endorse the school's judgement in any of the seven key questions, awarding one grade lower in each case. This is because insufficient examples of outstanding features were identified to warrant the higher grade, although some were found in nearly all of the key questions.

- 150 Members of staff, at all levels, and governors are involved in self-evaluation. However, at present the school does not do enough to gather the views of pupils and their parents.
- 151 Issues identified by self-evaluation are prioritised for inclusion in the SIP. The plan's targets identify the persons responsible, start and finish dates, costs and success criteria. The school ensures that the financial implications of all SIP priorities are considered and that adequate resources are made available to support them.
- 152 The school has made good progress in addressing the key issues of the previous inspection. Standards are higher now in geography, music, history and ICT. Across the curriculum all pupils speak well and nearly all write effectively in different styles and for different purposes. Nearly all pupils have a good understanding of other world cultures.
- 153 The quality of teaching is better than it was. There has been outstanding progress in improving pupils' behaviour.

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

Grade 2: Good features and no important shortcomings

- 154 The findings of the inspection team did not match the judgments made by the school in its self-evaluation report. This is because leaders and managers use resources efficiently, but their use is not yet having an outstanding impact on the standards pupils achieve and does not justify the highest grade.
- 155 The school is appropriately staffed by well qualified and experienced teachers and learning support assistants who are very effectively deployed to meet the specific needs of all pupils.
- 156 There is a good blend of youth and experience in the staff team and teachers share their breadth of knowledge openly and willingly. Many members of the support staff have previously worked as parent volunteers and therefore know the school very well. The majority of learning support assistants are well qualified and play a significant role in raising pupils' achievement.
- 157 Based on the school's needs, teachers attend relevant courses regularly to update their knowledge and keep abreast of current educational developments. There are also frequent staff development initiatives which have been particularly useful in sharing practice and moving the school on. Support staff are actively encouraged to take advantage of relevant training opportunities.
- 158 LSAs provide highly effective help in close effective partnership with teachers. All make a valuable contribution to both classroom activities and withdrawal sessions and are fully involved in assessment and planning activities.
- 159 Day-to-day management of support staff including LSAs, administration staff, midday supervisors, cleaning and maintenance staff is undertaken very efficiently by a higher level teaching assistant. All complementary staff are valued members of the school team, proud of their school and make an important contribution to school life.

- 160 The arrangements for providing preparation, planning and assessment time are extremely well organised and effective, having a positive impact on overall standards achieved. The school has responded fully and effectively to the requirements of the workforce remodelling for reducing teachers' workload with fewer clerical and administrative tasks undertaken by them. It has also used these arrangements to recognise the additional responsibilities involved in managing the Foundation Phase curriculum.
- 161 The school has good quality resources to meet its needs in all subjects. Resources are well matched to its priorities for improvement. For example, it has recently invested in a great deal of new ICT equipment for staff and pupils and in considerable resources for the Foundation Stage. The school makes effective and economic use of available resources. The financial implications of all priorities in the SIP are carefully set out. Good use has been made of grants to enhance provision for specific groups.
- 162 The school is a colourful and attractive place. Displays of pupils' work and other information linked to topics being studied are often used effectively to reinforce pupils' learning.
- 163 The very spacious school buildings and outside areas are extremely well maintained to a high standard of cleanliness and decoration and utilised very effectively. The numerous well equipped teaching areas to support the teaching of music, art and design, design technology and ICT enhance the overall provision.
- 164 The areas outside the classrooms are well used by small groups. The extensive hard and soft outside play areas compliment a good range of sporting activities. The two well proportioned halls are used effectively to accommodate all pupils for physical education, assemblies and lunch time activities. The outdoor play area for the Foundation Phase with its newly erected climbing equipment and designated wild life area are outstanding features which are well used to support and extend pupils' learning.
- 165 Taking into account pupils' standards of achievement, the progress they make and the quality of education provided the school provides good value for money.

Standards achieved in subjects and areas of learning

Mathematics

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

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

Good features

- 166 Nearly all pupils in Y1 know the names of numbers within 100 and count on and back confidently and accurately. They add and subtract quickly using different strategies to find an answer. They recognise odd and even numbers and order larger numbers sensibly. They draw block graphs and pictograms from the information they collect. Many tell the time to the half hour and know the properties of some two and three dimensional shapes.
- 167 In Y2 nearly all pupils build systematically on their knowledge of number. They use their knowledge of money to make a total using a combination of coins. They carry out addition and subtraction accurately calculating within 100 carefully. They use different strategies to find the answer to mental arithmetic problems speedily and correctly. They recognise similarities and differences when comparing shapes. They understand what lines of symmetry are.
- 168 Within KS2 nearly all younger pupils solve whole number problems using simple multiplication and division; they know that division is the reverse of multiplication. They read, write and order numbers to 100. They are beginning to appreciate that numbers can be positive and negative, for example when looking at temperatures. They know how to tessellate two dimensional shapes and how to draw block graphs and pictograms, for example about their favourite pet.
- 169 Many older pupils in KS2 quickly and accurately add single digit numbers. They approximate to the nearest 10 confidently. They recognise simple fractions and reduce them to their lowest terms correctly. Nearly all use a wide range of strategies to calculate the next number in a sequence of numbers. They know how to break a problem down logically in order to find a solution to it. They know the names of different types of triangles and their properties. Many are beginning to appreciate the probability of an event occurring and systematically calculate the odds of this happening.
- 170 Within Y6 all use frequency charts well to record information, for example from traffic surveys and the incidents of letters in a piece of writing. Nearly all use co-ordinates accurately to fix a position and have a secure understanding of the meaning of the different types of average. A few appreciate and apply the rules of how to order processes, for example in more complex problems involving algebra.

Shortcomings

- 171 There are no important shortcomings.

Science

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

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

Good features

- 172 In KS1, nearly all pupils begin to have a broad knowledge of life processes and living things. In upper KS1 most pupils understand what constitutes a balanced meal and know that foods which contain too much sugar or salt are unhealthy. In KS1 many pupils begin to use simple block graphs to present information about eye colours in the class.
- 173 Nearly all older pupils in KS1 build on their knowledge to describe the major food groups and many can correctly name fruits which are rich in vitamin C.
- 174 In both key stages, many pupils show an increasingly good understanding of materials and their properties. Older pupils in KS1 begin to learn about simple electric circuits and as they progress into KS2 many pupils explain correctly the effects of adding additional cells and bulbs to their circuits.
- 175 Older pupils in KS2 describe correctly how a camel is adapted to its environment. The majority of them give valid reasons for their choices when matching pictures of a range of creatures to a number of different habitats.
- 176 By the end of KS2 most pupils have a good knowledge of the form and function of the heart. Many know that the heart has four chambers and that it pumps blood around the body to deliver oxygen and nutrients to the muscles and organs.
- 177 Many older pupils have a very good understanding of how a scientific investigation should be carried out. When studying the effect of exercise on the heart, most pupils make sensible predictions which they test in a controlled way. They have a clear understanding of how to manage variables before and during the test. They record their measurements accurately and most are able to use their table of results to draw an appropriate graph, against which they test their predictions.

Shortcomings

- 178 There are no important shortcomings.

Design and technology

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

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

Good features

- 179 Nearly all pupils in KS1 achieve good standards in developing and making a range of items for different purposes. They confidently draw simple pictorial plans which indicate their choice of designs and the materials needed, and identify features they like and those they would change if they undertook a similar task again. Nearly all pupils select the correct tools sensibly and show good control in using them and most take pride in their completed models, applying a good standard of finish.
- 180 Photographic evidence indicates that nearly all pupils in Y1 and Y2 successfully program electronic vehicles such as Roamers to navigate a pathway and they display a good understanding of how to give instructions in terms of forwards, backwards, turn left and turn right to reach a designated target.
- 181 All younger KS2 pupils design and make a range of models using joints that create movement, for example as used in 'pop up' cards. Most finish their models to a good standard and evaluate them effectively, explaining how they can be improved. Pupils in Y4 are successfully challenged to undertake a customer survey related to sandwich fillings in terms of appearance, taste and cost. Most are successful in combining a range of specific skills, clearly underpinned with high levels of enthusiasm. All pupils show a good understanding of hygiene in relation to food preparation and the importance of food allergies.
- 182 In Y6 all pupils know how to build a structure from paper which will support a given weight. Most pupils pay good attention to detail and sensibly evaluate their proposed structures carefully. The majority confidently experiment with their initial designs and learn from their mistakes. They willingly and maturely explain how they overcome their difficulties. For example they soon discover that structures need some form of bracing to provide rigidity.
- 183 Across the school in both KS1 and KS2 pupils regularly evaluate their work as it is being completed, for example by the extensive use of digital cameras which provide good evidence in the process of discussing design implications and improvements. The use of the digital camera to record pupils' work from conception to completion is a regular feature. This valuable resource provides a wealth of well planned opportunities to discuss design implications and improvements.

Shortcomings

- 184 There are no important shortcomings.

History

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

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

Good features

- 185 Nearly all pupils in KS1 know that changes in peoples' lives occur over time. They know the important events in their lives and how they have grown up since they were small. They know that the types of toys they use are not quite the same as those their parents played with. They look very carefully at aerial photographs taken of their village over 30 years ago and consider how the physical shape of the village has altered and how trees and hedges have grown.
- 186 Many pupils in KS1 know something of the life of Florence Nightingale and place the main events in her life correctly into chronological order. They compare their own life with that of Susan Rees a 'pit girl' in Merthyr Tydfil in 1842. They know how much more pleasant life is now compared to then. From a visit to the Museum of Welsh Life, many have a good understanding of how to play some Victorian playground games and know that Victorian food was often quite different from their own.
- 187 Within KS2 nearly all younger pupils have a secure understanding of why Celtic settlements were often built on hillsides or at the tops of hills because building them there made the work of invaders difficult. They know that the Celts were very proficient at making weapons and had distinct clothing and in battle painted themselves with wode. They all study carefully illustrations of Celtic settlements to discover clues about the way of life in them.
- 188 They research carefully to discover how the Tudors constructed their houses and know that Sir Francis Drake was viewed as a hero by the English but as a pirate by the Spanish, whose ships he attacked. They compare the diets of the rich and poor in the Tudor period and know the names of different types of Tudor bread.
- 189 Older pupils in KS2 have a good sense of what it was like to be a Victorian pupil. They make very good use of census returns and the reports of the Agricultural Commission of 1867 to build up a picture of life in their own area during that period. They study old photographs of their village and identify where things have changed or stayed the same.
- 190 Within Y6 nearly all pupils have a good understanding of the causes of World War II and the lives of some of the world leaders of that time. They empathise with the plight of refugees and the fate of Ann Frank and the Jewish people which occurred in occupied Europe. They compare the fashions worn by women in the 1940s with that worn by women of today and know that before World War II people were much more aware of 'class' than they are in the 21st Century.

Shortcomings

- 191 There are no important shortcomings.

Geography

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

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

Good features

- 192 In KS1 most pupils acquire good firsthand geographical knowledge and skills through their walks and observations in the local environment. The majority display good mapping skills when creating plans of their classrooms and of their school. Most record their observations in a good variety of forms.
- 193 Most pupils in KS1 understand that different countries have different weather patterns. They recognise features of hot and cold climates by learning about the different types of clothes they would need if they went to such contrasting climates.
- 194 Most pupils in Y2 have a good understanding that they live in St Athan and that their village is in Wales. They are developing a good awareness of places through the experiences offered during the annual Cultural Week held in school during which pupils experience the customs and locations of a wide range of countries throughout the world.
- 195 Pupils in KS2 build well on the geographical skills developed during KS1. For example, they refine their knowledge of how to interpret a range of maps relating to the United Kingdom and the wider world. The majority of pupils competently apply their knowledge of directions and co-ordinates when finding locations on unfamiliar maps.
- 196 Throughout KS2 all pupils develop a good understanding of how people effect the environment and how they can help safeguard it for future generations. They also develop an increasing knowledge of issues surrounding fair trade and the impact of their purchasing choices on the lives of people in other countries.
- 197 In this process, the majority of Y4 pupils confidently use a range of sources such as labels, books and atlases to research information relating to the sources of well known fruits and vegetables.
- 198 In Y5 and Y6 all pupils understand why it is important to recycle as many materials as possible and know how to sort correctly and dispose of major items of household rubbish. The majority of pupils record and present their findings well in writing, diagrams, pictures and posters. By Y5 and Y6 many pupils use secondary sources such as books, photographs and the internet to effectively research information related to the many customs and lifestyles associated with living in Japan. Most pupils have a good understanding of significant ways in which these places contrast with life in Wales.
- 199 Older pupils in KS2 are aware of the controversy surrounding the use of plastic bags in Dhaka. They understand that how people's views vary according to their status as

manufacturers, residents or users of the product and the long term impact on the environment of non-degradable materials.

Shortcomings

200 There are no important shortcomings.

Music

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

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

Good features

201 Throughout the school, many pupils sing enthusiastically. Nearly all sing clearly and in tune, with increasingly distinct phrasing and control. Older pupils in KS2 reflect well on their performance when part-singing.

202 KS1 pupils explore a range of sound sources, including body percussion and a variety of instruments. Many KS1 pupils compose musical accompaniment to the story of 'Harry and the Bucketful of Dinosaurs' and match various percussion instruments to the characters in the story. Most pupils in KS1 begin to record their compositions by using simple diagrams to denote duration and pitch.

203 The majority of younger pupils in KS2 use chime bars sensitively to perform pieces of music which describe the slow movements of a tortoise. Many use their hands correctly to indicate rise and fall in pitch.

204 Many pupils in KS2 have a good understanding of such musical elements as tempo, dynamics and texture and can describe how their combination creates the mood of a piece of music. In their work on World War II, many older pupils in KS2 describe how the popular music of the day contributed to raising people's spirits. They sing George Formby's 'I Did What I Could with My Gas Mask' with relish and obvious enjoyment.

205 Most KS2 pupils use a range of percussion instruments creatively when composing and performing pieces of narrative music which tell a story. A minority can describe how the use of electronic keyboards adds to the texture of the music.

Shortcomings

206 There are no important shortcomings.

School's response to the inspection

The headteacher, staff and governors of St Athan Primary school welcome the report's findings following the inspection undertaken in September 2009 and are delighted that the inspection team acknowledges the many strengths and outstanding features of our school.

The report states that actions taken since the last inspection have been very effective and that all key issues have been fully met.

We are particularly pleased that the report highlights the high priority we place on the pastoral care and guidance of our pupils as well as the highly effective procedures in place for monitoring and supporting learners' progress- this is an outstanding feature of the school.

We were delighted that overall the standard of teaching was good with many outstanding features and that the highly effective partnership between learning support assistants and teachers contributed to this.

Assessment procedures were also recognised to be an outstanding feature of the school; specifically the way the school rigorously tracks individual pupil progress which is particularly relevant due to the high mobility factor of our pupils.

Inspectors recognised that the headteacher, working closely with the deputy headteacher and senior leadership team, provides a strong and purposeful lead and that there is a clear sense of direction.

The governing body is praised for being well organised and led and for working closely with the headteacher to manage a difficult budget well, so that good quality resources meet the needs of the curriculum for all pupils.

The school was praised for the overall quality of education provided and the progress pupils make, particularly in the light of the high turnover of pupils.

The school will now continue to work on the recommendations within the report in order to further improve the quality of provision offered to the pupils of St Athan Primary School.

Finally, we would like to acknowledge the professional, courteous and thorough manner of the work undertaken by the inspection team during this inspection.

Appendix 1

Basic information about the school

Name of school	St Athan Primary School
School type	Primary inc Foundation Phase
Age-range of pupils	3-11
Address of school	Rock Road St Athan Vale of Glamorgan
Postcode	CF62 4PG
Telephone number	01446 751480

Headteacher	Mrs Frances Hopkins
Date of appointment	1 st April 1996
Chair of governors	Mr John W Thomas
Registered inspector	Mr Peter Mathias
Dates of inspection	21 st -24 th September 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	14	21	30	23	19	26	24	29	186

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	2	9

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	23:1
Pupil: adult (fte) ratio in nursery classes	8:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	25
Teacher (fte): class ratio	1.28:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2008	91%	92.6%	92.1%
Spring 2009	83.5%	94.4%	93.2%
Summer 2009	86.1%	93.6%	92.5%

Percentage of pupils entitled to free school meals	18%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2009			Number of pupils in Y2:		18		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	11	83	6
		National	0	4	13	63	20
En: reading	Teacher assessment	School	0	0	6	8	11
		National	0	4	15	55	27
En: writing	Teacher assessment	School	0	0	11	28	6
		National	0	5	16	67	12
En: speaking and listening	Teacher assessment	School	0	0	6	83	11
		National	0	2	10	63	24
Mathematics	Teacher assessment	School	0	0	11	83	6
		National	0	2	11	65	22
Science	Teacher assessment	School	0	0	11	89	0
		National	0	2	8	65	25

Percentage of pupils attaining at least level 2 in mathematics, science and English according to teacher assessment			
In the school	88.9%	In Wales	80.7%

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2009			Number of pupils in Y6		27			
Percentage of pupils at each level								
			D	W	2	3	4	5
English	Teacher assessment	School	0	0	7	30	48	15
		National	0	1	3	15	53	28
Mathematics	Teacher assessment	School	0	0	0	19	56	26
		National	0	1	3	14	53	29
Science	Teacher assessment	School	0	0	0	19	63	19
		National	0	1	2	11	56	31

Percentage of pupils attaining at least level 4 in mathematics, science and English by teacher assessment	
In the school	63.0%
In Wales	75.5%

Appendix 4

Evidence base of the inspection

Four inspectors, including the school's nominee and peer assessor spent the equivalent of twelve inspector days in the school and met as a team before the inspection.

These inspectors visited:

- thirty-eight lessons or part lessons, twenty-six of which were in the six subjects inspected and twelve in other subjects;
- registrations, assemblies and 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;
- senior managers, teachers, support and administrative staff;
- groups of pupils representing each year group;
- the school council; and
- representatives of organisations associated with the school.

The team also considered:

- the school's self-evaluation report;
- 103 responses to a parents' questionnaire, nearly all of which 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 team held meetings with subject departments, senior managers and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Peter Mathias (Registered Inspector)	Context Summary and Recommendations Contributions to Key Questions 1& 2 Key Question 5 Mathematics History Appendices
Mrs Janet Warr (Lay Inspector)	Contributions to Key Questions 1, 3 & 4
Mr Christopher Dolby (Team inspector)	Contributions to Key Questions 2 & 3 Key Question 6 Science Music
Mr Peter Clark (Team member)	Contribution to Key Question 4 Key Question 7 Design and technology Geography
Mrs Louise Haynes (Deputy Headteacher/Nominee)	Nominee
Miss Gail Allen (Peer Assessor)	Contributions to all Key Questions

Acknowledgement

The inspectors wish to thank the governing body, the headteacher and all the staff for the co-operation and courtesy they received during the inspection.

Contractor:

Baker-Phillips Educational Communications Ltd, Oaks Lea, Higher Knolton, Overton, Wrexham, LL13 0LF.