

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

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

**Tondu Primary School  
Meadow Street  
Aberkenfig  
Bridgend  
CF32 9BE**

**School Number: 6722342**

**Date of Inspection: 26 – 28 March 2007**

**by**

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Tondu 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 Tondu Primary School took place between 26/03/07 and 28/03/07. An independent team of inspectors, led by Stephanie James undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

## Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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## Context

### The nature of the provider

1. Tondu Primary School serves the village of Aberkenfig and several other communities in an area just north of Bridgend. Most pupils live within walking distance, but a significant minority of them travel to school by bus from other villages. The area surrounding the school is economically and socially mixed but there is some degree of disadvantage. While 22 per cent of pupils have attended the school for less than one year, other families have a long association with the school.
2. The school caters for pupils aged three to eleven years. Attainment on entry to school varies considerably from year to year. Children are admitted full-time to the nursery/reception class in the term following their third birthday. Pupils also transfer to the school at the beginning of key stage 2 from Pandy Infant School.
3. There are currently 158 pupils on roll, including seventeen 3-4 year olds in the nursery/reception class. Twenty-six per cent of pupils are currently entitled to free schools meals, which is above the national average. One hundred per cent of pupils come from English speaking homes and almost all of them are of white ethnic origin. No pupil speaks Welsh as a first language. Fifty-three pupils (34 per cent) have been identified as having special educational needs (SEN), which is well above the national average. No pupil has a statement of SEN.
4. The head teacher was appointed in 2003, two years after the last inspection in March 2001. There are six classes in the school. During the inspection, the mixed year 1/2 class was being taught by a temporary teacher covering for the absence of the class teacher since the end of October 2006. One of the two part-time teachers who share the year 5 class has also been recently appointed on a temporary basis.
5. The school achieved the Basic Skills Quality Mark 2 award in 2004 and the Eco Schools Silver Award in 2006 for its work in the environment and the community.

## **The school's priorities and targets**

6. The school's vision statement is, "Learning and enjoying, achieving our best." Its main aims are to stimulate a desire for knowledge, a love of learning and to promote justice, fairness and equality of opportunity.
7. Targets in the School Improvement Plan for the current year 2006 to 2007 include:
  - raise standards in aspects of English, mathematics, science, design and technology, music and use of information and communication technology (ICT);
  - further develop teaching of critical skills and use of peer and self-assessment;
  - develop identified aspects of the provision for children under five;
  - review the new leadership and management structure and deployment of staff;
  - develop the school's provision for pupils with additional learning needs, including more able and talented pupils and those at transition points;
  - continue to improve identified aspects of the internal and external environment of the school.

## Summary

8. Tondu Primary School is a happy school where pupils make good progress and enjoy learning. There are outstanding features in the quality of support and guidance it gives to learners. The school has successfully addressed all the issues identified in the previous inspection and progress has been good.

### 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?	1
5 How effective are leadership and strategic management?	2
6 How well do leaders and managers evaluate and improve quality and standards?	2
7 How efficient are leaders and managers in using resources?	2

9. Overall, learners in Tondu Primary School achieve good standards in knowledge, understanding and skills regardless of their social, ethnic or linguistic background.
10. In the areas of learning for children under five, standards are as follows:

### Subjects and/or areas of learning for under-fives

Language, literacy and communication	2
Personal and social development	1
Mathematical development	2
Knowledge and understanding of the world	1
Creative development	2
Physical development	2

11. In the subjects that were inspected in key stages 1 and 2, standards are as follows:

### Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
Welsh second language	3	2
Mathematics	2	2
Geography	2	2
Physical education	2	3
Religious education	2	2

12. During the inspection, standards of achievement in the lessons observed in the six subjects and areas of learning inspected were:

**Standards in lessons in inspection subjects**

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
7%	80%	13%	0%	0%

13. Standards of achievement in the lessons observed are above the Welsh Assembly Government's (WAG) target for 2007 that 98 per cent should be at least grade 3 and that 65 per cent should be grade 2 or better.
14. The overall quality of provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's learning. Standards are good, and sometimes outstanding, in all areas of learning.
15. Most pupils in key stages 1 and 2 make good progress and achieve expected levels. Pupils with special educational needs (SEN), make good progress relative to their abilities. However, a minority of more able pupils are capable of achieving more.
16. Throughout the school, pupils make good progress and achieve good standards in the key skills of speaking, listening, reading and writing in their work across the curriculum. However, the standard of pupils' handwriting and presentation is often immature. Pupils of all ages also make good progress and achieve good standards in their use of numeracy and information and communication technology (ICT) in their work across the curriculum.
17. In the early years and key stage 2, pupils' development of bilingual skills is good with no important shortcomings. In key stage 1, good features outweigh shortcomings.
18. In the 2006 National Curriculum assessments, the performance of pupils at the end of key stage 1 was above the average of other schools in Wales in the three core subjects of English, mathematics and science. The number achieving the higher level 3 in mathematics was above Wales figures. However, no pupil achieved the higher level 3 in science, or in writing in English, which is well below national figures.
19. In the 2006 National Curriculum assessments, the performance of pupils at the end of key stage 2 was below that of other schools in Wales. However, pupils who achieved below the expected level 4 had special needs. The percentage of pupils achieving the higher level 5 was also below national figures.
20. In comparison with similar schools (those with between 16 and 24 per cent of pupils registered for free school meals), the results in key stage 1 in 2006 were above average in all three core subjects. In key stage 2, they were below average. However, trends in the data on pupils' performance over time

are erratic because of a number of significant variables such as pupil mobility and the number of pupils in each year group who have SEN. The school's own tracking of pupils' progress shows that the vast majority of those who have spent their entire education at Tondu Primary School make good progress and achieve well, sometimes above expectations.

21. Children under five show excellent attitudes to learning and engage enthusiastically in all the learning experiences provided. This is an outstanding feature. Pupils in key stages 1 and 2 are well motivated, interested in their work and the majority sustain good levels of concentration. Throughout the school, pupils are generally well behaved, have good manners and show respect for adults and one another.
22. Whole school attendance during the three terms preceding the inspection exceeded the average for primary schools in Wales. Exclusions are rare, but two pupils were recently excluded for a very short period. With few exceptions, pupils arrive on time.
23. Pupils are developing a good awareness of Welsh culture and heritage. They also demonstrate a high level of respect for other beliefs and cultures. Their preparation for participation in the workplace and community is good with outstanding features.

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

24. The quality of teaching was judged as follows:

#### **Grades for teaching**

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
6%	81%	13%	0%	0%

25. The vast majority of teaching is good or better. This compares well with the national picture where the quality of teaching is good in 79 per cent of lessons, with 18 per cent of them having outstanding features. Examples of good teaching were observed in all classes.
26. Throughout the school, teachers have very good working relationships with pupils and create a positive climate for learning. In the vast majority of lessons they demonstrate good management skills. Improvements in the overall quality of teaching in recent years are largely due to the enthusiasm with which all members of staff have embraced new approaches to teaching and learning. In the minority of lessons where there are shortcomings, there is a lack of pace and challenge, particularly for more-able pupils.
27. Overall, teachers have secure knowledge of the subjects they teach. They plan in great detail and use a good variety of teaching methods. Excellent planning for the use of additional adults, and stimulating use of resources, are outstanding features in the quality of teaching of the under fives.

28. The overall quality of assessment is good and is used consistently to inform planning. Pupils' work is marked regularly and, in the best practice, comments provide guidance how work can be improved. However, this good practice is not consistent across the school. Annual reports to parents are of good quality.
29. The curriculum is broad, balanced and well organised. All pupils have equal access to it. The curriculum for the under fives has outstanding features. The recently established scheme for the development of pupils' basic and key skills is comprehensive and is beginning to impact on pupils' standards of achievement.
30. There is a wide range of worthwhile extra curricular activities and a good programme of educational visits and visitors linked to pupils' studies.
31. The school makes good provision for pupils' personal and social education. Pupils' moral, spiritual and cultural development is catered for very well through all aspects of school life. An outstanding strength of the school is its promotion of pupils' awareness of sustainable development and global citizenship issues.
32. The quality of care, guidance and support is good with outstanding features. Good provision is made for ensuring the healthy development, safety and well-being of all pupils. Clear procedures are in place for child protection.
33. The school manages pupils with emotional and behavioural difficulties exceptionally well. Pupils who are at risk of exclusion, or who are re-integrating into the school, are supported extremely well. The overall quality of provision for pupils with SEN is good with outstanding features.

### **Leadership and management**

34. Since her appointment three and a half years ago, the head teacher has given an outstanding lead in providing a clear sense of direction for the school. She has been highly successful in gaining the confidence and support of all members of staff so that there is a very strong sense of team work among them.
35. Goals for development are clearly identified in the School Improvement Plan and are appropriate for the school. The training put in place as a result of the monitoring process has been outstandingly successful in improving quality, notably in the areas of teaching, learning and behaviour management.
36. The governing body is well informed and a good critical friend. It contributes well to the strategic direction of the school and monitors the quality of provision effectively in a variety of ways. The governing body fully meet its statutory responsibilities.
37. Self-evaluation and planning for improvement are embedded well in all aspects of the school's work. The self-evaluation report produced by the

school prior to the inspection clearly identifies strengths and areas for development. The areas that the inspection team identified as requiring further attention are similar to those the school identified in its self-evaluation report.

38. The school has a good supply of teaching staff to support the number of pupils on roll. A notable strength is the highly effective deployment of support staff. The administrative assistant, midday supervisors, canteen staff, cleaning staff and caretaker perform their duties effectively and efficiently.
39. The quality, quantity and variety of resources for the under fives are excellent. Resources for the subjects inspected are good overall. Generally, the accommodation provides a suitable setting for teaching and learning. However, some classrooms are rather cramped. The school makes effective use of the local environment, the community and educational establishments.
40. Key spending decisions are effectively matched to the school's priorities and finances are well managed. The school therefore provides good value for money.

## Recommendations

- R1 Raise standards in those subjects where shortcomings have been identified.
- R2 Raise the standards achieved by more-able pupils.
- R3 Raise the standard of handwriting and presentation throughout the school.

**Note:** Recommendation 2 has already been identified by the school as an area for development in its current School Improvement Plan.

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

41. The inspection team agrees with the school's self-evaluation of this key question.
42. Overall, learners in Tondu Primary School achieve good standards in knowledge, understanding and skills regardless of their social, ethnic or linguistic background.
43. In the areas of learning for children under five, standards are as follows:

#### Areas of learning for children under five

Language, literacy and communication	2
Personal and social development	1
Mathematical development	2
Knowledge and understanding of the world	1
Creative development	2
Physical development	2

44. In the subjects that were inspected in key stages 1 and 2, standards are as follows:

#### Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
Welsh second language	3	2
Mathematics	2	2
Geography	2	2
Physical education	2	3
Religious education	2	2

45. During the inspection, standards of achievement in the lessons observed in the six subjects and areas of learning inspected were:

#### Standards in lessons in inspection subjects

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	80%	13%	0%	0%

46. Standards of achievement in the lessons observed are above the Welsh Assembly Government's (WAG) target for 2007 that 98 per cent should be at least grade 3 and that 65 per cent should be grade 2 or better.

47. The overall quality of provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's learning. As a result of the rich and stimulating curriculum provided, standards of achievement are good in all areas of learning and outstanding features are evident in personal and social development and in knowledge and understanding of the world.
48. Pupils with special educational needs (SEN), make good progress relative to their abilities. The majority of them achieve the targets identified in their individual education plans. More-able pupils do not, however, always achieve their full potential.
49. Children under five and pupils in key stages 1 and 2 make good progress and achieve good standards in the key skills of speaking, listening, reading and writing in their work across the curriculum. They use these skills well, with increasing confidence, for relevant and meaningful purposes. For example, pupils in key stage 2 engage in lively debates about environmental issues and present information in a variety of ways in assemblies. Throughout the school, however, the standard of pupils' handwriting and presentation is often immature.
50. Pupils of all ages also make good progress and achieve good standards in their use of numeracy and information and communication technology (ICT) in their work across the curriculum. They apply these skills for a variety of different purposes in all subjects. For example, in geography lessons, pupils in key stage 1 effectively use a programmable toy, the 'Roamer', to develop their skills in giving directions. In their study of the local river, year 3 pupils use their numeracy skills well to measure its width, depth and speed.
51. In the early years and in key stage 2, the development of pupils' bilingual skills is good with no important shortcomings. They respond appropriately to greetings and instructions and use Welsh regularly in class and in assemblies. In key stage 1, good features outweigh shortcomings in pupils' bilingual skills.
52. In the 2006 National Curriculum assessments, the performance of pupils at the end of key stage 1 was above the average of other schools in the Local Education Authority (LEA) and in Wales. Eighty-seven per cent of pupils attained the expected level 2 in the three core subjects of English, mathematics and science. Girls performed better than boys. The number achieving the higher level 3 in mathematics was above LEA and Wales figures. However, no pupil achieved level 3 in science, or in writing in English, which is well below national figures.
53. In the 2006 National Curriculum assessments, the performance of pupils at the end of key stage 2 was below that of other schools in the LEA and in Wales. Sixty-five per cent of pupils attained the expected level 4 in the three core subjects of English, mathematics and science. Overall, boys' performance was better than that of girls. However, pupils who achieved below level 4 either had special needs or behavioural difficulties. The percentage of pupils achieving level 5 was also below national figures.

54. In comparison with similar schools (those with between 16 and 24 per cent of pupils registered for free school meals), the results in key stage 1 in 2006 were above average in all three core subjects. In key stage 2 they were below average. However, trends in the data on pupils' performance over time are erratic. This is because of a number of significant variables. The size of each group of pupils varies from year to year and is often below 20, which means that percentages must be interpreted with caution. Other factors that considerably influence results are quite high pupil mobility and the number of pupils in each year group who have SEN. Furthermore, the school's free meals figure has recently increased, taking it into the next band for comparative purposes.
55. The school's own tracking of pupils' progress shows that the vast majority of those who spend their entire education at Tondu Primary School make good progress. Half of this group of pupils achieved level 5 in all three core subjects and all but one pupil with SEN achieved the expected level 4. Girls tend to outperform boys in key stage 1, but by key stage 2 there is no discernible trend in the relative performance of boys and girls. Boys perform better in one year, girls in another, according to the varying nature of each year group of pupils.
56. The vast majority of parents are happy with pupils' progress and the standards they achieve, including those whose children have SEN.
57. Pupils make good progress in acquiring new knowledge and skills as they move through the school. They benefit from a wide range of relevant opportunities to develop their skills in a variety of different contexts. Most pupils understand what they are doing and are aware of their targets for improvement. When given the opportunity, they make perceptive evaluations of strengths in their work and identify points for improvement.
58. Children under five make good progress in fulfilling their potential and moving on to the next stage of learning. Most pupils in key stages 1 and 2 make good progress and achieve expected levels. However, a minority of more-able pupils are capable of achieving more.
59. Children under five show excellent attitudes to learning and engage enthusiastically in all the learning experiences provided. This is an outstanding feature. Pupils in key stages 1 and 2 are well motivated, interested in their work and the majority sustain good levels of concentration. Pupils in key stage 2, in particular, make good use of their time because of the effective way in which teachers structure their lessons.
60. Pupils are well behaved, have good manners and show respect for adults and one another. This is a reflection of the clear and consistent expectations and values that the school promotes. Even the youngest children know what is expected of them. Pupils move sensibly around the school and are friendly and polite.

61. As a result of the excellent support provided for them, pupils with behavioural problems are gradually helped to control their behaviour. All pupils understand school and class rules, rewards and sanctions and respond very well to them. Playground 'peace makers' are effectively developing peer mediation skills.
62. Whole school attendance during the three terms preceding the inspection averaged 94.3 per cent and has risen to 95.2 per cent during the current term. These percentages exceed the average for primary schools in Wales. Sickness is the main cause of absence and unauthorised absence is low. Exclusions are rare, but two pupils were recently excluded for a very short period. With few exceptions, pupils arrive on time.
63. Pupils in key stages 1 and 2 make good progress in developing the capacity to work independently and in acquiring the skills for lifelong learning. The school's 'Critical Skills' approach to learning is particularly effective in helping them to develop good organisational and problem-solving skills and to think creatively.
64. Children under five make excellent progress in the development of their personal, social and learning skills. They display very high levels of motivation, concentration and perseverance and are able to work independently for sustained periods of time. These are outstanding features.
65. Pupils in key stages 1 and 2 make good progress in their personal, social, moral and wider development. They are friendly and polite to each other, to staff and to visitors and are developing a good understanding of moral and social issues from all the experiences the school provides.
66. Throughout the day, pupils display a good understanding of equal opportunity issues because the concept is firmly embedded in the culture of the school. Pupils with SEN are fully included in all aspects of school life. Pupils are developing a good awareness of Welsh culture and heritage. They also demonstrate a high level of respect for other beliefs and cultures.
67. Pupils' preparation for effective participation in the workplace and community is good with outstanding features. Younger children buy and sell in the class shop and begin to understand coinage and value. Older pupils run the school tuck-shop, are responsible for stock control, and understand the concept of profit and loss. Pupils visit places of work and are introduced to manufacturing processes and safe working practices. They participate in a very wide range of community events such as the annual Eco Dysgu Community Carnival.

## The quality of education and training

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

#### Grade 2: good features and no important shortcomings

68. The inspection team agrees with the school's self-evaluation of this key question.

69. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	81%	13%	0%	0%

70. The vast majority of teaching is good or better. This compares well with the national picture reported by Her Majesty's Chief Inspector in her annual report for 2005-2006. Nationally, the quality of teaching is good in 79 per cent of lessons, with 18 per cent of them having outstanding features.

71. Examples of good teaching were observed in all classes. Outstanding features were observed in a couple of lessons in the nursery/reception class. The overall quality of teaching has improved since the last inspection when only 68 per cent of lessons were good or better.

72. Throughout the school, teachers have very good working relationships with pupils and create a positive climate for learning. In the vast majority of lessons they demonstrate good management skills. Most teachers are skilled at giving time limits for the completion of tasks so that pupils remain motivated and interested in the lesson. In the best lessons they challenge pupils to expand their initial responses and to reflect on their ideas. A good sense of humour is also often apparent.

73. In the minority of lessons where there are shortcomings, there is a lack of pace and challenge, particularly for more-able pupils. Sometimes pupils' attention is not focused sufficiently on the task in hand and noise levels are allowed to rise. Throughout the school, teachers' expectations of the standard of handwriting and presentation are not high enough.

74. Occasionally, teachers lack confidence in particular subject areas. Overall, however, they have secure knowledge of the subjects of the National Curriculum. Members of staff who work with children under five show a deep understanding of principles and good practice in the early years.

75. Improvements in the overall quality of teaching in recent years are largely due to the enthusiasm with which all members of staff have embraced new approaches to teaching and learning. The emphasis on developing pupils' critical skills is beginning to bear fruit in relation to pupils' attitudes to learning and the standards they achieve. The new Learning and Teaching policy is implemented well in practice.

76. Another key factor in the generally consistent quality of teaching is the depth and detail of teachers' planning. Recently reviewed schemes of work give good, and sometimes excellent, support in helping teachers plan effectively for pupils' learning. Lessons include clear objectives which teachers share explicitly with pupils so that they know what is expected of them. Suggested activities in schemes of work enable those teachers who are less confident with certain subjects to develop their expertise and plan good lessons. They therefore use a good variety of teaching methods and resources that engage and maintain learners' interest and involvement.
77. The class teacher in the nursery/reception class manages and organises the nursery nurse, learning support officers and students from Bridgend College extremely effectively. They therefore intervene sensitively in children's learning and extend their understanding and use of language very effectively. This excellent planning for the use of additional adults, and stimulating use of resources, are outstanding features in the quality of teaching of the under fives.
78. Learning support staff in key stages 1 and 2 are also very effective in carrying out their various roles and responsibilities. They know pupils very well and make a positive contribution to their learning. They also play a key role in ensuring that the school's emphasis on promoting inclusion and equal opportunities is realised.
79. Teachers and support staff in the nursery/reception class and in key stage 2 effectively promote pupils' bilingual skills through the use of incidental Welsh in a variety of activities. Good features outweigh shortcomings in the promotion of bilingualism in key stage 1, where staff are still developing their own confidence in using the language.
80. Teachers plan effectively to meet the individual needs of most learners, particularly pupils with SEN. Planning to meet the needs of more-able pupils is not yet equally effective.
81. The overall quality of assessment is good and it is used consistently to inform planning. Assessment strategies enable the school to identify individual pupils' strengths and weaknesses and highlight areas for development. Information gained from assessment undertaken in the nursery/reception class is used highly effectively to meet children's needs.
82. Core subjects are assessed termly, at the end of a unit of work and at the end of a key stage. This ensures that the school has a clear picture of each pupil's achievements. However, while assessment in the foundation subjects and religious education is identified in teachers' planning, their awareness of pupils' achievements in these subjects is less secure.
83. Analysis of a wide range of national and standardised tests is used to identify strengths and weaknesses in core subjects and to guide priorities in long term planning. The school has an effective tracking system which provides

additional information on pupils' performance as they progress through the key stages.

84. The arrangements and procedures for assessing and recording the achievements of pupils with SEN are good and pupils are set challenging targets in their individual education plans.
85. The system for setting and recording individual pupil targets in their 'target setting' books is good. The discussions between teachers and pupils when creating the targets ensure that pupils play an active role in the process of assessment and improving progress. Pupils' work is marked regularly and, in the best practice, comments provide guidance how work can be improved. However, this good practice is not consistent across the school.
86. The school has formulated subject portfolios in all areas of the National Curriculum. These documents are valuable resources when making judgements regarding standards and the moderating of pupils' work.
87. Annual reports to parents comply with statutory requirements and are of good quality. They provide clear information about pupils' strengths, weaknesses and progress. Pupils also contribute to the annual process by writing individual and informative reports on progress made. The school holds three parent consultation sessions during the academic year and readily responds to concerns raised.

**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**

88. The inspection team agrees with the school's self-evaluation of this key question.
89. The school responds well to learners' aspirations and needs and provides them with a curriculum that is broad, balanced and progressive to which all pupils, including those with SEN, have equal access. The curriculum is well organised so that pupils learn systematically and build upon what they already know, understand and can do. It fully meets statutory requirements.
90. The curriculum for the under fives has outstanding features. A wide range of exciting experiences are provided which stimulate children's interest and enjoyment in the six areas of learning. Clear routines and a very secure, consistent environment are key strengths of the provision.
91. Recent review and revision of all schemes of work have improved the quality of curriculum planning. There are outstanding features in some schemes of work, notably those for children under five and geography. Consequently, they have been instrumental in supporting teachers in raising the quality of teaching.

92. The provision that has recently been established for the development of pupils' basic and key skills is comprehensive. The skills are threaded very effectively through teachers' planning in subjects across the curriculum. Meticulous attention is given to the development of pupils' literacy, numeracy and ICT skills in all subjects. The school has established an effective system for monitoring the delivery of key skills and has achieved the Basis Skills Quality Mark 2 award. Although, the provision for the development of key skills is in its infancy, it is clearly beginning to have a positive impact on pupils' standards of achievement.
93. The school provides a wide range of extra curricular and out of school activities which enrich pupils' experiences and raise their self esteem and confidence. The good variety of clubs, such as choir, science, art, computers, dance and sport provides pupils with good opportunities to improve and extend their talents.
94. Visitors to the school, such as local clergy, representatives of the Valley and Vale Arts Group and local police and fire officers all contribute well to pupils' learning experiences and further strengthen their understanding and respect for each other and the wider community.
95. Pupils enjoy valuable visits to places such as the Glyn Vivian Art Gallery, St. Fagan's Museum of Welsh Life, a local Mosque and Tondu Ironworks. However, the visit to the Houses of Parliament and meeting the Prime Minister was an occasion that will long live in the memory of Tondu pupils. Older pupils benefit from a residential visit to an outdoor centre at Ross-on-Wye. These valuable opportunities promote pupils' personal and social skills, placing a particular emphasis upon their ability to work together and take responsibility for personal organisation.
96. The school makes good provision for pupils' personal and social education. The programme of study is well planned and careful attention is given to various aspects such as personal development, the principles of healthy eating and drug awareness. Pupils are provided with appropriate opportunities during 'Circle Time' and daily 'Check In' sessions to discuss emotions and feelings, the importance of friends and the consequences of bullying.
97. Pupils' spiritual, moral, social and cultural development is promoted well through a variety of learning experiences. Pupils' spiritual development is significantly enhanced by pupils participating enthusiastically in collective worship activities and through close links with the local church. Some assemblies observed were memorable occasions as pupils, staff, parents and visitors collectively celebrate the life of the community. Much emphasis is placed upon opportunities to reflect on experiences and to pray meaningfully in both English and Welsh.
98. Pupils' moral and social development is good. The sharing of moral messages is a prominent feature of the provision and pupils' social development is enhanced through opportunities to take responsibility and

collaborate. Collecting for good causes such as the Tsunami appeal, Children in Need and the Make Poverty History project promotes pupils' understanding of global citizenship very well.

99. Pupils' cultural development is good. Good attention is given to the *Cwricwlwm Cymreig*, the Welsh dimension of the curriculum. Pupils are given opportunities to acquire knowledge and understanding of the traditions, culture and history of Wales. They visit places of interest and celebrate St. David's Day, with the Eisteddfod being a notable occasion. Opportunities to develop an awareness of other cultures are effectively promoted through subjects such as geography, art and music. The celebration of festivals such as Divali and Chinese New Year further promotes understanding and respect for other cultures.
100. The school has excellent partnerships with parents, other providers and with all interested parties within the local community. Parents and grandparents are actively encouraged to take part in school activities and regularly assist as volunteers, thus embracing the school's vision of parents becoming 'partners in learning'. Notable features of this partnership have been the 'language and play sessions' organised by the school and the home visits conducted by the Early Years staff prior to children commencing nursery education. There are good links with the neighbouring infant and secondary school and a close partnership with Bridgend College, whose students undertake work experience placements at the school.
101. The school's provision for work-related education and the development of pupils' entrepreneurial skills is good with some outstanding features. Through the school's Meaningful Work Programme, pupils learn how to apply in writing for special roles within the school and how to conduct themselves at an interview. Very good links have been established with the Education Business Partnership, which provides pupils with a variety of suitable work-related experiences and mini-enterprise projects.
102. Pupils' involvement with the School Council and Eco Committee also contributes well to the development of their skills in this area. Visitors from the community talk to pupils about their work and individual members of staff have benefited from placements in various organisations through the Education Business Partnership scheme.
103. The promotion of bilingual skills is good, particularly in the early years and in key stage 2. Welsh is used regularly in class and in assemblies. Bilingual displays help pupils' acquisition of both languages.
104. The school's arrangements for tackling social disadvantage are good with no important shortcomings. All pupils, regardless of background or circumstance, are welcomed and included in everything the school has to offer. The breakfast club is very well supported and much appreciated by parents.
105. The school's promotion of sustainable development and global citizenship is good with outstanding features. Conservation schemes, such as the school's

wild flower meadow, wooded nature trail and outdoor classroom, provide excellent opportunities for pupils to care for the environment. Waste paper and footwear are recycled.

106. The school strongly promotes understanding of fair trade issues. It has achieved the Eco Schools silver award and is working towards the achievement of green flag status. During the inspection, pupils in years 5 and 6 presented an excellent assembly to the rest of the school and a large number of parents on the theme of 'Make Poverty History' which they had written and organised themselves.
107. The development of pupils' entrepreneurial skills is promoted effectively through various activities. From the early years, children develop problem-solving skills and make considered decisions. Pupils make and sell items at the school fair and successfully organise fund raising events in support of worthy causes.
108. The school effectively lays the foundations of lifelong learning and community regeneration by encouraging pupils to be responsible for their actions and to be sympathetic to the needs of others. Qualities such as kindness, truthfulness and forgiveness are developed through 'Circle Time', pupil discussions and assemblies.
109. By becoming members of the School Council, Eco Committee and peer mediators, older pupils take on responsibilities which add to the school's sense of a structured community. Younger pupils enjoy running errands, helping teachers in the classroom and carrying out bell ringing duties. These experiences encourage pupils to take responsibility for their own actions.

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

##### **Grade 1: good with outstanding features**

110. The inspection team agrees with the school's self-evaluation of this key question.
111. The overall quality of care, guidance and support is good with outstanding features. Pastoral care of pupils is given extremely high priority, with the result that pupils confirm they feel safe and well supported by the adults who work at the school. Parents also report that their children are happy at school.
112. There are very effective procedures to monitor and support pupils' progress, their social development and their personal welfare. Teachers and learning support assistants have excellent relationships with pupils and are sensitive to their needs. Support services are called upon to help those who need specialist care and pupils benefit from the school's determination to include them in both its academic and social life.

113. The school is most successful in its endeavours to develop a strong partnership with parents and carers. It operates an effective home/school agreement. Parents are kept very well informed of events in school through several channels, including weekly newsletters, letters and reports. The school's prospectus and website are other good sources of information. The views of parents are sought through questionnaires and personal contact. Their views are taken into account and the school acts upon them. Formal parent/teacher consultations occur each term.
114. Most children begin school at the nursery stage. Induction arrangements are good with outstanding features. They include a home visit to every child's family by the early years teacher, which helps enormously with the settling-in process. Pupils who join the school in year 3 soon make friends and get to know the school's routines. Arrangements to help pupils settle into new classes each year are also good. A girl who joined at a later stage said that she was made welcome and soon settled. An extremely effective programme of induction activities and visits helps smooth the transition to Ynysawdre secondary school.
115. The quality of personal support and guidance for learners is highly effective. This is particularly the case for pupils with emotional and behavioural difficulties. They are extremely well supported, nurtured and helped to feel valued in a calm, secure environment. All members of staff demonstrate an excellent understanding of their needs. The consistent approach to meeting these pupils' needs is an outstanding feature of the school's care, support and guidance.
116. Registration periods are administered promptly at the start of morning and afternoon sessions. The school responds immediately to any unexplained absence. Parents understand the need to inform school should a child be unable to attend. Parents and carers are continually encouraged to get their children to school on time. Names of late arrivals are recorded. Punctuality has improved since the formation of the school's breakfast club. Pupils who attend regularly and arrive on time are acknowledged and rewarded. The education welfare officer provides good additional support if the school has any concerns.
117. The school's provision for ensuring the healthy development, safety and well-being of all pupils is good. Staff are trained in first aid and good procedures are in place for meeting the needs of pupils who are unwell or have an accident. Pupils' contact details are regularly reviewed and updated. Fire, electrical and other equipment is regularly checked. Risk assessments are completed before any visits are made.
118. Good procedures based on LEA guidelines are in place for child protection. The head teacher is the designated child protection officer and, in her absence, the deputy head. She ensures that there is regular, up-to-date training for all staff. Members of staff are vigilant and aware of signs that a child may need protection. The school works closely with outside agencies to

ensure the needs of more vulnerable pupils are well met. Records are accurate, properly maintained and securely located.

119. The overall quality of provision for pupils with additional learning needs is good with outstanding features. There are very clear strategies in place and the school conforms to the Code of Practice for Wales. Information gained from various assessments and monitoring of individual needs ensures that the vast majority of pupils with additional learning needs make good progress in meeting their targets.
120. The school's early identification, assessment and monitoring of individual needs are highly effective. Purposeful support is given by class teachers, support staff and the SEN Co-ordinator (SENCO) who work very effectively as a team to ensure a co-ordinated programme for pupils. Individual education plans are of very good quality and they contain clear, precise and relevant targets. They are reviewed on a termly basis and parents are fully involved at all stages.
121. Pupils with SEN, including those with physical disabilities, are fully involved in all aspects of the life and work of the school. Pupils receive excellent support from their dedicated and caring learning assistants. The withdrawal support sessions for pupils with SEN are extremely well linked to classroom activities. Pupils follow structured literacy programmes such as 'Catch Up' and their progress and achievement are very good in relation to their age and ability.
122. The school deals exceptionally well with pupils whose behaviour impedes their progress. Pupils who are at risk of exclusion, or who are re-integrating into the school, are supported extremely well. There are excellent links with outside agencies such as the Social Inclusion and Behaviour Support teams. A key priority has been training for all staff in the effective management of pupils' behaviour. This training has enabled the school to ensure that, for the vast majority of time, pupils are able to learn without interference. This is an outstanding feature.
123. Tondu Primary is an inclusive school. It recognises the diversity of pupils' backgrounds and all pupils are treated equally, with dignity and respect. Pupils have equal opportunities to participate in all school activities. The good practice observed is actively supported by written policies. The School Council meets regularly and effectively influences aspects of school life. Members of the Council are very aware of their responsibilities as representatives.
124. The school effectively promotes gender equality and challenges stereotypes. Boys and girls work well together in the classroom and have equal access to sporting and other school activities. The school carefully analyses assessment information to monitor the performance of boys and girls to aid curriculum planning.

125. The development of pupils' understanding of racial diversity is effectively incorporated in the personal and social element of the school's curriculum. Any expression of racism is challenged and logged. Given the circumstance of location and population, the school effectively promotes good race relations.
126. Very effective measures are in place to eliminate oppressive behaviour and all forms of harassment. Pupils understand the necessity to report immediately incidents of aggressive behaviour or discrimination of any sort. The school monitors behaviour closely, and the School Council discusses and acts on any concerns pupils raise personally or through the anti-bullying box.
127. The school fully complies with statutory requirements regarding provision for disabled pupils and adults. It has implemented suitable accessibility arrangements to ensure that disabled learners receive equal access to the curriculum.
128. The school actively recognises and respects diversity which is celebrated during school assemblies and through many aspects of the curriculum.

## Leadership and management

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

#### Grade 2: good features and no important shortcomings

129. The inspection team does not agree with the school's self-evaluation of grade 1 for this key question. Although there are a couple of outstanding features in the quality of leadership and management, there has not yet been enough time for these to be reflected in the overall standards pupils achieve.
130. Since her appointment three and a half years ago, the head teacher has given an outstanding lead in providing a clear sense of direction for the school. She has, at the same time, been highly successful in gaining the confidence and support of all members of staff so that there is a very strong sense of team work among them.
131. Members of staff are excited about new approaches to teaching and learning and behaviour management because they can see the positive impact they are having on the quality of provision. The head teacher identified these as key priorities for development soon after her arrival and there is now a very evident common understanding of how to build on these developments.
132. The staffing structure has recently been revised according to subject teams and related areas. The new structure enables staff to share in the formulation of policies and procedures. All policies have been reviewed during the last three years. There is equality for all in the sharing of responsibilities, while at the same time giving individual members of staff the opportunity to develop their areas of expertise.
133. The school takes good account of national priorities such as the development of sustainable development, Eco schools and the achievement of the Quality Mark. It is very actively involved in partnership with other schools in the local cluster and has undertaken much shared training.
134. Pupils are given challenging, realistic targets for their attainment at the end of each key stage. Most pupils achieve their targets. Other goals for development are clearly identified in the School Improvement Plan and are appropriate for the school.
135. There is a very strong commitment to the continuing professional development of both teaching and support staff. Because there is a positive ethos of support for all members of staff, they are willing to acknowledge areas for personal and professional improvement. In-service training is very effectively targeted at key priorities in the School Improvement Plan, such as helping staff develop their understanding of children's learning and critical skills training. This is an outstanding feature.

136. Through regular monitoring of the performance of members of staff, the head teacher has identified key areas for improvement. The training put in place as a result of the monitoring process has been outstandingly successful in improving quality, notably in the areas of teaching, learning and behaviour management. Newly-qualified teachers are well supported by the careful, staged targeting of areas for development.
137. The governing body is well informed and a good critical friend. There is a good mix of new and experienced governors and they have a wide range of strengths. They have undertaken training provided by both the school and the LEA and are therefore able to contribute well to the strategic direction of the school. They do this by, for example, analysing assessment data with the head teacher in order to identify areas for improvement such as differences in the achievements of girls and boys.
138. A number of individual members of the governing body are closely involved with the school, observe teaching and work with reading groups. They monitor the quality of provision effectively by studying subject development plans, receiving reports from the head teacher and other members of staff and by contributing to the self-evaluation process. The governing body fully meet its statutory responsibilities.

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

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

139. The inspection team does not agree with the school's self-evaluation of grade 1 for this key question. Although the quality of self-evaluation is good, the team did not identify any outstanding features in the self-evaluation process.
140. The school displays a positive, self-critical culture in which the head teacher, members of staff and governors are fully committed to raising standards and improving the school's educational provision. Self-evaluation and planning for improvement are embedded well in all aspects of the school's work and permeates the school's ethos.
141. The head teacher, members of the senior management team and subject team leaders undertake the work of monitoring according to the school's programme. They produce detailed reports, identifying strengths and shortcomings and produce good action plans that focus on key strategies which will further raise standards.
142. The School Improvement Plan very clearly indicates priorities, targets, responsibilities and financial implications. The head teacher and governors ensure that each element is effectively supported with the necessary resources. Progress in achieving improvement targets is carefully monitored.

143. A very detailed analysis is made of a range of pupils' assessments, including baseline assessments in reception and National Curriculum teacher assessments in key stages 1 and 2. The head teacher ensures that all stakeholders are fully informed of the self-evaluation results and the school's priorities for improvement. The head teacher, senior managers and governors thoroughly monitor the school's progress against targets in the School Improvement Plan to evaluate the efficiency of its implementation.
144. The self-evaluation report produced by the school prior to the inspection is based on the ESTYN framework and is of good quality. It is a detailed document and the result of an extensive, self-evaluation process. It identifies many good features together with areas to be developed in the School Improvement Plan. All stakeholders had the opportunity to contribute to the process.
145. Subject teams and co-ordinators are gaining confidence in monitoring the areas for which they are responsible. They played a full part in the major revision of all schemes of work and in planning the development and progression of key skills within them. They write subject reports that effectively identify areas of strength and weakness. Monitoring of the quality of teaching is currently undertaken jointly with the head teacher.
146. The inspection team agreed with the judgements made by the school in its self-evaluation report in five out of the seven key questions. The areas that the team identified as requiring further attention are similar to those of the school.
147. The school has made good progress since the last inspection and has responded positively and effectively to the key issues identified in the 2001 report.

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

#### **Grade 2: good features and no important shortcomings**

148. The inspection team agrees with the school's self-evaluation of this key question.
149. The school has a good supply of teaching staff to support the number of pupils on roll. Teachers are suitably qualified and experienced and they have detailed job descriptions which identify their curricular responsibilities.
150. There is a good blend of youth and experience in the staff team and teachers share their considerable breadth of knowledge openly and willingly. The sharing of this expertise, and the use of external specialists, are particularly effective in achieving good standards throughout the school.
151. A notable strength is the use and deployment of learning support officers and the nursery nurse who work very effectively alongside teaching staff. They are

- very effectively deployed in classrooms, have clear roles and make a significant contribution to classroom activities, particularly when supporting children under five and pupils with SEN, especially those with behavioural difficulties.
152. The administrative assistant, midday supervisors, canteen staff, cleaning staff and caretaker perform their duties effectively and efficiently.
  153. There are effective arrangements for the performance management and continuous professional development of staff. Training is undertaken in school and at externally organised courses and the programme is appropriately linked with the priorities in the School Improvement Plan. A number of teachers have received funding from the General Teaching Council to undertake Critical Skills training and to network with the local primary school cluster group. These initiatives have led to significant improvements in the quality of teaching and learning.
  154. Support staff attend a range of training courses relevant to their specific duties, with a number of them receiving accreditation. Newly qualified teachers receive effective guidance and support from their mentors and other members of staff.
  155. Good arrangements are made to cover teachers' planning, preparation and assessment time. Teaching and learning responsibilities have recently been restructured and clear roles established.
  156. The quality, quantity and variety of resources for the under fives are excellent. Resources for the subjects inspected are good overall. Resources match the needs of pupils and are deployed effectively. Relatively recent expenditure on resources such as interactive whiteboards and a dedicated computer room enhances pupils' learning and promotes the development of their ICT skills. However, there is a need for a greater variety of reading materials in Welsh as a second language and additional resources to support the teaching of music and physical education. Resources are reviewed regularly to ensure their effective and efficient use.
  157. Since the previous inspection, a number of improvements have been made to the school building. These include adaptations to classrooms, a new school roof, ramps, grab rails and toilets to accommodate pupils and adults with physical disabilities and a new hard core surface to the school yard. Generally, the accommodation provides a suitable setting for teaching and learning. The Friendship Garden and Discovery Room provide extremely stimulating environments for the under fives. However, some other classrooms are rather cramped.
  158. Classrooms and other areas have attractive, colourful displays of good quality which create a stimulating learning environment and celebrate pupils' work.
  159. The school makes effective use of the local environment, the community and educational establishments such as museums and nature reserves to support

pupils' learning. A notable feature within the school's grounds is the 'Forest Area'. This exciting outdoor classroom provides pupils and staff with a wealth of opportunities to extend pupils' learning. It is an outstanding aspect of the school's accommodation.

160. The head teacher inherited a deficit budget when she took up her post and a situation of falling rolls and redundancy issues. The school has worked closely with LEA finance officers and the finance sub-committee of the governing body to make efficient, effective and economic use of its resources. Key spending decisions, such as the large investment in critical skills training, are effectively matched to the school's priorities and finances are well managed. The school therefore provides good value for money.

## Standards achieved in subjects and areas of learning

### Under 5s

161. The overall quality of provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's learning.

### Language, literacy and communication skills

#### Grade 2: good features and no important shortcomings

##### Good features

162. Nursery children listen very carefully to their teacher and other adults. They confidently answer questions and make simple statements about their experiences. They enjoy handling books and are becoming aware of the purpose of writing through their role-play activities. Most children know the names of colours in Welsh and respond appropriately to simple greetings. They enjoy mark making and writing patterns with a wide variety of implements.
163. Reception children confidently express their ideas. They respond appropriately to routine greetings and enjoy singing simple songs in Welsh. They enjoy listening to stories and enthusiastically join in the refrain at appropriate points. They have good recall of the sequence of a familiar story, such as 'The Very Hungry Caterpillar'. More-able children read the story accurately and independently. Most children recognise some frequently occurring words and have a good knowledge of letters and sounds in regularly spelt words such as 'hop' and 'top'. Children at an earlier stage of learning to read are beginning to recognise initial letters and sounds.
164. Most children write their own names legibly and independently and understand that writing conveys meaning. They use writing purposefully in their role-play activities, writing lists and invitations. More-able children write brief sentences for a story independently.

##### Shortcomings

165. There are no important shortcomings.

### Personal and social development

#### Grade 1: good with outstanding features

##### Outstanding features

166. Children under five develop excellent relationships with adults and with one another. In both year groups, children show high levels of concentration, interest and absorption in their activities.

167. Nursery children eagerly explore new experiences. They show outstanding levels of self-control when a hen visits their classroom. They sit very still and observe very quietly, understanding the importance of not frightening her. They show immense care, respect and concern for the hen's well-being.
168. Reception children co-operate to a very high degree in shared endeavours such as role-play and construction activities. Without exception, they respond extremely well to all the experiences provided and show a very positive disposition towards learning.

### **Good features**

169. Children with emotional and behavioural difficulties in both year groups make good progress in developing self-control as a result of the consistent, effective strategies applied by all adults.
170. Nursery children play happily alongside one another and are beginning to take turns in their activities. They are developing a good awareness of being part of a group.
171. Reception children confidently approach visitors, engage them in conversation and include them in their activities. They work with enthusiasm and take responsibility for serving snacks, tidying up and taking messages. They show good perseverance in tackling challenging tasks. They are aware of the importance of healthy eating.

### **Shortcomings**

172. There are no important shortcomings.

### **Mathematical development**

#### **Grade 2: good features and no important shortcomings**

### **Good features**

173. Nursery children are developing a good understanding of 'less than' and 'more than' in practical contexts such as checking the number of eggs in a nest. With support, they are beginning to count up to ten in both English and Welsh. Most children recognise a range of 2-dimensional shapes and numbers to five. They sort toys successfully according to two criteria – old and new. More-able children can match the number of spots on dominoes correctly.
174. Reception children are developing a good understanding of the purpose of money in the class shop, the 'Garden Centre'. More-able children can accurately calculate the cost of two items to find the total cost. Less-able children recognise and write numbers to five. Most children can copy a pattern and match numbers accurately to the number of objects. They are beginning to develop the idea of symmetry by copying their partner's pattern on butterfly wings. Most children demonstrate a good understanding of comparative language such as 'higher than' and 'longer than' in practical contexts.

### **Shortcomings**

175. There are no important shortcomings.

### **Knowledge and understanding of the world**

#### **Grade 1: good with outstanding features**

##### **Outstanding features**

176. Children in both year groups develop an excellent knowledge and understanding of the world through stimulating role-play experiences, explorations in the 'Discovery Room', activities in the 'Forest School' and visits in the locality. Nursery children find out about features of living things through close observation of them and show an outstanding awareness, relative to their age, of their needs. Reception children build extremely well on this understanding through their study of the life cycle of butterflies, by growing plants and through their observations of birds in the nursery garden.

##### **Good features**

177. Children in both year groups are developing a good sense of the passage of time. Nursery children recognise some of the differences between old and new toys. Reception children know the days of the week and that they do not come to school at weekends. They are also developing a good understanding of changes over time through observing the growth of plants and the stages of development of butterflies.

178. In both year groups, children are developing a very good understanding of the work people do through role-play activities and visitors to the class. Children of reception age confidently use the interactive whiteboard and computers to support their learning. They are developing a good understanding of the uses of electricity. More-able children know that a circuit must be complete to light a bulb.

### **Shortcomings**

179. There are no important shortcomings.

### **Physical development**

#### **Grade 2: good features and no important shortcomings**

##### **Good features**

180. Nursery children enjoy physical activities such as hopping, jumping and balancing. They develop their fine motor skills well through activities such as cutting, sticking and making writing patterns.

181. Reception children try hard to manipulate tweezers to pick up small objects. They handle glue sticks, writing tools and paint brushes with dexterity. In outdoor play, the majority of children move confidently, demonstrating good control over their bodies. They demonstrate good balance and body control

on 'wobble boards'. More-able children show good awareness of space and travel at various speeds.

### **Shortcomings**

182. There are no important shortcomings.

### **Creative development**

#### **Grade 2: good features and no important shortcomings**

##### **Good features**

183. Nursery children enjoy exploring the properties of paint, using different techniques, tools and media such as combs, bubble painting and pastels.
184. Reception children make attractive pastel paintings based on Monet's pictures of his garden. In dance sessions they enjoy creating a range of shapes and movements to suggest the stages of growth from egg to butterfly. They also compose their own music using a range of percussion instruments and are beginning to follow simple graphic notation, including changes in dynamics. They respond very imaginatively to opportunities to act out independently the story of 'Jack and the Beanstalk', using the 'home' and 'castle' role-play areas in the classroom.

##### **Shortcomings**

185. Children's artistic potential in making collages is sometimes constrained by limited choices of materials and already prepared outlines generated by adults.

<b>Welsh second language</b>
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#### **Key Stage 1: grade 3: good features outweigh shortcomings**

#### **Key Stage 2: grade 2: good features and no important shortcomings**

##### **Good features**

186. In both key stages, pupils demonstrate increasing confidence in their use of Welsh as they progress through the school. Their levels of understanding and pronunciation and intonation skills develop particularly well.
187. In key stage 1, pupils know and use simple greetings such as '*bore da*' and '*prynhawn da*' and ask simple questions such as '*Sut wyt ti?*' to retrieve personal information. They recognise and respond well to commands and instructions.
188. Pupils in key stage 1 know a range of useful sentence patterns to describe where they live. More-able pupils confidently describe features associated with the weather. They use a developing vocabulary to name basic colours and parts of the body and the majority can count up to 20 properly. By the end of the key stage, pupils read labels and flash cards correctly. More-able

pupils are developing effective early writing skills and compose a short passage describing 'Pwsi.'

189. In key stage 2, pupils extend their range of vocabulary by repeating and extending set phrases about themselves, colours, the time, their homes and the weather. By year 6, pupils describe the character of Harry Potter using language patterns and vocabulary correctly. More-able pupils use more complex structures and confidently engage visitors in describing themselves, their interests and their school.
190. Pupils in key stage 2 read a range of reading materials fluently, with good understanding. These materials include work sheets, big books such as 'Yn yr Ysgol' and simple books about the adventures of Babs and Benja. Towards the end of the key stage, more-able pupils express opinions well about the content of their reading.
191. Pupils' writing skills develop appropriately and the majority use a variety of sentences in their written work. Pupils in years 3 and 4 use suitable adjectives when writing an informative 'Postcard from Spain' and in composing a poem, 'Gwyn fel yr eira.' The majority write a lively dialogue between two school friends and their ability to punctuate and spell familiar words is developing well.
192. Pupils in years 5 and 6 write successfully for different purposes using a variety of forms suitable for the task. They describe different types of shops, their favourite television programmes and construct an interesting food menu. More-able pupils write about famous Welsh people such as Neil Jenkins, JPR Williams and Charlotte Church using a range of extended sentences and suitable adjectives.

### **Shortcomings**

193. In key stage 1, pupils lack confidence in their oral responses.
194. In both key stages the reading and writing skills of a minority of pupils are underdeveloped.

<b>Mathematics</b>
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**Key Stage 1: grade 2: good features and no important shortcomings**

**Key Stage 2: grade 2: good features and no important shortcomings**

### **Good features**

195. Across both key stages, pupils develop appropriate mathematical vocabulary. They respond rapidly during mental mathematics sessions and the majority answer questions correctly.
196. In key stage 1, pupils have a good understanding of number bonds and place value. They quickly recall pairs of numbers which have a total of 10. They use

mental mathematics effectively to solve simple problems and confidently differentiate between odd and even numbers.

197. Pupils in year 2 correctly identify common coins and add simple sums of money to make different totals. When purchasing fruit from 'Y Siop Gymreig', more-able pupils calculate change from a pound and develop appropriate strategies to support their problem solving skills.
198. Pupils have a good knowledge of simple fractions, which helps them in their understanding of the concept of time. They can tell the time to the hour and half hour, while older pupils effectively convert digital to analogue time.
199. Key stage 1 pupils have a good knowledge of the properties and features of two dimensional and three dimensional shapes. They use standard and non standard measures effectively to measure objects and more-able pupils in year 2 can estimate correctly using a range of mental strategies.
200. In key stage 2, pupils' current and previous work shows that they have a good understanding of the four rules of number. The majority make effective use of their increasing knowledge of tables when multiplying and dividing. They make good progress in applying their knowledge and understanding in solving written problems.
201. Pupils consolidate their understanding of place value, competently handling numbers to a thousand and beyond. Older pupils recognise place value to a million and more-able pupils calculate accurately to two decimal places.
202. Across the key stage, pupils collect data and record it systematically using tables and block and line graphs. They analyse and interpret the data effectively. Pupils reinforce and extend their understanding further when making an effective comparison of temperatures in different places and are developing a good understanding of negative numbers in this context.
203. Pupils in year 3 and 4 understand and use simple fractions correctly. At the end of the key stage, more-able pupils understand the relationship between fractions, decimals and percentages and carry out simple calculations involving conversion from one to another correctly.
204. Pupils in years 5 and 6 understand the difference between area and perimeter and can use appropriate strategies to calculate the area and perimeter of regular and irregular polygons. They have a good knowledge of angles and the properties of irregular shapes. They name and measure angles confidently and use the language associated with angles, including acute and obtuse, appropriately. Pupils have a good understanding of co-ordinates, which they use in other subjects such as geography to identify positions on a grid.

### **Shortcomings**

205. In both key stages, pupils' investigational skills are insufficiently developed.

## 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

206. Pupils in key stage 1 collect information about their immediate area and record their findings well in pictorial maps. They make good progress in including more detail in these maps from year 1 to year 2.
207. They use relevant geographical terms appropriately and successfully locate familiar features of the area surrounding the school on plans. They recognise some of the similarities and differences between streets in Aberkenfig and those illustrated in picture books.
208. Pupils in lower key stage 2 build very well on the skills developed during key stage 1. In year 3, for example, they use satellite pictures effectively to further their knowledge of Aberkenfig in relation to key features such as the M4 motorway, the railway and the coast.
209. Pupils in year 4 have a very good understanding of interrelationships in the wider world. For example, they are very aware of 'Fair Trade' issues and how their spending choices affect the quality of people's lives in other parts of the world.
210. In upper key stage 2, pupils show an increasing grasp of complex issues relating to care of the environment. In debate, for example, year 5 pupils offer valid reasons for and against the closure of an oil refinery following an oil spillage at sea. They have a good understanding of the conflicting needs of people's jobs and the impact of their activities on the environment.
211. By year 6, pupils recognise that people's views vary about what makes a place pleasant to live in. They have a good understanding of how Aberkenfig compares with Llanarthne in South West Wales and the differing needs of smaller and larger populations. They use scales on a maps accurately to calculate the distance between Bridgend and other places in Wales.

### Shortcomings

212. There are no important shortcomings.

## Physical education

**Key Stage 1: grade 2: good features and no important shortcomings**

**Key Stage 2: grade 3: good features outweigh shortcomings**

### Good features

213. In gymnastics lessons, pupils in key stage 1 find a good variety of ways of travelling along, through and under apparatus. They jump in a range of ways, with increasing control, and the majority of them land correctly with knees

- bent. They take some responsibility for taking out apparatus and putting it away.
214. In lower key stage 2, pupils demonstrate a good understanding of the importance of warming up before exercise.
215. Pupils in year 3 throw, catch and pass a ball with increasing precision. They enjoy participating in team games and play well according to the rules.
216. In dance lessons, year 4 pupils respond imaginatively to musical stimulation. The majority show good body awareness and move in time to the music with style and balance. By the end of year 4, most pupils can swim 25 metres unaided.
217. Pupils in upper key stage 2 show a good understanding of the importance of exercise for a healthy body.
218. In gymnastics lessons, the majority of pupils in year 5 use space well, display good body positions and transfer weight effectively from feet to hands. In games lessons, more-able pupils in year 6 demonstrate good hand/eye co-ordination and their skills of throwing and catching are well developed.

### **Shortcomings**

219. Pupils in key stage 1 do not evaluate their own performance and that of others sufficiently in order to refine and increase control of their movements.
220. In year 5, a significant minority of pupils do not show sufficient control, tension, balance and clarity of body shape in gymnastics lessons.
221. The skills of catching, passing and running into space are underdeveloped in the majority of pupils in year 6.

<b>Religious education</b>
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**Key Stage 1: grade 2: good features and no important shortcomings**

**Key Stage 2: grade 2: good features and no important shortcomings**

### **Good features**

222. In key stage 1, pupils successfully recall some Bible stories such as Noah, Moses and David and Goliath. They correctly name the major Christian festivals and their significance, including Harvest and Christmas. They also accurately recall other Christian celebrations such as baptism and know its significance. They understand the meaning of Easter and that Jesus died on the cross and arose on Easter Day.
223. Pupils successfully name some of the major church artefacts such as the cross, font and stained glass windows. They know that the vicar presides over church services and understand the significance of prayer as a way of

speaking to God. More-able pupils effectively compose personal prayers as a means of thanking God.

224. Pupils in year 3 understand that the Bible is a special book for Christians and that there is a difference between the Old and the New Testament. They accurately recall the main events of Holy Week and are aware of the significance of the Last Supper. They appreciate that bread and wine are symbols representing the body and blood of Christ.
225. Pupils in year 5 make good progress in their knowledge of Judaism. They know that Jews attend the synagogue on Saturdays and that they celebrate the festival of Hannukah by lighting candles on each evening while the festival continues. They name features associated with the synagogue such as Torah, Ark and yad.
226. By year 6, pupils have a good knowledge of Islam. They know that Muslims worship in a Mosque and correctly name the five pillars of Islam. They know that Ramadan is one of the main festivals and more-able pupils identify similarities between Ramadan and Lent, the Qu'ran and the Bible. Pupils understand why pilgrimages are important to some religious people and explain the significance of places such as St. David's, Jerusalem and Mecca

### **Shortcomings**

227. In key stage 1, pupils' awareness of religions other than Christianity is limited.
228. In key stage 2, pupils' knowledge about the contribution of people such as St. David, Mari Jones and Bishop William Morgan to the development of Christianity in Wales is underdeveloped.

## **School's response to the inspection**

The head teacher, staff and governors are delighted that the inspection recognised the good progress made since the last inspection, and that pupils make good progress and achieve good standards in knowledge, understanding and skills. The quality of support and guidance that we give to learners is described as good with outstanding features. We are pleased that our pupils are recognised as being well behaved, with good manners and showing respect for one another as a reflection of the clear and consistent expectations and values that the school promotes. We celebrate the fact that the overall quality of provision for pupils with additional learning needs is good with outstanding features.

We are pleased that the inspection acknowledged as good with outstanding features, the excellent attitudes of the pupils to learning, the good working relationships and the positive climate for learning created by the school. The recent investment in training for new approaches to teaching and learning is commented on, as is the enthusiasm of staff and the variety of teaching methods used. The teamwork of the staff was highlighted, as were their excellent relationships with the pupils. Their overall finding that Tondu Primary School is a happy school where pupils make good progress and enjoy learning reflects our mission statement well.

Staff and governors will work to address the recommendations of the report by writing an action plan, which will be sent to all parents. Recommendation 2 has already been identified as an area for development by the school and is in the School Improvement Plan. The other recommendations will be incorporated into the School Improvement Plan and will be monitored through that process. The governors' annual report to parents will report on the progress the school is making on the inspection recommendations.

We would like to thank the inspection team for their professional and rigorous approach to the inspection of our school.

## Appendix 1

### Basic information about the school

Name of school	Tondu Primary School
School type	Nursery and Primary
Age-range of pupils	3 - 11
Address of school	Meadow Street Aberkenfig Bridgend
Postcode	CF32 9BE
Telephone number	01656 722447
Head teacher	Ms Sue Pilcher
Date of appointment	September 2003
Chair of governors/ Appropriate authority	Ms M Fryer
Registered inspector	Ms Stephanie James
Dates of inspection	26 – 28 March 2007

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	17	11	17	9	26	31	29	18	158

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	2	7

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	1:28
Pupil: adult (fte) ratio in nursery classes	1:5.6
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	23.5
Teacher (fte): class ratio	1:26

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Spring 2006	95.7%	93.6%	94.2%
Summer 2006	96.5%	95.9%	95.2%
Autumn 2006	97.6%	96.1%	96%

Percentage of pupils entitled to free school meals	26%
Number of pupils excluded during 12 months prior to inspection	2 temporary

### Appendix 3

#### National Curriculum Assessment Results of Pupils in the School (2006) and Nationally (2005) at the end of Key Stage 1:

National Curriculum Assessment KS1 Results 2006		Number of pupils in Year 2		16			
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School	0	0	12	69	19
		National	0	4	12	64	20
En: reading	Teacher Assessment	School	0	0	12	69	19
		National	0	4	14	56	26
En: writing	Teacher Assessment	School	0	0	19	81	0
		National	0	5	14	69	12
En: speaking and listening	Teacher Assessment	School	0	0	6	75	19
		National	0	2	11	64	23
Mathematics	Teacher Assessment	School	0	0	6	56	38
		National	0	2	10	63	24
Science	Teacher Assessment	School	0	0	6	94	0
		National	0	2	9	65	24

Percentage of pupils attaining at least level 2 in mathematics, science and English by teacher assessment			
In the school	88	In Wales	81

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

**National Curriculum Assessment Results of Pupils in the School (2006) and Nationally (2005) at the end of Key Stage 2:**

National Curriculum Assessment KS2 Results 2006							Number of pupils in Year 6		23		
Percentage of pupils at each level											
			D	A	N	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	26	52	22
		National	0	0	1	0	1	4	15	47	32
Mathematics	Teacher assessment	School	0	0	0	0	0	0	22	56	22
		National	0	0	1	0	1	3	15	47	32
Science	Teacher assessment	School	0	0	0	0	0	0	0	78	22
		National	0	0	1	0	0	2	11	51	35

Percentage of pupils attaining at least level 4 in mathematics, science and English by teacher assessment			
In the school	65	In Wales	72

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

## Appendix 4

### **Evidence base of the inspection**

Three inspectors spent a total of seven inspector days in the school and met as a team before the inspection. The nominee from the school was the head teacher.

These inspectors visited:

- thirty-two lessons or part lessons;
- all classes;
- 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 began;
- senior managers, teachers, support and administrative staff and groups of pupils during the inspection.

The team also considered:

- the school's self-evaluation report;
- twenty-one responses to a parents' questionnaire;
- comprehensive documentation provided by the school before and during the inspection and
- a wide range of pupils' past and current work.

The inspection team held post-inspection meetings with the staff and governors.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Stephanie James Registered Inspector	Context Summary Recommendations Appendices Contributions to key questions 1, 2, 4 and 5 Early Years Geography Physical Education.
Ogwyn Phillips Team Inspector	Contributions to key questions 2, 3, 4, 6 and 7 Welsh Second Language Mathematics Religious Education.
Charles Brentnall Lay Inspector	Contributions to key questions 1, 3 and 4
Susan Pilcher Head teacher and nominee from the school	Contributions to team meetings and provision of information.

#### The contractor was:

Evenlode Education Ltd  
Little Garth  
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#### Acknowledgement

The inspection team would like to thank the staff, governing body, parents and pupils for their courtesy and help during the inspection.