

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

**Coed y Dderwen
Community Primary School
Gellideg Merthyr Tydfil CF48 1LG**

School Number: 6752351

Date of Inspection: 05/06/06

by

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The purpose of Estyn is to improve quality and standards in education and training in Wales. Estyn is responsible for inspecting:

- * nursery schools and settings maintained or used by local education authorities (LEAs);
- * primary schools;
- * secondary schools;
- * special schools;
- * pupil referral units;
- * independent schools;
- * further education;
- * adult community-based learning;
- * youth support services;
- * LEAs;
- * teacher education and training;
- * work-based learning;
- * careers companies; and
- * the education, guidance and training elements of Jobcentre Plus.

Estyn also:

- * provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
- * makes public good practice based on inspection evidence.

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

The inspection of Coed y Dderwen Primary School took place between 05/06/06 and 07/06/06. An independent team of inspectors, led by Peter Mathias undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

"There are three types of inspection.

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

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

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

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

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

This school received a **full** inspection.

Year groups and key stages

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

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

Primary phase:

Year	R	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. Coed Y Dderwen Community Primary School with 129 pupils on roll, including 19-full time equivalent nursery children, is situated in the Gelli Deg area of Merthyr Tydfil. The area is considered to be economically and socially disadvantaged and is designated as a Community First area. Nearly all pupils come from the local area. The school was formed in January 2003 from the previous Gelli Deg Infant and Junior Schools. The current headteacher was appointed on a permanent time basis in April 2005, following a period in which the previous headteacher was absent due to ill health.
2. The former infant school was previously inspected in the Autumn Term 1999 and the former junior school was previously inspected in the Summer Term 2000.
3. The school reports that 58 percent of pupils are considered eligible for free school meals which is well above the Unitary Authority (UA) average of 28.8 percent and the all-Wales average of 18.8 percent of pupils. About 50 percent of pupils are considered to have some degree of special educational needs (SEN). No pupil has a statement of SEN or has the National Curriculum modified or disapplied.
4. Pupils generally enter school well below average basic skills. English is the first language of 99 percent of pupils. One pupil has English as an additional language. No pupil has Welsh as a first language. Two pupils are 'looked after' by the UA. Five boys and one girl were temporarily excluded in the previous school year.
5. The school has an appropriate set of aims, which supports the school's mission statement, 'To value every member of our school community in order that all may work together to create a happy, caring and exciting place for first class learning where everyone's efforts are celebrated and enjoyed'.

The school's priorities and targets

The school's priorities and targets for 2005/2006 are:-

- to raise standards in all subjects;
- to involve pupils, parents, staff and governors more in the self-evaluation process;
- to strengthen the roles of curriculum co-ordinators;
- to put in place additional training for lunchtime supervisors;
- to establish arrangements to continue to improve the performance of teachers and non-teaching staff;
- to strengthen and refine pupil assessment and tracking systems in order to raise standards further;
- to improve attendance; and
- to increase the role of the governing body as a critical friend of the school.

Summary

6. Coed Y Dderwen Community Primary School is an improving school, which is well led. It has made significant progress recently following a period of change.
7. The inspection team agrees with five out of the seven judgements made by the school about the standards pupils achieve and about other areas of its work. Where the inspection team disagrees, this was because the school appears to have underestimated the quality of its teaching, training and assessment and the care, guidance and support it provides. The school completed its self-evaluation some time ago and since then, it has improved in these areas. The full impact of the changes made have yet to be reflected in the standards pupils achieve, particularly in national assessments and in the overall curriculum.

Table of grades awarded

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

8. Overall, pupils' standards of achievement in the lessons seen in subjects and areas of learning inspected were as follows:-

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

9. Standards of achievement in the lessons seen are above the Welsh Assembly Government (WAG) target of 98 percent to be at least Grade 3 and 50 percent to be Grade 2 or better.
10. The overall quality of educational provision for children under five is appropriate to their needs and children make good progress towards the Desirable Learning Outcomes for Children's Learning.

Areas of Learning For Under-fives

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

Grades for standards in subjects inspected

Inspection Area	KS1	KS2
English	2	2
Mathematics	2	2
Science	3	3
Welsh as a second language	2	3
History	2	2
Geography	2	2
Information and communication technology	3	3
Design technology	3	3
Music	2	1
Art	2	2
Physical education	2	2
Religious education	3	3

11. Pupils with SEN and the very small number of pupils with English as an additional language (EAL) achieve well.
12. Overall, standards and progress in the key skills are Grade 2 (good features no important shortcomings). Standards are Grade 2 in communication skills in English. Communication skills in Welsh and competence in bilingual skills are Grade 3 (good features outweigh shortcomings). Standards in the application of skills of information and communications technology (ICT) are Grade 3 as are pupils' knowledge of what they need to do to improve their learning and performance. Pupils' application of their mathematical skills, knowledge of the culture and heritage of Wales, their personal and social skills and their problem solving skills are all Grade 2. Their creative skills and their ability to work with others are also Grade 2.
13. Starting from a well below average base, many children in the nursery and reception achieve well. In the end of KS1 national assessments for seven year olds in 2005, pupils achieved well below the UA and all-Wales average. In mathematics and science these pupils achieve just below the UA and All-Wales averages. When compared to schools considered to have a similar proportion of free school meals, these results were below those schools because of the low performance in English. The results since 2001 have fluctuated but have remained below the UA average. Few pupils achieve above the expected level (Level 2) in English and science, but an increasing proportion achieved the higher levels in mathematics. Overall, boys achieved lower than girls.

14. In the 2005 national assessments for eleven year olds, the proportion reaching or exceeding the expected level (Level 4) in English, mathematics and science was well below the UA and All-Wales averages. When these results are combined, the school's results were below the UA and All-Wales averages. When these results are compared to schools considered to have broadly similar proportions of free school meals, these results were very low in English and science and below most schools in mathematics. When these results are combined, the school performed below most of these similar schools. Since 2001, results in these tests have steadily improved, except for a recent decline in English and science. This decline is closely linked to the low performance of boys compared to girls. In 2003 and 2004, results in these assessments were well above most similar schools in English and mathematics.
15. Care should be taken when considering the results of seven and eleven year olds in these national assessments for two reasons. Firstly, the groups involved were small and included a significant proportion of pupils considered to have some degree of SEN. Secondly, the group of schools within the UA to which the school is compared has a very wide spread of entitlement to free school meals. This school has one of the highest proportions of these pupils in this wide group of schools.
16. Attendance for the three terms preceding the inspection was 85.1 percent and is below the average for primary schools in the UA and in Wales. It is well below the WAG expectation of 95 percent. However, recently introduced strategies and incentives have had a positive effect and currently attendance is higher.
17. Pupils' behaviour is good and the pupils are well motivated. They have positive attitudes to learning. They make good progress in the development of their personal and social skills.

The quality of education and training

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	73%	12%	0%	0%

18. In the lessons seen the percentage of Grade 1, Grade 2 and Grade 3 lessons is well above the Estyn target of 95 percent of lessons to be Grade 3 or better. The proportion of Grade 1 and Grade 2 lessons is well above the Estyn target of 50 percent of lessons to be in these categories.
19. In the under-five classes, the teachers and learning support assistants show a good understanding of how to plan and organise for these children. They provide a wide range of interesting and worthwhile practical experiences, which the children enjoy and from which they benefit.
20. Across the school in KS1 and KS2 in the very best lessons, outstanding features included:-
 - very careful planning so that the objectives of lessons are well matched to the different abilities in the classes;

- a brisk and purposeful pace which is maintained throughout the lesson;
 - warm and friendly relationships between teachers and their pupils, where pupils' efforts are recognised and appreciated;
 - novel and lively ways of making the lessons come to life which hold pupils' interest very well;
 - very good subject knowledge, which is imparted in a very enthusiastic and inspiring way.
21. Arrangements to assess pupils' progress have good features which outweigh shortcomings. There are recently introduced detailed systems to track pupils' progress over time. In some but not all classes the school has put in place arrangements to set short-term achievable targets for pupils to work towards. This practice is not consistently followed across the school. However, these have yet to be fully effective or to be applied across all subjects of the National Curriculum. Reports in KS1 and KS2 are evaluative and informative for all subjects. In some classes some pupils are under challenged. Clear guidance is given for improvement. They meet statutory requirements in full.
22. The curriculum has good features which outweigh shortcomings. It is broad, balanced and accessible to all pupils, including those with SEN. It meets all requirements of the National Curriculum, the locally agreed syllabus for religious education and national requirements for personal and social education. Much has been achieved lately in reviewing the curriculum and putting in place planning for mixed age classes. However, this process is incomplete and the curriculum for some subjects does not ensure that all pupils build systematically on what they already know and can do. Pupils with SEN are well supported and make good progress and achieve as well as they can.
23. There is good provision for out of school activities, which enrich the curriculum considerably. The curriculum is also enhanced by a wide range of visits to places of interest.
24. Arrangements to develop pupils' spiritual, moral, social and cultural awareness are good with outstanding features. Spirituality is developed very well during assemblies through very successfully organised opportunities to reflect quietly. Pupils are given a clear idea of what is right and wrong and how to be responsible members of their community. Pupils have a good understanding of their Welsh culture and history. However, in some classes, infrequent and irregular use of incidental Welsh hampers pupils' development of fluency and confidence.
25. Pupils have a good understanding of sustainable development and global citizenship. Pupils have a very good appreciation of the need for equal opportunity and respect for diversity. However, opportunities to develop pupils' entrepreneurial skills are underdeveloped.
26. The quality of care, support and guidance for pupils is good with outstanding features and is a strength of the school. The care and welfare of pupils is given high priority. Pupils feel safe and secure in school. Pupils with SEN are well supported and play a full part in their lessons. There are appropriate

arrangements in place to enable those with disability to have good access to the school. Induction arrangements for the under fives are well organised.

27. Links with parents, the community and other schools, agencies and industry are strong. These have improved recently. The school monitors attendance, punctuality and pupils' behaviour very closely. The school's provision for ensuring pupils' health and safety are comprehensive and are reviewed regularly.

Leadership and management

28. The leadership of the headteacher is a strength of the school. It is dynamic and purposeful. The headteacher has done much in a short time to improve the school and to raise pupils' self esteem, so that they now try very hard 'to do their best'. There is a very positive atmosphere where individual pupils feel valued and important. Teachers and their support assistants work closely with the headteacher to achieve this. Some co-ordinators give a positive lead to their subjects, for example in reviewing strengths and weaknesses and then in putting in place strategies to raise standards further. However, not all co-ordinators have yet had opportunities to work at the same depth which the school has planned to occur in the future. There are sound arrangements in place to link subject reviews to the arrangements for school improvement. Some of these have yet to have any significant success.
29. The school takes good account of national priorities and local partnerships which are included in the school's three year planning cycle. The school has in place well organised and effective arrangements to provide teachers with appropriate time during the school week to plan, prepare and assess.
30. Governors are committed to the school. There are mutually beneficial links between the governing body and local initiatives to regenerate the local community. However, the role of the governing body as a critical friend of the professional leadership of the school is underdeveloped. The governing body meets all statutory requirements in full.
31. The self-evaluation document has good features and no important shortcomings. The headteacher is very well informed about the strengths and areas for development across the school. The school's self-evaluation document is detailed and frank. However, it is not sufficiently based on first hand evidence gathered by all co-ordinators.
32. Governors are aware of the work of the professional leadership of the school. However, they have not been sufficiently involved in coming to judgements about what needs to be done to raise standards further. The school development plan (SDP) and the school self-evaluation document (SED) are well constructed. They contain considerable detail in order to judge the success of initiatives. The SDP is well focused and well used as a tool for raising standards. It is regularly reviewed and brought up to date. The school's self-evaluation is generally accurate.

33. The school has sufficient, well-qualified and experienced staff to meet the needs of the curriculum. Recent efforts to improve the internal and external parts of the building have been successful in creating an environment, which is bright and colourful. Pupils' work is appropriately recognised in well-organised and effective displays. Overall, the school is a stimulating environment for children in the early years and for pupils in KS1 and KS2. It is very well maintained by the caretaker and cleaning staff.
34. There is a good range of resources in nearly all subjects, which are well managed. An exception is in IT where computers are out of date and the software for them is not generally compatible.
35. The school has made good progress in addressing the key issues of the previous inspections of the then separate infant and junior schools. Particularly good progress has been made in the last year.
36. Overall, bearing in mind the standards of achievement of pupils by the age of eleven, the overall quality of teaching and the determined professional leadership of the school, the school provides satisfactory value for money.

Recommendations

In order to improve the school in the areas inspected, the staff and governing body need to:-

- R1 raise standards in subjects and key skills where they are Grade 3 and improve resources in information technology;
- R2 in order to raise standards further, extend the existing arrangements in some classes to set short-term achievable targets for pupils to achieve so that this practice is consistent across the school;
- R3 develop further the roles of subject co-ordinators so that all are better informed at first-hand of the quality of teaching and learning in their subjects and of the progress of initiatives they are pursuing;
- R4 take steps to improve attendance so that it meets the levels expected by the Welsh Assembly Government;
- R5 strengthen the role of the governing body as a critical friend of the school.

The school has identified all of these recommendations in its own school improvement plans.

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

Standards

Key Question 1: How well do learners achieve?

Grade: 3 Good features outweigh shortcomings

37. Overall, the findings of the inspection team match the judgements made by the school in its self-evaluation report.
38. Pupils' standards of achievement in the lessons observed are as follows:-

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

39. Pupils' standards of achievement in lessons are above the WAG All-Wales target of 98 percent to be at least Grade 3 and 50 percent to be Grade 2 or better.
40. Baseline assessments indicate that achievement is well below average for children when they begin school.
41. The overall quality of the education provided for children under five is appropriate to their needs and children make good progress towards the Desirable Learning Outcomes for Children's Learning.

Areas of Learning For Under-fives	Nursery	Reception
Language, literacy and communication	2	2
Personal and social development	2	2
Mathematical development	2	2
Knowledge and understanding of the world	2	2
Creative development	2	2
Physical development	2	2

42. In KS1 and KS2 in the subjects inspected, standards of achievement are as follows:-

Inspection Area	KS1	KS2
English	2	2
Mathematics	2	2
Science	3	3
Welsh as a second language	2	3
History	2	2
Geography	2	2
Information and communication technology	3	3
Design technology	3	3
Music	2	1
Art	2	2
Physical education	2	2
Religious education	3	3

43. In the 2005 National Curriculum assessments for seven year olds, attainment in English was well below the UA and all-Wales averages. In mathematics and science these pupils achieved just below the UA and all-Wales averages. When these results are combined, they were well below both the UA and national averages due to the low performance in English. The performance of boys in these assessments is well below that of girls. When these results are compared to those schools in the UA considered having broadly the same proportion of pupils who are eligible for free school meals, the results in English were very low. In mathematics and science, these results were above most of these broadly similar schools. When these results are combined, they are well below the similar schools. Since 2005 these results have fluctuated but have remained below the UA average. Few pupils achieve above the expected level (Level 2) in English and science, although in 2005 the school continued to increase the proportion of pupils achieving the higher level (Level 3) in mathematics.
44. In the national assessments for eleven year olds in 2005, the percentage reaching or exceeding the expected level (Level 4) in English, mathematics and science was well below the UA and all-Wales averages. When these results are combined, the school's results were below the UA and All-Wales figures. For the last four years, girls have performed significantly better than boys. Few pupils achieve the higher level (Level 5).
45. When these results are compared to schools considered to have a broadly similar proportion of free school meals, these results were very low in English and science and below most schools in mathematics. When these results are combined, the school performed below most of those similar schools. Since 2001, results in these tests have shown a steady improvement, particularly in mathematics. However, performance in English and science has declined recently where in 2003 and 2004 results in English and mathematics were well above most similar schools. This decline is closely linked to the under performance of boys compared to girls.
46. Care should be taken when considering the overall performance of the school in these assessments, as the groups in both key stages in 2005 were small and were considered to have a high proportion of pupils with SEN. Also, the group of schools considered to be broadly similar, comprises a very wide spread of entitlement to free school meals.
47. Generally, pupils' development of the key skills is Grade 2 (good features and no important shortcomings). In KS1 and KS2, standards in progress in English in the key skills of speaking, listening and reading are Grade 2. In writing standards are Grade 2 in KS1 and Grade 1 (good with outstanding features) in KS2. Pupils in KS2 write very well for a wide range of different purposes. They use a very wide range of styles and genres to express themselves in other subjects. A particular strength is the overall quality of writing in history. Pupils speak confidently and fluently to each other and adults. However, some pupils in KS1 have limited speech patterns and do not express themselves in longer sentences. Across the school, pupils use specialist vocabulary well, for example in science and geography. Pupils listen well. Across the school, pupils read appropriately, bearing in mind their different starting points. Some

older pupils read well and use reference books and dictionaries confidently and regularly.

48. Pupils' achievements in communication in Welsh are Grade 3 (good features outweigh shortcomings). In some classes pupils lack confidence to use Welsh regularly and appropriately across the curriculum. They have limited vocabulary and are only capable of answering straightforward questions, for example when responding to the register. Pupils' bilingual skills are also Grade 3 and reflect the limited opportunities across the school for pupils to develop these skills.
49. Pupils use their mathematical skills well in other subjects. This is Grade 2. Pupils across the school use their mathematical skills to draw graphs, for example in science and to draw diagrams in design technology.
50. Pupils' skills in ICT are Grade 3 overall, although in some, but not all classes, pupils use ICT well to find out information and to make presentations. However, because these skills are not taught consistently across the school, pupils lack confidence in using ICT as a regular and natural part of their everyday learning.
51. Pupils have a good understanding of the particularly unique features of other music, dance and art of Wales. They have a good understanding of the history and traditions of Wales and of their own area; for example, they understand the importance of Merthyr as the first industrial town in Wales.
52. Pupils' personal skills are Grade 2. Pupils have a very caring and positive attitude to each other and to adults. They behave responsibly. They are proud of their school and try to live up to their motto, 'We are Coed Y Dderwen and we do our best'. They take care of each other and show a strong sense of community.
53. Pupils' problem-solving skills are good with no significant shortcomings. From an early stage, pupils are successfully encouraged to think things out for themselves and to make decisions, for example, about what they need to do to improve their school. In mathematics, science and design technology, pupils in both KS1 and KS2 are appropriately challenged to find solutions for themselves.
54. Pupils' creative skills are good with no significant shortcomings. They make music confidently and paint and create artefacts for their work in history and geography well.
55. Pupils work very willingly with other pupils and with adults both in lessons and in the playground. They respond well to the challenges set and co-operate enthusiastically when working in small groups. They share and take turns fairly. In some classes, pupils have a clear understanding of what expected of them and what they need to do to improve. However, these skills are not consistently developed across the school. Not all pupils are aware of the small steps they need to take in order to improve their performance.

56. Pupils across the school, including those with additional learning needs, have developed positive attitudes to their learning and enjoy their lessons. They are motivated and are thoroughly engaged in all aspects of their lessons. Pupils respond positively to their teachers and support staff and listen attentively. They display high levels of concentration and persevere with their tasks and activities. The school's motto – "We are Coed y Dderwen and we do our best" is exemplified in the way pupils throughout the school apply themselves to all activities.
57. Standards of behaviour have improved considerably since the previous inspections. The vast majority of pupils behave well. They move around in and around the school in an orderly and disciplined manner. They relate very well with each other and with teachers and visitors. Pupils are fully aware of the school's high expectations for standards of behaviour. "Our golden rules" are three simple rules, drawn up by the school council, to guide pupils in their behaviour and attitudes to learning. The rules are followed willingly and successfully; pupils understand how their behaviour affects others. Bullying of any kind is not tolerated, and no incidences were observed during inspection. In discussion, pupils are aware of the action to be taken should they or someone else feel threatened, intimidated or bullied.
58. The school makes effective use of available support services. Educational welfare services and the behaviour support team are consulted as and when required and are used effectively.
59. Despite the joint efforts of the school and the educational welfare services, poor attendance remains an issue. Attendance for the three terms preceding the inspection was 85.1 per cent and is below the average for other primary schools within the unitary authority and well below the average for primary schools in Wales. Unauthorised absence averaged 3.8 per cent. However, recently introduced strategies and incentives have had a positive effect. Attendance is improving. Latest figures show attendance has reached 89.5 per cent with unauthorised absence down to 1.2 per cent. Pupils are generally punctual, but a few are late at the start of the school day, and this is recorded in the register. Lessons throughout the day begin on time. The school complies with the WAG Circular 3/99.
60. Pupils show interest and positive attitude towards their work and remain on task for increasing lengths of time. They work productively and use their time effectively. The majority of pupils develop the capacity to work independently and when required also work co-operatively and demonstrate well-developed problem-solving skills. Pupils' creative skills are very well developed, and are demonstrated, for example, through their high quality art and music work.
61. Pupils make very good and often outstanding progress in their personal, moral, social and wider development. Relationships throughout the school are extremely good. There is a mutual respect between adults and pupils that contributes to creating a happy, caring and supportive learning environment. Pupils show respect and concern for others, they are confident enough to share their views openly and listen well to others. Pupils take the several

responsibilities they are given seriously through initiatives such as the school council, the Eco and the sports councils.

62. Pupils have very good awareness of the need for equal opportunity and respect for diversity. In school pupils through the curriculum and acts of worship, are developing sound knowledge, understanding and respect for the diversity of beliefs, traditions and attitudes in our multi-cultural society.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

63. The findings of the inspection team are higher than the judgements made by the school in its self-evaluation report, where the school has underestimated the overall quality of teaching and assessment in the school. The school self-evaluation was completed some time ago. Since then, standards in this area have improved.
64. In the lessons observed the quality of teaching was judged as follows:-

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	73%	12%	0%	0%

65. The percentage of Grade 1, Grade 2 and Grade 3 lessons is above the Estyn target for 95 percent of lessons to be Grade 3 or better. The percentage of Grade 1 and Grade 2 lessons is well above the Estyn target of 50 percent of lessons to be in these categories.
66. In the under-fives classes, the teachers and learning support assistants show a good understanding of how to plan and organise lessons for the children. They provide a wide range of interesting and worthwhile practical experiences, which the children enjoy and from which they benefit. As a result, children make good progress, often from well below expected starting points.
67. Across KS1 and KS2, in the best lessons teachers plan very carefully so that the objectives of the lesson are well matched to the different ages and abilities in the classes. Pupils are made very aware of what is expected of them in their lessons. Lessons begin briskly and teachers maintain the purposeful pace by good questioning and warm recognition when pupils succeed. Teachers cleverly build on what pupils know so that the lessons remain challenging throughout. In these good lessons, teachers show very good subject knowledge and impart it with enthusiasm as, for example, in music by making learning fun. Teachers use novel ways of making their subjects come to life, for example, in a mathematics lesson where pupils were encouraged very successfully, to look for different types of averages when studying data about the England World Cup Squad. Support staff are well deployed to support individual pupils and to work effectively with small groups. They are

quick to respond to individual needs and they ensure that all pupils, including those with SEN make good progress.

68. Where teaching has some shortcomings, teachers' expectations of their pupils are inappropriate and they are asked to carry out tasks which are too difficult for them and in some other circumstances, pupils are under-challenged.
69. The headteacher is developing a comprehensive system of assessment which tracks pupils' progress over time. This process includes very detailed analysis of results from a range of national and standardised tests, which is effectively used to enable pupils to make good progress. Termly teacher assessment takes place in English, mathematics, geography and music.
70. During the past year, teachers have used the information from assessments to support the improvement in standards in English and mathematics and in music. The school has completed the assessment criteria in IT, Welsh as a second language and religious education.
71. The school acknowledges that assessment in the remaining subjects is under-developed and has identified these as priorities. Teachers' evaluations and records in these foundation subjects seldom identify strengths and weaknesses in pupils' knowledge and understanding. In consequence, subsequent lessons or group tasks are not based enough on pupils' prior knowledge. This results in a lack of appropriate challenge in some of the work.
72. Generally teachers mark constructively. Pupils in some classes have a good understanding of their own progress and are beginning to understand how well they are doing in lessons and what they need to do to improve their work. This is developing very well in some, but not all, classes.
73. Collections of pupils' work and photographic evidence have been compiled in some but not all subjects to indicate standards pupils should aim to achieve. These collections contain many lively examples of pupils' work but they have not been sufficiently annotated to indicate levels of attainment.
74. Parents are very well informed about their children's progress. Reports to parents for children under five are of a good quality. Reports in KS1 and KS2 are evaluative and informative for all subjects. Clear guidance is given for improvement. These reports conform to statutory requirements.

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

Grade 3: Good features outweigh shortcomings

75. The findings of the inspection team match those of the school in its own self-evaluation report.

76. The curriculum is broad, balanced and accessible to all pupils, including those with SEN. It meets all the requirements of the National Curriculum (NC).
77. Subject policies and schemes of work are in place and these include appropriate emphasis on Y Cwricwlwm Cymreig. The schemes of work have been revised during the past year. Although staff have started to include key skills and common requirements in their planning, the school has rightly identified the need to make this more systematic across all subjects. Planning for mixed age classes is appropriate in English and mathematics but lacks sufficient detail in other subjects. Most teachers evaluate the success of their lessons carefully.
78. Homework and home/school tasks are regularly set and this has a good impact on the standards achieved.
79. The school works closely with other professionals to identify pupils with SEN and disabilities early, and implement appropriate strategies as soon as possible. This helps them to make good progress and achieve as well as they can. The school also works very effectively with outside agencies in the community to provide additional resources for pupils. It has sought to raise standards through a number of initiatives, for example, in English for extended writing and in mathematics for improving problem-solving and thinking skills,
80. The overall quality of provision for children under five is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
81. A particularly effective element in the curriculum is the good provision for out-of-school activities and the enrichment of the curriculum by a wide range of clubs, cultural and sporting activities. In addition, the school makes very effective provision for visits, for example, to the Millennium Centre in Cardiff, several different theatres, local places of interest and to the Llancaiach Fawr. There is also a residential visit for older pupils. Y6 pupils have weekly French lessons, and Year 5 have weekly Italian lessons, which add another dimension to their understanding of bilingualism. All pupils have access to an interesting range of activities and the take up is high. The curriculum is further enhanced by music lessons for pupils provided by peripatetic teachers
82. The school promotes pupils' personal development, including their spiritual, moral, social and cultural development, very well. This is an outstanding feature of the school. Spirituality is developed during assemblies, with meaningful opportunities provided for quiet reflection, and during certain aspects of English, art and music lessons. The school provides pupils with a strong sense of right and wrong. Pupils are encouraged to behave as responsible members of their local community and of the wider world.
83. Collective worship takes place daily and meets legal requirements. A weekly assembly celebrates pupils' achievements and successfully raises their self-esteem.

84. The school actively promotes pupils' cultural development. Pupils study their own and others cultures in history, geography, art and music. A strong feature is the way music from around the world is used very effectively for pupils to hear as they move around the school. This is an outstanding feature. Pupils also have a good understanding of their local area. Pupils develop an understanding and an appreciation of their community which is steeped in history.
85. Visitors such as the Mayor, members of parliament, community police officer, the fire service, and road safety talk to children about their work and help pupils understand their role in the community. By supporting charities and disaster appeals, pupils understand the plight of those less fortunate than themselves. These visits and visitors satisfactorily contribute to pupils' development of their sense of community and their preparedness for participation in the workplace.
86. The school provides many good opportunities for all pupils to learn to take responsibilities and make decisions when they are on the School Council, the Sports Council and the Eco Council or when submitting ideas to these groups. Pupils in the reception class are represented by two Y6 pupils who speak on their behalf.
87. The school is enriched by very effective partnerships with parents, the local Church and the wider community. For example, there are very strong links with the local Community Wardens. Visiting speakers enrich all aspects of the curriculum. The school has strong links with the local parish church and members of the church are actively involved in school events. The Gellideg Foundation has been active in many ways. For example, the Gellideg Healthy Living Centre Group have been very helpful in aiding the school's Eco Council in purchasing plants, equipment and furniture for the sensory garden. Local professionals, such as the police, talk to pupils about being healthy and staying safe. The school has organised informative healthy eating weeks and road safety campaigns.
88. There is suitable emphasis on the teaching of Welsh culture and heritage. The school has strong links with its local community and this is recognised in many aspects of the curriculum.
89. Arrangements to provide pupils with an understanding of the world of commerce are effective. Current developments in the local area are well used to provide pupils with a good appreciation of the importance of sustainable developments and economic and social regeneration.

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

Grade 1: Good with outstanding features

90. The findings of the inspection team do not match judgements made by the school in its self-evaluation report which the school judged as Grade 2. The self-evaluation was carried out some time ago and this area has improved.

91. The quality of care, support and guidance for pupils is good with outstanding features. The care and welfare of pupils is given high priority. Pupils feel safe and secure whilst in school. There are very effective procedures to monitor and support pupils' academic progress, their social development and their personal welfare under the 'Helping Hands' initiative. The head teacher and her staff know their pupils well and are sensitive to their needs. The school has a high proportion of pupils with special educational needs, and they are well supported and fully integrated. All staff take corporate responsibility for all pupils, not just those in their class. Pupils benefit from the school's determination to fully include them in both its academic and social life.
92. The school has strengthened its partnership with parents, and is successfully working to encourage more parents and carers to involve themselves in the running of the school. The school has introduced a new home/school agreement which is well supported by nearly all parents. Parents are kept informed of events in school through several channels, including regular newsletters, reports and the school notice board. The school writes a column in the weekly newspaper. Formal parent/teacher consultations occur three times a year and at other times by arrangement. The school brochure is detailed and meets statutory requirements. The early years has a separate and helpful welcome booklet.
93. The governor's annual report to parents and its arrangements for the annual meeting with parents meet statutory requirements. Pupils' school reports are of a high standard. They are detailed, itemise pupils' achievements and progress, and identify what is required for future improvement. Parents are invited to add their comments. Parents themselves have expressed their satisfaction with the information provided by the school.
94. There is a newly formed pre-school group at the school. This helps with the settling-in process. Children soon get to know the school's routines and they feel safe and secure in their new environment. In discussion, a pupil who joined at a later stage reported that she was warmly welcomed and soon made new friends. Arrangements for the transfer of Y6 pupils to the Cyfarthfa High School are effective. Head teachers of all local schools meet to coordinate the transition arrangements and minimise any negative effects of moving from one school to another.
95. The school makes good provision for the support and guidance of pupils. The personal and social education policy adopted by the school is well implemented. Pupils have ample opportunities to discuss issues that concern them and the very good interpersonal relationships evident in the school facilitate frank discussion between teachers and pupils. The School Council allows pupils to have a say in the running of the school. Teachers enjoy the confidence of pupils and are sympathetic to individual needs.
96. The provision for additional learning needs is good with no important shortcomings. There are rigorous arrangements in place to identify pupils who may have SEN and provide appropriate support within the school. The SEN register is regularly reviewed and updated. It meets the code of practice for

- SEN. The special needs co-ordinator (SENCo) leads and manages the provision well.
97. The school monitors attendance, punctuality and pupils' behaviour very closely. Teachers complete registers promptly at the beginning of the morning and afternoon sessions. Lessons begin on time throughout the day. Registration conforms to statutory requirements. Unexplained absence is immediately followed up. The school has introduced a number of strategies, such as 'proud to present' to encourage and improve attendance. Rewards are made to individuals and to classes that achieve high levels of attendance, which are now having a positive impact. The Education Welfare Officers (EWOs) regularly visit the school and investigate any absence where there are concerns.
98. The school works closely with the Behaviour Support Service to provide good support for pupils whose behaviour may impede their progress and those of others.
99. The school's provision for ensuring the healthy development, safety and well-being of all pupils is very good and often outstanding. The Breakfast Club is available from 8.00am and is free of charge. It provides a light breakfast, and offers purposeful activity in which children keenly engage. The after-school club, which offers a similar range of activity, runs till 5.30pm. These clubs are well supported and appreciated, particularly by working parents. Staff are trained in first aid and there are good procedures in place for meeting the needs of pupils who are unwell or who have an accident. Pupils' contact details are regularly reviewed and available to all members of staff. Safety checks are carried out on electrical appliances and fire safety equipment tested. Fire drill is carried out each term. Health and Safety audits are carried out within the school and risk assessments are undertaken before any educational visit takes place.
100. The procedures for child protection are thorough and are based on the UA guidelines. Regular training ensures that staff are vigilant and look out for any signs that a child may need protection.
101. The school recognises the diversity of children's backgrounds and all pupils are treated equally, with dignity and respect. The good practice observed is actively supported by policies, which are monitored and reviewed accordingly.
102. All pupils have equal opportunities to participate in all school activities. For example, all sporting extra-curricular activities and clubs have membership of boys and girls and cover a wide range of interests.
103. Pupils' understanding of the diversity of race and the necessity for good race relations in a modern multi-cultural society are fully incorporated into the personal and social element of the school's curriculum. Given the circumstance of location and population, the school is effective in promoting good race relations.

104. The school has good measures in place to eliminate oppressive behaviour, bullying and all forms of harassment. Pupils understand the necessity to report immediately incidents of bullying or discrimination of any sort. The school follows up, and is effective in dealing with, any reported incidents, involving the parents when appropriate. All such incidents are logged. In meetings during the inspection, parents stated that standards of behaviour have improved significantly and are getting better. Parents feel that the whole ethos of the school is much calmer and more orderly.
105. The school is aware of the statutory requirements regarding provision for disabled pupils and adults and has carried out a detailed review of its facilities. The school has been adapted to ensure that pupils and adults with disabilities can be fully integrated into the life and work of the school.
106. The school actively recognises and respects diversity which is celebrated during school assemblies and through many aspects of the curriculum. Pupils have a good understanding of diversity and value the contributions of others.

Leadership and management

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

Grade 2: Good features and no important shortcomings

107. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
108. The headteacher, who has been in post for little over a year, provides a dynamic and purposeful lead to the school. The headteacher has done much in a short time to improve pupils' behaviour and self esteem. The school motto, 'To Do Our Best', is an objective which is at the forefront of the headteacher's drive to improve standards and to create an ethos where individuals feel valued and important. This determination to succeed is shared by all staff. They work together well to put in place new initiatives to teach English and mathematics in systematic and effective ways, and to make pupils' learning stimulating and enjoyable. Teachers and their support assistants work closely with the headteacher to provide a vibrant and stimulating environment for pupils and adults to work harmoniously together.
109. The headteacher provides a very good role model to co-ordinators in the very able way she carries out responsibilities. Co-ordinators in English and mathematics have provided strong leads to other teachers to analyse where there are strengths and weaknesses in their subjects. The school has successfully put in place initiatives to address weaknesses and to raise standards further in all subjects. However, other co-ordinators have yet to have opportunities to do the same to the same depth and lack sufficient first hand knowledge of where there are areas for development in their subjects.

110. The headteacher and assistant headteacher monitor the performance of seven and eleven year-olds in the national assessments and other related tests to judge the progress pupils make. This is a relatively new initiative and has yet to have its full impact on standards achieved in these assessments. However, this information is being well used to identify and provide additional support for pupils. There are realistic targets for improvement, which are being met. The school has identified and is working hard to address shortcomings, for example, in the difference in performance between boys and girls in the national assessments.
111. The school is very much aware of national priorities and local partnerships. The SDP contains national priorities to be implemented over a three-year cycle. The school is actively involved in promoting healthy eating. The eco-council is active and successful in promoting awareness of the need to respect and care for the school environment and to carry out environmental improvement initiatives after school. The school has a well-established School Council, which provides pupils with a strong sense of citizenship. The school works closely with other schools and with the UA.
112. There are well-organised and effective arrangements in place to provide teachers with appropriate time during the school week to plan and prepare lessons and assess pupils' work.
113. Arrangements to promote teachers' professional development through a range of courses and associated activities are very thorough and are well focused on the needs of individual teachers and the school. Arrangements to manage and to improve performance of individual staff are in place and are well used to determine future long-term planning.
114. The governing body is committed to the school and has close and mutually beneficial links with local initiatives to re-generate the local community. Governors are well informed about the school through regular reports from the headteacher. Governors are beginning to look carefully at how successful the school is in raising standards and in providing a wide and interesting curriculum. Recent arrangements have been made to link individual governors to subject co-ordinators. These have yet to have any significant impact. Generally, the role of the governing body as a critical friend of the professional leadership of the school is under-developed.
115. There are robust arrangements to monitor the school's finances and to match the school's expenditure to its educational needs. Much has been achieved in a short time to use financial resources well to improve the appearance of the school and to enhance its outdoor facilities.
116. Day-to-day administration is calm, purposeful and effective.

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

Grade 2: Good features and no important shortcomings

117. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
118. The headteacher is very well informed about the strengths and areas for development across the school. In the last year much has been done to take stock of the strengths and weaknesses and what needs to be done and when to improve the school. The process of self-evaluation has been pivotal in that there has been a detailed audit by all subject co-ordinators leading to well assembled action plans to raise standards. However, because of time constraints not all of these audits have been based on first-hand evidence acquired through looking at teaching and learning in classes.
119. The school has plans, which have yet to be completed, to include parents and pupils in its self-evaluation process. Currently their input is under-developed.
120. Governors are aware of the work undertaken by the professional leadership of the school and have discussed the school self-evaluation document with the headteacher. However, they have not been sufficiently involved in coming to judgements about what needs to be done to raise standards further.
121. The SDP and the school self-evaluation document are well-constructed documents. They contain considerable detail in order to evaluate the success of initiatives. Currently the SDP is well used as a focus for raising standards and for general school improvements. It is regularly reviewed and brought up to date. However, the self-evaluation is not sufficiently based on first hand evidence from observations by co-ordinators.
122. There are appropriate and effective arrangements during the school week to enable teachers to plan, prepare and assess. Governors are also very mindful of the likely requirements resulting from the introduction of the foundation phase.
123. The school has made good progress since the last inspections of the previous separate infant and junior schools. The key issues of those inspections have been appropriately addressed, particularly in the last year.
124. The inspection team agreed with the school's identification of its strengths and areas for improvement. The inspection team also agreed with five out of the seven Key Questions of the inspection. Where it disagreed, this was because the school appeared to under estimate the effectiveness of teaching, training and assessment and of the quality of its care, guidance and support. The school's self-evaluation was carried out some time ago, since then, its effectiveness in these areas has improved.

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

Grade 2: Good features and no important shortcomings.

125. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
126. Teachers' skills develop well through performance management, in-school training and from attending training courses elsewhere. Learning Support Assistants are also involved fully in performance management arrangements. Teaching and support staff are appropriately qualified and deployed effectively. There is a manageable and effective system to enable all staff to be released for planning, preparation and assessment time, which is having a positive impact on the standards pupils are able to achieve. There are detailed and effective arrangements in place to provide additional training for teachers and their assistants both within and out of the school.
127. The school is well resourced in all National Curriculum subjects apart from IT. In all other subjects teachers correctly match resources to the education, context, age and ability of the pupils.
128. The school is adequately resourced in general. There is an appropriate quality and quantity of resources in nearly all subjects which are readily available and are carefully matched to the school's priorities. An exception is in IT equipment, which the school has identified as a priority for improvement. The school has recently purchased interactive whiteboards for each classroom and portable computers for each teacher. Appropriate software to develop all aspects of IT on these computers has only recently been available. Currently, all classes have only one computer per classroom, which is linked to the Internet. The shared area between KS1 and lower KS2 houses 4 computers and the library has 6 of the same. The software is inappropriate for them to be used effectively. Overall, the accommodation is good and is well maintained.
129. Both libraries are well stocked and have recently been refurbished. There is very effective use of the local environment and the school grounds. The school building is very well maintained. The school caretaker ensures that the school is very clean and tidy and provides a safe working environment for staff and pupils. Classrooms and common areas have attractive displays of pupils' work, which makes the school a very stimulating place for pupils and adults.
130. Staff who work with the under five children work hard to provide an attractive and stimulating area for the children. The newly constructed area between the two classrooms has greatly enhanced and improved the environment for these children. The hard and soft play areas for children under five are used particularly well to enhance the curriculum. The recently created sensory garden is an outstanding feature of the school.
131. There is very effective use of the local environment, the community and educational sites further afield to enrich pupils' learning. This is further

enhanced by the contribution of visitors to the school. The nearby swimming pool provides good opportunities for pupils to develop their skills in swimming.

132. The school administrator carries out daily routines and a range of other responsibilities efficiently and effectively.
133. Bearing in mind the standards pupils achieve, the progress pupils are now making and the quality of the teaching and leadership and management, the school gives sound value for money.

Standards achieved in subjects and areas of learning

Under Fives

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

134. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
135. Eighteen nursery age children attend the nursery class full-time and two additional children attend in the afternoon making 19 full time equivalent children. They all make good progress.

Language, Literacy and Communication Skills

Grade 2: Good features and no important shortcomings

136. Standards of achievement in language, literacy and communication skills are good in both nursery and reception, bearing in mind the low starting point of many of the children.
137. In the nursery, children make good progress in early language skills. They listen attentively, enjoy a range of stimulating activities and are beginning to describe them in detail. They learn to successfully predict the outcomes of a story.
138. They listen to a variety of songs in Welsh and join in enthusiastically. They count numbers to five and know the names of a few colours in Welsh. They ask and answer simple questions in Welsh.
139. Children in the reception class make good progress in their language skills. They are beginning to understand what it means to be a good listener. They can portray a character in role-play, ask imaginative questions and participate in sensible dialogue for a reasonable time. They listen to sounds in words, word beginnings and endings and gain confidence in pre-reading skills. Children recognise clues which indicate the order of the story and organise the pictures in order. They recall the story accurately and know which words

rhyme. They speak clearly giving reasons for their choices. They handle books well and enjoy pictures and words. By the summer term, they gain confidence in formal writing activities.

140. Children respond to simple commands in Welsh and join in with Welsh action songs and rhymes. They know and can pronounce correctly several commands and greetings. They know the names of a wide variety of items of clothing.

Shortcomings

141. There are no important shortcomings.

Mathematical Development

Grade 2: Good features and no important shortcomings

142. Standards of achievement in mathematical skills are good in both nursery and reception, bearing in mind the low starting point of many of the children.
143. In the nursery, children's mathematical skills are developing well. They stack construction blocks and count how tall they are. They can name basic shapes and recognise and draw simple 2D shapes. They use big jigsaws, recreate simple patterns using the language of shape and position, and recall number rhymes and counting games.
144. Children in the reception class make good progress in their mathematics. Most children count orally to 5 in order of sequence and more able children count orally to 10. They confidently sort, match and order. They create a repeating pattern, and compare full and half-full. They measure their own feet and those of a giant and begin to measure using these non-standard units. They name a range of 2D and 3D shapes and record the weather on a chart.

Shortcomings

145. There are no important shortcomings.

Personal and Social Development

Grade 2: Good features and no important shortcomings

146. Standards of achievement in personal and social development are good in both nursery and reception.
147. In the nursery, children make good progress in their personal and social development. They settle happily in school and relate well to adults. They are developing an awareness of feelings and are sensitive to the needs, views and feelings of others. They take part in role-play, for example in the home corner, and are beginning to show imagination and enthusiasm.

148. In the reception class, children continue to make good progress in their personal and social skills. They treat one another and their environment with care and concern. They are developing the ability to keep on task and work independently. They attend and take part in whole school assemblies.

Shortcomings

149. There are no important shortcomings.

Knowledge and Understanding of the World

Grade 2: Good features and no important shortcomings

150. Standards of achievement in knowledge and understanding of the world are good in nursery and reception.
151. In both nursery and reception classes, children benefit considerably from opportunities to appreciate the immediate world around them. For example, children in both classes water and care for the sensory garden area and they plant bulbs in individual pots looking at the roots and shoots. They experiment confidently in mixing and measuring the ingredients for Welsh cakes, biscuits and bread. They learn about the seasons of the year.
152. In the reception class the children begin to appreciate the importance of food hygiene whilst making sandwiches and preparing French and Chinese food. They are aware of key religious celebrations, know the name of the days of the week and are developing a time vocabulary
153. Children in reception are developing confidence in using the computer. They work in small groups with adults and learn how to operate the keyboard and use the mouse accurately. They confidently use IT to select and move items on screen and use a graphics package
154. Children understand the nature of the school environment and sensibly identify the best position to pitch a tent in the school grounds. They take part in assemblies to celebrate the main Christian festivals and in those encourage children to contribute to charitable organisations.

Shortcomings

155. There are no important shortcomings.

Physical development

Grade 2: Good features no important shortcomings

156. Standards of achievement in physical development are good in both nursery and reception.

157. In the nursery, children move confidently and imaginatively and show good control and co-ordination. They develop their spatial awareness by playing circle games. They enjoy regular opportunities to play outside in the soft play area using large apparatus and wheeled toys. They successfully use small construction toys, and choose and use appropriate tools and equipment.
158. In the reception class, children build well on what they have learnt in the nursery. They take part in physical activities in the hall willingly and enthusiastically. They appreciate the importance of controlling their movements and in using all the space available to them. In dance, they understand and respond very well to suggestions about spatial awareness. They listen attentively to the music and move in time to the beat.

Shortcomings

159. There are no important shortcomings.

Creative Development

Grade 2: Good features and no important shortcomings

160. Standards of achievement in creative development are good in both nursery and reception.
161. Children in the nursery handle tools and malleable materials safely. They very successfully create a large model of a giraffe using wire and foil. They enjoy making choices whilst mixing water and paint. Children use a variety of objects to produce good printing patterns, for example, for windows on houses. They create attractive collages and sparkling pictures. They sing tunefully and are able to name a few of the percussion instruments they use.
162. In the reception class, children make good progress. They confidently use malleable materials to make wasps from dough and use a graphics package in ICT to create realistic drawings. They use paint confidently to create pictures of themselves and use charcoal successfully. They create collages linked with the termly topic from different materials with increasing confidence.
163. Children act out a story and keep a steady beat. They successfully create a simple accompaniment for the story. They choose instruments to represent the characters. They listen to and begin to recognise the rise and fall of pitch. They continue to sing tunefully and extend their repertoire of songs in both English and Welsh.

Shortcomings

There are no important shortcomings.

English

Key Stage 1: Grade 2 – Good features and no important shortcomings

Key Stage 2: Grade 2 – Good features and no important shortcomings

Good Features

164. In KS1, pupils listen well to their teachers and to other pupils. They speak clearly and confidently in a range of contexts and are beginning to use technical terms accurately. They discuss their ideas thoughtfully, for example, following their visit to study a beach. They give and follow instructions accurately.
165. Pupils in KS1 read well bearing in mind their very low starting points when they begin school. They read confidently and use their knowledge of the sounds letters make to read unfamiliar words. Some pupils are beginning to read expressively. Pupils in KS1 understand the purpose of the content and index in reference books. They know that a glossary is helpful in explaining difficult words. They use the Internet to find out information for themselves.
166. In KS1, many pupils write well in a legible style. They write in complex sentences, for example, when describing what the dark feels like when reading the 'Owl Who Was Afraid Of The Dark'. They use similes well when writing poetry about their visit to the sea. They create a 'character map' carefully when deciding on how to plan a story. They follow a well-known story structure, such as that of the Gingerbread Man, when writing their own stories.
167. In KS2, pupils listen attentively for longer periods and respond positively and effectively to questions. Generally they speak fluently and use technical language, for example, when discussing alliteration or when disassembling a story into setting, characters, storyline and ending. They discuss purposefully in small groups, for example, when looking at a punctuation exercise.
168. Pupils in KS2 read well, building successfully on the skills they have learnt previously. They have a good understanding of how to use different strategies to find out how to read unfamiliar words accurately.
169. Pupils in KS2 enjoy reading, particularly when it is linked to topics they are studying in other subjects, for example, when they read about evacuees. They use reference books well and quickly find out information for themselves. They know how to use a search engine to find out information from the Internet. The more able pupils read expressively and enjoy making their stories come to life.
170. In KS2, pupils write very well and achieve high standards, building very successfully on what they know and can do. They have very well developed techniques in order to plan a narrative, using a flow diagram. They use vocabulary carefully and effectively when describing the Heath scene in Macbeth. Older pupils in KS2 write very sensitively about the experiences of

evacuees in World War II. They write letters as though they were wartime refugees, showing an empathy with the plight of these people. A particularly strong feature is their ability to write effective poetry to complement their other learning. For example, in history they write movingly of those killed in World War II, beginning their writing, 'Do not stand at my grave and weep'. They extend their work tellingly, 'the war came with its fists of anger'.

171. Pupils in KS2 plan and organise their written work well and use paragraphs accurately. They punctuate appropriately and take a pride in presenting their work well.

Shortcomings

172. While there are no important shortcomings, a minority of younger pupils do not speak in extended sentences confidently. While their speech is clear, their responses are too brief.

Welsh second language

Key Stage 1: Grade 2 – Good features and no important shortcomings

Key Stage 2: Grade 3 – Good features outweigh shortcomings

Good Features

173. Pupils demonstrate positive attitudes to learning Welsh. When teachers speak Welsh they provide good models of language. Pupils listen well both to their teachers and each other.
174. Pupils of all ages communicate well when talking and singing.
175. Younger KS1 pupils answer simple questions, know some basic language patterns and have a satisfactory vocabulary. More able pupils speak confidently and read some simple words. They know and enjoy singing a number of simple Welsh songs tunefully and can count well.
176. Older KS1 pupils answer competently some simple questions about the weather and what they like to eat. They respond well to instructions. They read and write a simple sentence and demonstrate understanding of the vocabulary.
177. Younger KS2 pupils ask and answer some simple questions about sport and use a number of prepositions generally well.
178. Y6 pupils know how to speak and write about the weather using the imperfect tense. They read a simple text aloud.

Shortcomings

179. In KS2, pupils' ability to speak confidently is limited. Pupils' oral responses are sometimes slow. A significant number of older KS2 pupils have limited ability to use and combine learned patterns and vocabulary to form sentences.

180. Pupils have limited ability to read text and write independently.
181. Pupils' use of language does not develop systematically across the school.

Mathematics

Key Stage 1: Grade 2 – Good features and no important shortcomings

Key Stage 2: Grade 2 – Good features and no important shortcomings

Good Features

182. In KS1, pupils confidently and accurately count a series of small numbers accurately. They know and recall promptly multiplication facts within the five times tables. They carry out simple money computations, finding how many at a specific price and calculating change accurately. They solve simple problems involving time, calculating departure and arrival times. Pupils have a secure understanding of how to measure fluids using litres and millilitres. They estimate sensibly before measuring accurately using measures of capacity. They know the properties of simple 3D shapes. They display information they have collected using pie charts and block graphs. They know how to use a graph to find out information quickly and accurately.
183. In KS2, pupils multiply and divide accurately. They double and half quickly and confidently when tested mentally. They recognise that parts of whole numbers can be expressed as fractions or decimal parts.
184. Within KS2, younger pupils use column graphs to express information well. Older pupils draw interesting line graphs, charting the growth of a cat. They weighed the cat regularly and calculated when it grew most. They understand different forms of average, distinguishing between median, mode and mean confidently and accurately when solving problems relating to averages. Older pupils in KS2 use different strategies to add three and four digit numbers. They know the difference between positive and negative numbers. They look successfully for patterns in number sequences, for example when studying prime and square numbers. They know the order of operations when attempting to solve problems in algebra.
185. Older pupils in KS2 carefully calculate angles using a protractor and calculate missing angles in a triangle. They find the position on a grid accurately. They understand that a grid has a point of origin and know where it is. They confidently plot positions using two digit co-ordinates.

Shortcomings

186. There are no important shortcomings.

Science

Key Stage 1: Grade 3 – Good features outweigh shortcomings

Key Stage 2: Grade 3 – Good features outweigh shortcomings

Good Features

187. Pupils in KS1 competently name a range of materials and begin to identify their characteristics. The more able pupils know that materials are chosen for specific purposes on the basis of their properties. Pupils know that pushes and pulls are forces that can make things move or change direction. Most pupils in KS1 understand the life cycle of frogs and butterflies. They work well in the sensory garden independently and in groups.
188. Younger KS2 pupils identify materials in the environment. They touch and feel a variety of wrapped objects and accurately predict what material they are. They confidently record their results on a class prediction table. They use ICT to access an appropriate site and competently answer the questions. As part of their work in history, Y5 and Y6 pupils know which materials are best suited to build an Anderson shelter. They conduct a soil investigation to discover which soil has the best drainage.
189. In KS2, pupils know the relative position of the sun, earth and other planets in the solar system. They know that the movement of the earth around the sun causes night and day and that the moon takes approximately 28 days to orbit the earth. Pupils in KS2 successfully carry out an experiment to explain how pitch and volume are related to wave shape. They investigate whether two ears are better than one for locating sound.
190. Older pupils make careful measurements of temperature, record their results clearly and find out which materials are effective thermal insulators. They measure forces using a force meter and know friction is caused between two surfaces. They understand the concept of a fair test and illustrate how resistors can change the brightness of a bulb.

Shortcomings

191. Younger pupils in KS2 lack the skills to carry out enough in depth-investigations.
192. Older pupils in KS2 do not understand the need to repeat observations to ensure accuracy.

Information technology

Key Stage 1: Grade 3 – Good features outweigh shortcomings

Key Stage 2: Grade 3 – Good features outweigh shortcomings

Good features

193. In KS1, pupils have well developed skills in word processing, creating and printing simple sentences. They competently use a graphics package to draw pictures of owls and fish. They use a search engine to obtain information from the internet to find pictures of owls and information on horses. They have developed a number of basic skills such as using program commands, saving, editing and printing their work, using the mouse and pointer and operating a number of facilities on the toolbar.
194. In KS2, younger pupils develop their editing skills by breaking text into paragraphs and editing punctuation. They successfully change the alignment. They highlight blocks of text and change the colour, type and size of font. They write for different audiences using WordArt. They use a graphics program with increasing confidence to draw portraits and to draw a picture of a castle. Pupils use a data-handling package effectively to create and print graphs using data about themselves and about their favourite types of bread.
195. Older pupils in KS2 have improved their IT capability in their word-processed writing, for example by using a range of fonts and styles of text in poetry, newspaper articles and letters. They incorporate clip art into text. They utilise these skills in their research topics in history and science.
196. Older pupils in KS2 know how to create databases and use them to record information, for example in their work on rainfall and the planets. They use a prepared spreadsheet to enter data about the school jumble sale and use a formula to calculate how much money was raised in total.
197. Y6 pupils confidently use a 'search engine' to obtain information from the Internet. They import images and produce a suitable multimedia presentation about Papua New Guinea for an audience. They begin to understand what constitutes good or bad presentation. They choose suitable backgrounds, templates, text and graphics.

Shortcomings

198. In both key stages, pupils' skills in using computers to model and to investigate through simulation are limited.
199. In KS2 pupils make insufficient use of IT systems to sense external changes, such as light and temperature.
200. Pupils in the Y3/4 class do not consistently build on their previous knowledge and skills.
201. Pupils in KS1 do not use electronic mail programs to send and receive information but older pupils in Year 5/6 use these programs well.

Design technology

Key Stage 1: Grade 3 – Good features outweigh shortcomings

Key Stage 2: Grade 3 – Good features outweigh shortcomings

202. In KS1, pupils make realistic boats from balsa wood and from found materials. They assemble and join materials in a variety of ways. They accurately evaluate their work orally. One group of pupils design and make a simple bridge from art straws. They design by assembling and rearranging materials. From discussion, they sensibly suggest ways of improving their design. Most pupils understand that control is integral to many everyday devices and can turn things on and off using a programmable toy. Older pupils in KS1 understand how to turn the toy left and right in order to locate places on a floor map using co-ordinates.
203. Younger pupils in KS2 make tasty sandwiches. They consider food hygiene and create their own sandwiches from a variety of different ingredients. They sensibly discuss the taste and texture of the sandwich. They evaluate their finished product, saying how well it was made and how they would improve it next time.
204. Older pupils in KS2 competently cut, stick and make moveable creatures with a hinged joint to illustrate a Welsh book for pupils in reception. They identify what the problems might be, recognising that they might have to satisfy conflicting requirements. They suggest how they are going to achieve their design. They make a product which is similar to their original idea. They evaluate their work successfully.
205. Pupils investigate mobiles hanging in the sensory garden. They discuss their purpose and design. They consider the materials they will need for a garden mobile using butterflies, and the tools they will need for cutting and joining. They use the Internet for their research on butterflies.

Shortcomings

206. In KS1, pupils make limited progress in their designing skills. They do not use simple annotated drawings to indicate what materials are to be used.
207. In KS2, pupils have limited skills working with a wide range of materials, and of selecting and working with a range of tools and equipment.

History

Key Stage 1: Grade 2- Good features and no important shortcomings

Key Stage 2: Grade 2 - Good features and no important shortcomings

Good Features

208. In KS1, pupils have a good understanding of how toys today differ from those of a long time ago. They explain how they themselves have changed since they were young. They know that life a long time ago could be harsh. From their visit to Llancaiach Fawr, they know from their own efforts that washing and cleaning were time consuming activities for house servants in the Stuart period. They compare their clothes with those worn by the servants and the people they served. In a visit to the Museum of Welsh Life, they compare shops today with those at the beginning of the 20th Century.
209. In KS2, many pupils have a very good understanding of how their local area grew and of the living conditions of the people in the Victorian era. They write effectively about their town, "I am Merthyr – I am the biggest town in Wales". Through numerous outside visits, such as to the Museum of Welsh Life at St Fagans, to the Cyfarthfa Castle Museum and to Joseph Parry's Cottage nearby, many pupils have a good knowledge and understanding of their local history. They recount how the iron works in the area helped to contribute to the changes which occurred during the industrial revolution in Britain.
210. Within KS2, pupils use local information well in order to build up a reliable picture of life during World War II. They undertake a rich variety of activities, for example, going on a train journey dressed as evacuees in order to develop successfully a sense of empathy with the real life experiences of these children during World War II. They know how it felt to be chosen or to be ignored when refugees were divided amongst host families. They study carefully and evaluate sensibly newspaper reports of the time, developing good skills in interpreting and evaluating first and second hand sources.
211. Particularly in KS2, pupils organise and communicate what they have learnt very well. They use the opportunities very well to write about historical themes and topics in stimulating ways. These include accurate diaries, expressive letters to distant families and lively poems based around what they are studying. They write for example about ration books and about the land girls during World War II.

Shortcomings

212. There are no important shortcomings.

Geography

Key Stage 1: Grade 2 – Good features and no important shortcomings

Key Stage 2: Grade 2 – Good features and no important shortcomings

Good Features

213. Pupils in KS1 accurately trace their routes to the school using a simple map. They recognise natural and human features in the locality. They follow a longer route on a map, for example, when recording where they went when going to Porthcawl. They use simple symbols to mark places of significance.

They draw treasure maps and are beginning to use co-ordinates accurately to fix positions. They look at photographs carefully to see how the village of Newton near Porthcawl has changed over time as the result of human activity.

214. In KS2, pupils know and mark on a large map the main geographical features of Wales. They describe these features accurately using appropriate geographical terms. They appreciate very well the importance of good communications to the local area and they know of the changes which are currently taking place around them to improve the economic prosperity of the area. They make detailed comparisons between their town and Porthcawl.
215. Older pupils in KS2 compare their way of life with that of the people of Papua New Guinea. They know the location of that country and place it accurately using longitude and latitude. They compare the housing, living conditions and customs in Port Moresby with their own. They understand how easy air travel is now and they plan a journey to Port Moresby from the United Kingdom using an atlas as a basic tool.
216. Across the school, pupils have a secure understanding of environmental change and sustainable development. Pupils appreciate the importance of taking action to 'save our planet' by using natural resources sparingly and by recycling materials. They have a good understanding of the role of the Welsh Assembly Government in these issues following a visit to the National Assembly building in Cardiff and a visit from their own National Assembly Member.

Shortcomings

217. There are no important shortcomings.

Art

Key Stage 1: Grade 2 – Good features and no important shortcomings

Key Stage 2: Grade 2 – Good features and no important shortcomings

Good Features

218. In KS1, pupils have a good understanding of how to draw carefully from detailed observation, for example, when looking at a variety of shells. They have a good understanding of how to mix colour using a range of media to produce a desired effect, for example, when illustrating what they know and heard during their visit to Newton. They use crayons effectively to produce rubbings linked to their visit.
219. Pupils have a growing understanding of how to produce a specific effect through the use of tone and shade. They use colour vividly and carefully when producing 'Nutcracker' paintings. They use a commercial computer program well to make drawings and options to produce different effects.

220. In KS2, pupils use a use of different media well. For example, linked to their work in history, they make detailed charcoal drawings of the local ironworks and portraits of the iron masters. In their study of World War II, older pupils effectively paint in a style of Roy Liechtenstein when making public information posters.
221. Across the school, pupils use different techniques to produce collages and 3D work of a good standard, for example when working in the style of Audrey Waku and in their study of the art of other cultures. For example, pupils study sculptures and artefacts from Uganda and the Kalahari Desert. They create impressive 3D pictures representing World War II aircraft. In both KS1 and KS2, pupils develop good skills in evaluating and appraising their work. They comment upon their own and other pupils' work sensibly.

Shortcomings

222. There are no important shortcomings.

Music

Key Stage 1: Grade 2 – Good features and no important shortcomings

Key Stage 2: Grade 1 – Good with outstanding features

Good and outstanding features

223. Standards in singing are good throughout the school. Pupils are very aware of the importance of good posture, breathing, intonation and phrasing. Pupils sing songs in lively two-part harmony and sing hymns in English and Welsh with sensitivity and enjoyment. A large number of pupils sing very well in concerts in school, in the community and elsewhere for charity events.
224. KS1 pupils suggest sounds to represent a scene of an island. They use percussion instruments well to play a line of a graphic score. Each group appoints a conductor and they successfully perform their compositions.
225. Younger KS2 pupils vividly imagine sounds of rippling water against a sandy beach and gentle waves washing the shore. They experiment with sounds and dynamics in groups and pairs. They record their graphic scores on paper with illustrations of the instruments used. They successfully evaluate their performances.
226. Older pupils listen to live and recorded music. They compare music from contrasting musical traditions. They listen to a piece of war music and appraise for pitch, mood, tempo, texture, timbre and dynamics. They successfully compose their own war music. They know and use musical terminology correctly.

227. Y5 and Y6 pupils focus on performing, in particular singing with correct pitch, diction and phrasing, singing in harmony as a round, playing and developing more complex pitched accompaniments based on four notes.
228. They confidently perform as a class divided into three groups, one group singing and two groups playing the two different accompaniments. They perform and sustain a rhythmic pattern and play the pitched instruments with the correct technique. This is an outstanding feature.

Shortcomings

229. There are no important shortcomings

Physical education

Key Stage 1: Grade 2 – Good features and no important shortcomings

Key Stage 2: Grade 2 – Good features and no important shortcomings

Good Features

230. In gymnastics, KS1 pupils balance on points and patches and travel in different directions using simple movements including rolls and bridges to build up a sequence of movements. They hold the balance for some time, and change the direction and speed of their movements. They work sensibly with a partner mirroring the movements made. They jump using apparatus well to demonstrate good control when landing. They interpret music sensibly and respond to it imaginatively when moving around the hall.
231. Within KS1, pupils aim, throw and catch different size balls with increasing confidence and accuracy. They control a ball around a set of marks and work willingly and effectively with a partner.
232. Pupils in KS2 build successfully on their gymnastic skills. They construct elaborate sequences using the floor and apparatus well as part of these movements. They use their bodies in tension and stretch and extend to produce high quality shapes and movements. They show a well-established ability to finish well, demonstrating good body positions. In both key stages pupils evaluate their own performance and that of others accurately and fairly.
233. Pupils in KS2 dance very well. They invent and perform a series of movements confidently and fluently matching their movements well to the sound and pace of the music. They work hard to refine their movements, for example, when building up dance motifs using the scene of extreme nature about flooding.
234. Towards the end of KS2, pupils take part in a wide range of outdoor activities during an extended visit to an outdoor pursuit centre. As a result, they know how to find their way along a route using a map, and how to scramble and climb safely. They canoe with growing confidence. Older pupils swim well and many swim unaided for longer distances.

Shortcomings

235. There are no important shortcomings.

Religious education

Key Stage 1: Grade 3 – Good features outweigh shortcomings

Key Stage 2: Grade 3 – Good features outweigh shortcomings

Good Features

236. In KS1, pupils have a good awareness of themselves and the need to care for others and for the world around them. They know about the main features in the Christian year and how these compare with the festivals of other faiths. They know that different religions celebrate their festivals with different foods and customs.
237. Pupils know that for Christians, the Bible is a very important book which contains stories of the time before Jesus and the events of his life. In Y2, pupils know in detail the story of Moses and how the Israelites escaped from Egypt. They know that Jesus performed miracles, which included the story of the Loaves and Fishes. They are beginning to understand that, for Christians, there are a series of special symbols which have meaning and purpose in worship.
238. Within KS2, pupils are developing a good understanding of different world religions. They compare the basic elements of Islam, Judaism, Hinduism and Sikhism with Christianity. They look carefully at the way in which Muslims pray and carry out their daily obligations. They know the main features of a church and compare those with the main features of a mosque. They understand the purpose of the main ceremonies which take place in a church.
239. In KS2, pupils know about the work of the local vicar. They know the qualities needed to be a Christian minister. They know that there are many reasons for prayer and have a growing understanding of forgiveness as a Christian virtue. They are becoming increasingly aware that different religions have different explanations for human experiences and beliefs.

Shortcomings

240. Across the school, pupils lack an understanding of the purpose of religious artefacts through studying them at first hand.

School's response to the inspection

We at Coed Y Dderwen Primary School have considered the findings of the inspection and are pleased that the inspectors recognised the work, commitment and progress achieved at the school following much change and upheaval.

The inspection confirmed our “way forward” and agrees with the “areas for improvement” which we set out in our own self-evaluation.

We are pleased that the inspection process verified the high quality of teaching and the outstanding ethos within our school. These were major targets for us this year. We are proud of the progress which we have made.

Action plans will be put into place to address the recommendations outlined in the report. The staff and governors will implement the appropriate action and monitor the progress.

The whole school appreciated the very professional and courteous manner in which the inspection was conducted and the inspector’s considerable knowledge and experience.

We found the inspection a valuable and enriching experience which will be particularly helpful to us at the beginning of a new stage in the life of our school.

Appendix 1

Basic information about the school

Name of school	Coed y Dderwen
School type	Nursery and Primary
Age-range of pupils	3 - 11
Address of school	Gellideg Estate Swansea Road Merthyr Tydfil
Postcode	CF48 1LG
Telephone number	01685 722916

Headteacher	Mrs Jan Evans
Date of appointment	April 2005
Chair of governors/ Appropriate authority	Mrs Linda Williams
Registered inspector	Mr Peter Mathias
Dates of inspection	5 th – 7 th June 2006

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	19	16	14	14	14	16	25	11	129

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	2	6.9

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	19:1
Pupil: adult (fte) ratio in nursery classes	6.33
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	22
Teacher (fte): class ratio	1.1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Autumn		80	87.3
Spring		84	86.3
Summer		85	88.0

Percentage of pupils entitled to free school meals	58
Number of pupils excluded during 12 months prior to inspection	6

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2005			Number of pupils in Y2:			12	
Percentage of pupils at each level							
			W	1	2	3	2+
English:	Teacher Assessment	School	16.7	33.3	50.0	0	50.0
		National	4.0	13.0	63.1	19.8	82.9
En: reading	Teacher Assessment	School	16.7	33.3	50.0	0	50.0
		National					
En: writing	Teacher Assessment	School	33.3	33.3	33.3	0	33.3
		National					
En: speaking and listening	Teacher Assessment	School	0	25.0	75.0	0	75.0
		National					
Mathematics	Teacher Assessment	School	0	16.7	58.3	25.0	83.3
		National	4.0	10.0	63.5	23.9	87.4
Science	Teacher Assessment	School	0	16.7	83.3	0	83.3
		National	2.0	10.0	65.5	23.9	89.4

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	50	In Wales	80.9

W Pupils who are working towards level 1

National Curriculum Assessment Results
End of Key Stage 2:

National Curriculum Assessment KS2 Results 2005				Number of pupils in Y6		27	
Percentage of pupils at each level							
			2	3	4	5	4+
English	Teacher assessment	School	33.3	18.5	33.3	14.8	48.1
		National	7.6	14.6	46.4	31.4	77.8
Mathematics	Teacher assessment	School	14.8	18.5	48.1	18.5	66.7
		National	6.7	14.9	46.8	31.6	78.4
Science	Teacher assessment	School	7.4	37.0	48.1	7.4	55.6
		National	4.4	10.5	50.8	34.3	85.1

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment/Test			
In the school	48.1		
In Wales	72.3		

Appendix 4

Evidence base of the inspection

- A team of three inspectors who were present at the school for eight inspector days carried out the inspection with a nominee.
- Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school.
- Nine questionnaires were completed by parents and carefully analysed.
- Discussions were held with the head and staff with responsibilities and support staff.
- School documentation and samples of pupils' work were examined.
- Thirty-three lessons or sessions were observed.
- A sample of pupils' work from across the ability range in each year group was examined.
- Inspectors listened to a sample of pupils from each year group reading.
- Discussions were held with pupils about their work and about the life of the school.
- Pupils' behaviour was observed during break periods, at lunchtime and at the beginning and end of the school sessions.
- Inspectors attended assemblies and observed extra-curricular activities.
- Post inspection meetings were held with the staff and the governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Peter Mathias (Rgl)	Context Summary Contributions to Key Question 1, 2 and 4 Key Question 5 Key Question 6 Special educational needs English Mathematics History Geography Art Physical education Religious education
Mr Charles Brentnall (Lay)	Contributions to Key Question 1, 3, 4 and 7
Mrs Helen Smith (Team)	Contributions to Key Questions 2, 3, 4 and 7 Early Years Welsh 2 nd language Science Design technology Information and communications technology Music
Mr John Richards (Peer Assessor)	Contribution to all Key Questions
Mrs Janet Evans – Headteacher (Nominee)	Contribution to all Key Questions

Acknowledgement

The registered inspector and team wish to thank the governors, headteacher, staff and pupils for their co-operation and courtesy before, during and after the inspection.

Contractor

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