

**Inspection under Section 10 of the  
Schools Inspections Act 1996**

**Twynyrodyn Community Primary School  
Gilfach Cynon  
Twynyrodyn  
Merthyr Tydfil  
CF47 0LW**

**School Number: 675/2352**

**Date of Inspection:  
14th – 16th March 2005**

**by**

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W180/78730**

**Date: May 2005**

**Under Estyn contract number: T/185/04/P**

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**Twynrodyn Community Primary School** was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Twynrodyn Community Primary School took place between 14th and 16th March 2005. An independent team of inspectors, led by Mr. Michael T. Ridout undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

## 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain 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. Twynrodyn Primary is a community school, for boys and girls aged from three to eleven years. The school opened in a new building in April 2004 following the amalgamation of the Infant and Junior Schools, in September 2003.
2. The school is organised in eleven mainstream classes, including a nursery and a reception class for the under fives, and the Unitary Authority (UA) provides a learning support class for fifteen pupils with special educational needs (SEN). These pupils come from a wide area. In total, there are 304 full-time equivalent (fte) pupils on roll. The average class size in mainstream classes is 26.6. The school employs 12 full-time and three part-time teachers (13.5 fte) and five assistants.
3. The school is situated in Twynrodyn, an established mainly residential area on the fringe of Merthyr Tydfil. The school confirms a number of families have disadvantaged circumstances. About 22% of pupils are entitled to free school meals. This is above the national average, but below local figures. There are few pupils from ethnic minorities. No pupils come from homes where Welsh is the first language. English is the predominant language and the school teaches Welsh as a second language.
4. The school receives pupils from the full range of abilities. A range of assessment data confirms this and the results of baseline assessments compare well with local averages. Around 20% of pupils have SEN. This proportion is similar to that found in many similar schools. One pupil has a statement of SEN. The former infant school was inspected in February 1999 and the junior school in July 1998.
5. The school has achieved a number of awards, including the Basic Skills Quality Mark (2004), Investors in People accreditation (1999) and the Schools Curriculum Award (2002).

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

6. The work of the school is built around the mission statement that is summarised in the following motto: 'Achievement for all.' This is supported by a series of school aims.
7. Appropriate targets are set for end-of-key-stage attainment. The main priorities identified in the school's three-year strategic plan 2003-6 are wide ranging. The focus for the current year is:
  - continuing to enhance learning skills and outcomes in English, key skills, music and the teaching of a modern foreign language;
  - review teaching and learning styles;
  - evaluate assessment systems and the use of data;
  - review behaviour policy and develop the school council;
  - review new SEN policy and practice;
  - continue to develop the role of subject leaders and the governing body (GB);
  - strengthen links with industry;
  - develop the school grounds.

## Summary

8. The recent achievements of Twynyrodyn School are impressive. The staff and governors have much to be proud of in the establishment of this 'new', vibrant school community. The provision includes some outstanding features. Very effective leadership ensures the school builds well on established strengths and promotes success for pupils through a stimulating programme of learning opportunities.

### Table of grades awarded

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

### Standards of achievement

9. In 70 lessons, or parts of lessons, standards of achievement were judged:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	68%	25%	0%	0%

10. The educational provision for the under-fives has some weaknesses, but there is evidence that these weaknesses can soon be put right.

11. The children make good overall progress in the acquisition of basic and key skills in literacy, numeracy and information and communications technology (ICT).

12. Standards of achievement in the Areas of Learning in the Early Years are judged:

Area of learning	Nursery	Reception
Language, literacy and communication	Grade 2	Grade 2
Personal and social development	Grade 2	Grade 2
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 3	Grade 3
Creative development	Grade 3	Grade 3
Physical development	Grade 2	Grade 2

13. Across both Key stages pupils achieve well in basic and key skills. By the end of Key stage 2, the pupils' level of competence in using ICT across subjects is an impressive feature and there are very good examples of writing in subjects such as history.

14. Standards of achievement in National Curriculum (NC) subjects and religious education in Key stage 1 and Key stage 2 are judged:

<b>Subject</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
English	Grade 2	Grade 1
Mathematics	Grade 2	Grade 1
Science	Grade 2	Grade 1
Welsh as a second language	Grade 2	Grade 3
Design and technology	Grade 2	Grade 2
Information technology	Grade 2	Grade 1
Geography	Grade 2	Grade 2
History	Grade 2	Grade 2
Art	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical Education	Grade 2	Grade 1
Religious Education	Grade 2	Grade 2

15. Taken overall, progress accelerates towards the end of both Key stages.
16. Slow learners, including those with SEN in mainstream classes across both Key stages, make at least good progress in relation to age and ability.
17. The more-able pupils in upper Key stage 2 demonstrate confidence in using thinking strategies and are developing collaborative and independent learning skills well. This is a distinctive feature.
18. The results of NC tests and assessments show a trend of improvement.
19. In Key stage 1 and Key stage 2, the most recent NC assessments for 2004 confirm that performance is well above national figures in English, mathematics and science. In comparison with similar schools having between 21 and 24% of pupils entitled to free school meals, performance is also well above average.
20. The proportion of pupils attaining expected levels in the three core subjects (95% in Key stage 1 and 86.5% in Key stage 2) is well above average.
21. The high standards of attainment reflected in the NC results at the end of both Key stages are a great credit to the school and endorse the extent of improvements in learning and teaching achieved over recent years.
22. Pupils behave very responsibly, they are courteous and relate very well to each other and to the adults in the school. This makes a distinctive contribution to the way they make progress in their lessons.
23. The overall level of attendance, averaging almost 93%, is satisfactory.

### **The spiritual, moral, social and cultural development of pupils**

24. Learning experiences promote pupils' spiritual, moral, social and cultural development effectively. The provision to promote pupils' personal development is a distinctive feature of the school.

25. The planned opportunities for reflection in both Key stages are managed very well and add significantly to pupils' spiritual and moral development.

26. The values and attitudes promoted by the school are consistently confirmed so that pupils are developing a sense of ownership and responsibility towards the school, its environment and the wider community.

27. The school successfully develops pupils' awareness, understanding and appreciation of the culture of Wales, and other cultures. However, pupils' skills in developing bilingual competence are under-developed.

28. The positive ethos that prevails in the school and the range of planned personal and social education (PSE) activities develop pupils' understanding of moral and social issues very well and effectively helps promote their development as mature young citizens.

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

29. In 70 lessons, or parts of lessons, teaching was judged:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
7%	63%	30%	0%	0%

30. A strong feature of teaching is the consistent and skilful management of pupils. Teachers have very good working relationships with pupils and successfully foster a positive climate for learning.

31. The majority of lessons are well structured and introductions explain the learning intentions clearly to pupils. However, there is some variation in lesson management and the quality of lesson planning.

32. Lesson planning is well guided by progressive schemes of work that provide clear learning objectives and assessment criteria. In the best examples of lesson planning, day-to-day assessments are used well to ensure progress is maintained.

33. The impact of the teaching of the under-fives is variable.

34. The teaching and support provided for pupils in the special class is very effective.

35. The systems to assess and track pupils' achievements are excellent.

36. The curriculum experiences provided for the children in the nursery are appropriate but the context for learning in reception is prematurely formal. The school is to address this issue as it adapts its provision in line with the Foundation Phase curriculum in 2005/6.

37. Across both Key stages the school provides a broad and balanced curriculum in all NC subjects and religious education. This provision is developing well.

38. Good overall provision is made for developing learners' basic and key skills.

39. The learning experiences provided for pupils with SEN meet their needs very well, both in the special class and in mainstream classes. This is an outstanding feature.

40. The varied programme of educational visits, visitors to the school and wide range of extra-curricular activities significantly enrich pupils' curricular experiences.

41. Pupils are very well cared for, guided and supported. This is a major strength of the school. This provision is quite simply outstanding.

42. The school's partnerships with parents, the community and other schools and agencies are distinctive and well developed features.

43. A highly experienced special educational needs co-ordinator (SENCo) and an assistant head efficiently co-ordinate and monitor all aspects of the SEN provision. The overall quality of this provision is good with some outstanding features.

### **Leadership and management**

44. The school is very well led and managed. The strategic direction and clear sense of purpose provided by the headteacher, with the enthusiastic support of senior staff and the governors, are outstanding features.

45. The school motto and aims are very clearly reflected in the life of the school. There is an excellent climate for learning that ensures equal opportunities and promotes pupils' individual qualities particularly well. This is an outstanding feature.

46. Through well established planning processes the school sets both realistic and challenging targets and goals. There is a strong commitment to developing effective teamwork.

47. The GB plays an integral role in helping to set the strategic direction of the school.

48. Effective use is made of the self-evaluation process. This is a distinctive feature. The role of subject co-ordinators in gathering first hand information about standards and the quality of teaching and learning is developing well.

49. The school has an effective staff professional-development programme.

50. The school budget is used effectively to provide a good level of learning resources for all pupils.

51. The 'new' school building is impressive and offers good facilities.

52. The GB rigorously monitors spending; the school provides good value for money.

### **Improvement since the last inspection**

53. There is a significant improvement in the overall quality of education provided. This is a huge achievement and a cause for celebration.

## Recommendations

54. In order to improve standards and the quality of education further it is recommended the school and the GB, with the support of the unitary authority, should continue to implement its strategic plan, placing particular emphasis on:

- R1. maintaining the high standards at the end of both key stages in the core subjects of English, mathematics and science, and in information technology and physical education at the end of KS2;
- R2. developing further the learning experiences provided for children under five;
- R3. improving on the already good standards achieved in foundation subjects in both key stages and in KS2, improve standards in Welsh second language;
- R4. disseminating already established 'best practice' to ensure greater consistency in the planning and implementation of learning and teaching;
- R5. continuing to develop the teachers' role in monitoring and self-evaluation.

*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

55. The findings of inspection differ from the school's self-evaluation in that the school graded this Key question Grade 1. Although standards of attainment in NC results are well above average at the end of both key stages the findings of inspection are that overall standards of achievement are Grade 2.

56. In 70 lessons, or parts of lessons, standards of achievement were judged:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	68%	25%	0%	0%

57. Children under five enter school with a range of attainments. The results of baseline assessments compare well with local averages. Taken overall, the children make good progress towards the Desirable Outcomes and achieve well in the six areas of learning.

58. Significant progress is evident in children's personal and social development in nursery and reception. However, progress in knowledge and understanding of the world and creative development is less consistent.

59. The children make good overall progress in the acquisition of basic and key skills in literacy, numeracy and information and communications technology (ICT).

60. In English, mathematics and science pupils achieve very well in both Key stages. The strong emphasis on developing pupils' literacy and numeracy skills, and investigative skills in science, results in very good progress and high standards. This is most evident in upper Key stage 2.

61. Achievement in the non-core foundation subjects of the NC and religious education in both Key stages reflect a commendable consistency. Impressive features include the very good progress and the high level of achievement and skill demonstrated by many pupils in physical education and information technology in upper Key stage 2. The quality of singing is very good in both Key stages; however, achievement is less well developed in Welsh as a second language in Key stage 2.

62. The school sets individual pupil targets in the core subjects and is implementing a system of self-assessment at the end of lessons. These initiatives raise pupils' awareness of strengths and weaknesses in their work and have a positive impact on achievement.

63. Taken overall, progress accelerates towards the end of both Key stages.

64. Slow learners, including those with SEN in mainstream classes across both Key stages, make at least good progress in relation to age and ability. They benefit from a good range of support and intervention strategies. Pupils attending the special class in Key stage 2 make good and sometimes excellent progress in relation to their individual education programme (IEP) targets.

65. Across the school good achievement and progress are most evident in lessons where pupils understand what they are learning and are guided well in building on their prior knowledge. Pupils achieve less success where the learning experiences lack sufficient relevance and challenge to fully involve and motivate them.

66. Pupils achieve well in basic and key skills in both key stages. In Key stage 2, the pupils' level of competence in using ICT across subjects is a particularly impressive feature and there are very good examples of writing in history, for example. However, structured opportunities for developing library and research skills lack consistency.

67. The more-able pupils in upper Key stage 2 demonstrate confidence in using thinking strategies and are developing collaborative and independent learning skills well.

68. In general, pupils are well supported in developing bi-lingual competence in Key stage 1. There is less consistency in Key stage 2 although pupils respond enthusiastically in both key stages.

69. Pupils achieve similar levels of success whatever their social, ethnic or linguistic background.

70. The results of NC tests and assessments show a trend of improvement. At the time of the last inspection, results in Key stage 1 were broadly average and in Key stage 2 results were below the national average.

71. In Key stage 1, the most recent NC assessments for 2004 confirm that performance is well above national figures in English (speaking and listening, reading and writing) and also in mathematics and science. In comparison with similar schools having between 21 and 24% of pupils entitled to free school meals, performance is also well above average. The proportion of pupils attaining expected levels in the three core subjects (95%) is well above average. The average over three years is 94.5%.

72. In Key stage 2, the NC test results for 2004 are well above national figures in English, mathematics and science. In comparison with similar schools, results are also well above average. The proportion of pupils attaining expected levels in the three core subjects (86.5%) is well above average. The average over three years is 89%.

73. The high standards of attainment reflected in the NC results at the end of both key stages are a great credit to the school and endorse the extent of improvements in learning and teaching achieved over recent years.

74. The school successfully meets or exceeds its end of key stage targets in both Key stages. It has identified differences in the performance of boys and girls in KS1 and is implementing strategies to boost further the attainment of boys. There is no significant difference in the performance of boys and girls in KS2.

75. Pupils show good attitudes towards their learning. They listen attentively, follow instructions willingly and respond readily to questions. Generally, pupils show a keen interest in their work, concentrate well on their tasks and are eager to get as much out of school as possible.

76. The under-fives are acquiring sound learning habits and are enthusiastic about their new learning opportunities.

77. Pupils behave very responsibly and understand the class and school rules that they have helped to formulate. This enables them to share in the orderly running of the school community and makes a positive contribution to the way they are able to make progress in their lessons. Pupils are courteous and relate well to each other and adults, including visitors to the school.

78. The average rate of attendance for the three terms prior to the inspection was 92.83%. Most pupils attend school regularly and are punctual. There are no unauthorised absences recorded. A small number of families take holidays in term-time, but record their requests to do so, in writing, well in advance.

79. The great majority of the pupils have a good capacity to work productively with appropriate independence. They consider aspects of their work critically and set themselves targets for improvement so that they develop more responsibility for their own learning. They take an active part in the life and work of the school; the older pupils, in particular, work well together confidently to develop problem-solving and decision-making skills.

80. All pupils, including the under-fives, make very good progress in their personal, moral and social development. They are enabled to express their views openly and listen respectfully to the opinions of others. The positive ethos that prevails in the school and the range of planned personal and social education (PSE) activities develop pupils' understanding of moral and social issues very well and effectively helps promote their development as mature young citizens.

81. Pupils have a sound understanding of the issues of equal opportunities and diversity in the context of their school and they relate positively to the view promoted by the school that 'We're all different but we're equal'.

82. The many visitors the school receives suitably promote preparation for pupils' effective participation in the workplace and the community. Police and Fire Officers, and local Church and Chapel ministers are all regular visitors involved in assemblies and classroom workshops. There are also activities promoted by local businesses and regular visits are made to the Religious Education Centre at Troedyrhiw.

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

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

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

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

84. In 70 lessons, or parts of lessons across the school, teaching was judged:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
7%	63%	30%	0%	0%

85. A strong feature of teaching is the consistent and skilful management of pupils. Teachers have very good working relationships with pupils and successfully foster a positive climate for learning and encourage pupils to achieve good standards in most lessons.

86. Taken overall, teachers have good subject knowledge and have a sound knowledge of 'best practice' in most subjects. This was especially evident in a lively and productive English lesson in Key stage 1. Careful planning and clear explanations were linked closely to a 'shared' text. Pupils enjoyed discussing the story and quickly learned how to write interesting descriptive sentences. The adaptation of learning tasks to match individual pupils' needs was a distinctive feature, helping to ensure good progress for all.

87. The system of specialist teaching across the two Y6 classes is effective and ensures all the pupils benefit from excellent teaching, such as in physical education.

88. The majority of lessons are well structured and introductions explain the learning intentions clearly to pupils. In the most effective lessons, short-term plans are adjusted and modified in the light of classroom practice and the teachers' evaluations. However,

there is some variation in the presentation, content and quality of day-to-day lesson planning.

89. In some lessons, planning does not sufficiently develop the learning objectives or ensure the development of basic and key skills. This sometimes results in less effective use of resources and a slow pace to learning. For example, in Key stage 2 good opportunities are not always taken to develop pupils' thinking, research and key skills.

90. The impact of the teaching of the under-fives is variable. Teaching and support staff nurture the development of children's personal and social skills effectively.

91. The learning and teaching in the nursery is appropriate to the children's needs, but the context for learning in the reception class is prematurely formal, such as in an ICT lesson. In general, the teaching lacks sufficient emphasis on promoting learning through well structured and appropriate first-hand activities linked to the six areas of learning.

92. Across the school, teachers generally use a good variety of teaching strategies to help pupils succeed with their learning. The effective use of support staff and learning resources are significant features in some lessons, such as in physical education. Such lessons engage pupils fully in the learning.

93. The teaching and support provided for pupils in the special class is very effective.

94. Across the school, teaching successfully promotes equality of opportunity through an ethos of inclusion. Numerous examples of group and partnered work were observed, often with boys and girls working well collaboratively. In particular, teaching skilfully uses questioning to ensure as many pupils as possible contribute to lessons and the most effective teaching identifies meaningful differentiated tasks in planning.

95. Opportunities to reinforce pupils' bi-lingual skills through the regular use of greetings and commands in Welsh are often used well during registration; however there is less consistency during lessons. This aspect is rarely planned systematically to ensure that the pupils' skills are progressively developed.

96. Lesson planning is well guided by progressive schemes of work that provide clear learning objectives and assessment criteria. In the best examples of lesson planning, day-to-day assessments related to the learning objectives are recorded and subsequent planning is amended to ensure progress is maintained.

97. The systems to assess pupils' achievements are excellent. The results of standardised tests in the core subjects of English, mathematics and science are collated and analysed to track the progress of individual pupils and the whole cohort, and to inform target setting.

98. Detailed records of pupil achievements are maintained. These include baseline assessments, assessments using NC criteria across subjects and annual written reports as well as the data from tests. The statutory requirements for assessing and reporting on the NC subjects and for target setting are met.

99. Pupils are constantly made aware of the quality of their efforts. Work is regularly marked with positive and constructive comments. Pupils discuss their targets in the core

subjects and are positively encouraged to evaluate, assess and reflect on their achievements.

100. Standardised tests and INSTEP assessments are used well to guide early intervention for pupils with additional needs. Pupils identified with SEN receive a copy of their individual education plan (IEP), that they sign and place in their planner, and they are regularly encouraged to review their progress towards individual targets.

101. The overall quality of the oral and written feedback given to the pupils is good. In Key stage 2, marking is undertaken using an effective 'traffic light' system, whereby pupils indicate their understanding and progress.

102. Across the school, teachers have started to implement the 'Two Stars and a Wish' marking system in the core subjects, whereby two good items of work are celebrated and one target is set for development. Although inconsistencies were observed in the quality of marking and the tracking of pupils' progress, this aspect is being further developed.

103. Parents and carers are regularly informed about the progress made by their children. Annual written reports to parents are of very good quality and meet statutory requirements. They celebrate pupils' achievements and give parents helpful guidance in assisting their children to improve their work at home.

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

<b>Grade 2: good features and no important shortcomings</b>
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104. The findings of inspection differ from the school's self-evaluation in that the school graded this key question Grade 1.

105. The inspection findings agree with the school's self-evaluation in identifying the need to review provision for the under-fives and ensure greater consistency in implementing curricular planning and day-to-day learning activities across both key stages. However, inspection places a greater weighting on these important and still developing aspects in determining the overall grade for this key question.

106. The school provides a broad and balanced curriculum to which all pupils have equality of access. This provision meets statutory requirements.

107. The educational provision for the under-fives has some weaknesses, but there is evidence that these weaknesses can soon be put right.

108. The curriculum experiences provided for the children in the nursery are appropriate to their needs. There is evident progression between the activities planned for children in the nursery and those in reception. However, the context for learning for children in reception is prematurely formal and lacks sufficient emphasis on providing practical first-hand learning experiences through well structured and appropriate learning activities.

109. The programmes of study in Key stages 1 and 2 are developing well in order to provide a flexible and coherent continuum of learning experiences for the pupils across

NC subjects. In religious education pupils follow a broad programme based on the locally agreed syllabus. The planned allocation of time to subjects is balanced.

110. In general, the programmes of study are most effectively implemented at the end of both Key stages. However, there are some inconsistencies across the school in implementing curricular planning and day-to-day learning activities. For example, pupils' research, enquiry and interpretation skills are not always fully developed through the use of a wide enough range of sources in subjects, such as history and religious education. This is evident in KS2 where pupils do not study enough evidence to fully appreciate that the past is represented and interpreted in different and often conflicting ways.

111. On the one hand there is good emphasis on developing pupils' knowledge and understanding of subject related vocabulary, such as in science and physical education, but this aspect is less well developed in art. Furthermore, pupils' knowledge of the properties of materials is not always sufficiently well developed to enable them to make informed choices in relation to art and design projects.

112. The learning experiences provided for pupils with SEN meet their needs very well, both in the special class and in mainstream classes. Arrangements for learning for pupils with SEN are strong features of the school's provision and aptly reflect the school's mission statement, 'Achievement for All'.

113. The strategy of setting pupils in Y6 is effective in enabling the learning experiences to be tailored to suit the pupils' needs and interests.

114. Good overall provision is made for developing learners' basic and key skills. Firm foundations are laid with the under-fives in the nursery and reception. In Key stages 1 and 2, the high priority given to developing pupils' literacy and numeracy skills has a positive impact on standards in English and mathematics. Key skills in each subject are consistently noted in teachers' plans and promoted effectively in links between English and history, for example. Pupils' ICT skills develop very well indeed throughout both Key stages.

115. The varied programme of educational visits and visitors to the school significantly enrich pupils' curricular experiences. The initiative of introducing some teaching of Italian to pupils in Y2 and teaching French to older pupils in Key stage 2 adds breadth to their experiences. Pupils have access to a wide range of extra-curricular activities, which include art, science, music, drama, ICT, sports, and Bible club. All these, and special events such as the Health Week, also make a positive contribution to pupils' personal, social and cultural development.

116. Learning experiences promote pupils' spiritual, moral, social and cultural development effectively. The provision to promote pupils' personal development is a distinctive feature. The planned opportunities for reflection in both Key stages are managed very well and add significantly to pupils' spiritual and moral development. The values and attitudes promoted by the school are consistently confirmed so that pupils are developing a sense of ownership and responsibility towards the school, its environment and the wider community.

117. The school successfully develops pupils' awareness, understanding and appreciation of the culture of Wales, and other cultures, through, for example, visits,

contact with visitors and work in subjects such as art, music and religious education. However, pupils' skills in developing bilingual competence, such as in using incidental Welsh, are under-developed.

118. The school is pro-active in combating social disadvantage and stereotyping and presents pupils with equality of access and opportunity across the full range of provision.

119. Pupils' awareness of the need for sustainable development is appropriately promoted through recycling initiatives. Global and environmental issues are regularly discussed and pupils are positively encouraged to think about environmental issues, both locally and further a field. This is a strong feature of the Key stage 2 curriculum in geography, for example.

120. Opportunities for pupils to develop entrepreneurial skills are becoming established and include pupils taking responsibility for running a Fruit Tuck Shop, including the financial transactions and stocktaking. This enterprise is a key feature in the school receiving the Healthy Schools Award.

121. The school successfully promotes national priorities for lifelong learning and community regeneration. A range of learning opportunities is provided for parents and carers and the school works in partnership with local businesses.

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

<b>Grade 1: good with outstanding features</b>
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122. The findings of the inspection team match the judgement made by the school in its self-evaluation report.

123. Pupils are very well cared for, guided and supported. This is a major strength of the school. Observations of pupils during lessons and break-times reveal how effectively the school plans and manages its care arrangements. Consequently, the school is a happy and caring community where pupils feel secure and valued.

124. Effective use is made of support services. The school values the input of health visitors, an oral health co-ordinator, speech and language therapists, the community policeman, SEN personnel and a visiting psychologist. The co-operation between school and these and other external support agencies enhances the provision of support and guidance for the pupils.

125. Every effort is made to work in partnership with parents and carers. Parents' evenings and regular parent-teacher consultations are held. Parents of pupils attending the Early Years and reception classes are invited to discuss pre-reading and reading skills and activities involving initial sounds and key words. Parents also attend literacy and numeracy taster lessons. Every pupil from Y2 upwards has a Primary Planner outlining work undertaken and this also acts as a home-school diary. For pupils on the SEN register, IEPs are also included.

126. A "Keeping up with the Children" programme has been set up for the parents focusing on numeracy and literacy strategies taught at the school, also a 'THRASS' course to explain the teaching of handwriting, reading and spelling skills. A few parents

attend morning sessions to develop their ICT skills. There are after-school clubs and a breakfast club for pupils.

127. The school takes into account parental views. Questionnaires to ascertain their views on aspects of this newly established school were completed by parents and analysed by the staff and governors to help inform the school strategic plan. Also the very positive responses contained in the pre-inspection questionnaires indicate the good relationship the school has with the parents.

128. Information is provided on all the opportunities available to the pupils. The School Brochure outlines guidelines on curricular and general provision. Also, to celebrate the first anniversary of this new school, a DVD has been produced which highlights numerous aspects of school life.

129. Very good arrangements and guidelines are in place to help new pupils to settle in quickly to the daily routine of the school, especially in the nursery and reception classes. They also apply to older pupils and pupils with SEN who transfer from other schools. A Home-School Agreement informs pupils of their rights and responsibilities. This emphasises the importance of mutual respect, support and collaboration within a caring, secure and disciplined environment.

130. Staff effectively identify and monitor pupils' needs, behaviour and progress. Pupils have ready and regular access to members of staff and this pastoral role is a strong feature of the school. There is a strong emphasis on all aspects of health education. The school is involved with the Healthy Schools Initiative and strives to maintain and build on the good provision of personal and social education for its pupils.

131. Attendance and punctuality are systematically monitored. The secretary collates the information and enters data into a computer system on a weekly basis. The school receives regular support in monitoring patterns of attendance by the Education Welfare Officer (EWO). Appropriate action is taken where necessary. Individual cases of poor punctuality are also followed up by the EWO.

132. There are good arrangements to help ensure the healthy development and well-being of pupils. These include appropriate risk assessment procedures and the staff have received training in First Aid. Fire Drills are regularly undertaken, fixed and portable equipment is safety checked, safe-handling procedures are carried out and accident procedures are effective.

133. The school has effective procedures to ensure the protection of children. Governors have adopted LEA procedures and the headteacher and a member of the GB have received appropriate training. Relevant information is disseminated to all staff to help ensure a clear understanding of their responsibilities in this area.

134. The overall quality of provision for pupils with additional learning needs is good with some outstanding features. Sixty pupils (around 20%) are on the SEN register. This includes 15 pupils, with moderate learning difficulties (MLD), who attend the special class and one pupil in mainstream who has a statement.

135. A highly experienced SENCo efficiently co-ordinates and monitors all aspects of the SEN provision in the special class and an assistant head effectively manages the

arrangements in mainstream classes. The provision enables pupils to receive a broad and relevant curriculum suitably matched to their individual and entitlement needs.

136. The procedures to identify individual needs and address them by early intervention are effective. When pupils display difficulties, the class teacher refers them to the headteacher and SENCO. Following discussions with parents, an IEP is formulated and the pupil placed on the SEN register. Individual targets for progress in the core subjects are based on data obtained from NFER testing and INSTEP assessments. Recording of pupil progress is carefully monitored and assessment is secure. A good indicator of success is the commendable pupil achievement in NC results at the end of Y6.

137. A small number of pupils from mainstream classes attend the special class for lessons in numeracy and literacy. A few MLD pupils are integrated in certain lessons with their peers in mainstream classes. All MLD pupils are integrated for physical education lessons as are the pupils in Y6 for transition activities to the comprehensive school. This provision is a very strong feature of the school and reflects the positive and constructive attitudes that exist amongst staff and pupils towards those pupils with additional learning needs. Lesson content is suitably differentiated yet challenging and MLD pupils benefit from these excellent arrangements.

138. Regular links exist with Cyfarthfa comprehensive school through a transition project. At the end of Y6, data tracking the progress of pupils on the SEN register is transferred to the comprehensive school. Consultation occurs between staff and preparatory visits for pupils to the comprehensive school are arranged. Staff links also occur with a local special school.

139. Depending on pupil need, the school makes use of the professional support of a Speech and Language Therapist, sensory teachers/advisers, educational psychologists, and medical and social workers. The level of service and collaboration has a positive impact on individual pupil's progress.

140. Pupils with SEN co-operate and mix very well with their peers and have very good relationships with the staff. Every effort is undertaken by the school to ensure that they have equal access and an opportunity to take part in the life of the school. These include school assemblies, meeting with visiting speakers, school visits and social activities. Also, like their peers, they are allocated opportunities to serve as team captains and to take part in sporting activities, concerts and class assemblies.

141. Parents are encouraged to be involved in every aspect of their children's education. The school arranges reviews each term, an Annual Review and informal visits. The school includes parents when setting pupils' target and IEPs are signed by both parent and pupil. The school actively promotes the important role and co-operation of parents in their child's progress.

142. There are effective procedures in place for pupils whose behaviour impedes their progress. A few pupils on the SEN register have individual behaviour plans with appropriate guidelines and strategies for staff to follow. There is evidence that these have a positive and successful influence on improving inappropriate behaviour. This, in turn, ensures that other pupils have the opportunity to learn with the minimum of interference and disruption.

143. The school pays particular attention to issues of equal opportunity and makes good arrangements to address stereotypes in gender roles and ethnic and racial diversity. Despite there being little diversity in the school's population, good efforts are made through the curriculum to provide suitable experiences for pupils to understand and appreciate ethnic diversity.

144. Pupils acquire very good attitudes, tolerance is encouraged and they are supportive of others. The needs of pupils with emotional and behavioural difficulties are very well met and throughout the school pupils' behaviour is very well managed.

145. The school is housed in a new building that complies with the Disability Act. Appropriate measures have been taken to ensure suitable access to the building and the curriculum for physically disabled pupils.

## **Leadership and management**

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

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

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

147. The school is very well led and managed. The headteacher, with the enthusiastic support of the school management team (SMT), provides well considered strategic direction and a clear sense of purpose in the school. This is an outstanding feature.

148. The strong emphasis on positive values, within a whole-school approach, ensures a commendable consistency in implementing the school's aims and objectives.

149. Well considered managerial arrangements promote effective communication and provide a good basis to foster greater understanding among the staff of whole-school targets and priorities.

150. The school motto and aims are very clearly reflected in the life of the school. There is an excellent climate for learning that ensures equal opportunities and promotes pupils' individual qualities particularly well. This is an outstanding feature.

151. Positive account is taken of local and national priorities. There is strong emphasis on maintaining high standards and good attention to promoting citizenship, a sense of community and raising awareness of sustainable development and environmental issues. The school has a constructive partnership with other schools and the UA.

152. Through well established planning processes the school sets both realistic and challenging targets and goals. The excellent performance in NC tests at the end of Key stage 2 is evidence of the continuing focus on high standards.

153. Managerial systems to support, develop and improve the performance of individual staff and department teams are effective. The school successfully implements

performance management procedures in line with statutory requirements. The SMT sets a high priority on both formal and informal arrangements for staff appraisal and review. The issues raised are skilfully developed through a well co-ordinated programme of continuing professional development.

154. The GB is well aware of its duties and responsibilities and plays an integral role in helping to set the strategic direction of the school. Governors are well informed by the headteacher and the role of governors is a current focus for development.

155. The GB has secure arrangements in place to monitor the quality of provision and the standards achieved. Governors scrutinise particular aspects of school life and good efforts are made to take account of the views of pupils, staff, parents and carers, and other agencies. The GB conforms to statutory requirements.

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

<b>Grade 1: good with outstanding features</b>
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156. The overall findings of the inspection team match the judgement made by the school in its self-evaluation report.

157. The school has adopted a good range of systems to gather information and to evaluate standards and the quality of its performance. All stakeholders contribute to the processes, as do the regular external reviews conducted by UA advisers.

158. The amount and quality of evidence available to the school enables leaders and managers to plan strategies to promote improvements effectively. For example, support for teaching literacy and numeracy from Y2 has resulted in high standards being achieved by the pupils.

159. Teachers use a good range of assessment procedures to gain first hand information about pupils' standards and the SMT evaluates the quality of teaching and learning. The role of subject co-ordinators in managing annual audits and the rolling programme of subject developments are clearly defined and evolving well.

160. Effective use is made of the self-evaluation process. This is a distinctive feature. As a result, the school has made a comprehensive and systematic assessment of its strengths, and identified areas for development. A wide range of performance data is analysed rigorously so that trends in the performance of groups of learners are identified. As a result, strategies to improve aspects of teaching and learning, such as the 'THRASS' approach to reading and spelling, are implemented.

161. Priorities and actions to move the school forward are well considered and detailed appropriately in the SDP. This planning framework is an outstanding feature and provides a clear focus for guiding the school's agenda for improvement.

162. There is a strong commitment to developing teamwork and a whole-school approach to monitoring and evaluating the school's performance. In order to strengthen further the sense of ownership of all those involved in the processes, the firm foundations already established are being built upon to good effect.

163. In the relatively short period since its formation, the school has exemplified good practice by actively seeking parents' views on aspects of school life. Pupils' views are sought, sometimes by questionnaire, but most often by discussing pupils' work with their teachers. As a result of this, and by taking account of relevant performance data, appropriate and suitably challenging targets are set for all pupils.

164. There is convincing evidence to show that the managerial strategies implemented since the previous inspection, and those implemented following the formation of the present Community Primary School, result in a significant improvement in the overall quality of education provided. This is exemplified well by the high standards pupils' attain at the end of Key stage 2 and the commitment of staff to improve provision further.

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

<b>Grade 2: good features and no important shortcomings</b>
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165. The overall findings of inspection differ from the school's self-evaluation in that the school graded this key question Grade 1. Although the curriculum is well resourced, aspects of the school's provision limit some curricular opportunities.

166. The school employs a sufficient number of qualified and experienced teachers to deliver the curriculum. The arrangements for their deployment and responsibilities are well considered.

167. Curriculum leaders make an important contribution to the development of their subject(s). The staff have undertaken training in self-evaluation and monitoring and the school plans to enhance the role of curriculum leaders through providing further training in monitoring and evaluating the quality of learning and the standards of work.

168. A limited number of assistants is employed to support teaching and learning. Where they are directed effectively by the class teacher, pupils' learning is well supported.

169. Although the school ensures there are generally a sufficient number of adults in the Early Years classes, such as through the placement of students, the limited provision of qualified support assistants limits the quality of learning experiences provided.

170. The office staff provides efficient and effective administrative support and the caretaker, cleaners and other staff all contribute well to the strong sense of community in the school.

171. The school has an effective staff professional development programme; this reflects the priorities in the school's strategic plan and the identified professional development needs of the teaching and support staff. It is closely linked with the current cycle of performance management targets and budgetary allocations.

172. The school budget is used effectively to provide a good level of learning resources for all pupils. The ICT suite is a good example of the school's recent investment. Although the school plans to develop its spacious library, this resource is not well

developed and is under utilised. Book stocks require audit, restocking and re-organisation to make them readily accessible to pupils.

173. The building, fixtures and furniture are new, and in good condition. Taken overall, the building is impressive and includes a large multi-purpose hall, a small art room, a music room, library, ICT suite and designated community room.

174. There are too few classrooms for the number of pupils on roll. This requires the community room to be used as a classroom and therefore limits provision for community activities. Particular shortcomings in the design of the school that impact adversely on the quality of education provided include the very limited 'outdoor classroom' for the under-fives, this is inadequate for the use of large outdoor play equipment, and the art room is too small to accommodate a class.

175. Other shortcomings that constrain the smooth running of the school include cloakroom facilities that are much too small to cater for pupils' needs and requirements, the unsuitably narrow path that hinders access for parents and carers to the Early Years classes, and the lack of a medical room. The area originally designed for this purpose has to be used as the caretaker's storeroom as none is provided.

176. One of the strengths of the school is the very good quality display of pupils' work. This significantly enhances the learning environment, provides stimulus for learning and contributes to the welcoming ethos, for pupils, staff and visitors.

177. The classrooms offer light spacious teaching areas and the hall is used well for breakfast club and clwb carco, assemblies, physical education lessons and the mid-day meal.

178. The school grounds are as yet unfinished. However, there are exciting plans to maximise the site's potential, including the development of natural habitats and the enhancement of sporting and playground facilities.

179. The provision of learning resources is audited regularly and budgeted expenditure is systematically reviewed to help ensure value for money. In the main, efficient and effective use is made of all the available resources. The GB rigorously monitors patterns of spending and the school provides good value for money.

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

### **Provision for the under-fives**

180. The educational provision for the under-fives has some weaknesses, but there is evidence that these weaknesses can soon be put right. The school is to update its provision in line with the Foundation Phase curriculum in 2005/6.

### **Language, Literacy and Communication Skills**

## **Nursery and Reception - Grade 2: good features and no important shortcomings**

### **Good and outstanding features**

181. The under-fives listen well in group sessions and quickly carry out instructions given by the adults who lead them.

182. Children in the nursery respond with interest to the retelling of a traditional story by answering questions readily and offering their own comments. They browse through picture books independently and talk willingly about their activities. They enjoy their mark-making experiences and clearly understand some of the functions of writing.

183. Children of reception age can retell a story by sequencing pictures correctly. They recognise and read some familiar words and match initial sounds to pictures. Their emergent writing skills develop well by overwriting, underwriting and copying simple sentences to caption their drawings. The more confident make good efforts to write independently.

### **Personal and social development**

<b>Nursery and Reception - Grade 2: good features and no important shortcomings</b>
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### **Good and outstanding features**

184. Nursery children are comfortable and secure with the familiar routines and they relate positively to the adults around them. They play alongside each other harmoniously, concentrate well on their play activities and all join hands together readily in a gesture of friendship to participate in a ring game. At toast-time and dinnertime, they demonstrate good social skills and they manage their personal hygiene with a good degree of independence.

185. Pupils of reception age have good relationships with the known adults and with each other. They work together well and know that on some occasions they must share and take turns. They offer their own opinions and know that these are valued. In the reception class, children explore their feelings and identify and discuss things which are special to them. They tidy up responsibly and know how to say prayers in an appropriate manner before the lunch break.

186. In both nursery and reception, children respond positively to the new experience of learning Welsh.

### **Mathematical development**

<b>Nursery and Reception - Grade 2: good features and no important shortcomings</b>
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### **Good and outstanding features**

187. Children in the nursery make a sound start in beginning to understand mathematical concepts, for example, by singing number songs and action rhymes, and sorting and matching objects. They recognise some of the numerals from 1 to 10 and confidently identify simple two-dimensional shapes. In the context of the story of The

Three Bears, they develop an appropriate understanding of the language for comparing size.

188. In reception, children count, write numerals and sequence them accurately within ten. They use number lines to add two simple numbers and begin to learn subtraction. They recognise simple coins and name some solid shapes correctly. They understand that the information collected about hair and eye colours is represented as a pictogram.

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

#### **Nursery and Reception - Grade 3: good features outweigh shortcomings**

##### **Good and outstanding features**

189. Nursery children have a basic understanding of the changes in the seasons, and know, for example, that birds need feeding in the cold winter weather. They also know that their bulbs need water to grow into daffodils. By looking at photographs, they appreciate that they themselves have grown and changed since they were babies. They hear stories that help them understand different cultures.

190. Reception children gain ideas about the passing of time as they compare old and new teddy bears and celebrate their own birthdays. They have a good understanding of the work done in the community by firemen and the police, for example. They are learning how to solve problems as they make a simple jigsaw. The children make sound progress in developing their ICT skills; they control the mouse well and move objects on the screen confidently.

##### **Shortcomings**

191. Children in both age groups do not sufficiently develop their knowledge and understanding of the world through engaging in a sufficient range of appropriate activities that encourage them to experiment, explore and solve problems.

##### **Creative development**

#### **Nursery and Reception - Grade 3: good features outweigh shortcomings**

##### **Good and outstanding features**

192. In the nursery, children sing rhymes and songs enthusiastically and clap rhythmically as they sing. They use a reasonable range of materials to create representational images. The children enjoy role play in the home corner, and they create a variety of imaginative constructions with the big building blocks.

193. Children in reception explore how sounds are made by different non-pitched percussion instruments and recognise the sounds when they are played. They make simple constructions and paint images to represent St David's Day. In the hall, the children respond to a story they hear with good, expressive dance movements.

##### **Shortcomings**

194. Children are not sufficiently involved in making their own choices to communicate and express their own ideas in their paintings, collages and models.

### **Physical development**

<b>Nursery and Reception - Grade 2: good features and no important shortcomings</b>
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#### **Good and outstanding features**

195. The opportunities nursery children have to handle small-scale toys, building blocks, malleable materials and marking tools help them gain mastery of manipulative actions and develop hand-eye co-ordination successfully.

196. Reception children handle small equipment with increasing dexterity and develop more precise pencil control, for example, as they develop handwriting skills.

197. Nursery children enjoy the differences between a variety of energetic body movements and show appropriate balance and control. They manoeuvre the wheeled toys well in the limited space outdoors during lunch-times.

198. Reception children are developing a good awareness of space as they move around the hall with increasing control and co-ordination of their movements.

<b>English</b>
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<b>Key stage 1 - Grade 2: good features and no important shortcomings</b>
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<b>Key stage 2 – Grade 1: good and outstanding features</b>
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#### **Good and outstanding features**

199. Across both Key stages pupils listen well. They listen attentively to their teachers and to their peers, during whole class sessions and in less structured situations around the school. Good listening was particularly evident during partnered work in Y6.

200. In Key stage 1, pupils comment, make predictions and answer questions clearly and with increasing confidence. They clearly describe the stories they read and their experiences in and out of school.

201. In Key stage 2, pupils speak with commendable self-confidence to adults. They articulate instructions well and recount stories with enjoyment. At the end of the Key stage pupils confidently identify the features of a variety of genre. The more-able pupils argue a point very skilfully showing mature thinking and questioning skills, such as when discussing environmental issues.

202. Across the school, relative to age and ability pupils make good progress and achieve well in the acquisition of reading skills.

203. In Key stage 1, pupils confidently use a range of strategies to read and make sense of new words. They make good use of picture cues and use their developing

knowledge of phonics to establish meaning with increasing success. By the end of the Key stage, many recognise and understand the use of the exclamation mark, speech marks and why bold capitals are sometimes used for emphasis when reading aloud. They confidently describe features of books, such as the blurb and name favourite authors.

204. In Key stage 2, pupils read a wide range of literary and non-literary texts fluently with increasing accuracy, expression and understanding. Pupils' skills improve through structured opportunities such as group reading sessions, reading to teachers, LSA and volunteer adults. Pupils show good interpretation of the text and in some classes they make good use of dictionaries to support their learning.

205. In both Key stages, slow learners, including those with SEN benefit from structured individual or small group sessions. They make good and sometimes very good progress in relation to the targets set for them in literacy.

206. In both Key stages, pupils make good progress in their writing skills. In Key stage 1, pupils use their phonic knowledge to spell and in some classes they make good use of prompt cards and lists to support their spelling and writing. Many pupils write simple, well sequenced stories and also use their writing skills well in other subjects.

207. In Key stage 2, pupils learn the conventions of writing and in some classes make increasingly good use of planning frameworks to help them in structuring their writing. Younger pupils identify significant features of texts such as alliteration and recall events in sequence. Older pupils develop their knowledge of the features of poetry and aspects of language such as powerful and persuasive language well. In Y6, more-able pupils have secure knowledge of a range of genre and confidently identify features of a text.

208. During Key stage 2, pupils undertake a good range of writing for different purposes, such as recounts, character description and dialogue. They develop sound knowledge of the conventions of grammar and punctuation, and regularly practise their spelling and handwriting skills.

### **Shortcomings**

209. There are no important shortcomings.

### **Mathematics**

<b>Key stage 1 - Grade 2: good features and no important shortcomings</b>
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<b>Key stage 2 - Grade 1: good and outstanding features</b>
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### **Good and outstanding features**

210. Across Key stage 1, pupils make good progress in number skills, such as during mental 'warm-up' exercises when most enthusiastically double numbers, including tens and units. They confidently count to 70 and above, and reinforce number skills well through using appropriate software, number cards, number games, coloured plastic cubes and undertaking suitable written tasks.

211. Pupils use a weighing scale with increasing accuracy. They select small objects and estimate the number of plastic cubes or wax crayons required to achieve a balance. They use appropriate language, such as, 'as heavy as 68 plastic cubes' and realise the need for a standard measure. Nearly all the older pupils count in units of one hundred grams and the more-able pupils know that ten 100 gram weights are the same weight as the one kilogram weight.

212. At the beginning of Key stage 2, pupils confidently count in three's; they clap on every multiple. Pupils collect data for the number of children in the families of the class and know how to use a tally chart with the aid of the interactive whiteboard. Working either individually or collaboratively, pupils produce bar charts on squared paper; they identify the horizontal and vertical axis correctly. For pupils with SEN the work is suitably differentiated.

213. In Y4, pupils calculate pairs of numbers to equal a given number and progress to using three numbers. When working on fractions, good progress in problem solving is evident. Most pupils recognise what fraction of a two-dimensional shape is shaded, identify fraction equivalents and calculate fraction values such as one-sixth of 24.

214. Pupils in the SEN class show good progress in relation to ability in the four rules of number, problem solving, measures and data handling. Two pupils skilfully respond to the target number when using ICT. For example, they know double nine equals 18 and a double seven plus a single five equals 19. They progress to using three sets of numbers to achieve a target, referring occasionally to a number-line for assistance.

215. In Y5, pupils confidently work in pairs when dividing three digit numbers by single digit numbers. They listen and follow carefully when shown how to approximate answers by rounding, for example  $296 : 300$ . When calculating the areas of rectangles they make excellent progress; pupils explain the method of recording and know the correct notation.

216. Pupils in Y6 display a sound understanding of mass. They estimate the mass of ten objects ranging from grams and kilograms to metric tonnes, and calculate the missing units of measurement, such as fractions of a kilogram, in written questions. The standard of recording is accurate and pupils' show a high level of concentration and interest.

### **Shortcomings**

217. There are no important shortcomings.

### **Science**

<b>Key stage 1 - Grade 2: good features and no important shortcomings</b>
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<b>Key stage 2 – Grade 1: good and outstanding features</b>
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### **Good and outstanding features**

218. Pupils in both Key stages use scientific vocabulary well, show a good understanding of the factors that contribute to a healthy life style and are increasingly

aware of the importance of sustainable development and the conservation of natural resources.

219. In Y1, pupils are developing suitable investigation skills, such as exploring who has the largest hands in the class. They use scientific terms appropriate to their age, such as 'guess', 'predict' and 'compare'.

220. Pupils in Y2 demonstrate good prediction and sorting skills when studying magnetic and non-magnetic objects. They are developing good investigation skills, including an awareness of the requirements of a 'fair test'. They understand that some magnets are stronger than others and know some of the uses of magnets in every day life.

221. In Y3, pupils are developing an appropriate understanding of the planets, the sun and the moon and how their movements affect day and night and the passage of the seasons.

222. Pupils in Y4 display a good understanding of how light travels, understand the properties of transparent, translucent and opaque materials and know the effect of different materials on the intensity of a light source. They have a firm grasp of the principles of the 'fair test' and the control of variables. They are confident in the validity of their conclusions.

223. In Y5, pupils display good skills in planning and conducting an investigation into which materials provide the best insulation for keeping liquids hot. They plan a 'fair test' collaboratively and record and interpret their results.

224. In Y6, pupils demonstrate good skills in planning an investigation to discover the most efficient sound insulating material. They discuss ways of testing their hypotheses fairly, predict possible outcomes sensibly and record their results in a variety of ways including computer generated graphs.

### **Shortcomings**

225. There are no important shortcomings.

### **Welsh second language**

<b>Key stage 1 - Grade 2: good features and no important shortcomings</b>
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<b>Key stage 2 - Grade 3: good features outweigh shortcomings</b>
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### **Good and outstanding features**

226. In Key stage 1, pupils show they understand a range of instructions and respond readily to greetings using familiar patterns confidently, and with good pronunciation and intonation. They enjoy asking and answering questions in role play.

227. They sing enthusiastically, learn vocabulary and remember sentence patterns which enable them to communicate oral information about their health and the weather successfully.

228. Pupils follow the text in a 'Big Book' and read familiar phrases with good understanding. They choose suitable words to complete written sentences and the more confident pupils in Y2 make good attempts to write a simple dialogue independently.

229. In Key stage 2, pupils use their expanding knowledge of vocabulary and increasing range of phrases and sentence patterns to respond orally to questions, to give information about themselves and to express an opinion.

230. Pupils in the Y3 class respond with interest to the information presented on-screen about a famous fashion designer with local connections. They read the simple text together well and use the key words effectively to describe what they are wearing. They refer to suitable dictionaries to check the spellings of words and write short basic sentences quite accurately.

231. In upper Key stage 2, pupils' writing work shows that they use suitable vocabulary, phrases and sentence structures reasonably correctly to produce short narratives, for example, to describe their likes and dislikes, or a friend. They transfer punctuation skills learnt in English competently.

232. Pupils in Y6 follow cartoon pictures and read the accompanying dialogue in groups. Some of them demonstrate their understanding of familiar patterns in this context by performing the sketch expressively.

233. The great majority of pupils have positive attitudes towards learning Welsh. The commitment of teachers, who are themselves learners of Welsh, and the support of the Athrawes Fro contribute greatly to standards in this subject.

### **Shortcomings**

234. By the end of Key stage 2, pupils do not make sufficient progress in developing appropriate oracy and reading skills.

### **Design and technology**

<b>Key stages 1 and 2 - Grade 2: good features and no important shortcomings</b>
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### **Good and outstanding features**

235. Pupils' ability to apply knowledge, skills and understanding in a wide variety of contexts, and to produce a variety of finished products with a clear fitness for purpose, is developing well across both key stages.

236. Pupils measure accurately, investigate the suitability of possible materials, and consider the aesthetic qualities of their designs at the planning stage. They confidently use appropriate and increasingly technical vocabulary to communicate and record each stage of the design process. Throughout the designing and making process pupils develop the skills of working collaboratively in pairs and in small groups well.

237. Pupils test their products against the initial design specification, identify problems, and carry out modifications and improvements. They evaluate their work during and on completion of the task, with understanding and perception.

238. Pupils use a wide range of ICT skills well, including designing, controlling, modelling and data handling. For example, in Key stage 1 pupils develop control skills well through programming a robot known as a 'roamer' and in Key stage 2 pupils further their skills in designing control sequences through the use of software such as *Logo* and *Flowol 2*.

239. In Key stage 1, pupils investigate and successfully make tablemats and pencil cases. They cut out a template, design the decoration and record their choice of materials, the stages of the making process, and thoughtfully evaluate both the making and the finished product.

240. Pupils in lower Key stage 2 design and make pop-up toys well. They learn how to measure and cut accurately, use a cam mechanism, join components in a variety of ways and to use the correct tools safely. They evaluate their finished products appropriately.

241. Pupils in upper Key stage 2 design and make floor cushions for younger children. They choose the shape of the cushion, select suitable materials and design the applique decoration based on illustrations from a children's book. Their drawing, cutting, pinning and tacking skills are developing appropriately, and the evaluation and refining of the final product successfully ensures its suitability for purpose.

### **Shortcomings**

242. There are no important shortcomings.

### **Information technology**

<b>Key stage 1 - Grade 2: good features and no important shortcomings</b>
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<b>Key stage 2 – Grade 1: good and outstanding features</b>
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### **Good and outstanding features**

243. In Key stage 1, pupils use the mouse confidently to control events on-screen. They follow instructions and work through a range of programs with confidence. They enter and amend text using a word-processing program and most know how to save, retrieve and print their work.

244. Pupils use the menu and tools of a graphics package skilfully and know how to change their work. The older pupils combine text and graphics, such as adding a border to a poem about Wales, and successfully enter information into a database and generate a graph.

245. In lower Key stage 2, pupils effectively further their skills in word-processing, such as re-sizing and changing the font, and adding borders and graphics that they manipulate skilfully. Pupils confidently send e-mails and enter data into a prepared database.

246. In upper Key stage 2, pupils have very well developed word-processing and editing skills; they competently use a wide range of software. They have a good knowledge of programming a sequence of instructions, confidently 'log on', locate folders, send e-mails, conduct an Internet search and know how to 'cut and paste' information.

247. Most pupils confidently use a wide range of ICT applications with commendable competence. For instance, they skilfully use spreadsheets, graphics and simulations to enhance their studies in other subjects. This is a distinctive feature.

248. By the end of the Key stage, pupils have a secure knowledge of databases and very confidently use menus and control buttons to operate a wide range of functions. They have good skills in using the interactive whiteboard and their skills in the use of multi-media tools are developing well. This is evident in their presentations based on a project in history, for example. The more-able pupils confidently demonstrate their skills in using ICT and readily describe the functions and controls of a multi-media package.

### **Shortcomings**

249. There are no important shortcomings.

### **Geography**

<b>Key stages 1 and 2 - Grade 2: good features and no important shortcomings</b>
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#### **Good and outstanding features**

250. In KS1, pupils build up a good awareness of the local area and the wider world. They make good progress in understanding the concept of visiting other localities and the notion of travel and distance.

251. Pupils in Y1 enjoy developing their geographical knowledge through using 'Barnaby Bear', a toy bear that they take home at weekends or in the holidays. Short accounts and photographs of his visits, to places such as Margam Park, are shared with the class and effectively enhance pupils' knowledge of place.

252. The pupils know that London is the capital of England and can name several famous landmarks. Their knowledge of other countries develops well through following the travels of 'Barnaby Bear', such as to the United States. Pupils locate the Atlantic Ocean, the Golden Gate Bridge and San Francisco on a map.

253. In Y2, pupils identify physical and human features. They study maps of the school and Merthyr Tydfil, locate buildings, amenities and places of interest and study photographs taken during their visit to the town and list the uses of buildings, such as shops and factories.

254. Pupils identify Botswana on a map and discuss the best way of travelling there. They confidently explain the colour representations of the national flag, emphasising the importance of water, and compare the weather conditions between Wales, with its high rainfall, and the hot sun of Botswana. Their models of village buildings and explanations of various artefacts indicate good progress in their knowledge of Botswana and the contrast with Wales.

255. Pupils in the SEN class study a map of the world and identify some geographical features. Based on a colourful pictorial book, they become aware of the plight of several endangered animals in various parts of the world. As a follow up task using a computer, one pupil successfully produced an argument against the trading of elephant tusks.

256. In KS2, pupils build well on previous work to compare and contrast their locality with a less developed country. They study features of life at Castries, St Lucia and refer to an autobiographical account of an island inhabitant for information. Working in groups, they discuss five photographs of Castries and consider how they differ from Merthyr Tydfil. The pupils show good progress when discussing the differences in the sizes of buildings, cleanliness of rivers, street scenes, different types of trees, the lack of flowers in house gardens and the layout of a typical classroom.

257. At the end of KS2, pupils perceptively consider global and local issues. They study Antarctica and consider the issues surrounding a proposed opencast coal mine on the outskirts of Merthyr Tydfil. Pupils know Antarctica is a continent at the South Pole, it is the coldest place on Earth and is covered in permafrost. They engage in lively debate as to whether other countries should 'mind' or 'mine' Antarctica. Pupils use ICT well to produce accounts that indicate a sound understanding of the issues involved

### **Shortcomings**

258. There are no important shortcomings

### **History**

<b>Key stages 1 and 2 - Grade 2: good features and no important shortcomings</b>
--

### **Good and outstanding features**

259. Throughout both Key stages, pupils develop a sound awareness of time and chronology.

260. In Key stage 1, pupils make distinctions between aspects of their own lives and past times by comparing, for example, clothes and school life 100 years ago with their own. Pupils in Key stage 2 make use of timelines, and information from books and ICT sources to help establish a framework for chronology. Pupils in Y6 use appropriate terminology.

261. In both Key stages, pupils demonstrate good levels of knowledge and understanding about the periods they study. They are interested in their work.

262. Pupils in Y1 recount facts readily about the story character of Jane Prichard and in Y3, pupils describe the lifestyle of Celtic society with good detail. Pupils in Y4 recall facts about the Tudor period very well indeed. In the SEN class, pupils describe aspects of daily life in a Victorian house.

263. In upper Key stage 2, pupils gain insights into how their own locality and community have evolved over time, and they have good recall of some of the main events, issues

and personalities relating to the Gunpowder Plot. Pupils recall aspects of World War 2 well and understand the meaning and purpose of propaganda.

264. The skills of historical enquiry are promoted soundly and pupils in both Key stages develop the capacity to ask relevant questions about the history they learn.

265. In Key stage 1, pupils use questionnaires to ask older people about transport when they were young and their memories of World War 2. Visitors to school are questioned on topics such as leaving Wales for Patagonia in the nineteenth century and life as a Woman's Volunteer in World War 2. These add depth to the pupils' studies.

266. In Key stage 2, pupils in Y4 tackle questions about the problems of religion and monarchy, and events leading up to the Armada. By raising questions during lessons, exploring issues and beginning to search for answers, pupils in Key stage 2 develop the concept of cause and consequence. Some pupils consider facts, debate them and begin to form opinions.

267. Pupils know that information about the past can be gleaned from a range of sources. Older pupils use ICT well to research their topic on the Ancient Greeks, for example.

268. In both Key stages, there are good quality examples of pupils' writing from the perspective of someone in the past. The work combines informed imagination with good attention to known facts. Pupils in Y2 write as mine inspectors, complaining to the mine owner about working conditions for children. In Y6, pupils write sensitive narratives and poems.

269. Pupils organise and communicate their findings in a range of appropriate ways. In upper Key stage 2, pupils make good use of ICT to record and present their work.

### **Shortcomings**

270. There are no important shortcomings.

### **Art**

<b>Key Stages 1 and 2 - Grade 2: good features and no important shortcomings</b>
--

### **Good and outstanding features**

271. Pupils in both Key stages make effective use of sketchbooks to record ideas and information when preparing to create well-finished pieces of work. They work confidently in making their own images and demonstrate increasing independence and originality when following the teacher's directions or using prescribed images and templates. Pupils make appropriate use of ICT to develop their work.

272. In Key stage 1, pupils demonstrate a good range of skills in producing pictures from memory and imagination, and in observational drawing. They discuss and emulate the work of famous artists such as Picasso and Van Gogh, and successfully explore a variety of styles in painting and drawing with oil pastels, charcoal and wax crayons.

273. In Key stage 2, pupils effectively develop their knowledge of artistic techniques through studying the work of David Hockney, Chagal and Matisse, for example. They use the work of established artists well as a stimulus for their own work in a variety of media.

274. Across the Key stage, pupils have a good knowledge of the work of Welsh artists such as Augustus John, Gwen John and Shani Rhys James.

275. Through the exploration of images of the natural and man-made environment, such as those depicted in Aboriginal art, pupils at the end of Key stage 2 learn to appreciate the art of another culture and develop their own images by making effective use of a variety of media and materials.

276. Pupils in Y6 make two-dimensional wired card shapes, decorated with tissue paper, buttons and sequins, to create a striking three-dimensional montage of lizards and reptiles in a tropical forest.

277. In both Key stages, pupils evaluate their own work and that of their peers, both formally and informally. They thoughtfully compare and contrast pieces of artwork, giving valid reasons for their appreciation.

### **Shortcomings**

278. There are no important shortcomings.

### **Music**

<b>Key stages 1 and 2 - Grade 2: good features and no important shortcomings</b>
--

### **Good and outstanding features**

279. Pupils of all ages and abilities enjoy composing, performing and appreciating music. They are developing a good music vocabulary, and using it appropriately.

280. The standard of singing across the school is very good. This is a distinctive feature. Pupils sing in tune, enunciating the words clearly, and with good musical expression. Good attention is paid to breathing and dynamics and pupils have an increasing repertoire of songs, which they perform with confidence and enjoyment.

281. Pupils in Key stage 1 are developing an increasing awareness of traditional and contemporary songs associated with Wales and of Welsh performers such as Bryn Terfel.

282. Pupils in Y1 show a clear understanding of the concepts of the duration and vibration of sound. They name a range of un-tuned percussion instruments, and classify them into those that produce long and short sounds. They are increasingly confident in inventing ways of recording sequences of long and short sounds using graphics.

283. In Y2, pupils are developing appropriate skills in combining untuned percussion, singing and drama to compose and present a sound story of *The Three Billy Goats Gruff*. They sensibly evaluate their own performance and that of their peers.

284. In Key stage 2, pupils have a good knowledge of the instruments of the orchestra, and they are becoming aware of the work of famous composers such as, Alun Hoddinott, Grace Williams and Joseph Parry. They develop an appreciation of music from their own and other cultures, through the visits to the school of a harpist, a Welsh Brass Trio and a samba musician.

285. By the end of Key stage 2, pupils compose and perform a simple tune to a good standard, with xylophone, keyboard, piano and recorder, as an accompaniment to the singing of a round. They have a good understanding of rhythm, pace, and the value of musical notation. Pupils evaluate their performance and make constructive and relevant criticisms to improve it, such as by lowering the pitch, and sustaining some notes for longer.

286. A small number of pupils in upper Key stage 2 benefit from tuition in playing the recorder, violin and woodwind instruments. These pupils are developing performance skills well.

### **Shortcomings**

287. There are no important shortcomings.

### **Physical Education**

<b>Key stage 1 - Grade 2: good features and no important shortcomings</b>
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<b>Key stage 2 – Grade 1: good and outstanding features</b>
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### **Good and outstanding features**

288. Pupils are enthusiastic and responsive to a comprehensive and varied programme of activities in gymnastics, dance and games through which they develop and refine specific skills well.

289. Throughout both Key stages, pupils have a sound knowledge of the effect of exercise on their bodies. They are aware of the need to participate in appropriate warming up and cooling down activities and correctly describe changes that occur to their bodies during physical activity.

290. In both Key stages, pupils are conscious of the importance of safety; they follow routines for handling apparatus, carefully and sensibly. This is a well-developed feature.

291. Dance is well developed in both Key stages. Pupils respond to musical stimuli, display well co-ordinated movements in sequence and recognise different ways of using space and body shape.

292. Pupils in Key stage 1 listen and respond well to instructions. Younger pupils enthusiastically perform simple linked movements with good control and older pupils

perform a good variety of hand, foot and body movements in time with music. They show good understanding of body shape and posture and link sequences of movements with increasing fluency. They travel confidently, control their movement sequences well and demonstrate good spatial awareness.

293. In Y3, pupils demonstrate good collaborative and games skills when devising their own game and method of scoring.

294. In Y4 and Y5 pupils work well in pairs and show good ability in forming a range of body shapes, such as a roll. They skilfully plan, perform, link and improve movements in routines and demonstrate good control when balancing in different positions.

295. Pupils in Y6 demonstrate good body shape, tension and control when executing a series of floor movements. They make and hold a range of gymnastic shapes very well. Very high standards of individual performance are evident and the overall consistency of the pupils' performance is outstanding.

296. Across the Key stage, pupils display a good level of co-operation when working in groups or pairs and their well developed skills in evaluation help them to improve further the standards they achieve.

297. Good games skills are evident through the success of school teams and pupils' performances in the after-school sports clubs. Most pupils become competent swimmers during their regular swimming sessions.

### **Shortcomings**

298. There are no important shortcomings.

### **Religious Education**

<b>Key stages 1 and 2 - Grade 2: good features and no important shortcomings</b>
--

### **Good and outstanding features**

299. Pupils in both Key stages know and celebrate the main festivals of the Christian religion, such as harvest thanksgiving, Advent, Christmas, Lent and Easter. For example, pupils in Y2 have a good knowledge and understanding of the significance of Easter and of the symbolism of the cross and the empty tomb.

300. Pupils in both Key stages confidently recall stories from the Old and New Testaments. They have a good knowledge of key Biblical figures such as Noah, Abraham, Moses, Elisha and Daniel. This reflects sound knowledge of concepts such as religious authority, community, ways of life and beliefs.

301. In Key stage 1, pupils have a strong social awareness. They explore the importance of caring, sharing, forgiving and helping those less fortunate than themselves in Religious Education lessons. Their awareness is well promoted through reflective assemblies.

302. Pupils in both Key stages are aware of the elements of worship, and engage in reflection. For example, pupils in Y3 write thoughtful, sensitive prayers that are relevant to the particular lesson topic and their own needs.

303. In Key Stage 2, pupils develop sound knowledge and understanding of world faiths, such as Judaism and Islam. They have a good command of the vocabulary associated with these religions, and make meaningful comparisons between Christianity and other faiths through the themes of festivals, holy books, rules, prayer and holy places.

304. Pupils know the significance of the main religious symbols associated with the major world religions. Their learning is enhanced by visits to the local church and to the House of Religions in Afon Taf Secondary School. Furthermore, contact with local clergy in the school-run Bible Clubs positively enhances pupils' understanding of Christianity.

305. Pupils have a strong awareness of the importance of rules in school and in our society. They compare the Ten Commandments and the Five Pillars of Islam and show a sound understanding of the importance of community and our obligations to each other, such as portrayed in the parable of the Good Samaritan.

### **Shortcomings**

306. There are no important shortcomings.

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

The staff and governors have considered the draft report of the recent Estyn Inspection. We are delighted that the team has recognised that our achievements since the amalgamation of Twynnyrolyn Infant and Junior schools are 'impressive', that our provision has outstanding features and that the very effective leadership promotes success for all pupils through a stimulating programme of learning opportunities.

In addition, the report confirms that since the last inspection there has been a significant improvement in the overall quality of education provided. This is a huge achievement and a cause for celebration.

The majority of the findings made by the inspection team are in accord with the school's process of self-evaluation and already feature as part of the school's Three Year Strategic Plan.

The school wishes to thank Mr. Michael Ridout (Registered inspector) for his professionalism demonstrated throughout the inspection and the involvement of the team inspectors in the process.

## Appendix A

### Basic information about the school

Name of school	Twynnyrobyn Community Primary
School type	Community
Age-range of pupils	3 – 11 years
Address of school	Gilfach Cynon Twynnyrobyn Merthyr Tydfil
Post-code	CF47 0LW
Telephone number	01685 358270

Headteacher	Mrs Michelle Jones
Date of appointment	1 <sup>st</sup> September 2003
Chair of governors/ Appropriate authority	Mr David Lewis
Registered inspector	Mr Michael T. Ridout
Dates of inspection	14 <sup>th</sup> – 16 <sup>th</sup> March 2005

## Appendix B

### 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	23	38	44	29	55	31	30	54	304

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	12	3	13.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	23.1 : 1
Pupil: adult (fte) ratio in nursery classes	11.5 : 1
Pupil: adult (fte) ratio in special classes	7.5 : 1
Average class size, excluding nursery and special classes	26.6
Teacher (fte): class ratio	1.125 : 1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Spring 2004	89.23	94.31	94.89	92.81
Summer 2004	90.45	93.25	94.88	92.86
Autumn 2004	91.26	93.28	93.95	92.83

Percentage of pupils entitled to free school meals	22
Number of pupils excluded during 12 months prior to inspection	0

## Appendix C

### National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2004			Number of pupils in Y2:		39			
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0.0	0.0	5.0	70.0	25.0	0.0
		National	0.3	3.5	13.3	63.0	19.9	0.0
EN: Reading	Teacher Assessment	School	0.0	0.0	5.0	70.0	25.0	0.0
		National	0.3	3.8	14.0	55.3	26.5	0.1
EN: Writing	Teacher Assessment	School	0.0	2.5	7.5	67.5	22.5	0.0
		National	0.3	5.1	14.4	68.8	11.3	0.0
EN: Oracy	Teacher Assessment	School	0.0	0.0	2.5	67.5	30.0	0.0
		National	0.3	2.5	11.2	62.9	23.0	0.0
MATHEMATICS	Teacher Assessment	School	0.0	2.5	2.5	65.0	30.0	0.0
		National	0.3	2.2	10.5	62.5	24.4	0.0
SCIENCE	Teacher Assessment	School	0.0	0.0	2.5	62.5	35.0	0.0
		National	0.3	1.6	9.5	65.2	23.4	0.0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment

In the school:	95%	In Wales:	80%
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- D Pupils who have been disapplied from the statutory arrangements  
A Pupils who have failed to register a level because of absence  
W Pupils who are working towards level 1

### National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2004			Number of pupils in Y6		44							
Percentage of pupils at each level												
			D	A	N	B	W	1	2	3	4	5
English	Teacher assessment	School	0.0	0.0	0.0	0.0	0.0	0.0	4.5	4.5	61.5	29.5
		National	0.5	0.1	0.3	0.0	0.4	0.7	5.0	16.4	46.1	30.4
	Test/Task	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.3	61.4	31.8
		National	0.4	1.1	0.6	1.3	0.0	0.0	2.3	10.0	40.6	43.6
Mathematics	Teacher assessment	School	0.0	0.0	0.0	0.0	0.0	0.0	6.8	6.8	38.6	47.7
		National	0.3	0.1	0.3	0.0	0.3	0.4	2.6	16.0	48.1	31.8
	Test/Task	School	0.0	0.0	0.0	0.0	0.0	0.0	6.8	6.8	36.4	50.0
		National	0.4	1.3	0.5	0.4	0.0	0.0	2.9	14.9	44.6	35.1
Science	Teacher assessment	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	59.0	41.0
		National	0.3	0.1	0.3	0.0	0.2	0.2	1.2	9.6	50.5	37.6
	Test/Task	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	63.5	36.5
		National	0.3	1.1	0.0	0.3	0.0	0.0	0.6	6.9	50.7	39.9

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	86.5%	In the school:	86.5%
In Wales:	71.0%	In Wales:	71.0%

- D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum
- A Pupils who have failed to register a level because of absence
- F Pupils who have failed to register a level for reasons other than absence
- B Pupils not entered for the tests because they are working outside the set levels of the tests.
- W Pupils who are working towards level 1

## Appendix D

### Evidence base of the inspection

- The inspection team consisted of four inspectors who worked for twelve inspector days (over three days) gathering first-hand evidence. In total, 70 lessons or parts of lessons were observed and graded. Inspectors evaluated the pupils' work.
- The headteacher took the role of nominee, ensuring effective communication with the inspection team. The nominee attended meetings with inspectors and contributed fully to the discussion of inspection evidence.
- Inspectors observed registration sessions, school assemblies and break-times. All teachers were observed teaching. Discussions were held with members of the teaching and non-teaching staff, representatives of the GB, parents and others, both during initial inspection visits and during the inspection.
- All the available work and records of a representative sample of at least three pupils from each class, together with the work of a sample of pupils with SEN, were scrutinised. A representative number of pupils were heard to read both formally and informally. Inspectors sought the views of a number of pupils in discussions with them.
- A large amount of documentation provided by the school was analysed both before and during the inspection.
- Few lessons in design and technology, information technology and art took place during the inspection. Evidence is drawn from pupils' previous work and discussion with pupils and teachers.
- The registered inspector held a meeting attended by 10 parents before the inspection and considered 75 parents' responses to a questionnaire.
- The judgement of standards in subjects is informed by lesson observations, discussions with pupils and the scrutiny of previous work.
- At the end of the inspection, the main findings of the inspection were discussed with the SMT. A short time after the inspection, meetings were held with the headteacher and senior staff, the staff and the governors to report the findings of the inspection.

**Appendix E**

**Composition and responsibilities of the inspection team**

<b>Team member</b>	<b>Responsibilities</b>
Mr. M. T. Ridout Registered Inspector	Context Summary Recommendations Key question 1: How well do learners achieve? Key question 2: How effective are teaching, training and assessment? Key question 5: How effective are leadership and strategic management? English; Information technology; Physical Education.
Mrs. R. Steeds Team inspector	Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community? Key question 6: How well do leaders and managers evaluate and improve quality and standards? Early Years; Welsh second language; History.
Mrs. R. Harris Team inspector	Key question 7: How efficient are leaders and managers in using resources? Science; Design and technology; Art; Music; Religious Education.
Mr. I. G. Evans Team inspector	Key question 4: How well are learners cared for, guided and supported? Aspects of Key question 2. Mathematics; Geography.
Mr. P. J. Foley Lay inspector	Aspects of Key questions: 1, 3, 4 and 7.

**The contractor for this inspection:** Baker-Phillips Educational Communications Ltd.

Contractor's address: Oaks Lea, Higher Knolton, Overton, Wrexham. LL13 0LF

**Acknowledgement:**

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

**Inspection under Section 10 of the Schools Inspections Act 1996**  
**Summary Report for Parents on The Inspection of**  
**Twynyrodyn Community Primary School.**

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Twynyrodyn Community Primary School was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of this summary is sent to every family with a child at the school. **The full report can be obtained from the school.**

The inspection of Twynyrodyn Community Primary School took place between 14th and 16th March 2005. An independent team of inspectors, led by Mr. Michael T. Ridout undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

## Summary

1. The recent achievements of Twynyrodyn School are impressive. The staff and governors have much to be proud of in the establishment of this 'new', vibrant school community. The provision includes some outstanding features. Very effective leadership ensures the school builds well on established strengths and promotes success for pupils through a stimulating programme of learning opportunities.

### Table of grades awarded

Key question	Inspection grade
1 . How well do learners achieve?	Grade 2
2 . How effective are teaching, training and assessment?	Grade 2

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

### Standards of achievement

2. In 70 lessons, or parts of lessons, standards of achievement were judged:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	68%	25%	0%	0%

3. The educational provision for the under-fives has some weaknesses, but there is evidence that these weaknesses can soon be put right.

4. The children make good overall progress in the acquisition of basic and key skills in literacy, numeracy and information and communications technology (ICT).

5. Standards of achievement in the Areas of Learning in the Early Years are judged:

Area of learning	Nursery	Reception
Language, literacy and communication	Grade 2	Grade 2
Personal and social development	Grade 2	Grade 2
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 3	Grade 3
Creative development	Grade 3	Grade 3
Physical development	Grade 2	Grade 2

6. Across both Key stages pupils achieve well in basic and key skills. By the end of Key stage 2, the pupils' level of competence in using ICT across subjects is an impressive feature and there are very good examples of writing in subjects such as history.

7. Standards of achievement in National Curriculum (NC) subjects and religious education in Key stage 1 and Key stage 2 are judged:

Subject	Key Stage 1	Key Stage 2
English	Grade 2	Grade 1
Mathematics	Grade 2	Grade 1
Science	Grade 2	Grade 1
Welsh as a second language	Grade 2	Grade 3
Design and technology	Grade 2	Grade 2
Information technology	Grade 2	Grade 1
Geography	Grade 2	Grade 2

History	Grade 2	Grade 2
Art	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical Education	Grade 2	Grade 1
Religious Education	Grade 2	Grade 2

8. Taken overall, progress accelerates towards the end of both Key stages.
9. Slow learners, including those with SEN in mainstream classes across both Key stages, make at least good progress in relation to age and ability.
10. The more-able pupils in upper Key stage 2 demonstrate confidence in using thinking strategies and are developing collaborative and independent learning skills well. This is a distinctive feature.
11. The results of NC tests and assessments show a trend of improvement.
12. In Key stage 1 and Key stage 2, the most recent NC assessments for 2004 confirm that performance is well above national figures in English, mathematics and science. In comparison with similar schools having between 21 and 24% of pupils entitled to free school meals, performance is also well above average.
13. The proportion of pupils attaining expected levels in the three core subjects (95% in Key stage 1 and 86.5% in Key stage 2) is well above average.
14. The high standards of attainment reflected in the NC results at the end of both Key stages are a great credit to the school and endorse the extent of improvements in learning and teaching achieved over recent years.
15. Pupils behave very responsibly, they are courteous and relate very well to each other and to the adults in the school. This makes a distinctive contribution to the way they make progress in their lessons.
16. The overall level of attendance, averaging almost 93%, is satisfactory.

### **The spiritual, moral, social and cultural development of pupils**

17. Learning experiences promote pupils' spiritual, moral, social and cultural development effectively. The provision to promote pupils' personal development is a distinctive feature of the school.
18. The planned opportunities for reflection in both Key stages are managed very well and add significantly to pupils' spiritual and moral development.
19. The values and attitudes promoted by the school are consistently confirmed so that pupils are developing a sense of ownership and responsibility towards the school, its environment and the wider community.

20. The school successfully develops pupils' awareness, understanding and appreciation of the culture of Wales, and other cultures. However, pupils' skills in developing bilingual competence are under-developed.

21. The positive ethos that prevails in the school and the range of planned personal and social education (PSE) activities develop pupils' understanding of moral and social issues very well and effectively helps promote their development as mature young citizens.

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

22. In 70 lessons, or parts of lessons, teaching was judged:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
7%	63%	30%	0%	0%

23. A strong feature of teaching is the consistent and skilful management of pupils. Teachers have very good working relationships with pupils and successfully foster a positive climate for learning.

24. The majority of lessons are well structured and introductions explain the learning intentions clearly to pupils. However, there is some variation in lesson management and the quality of lesson planning.

25. Lesson planning is well guided by progressive schemes of work that provide clear learning objectives and assessment criteria. In the best examples of lesson planning, day-to-day assessments are used well to ensure progress is maintained.

26. The impact of the teaching of the under-fives is variable.

27. The teaching and support provided for pupils in the special class is very effective.

28. The systems to assess and track pupils' achievements are excellent.

29. The curriculum experiences provided for the children in the nursery are appropriate but the context for learning in reception is prematurely formal. The school is to address this issue as it adapts its provision in line with the Foundation Phase curriculum in 2005/6.

30. Across both Key stages the school provides a broad and balanced curriculum in all NC subjects and religious education. This provision is developing well.

31. Good overall provision is made for developing learners' basic and key skills.

32. The learning experiences provided for pupils with SEN meet their needs very well, both in the special class and in mainstream classes. This is an outstanding feature.

33. The varied programme of educational visits, visitors to the school and wide range of extra-curricular activities significantly enrich pupils' curricular experiences.

34. Pupils are very well cared for, guided and supported. This is a major strength of the school. This provision is quite simply outstanding.

35. The school's partnerships with parents, the community and other schools and agencies are distinctive and well developed features.

36. A highly experienced special educational needs co-ordinator (SENCo) and an assistant head efficiently co-ordinate and monitor all aspects of the SEN provision. The overall quality of this provision is good with some outstanding features.

### **Leadership and management**

37. The school is very well led and managed. The strategic direction and clear sense of purpose provided by the headteacher, with the enthusiastic support of senior staff and the governors, are outstanding features.

38. The school motto and aims are very clearly reflected in the life of the school. There is an excellent climate for learning that ensures equal opportunities and promotes pupils' individual qualities particularly well. This is an outstanding feature.

39. Through well established planning processes the school sets both realistic and challenging targets and goals. There is a strong commitment to developing effective teamwork.

40. The GB plays an integral role in helping to set the strategic direction of the school.

41. Effective use is made of the self-evaluation process. This is a distinctive feature. The role of subject co-ordinators in gathering first hand information about standards and the quality of teaching and learning is developing well.

42. The school has an effective staff professional-development programme.

43. The school budget is used effectively to provide a good level of learning resources for all pupils.

44. The 'new' school building is impressive and offers good facilities.

45. The GB rigorously monitors spending; the school provides good value for money.

### **Improvement since the last inspection**

46. There is a significant improvement in the overall quality of education provided. This is a huge achievement and a cause for celebration.

## Recommendations

47. In order to improve standards and the quality of education further it is recommended the school and the GB, with the support of the unitary authority, should continue to implement its strategic plan, placing particular emphasis on:

- R1. maintaining the high standards at the end of both key stages in the core subjects of English, mathematics and science, and in information technology and physical education at the end of KS2;
- R2. developing further the learning experiences provided for children under five;
- R3. improving on the already good standards achieved in foundation subjects in both key stages and in KS2, improve standards in Welsh second language;
- R4. disseminating already established 'best practice' to ensure greater consistency in the planning and implementation of learning and teaching;
- R5. continuing to develop the teachers' role in monitoring and self-evaluation.

*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.*