

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

A Report on the Quality of Education in

**Aberllechau Primary School
Victoria Terrace,
Wattstown
CF39 0PF**

School Number: 6742047

Date of Inspection: 18/02/08

by

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Aberllechau 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 Aberllechau Primary School took place between 18/02/08 and 20/02/08. An independent team of inspectors, led by Phillip David Watcyn Edwards 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 nursery schools, 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 | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| Ages | 4-5 | 5-6 | 6-7 | 7-8 | 8-9 | 9-10 | 10-11 |

Secondary phase:

| | | | | | | | |
|------|-------|-------|-------|-------|-------|-------|-------|
| Year | Y7 | Y8 | Y9 | Y10 | Y11 | Y12 | Y13 |
| Ages | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 |

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

The main characteristics of the school

1. Aberllechau Primary School is situated in the village of Wattstown in the Rhondda Fach valley about two miles north of Porth. It is administered by Rhondda Cynon Taf and pupils are from the Aberllechau area. The accommodation comprises two school buildings, which are of traditional design; children under-five are housed in one of the buildings and years (Y)1 to 6 in the other. The school is surrounded mainly by terraced houses and has no field for sports and other activities.
2. Currently there are 69 full-time pupils on roll from reception onwards. This is around a 40% reduction compared with the number on roll in the previous inspection. There are 10 full-time children in the nursery and seven in the observation class. English is the predominant home language of all pupils with none receiving support for English as an additional language (EAL). There are no pupils in care.
3. The school is a Communities First Delegated Area and officially classed as economically disadvantaged and is part of the Flying Start Scheme. The intake contains many less able and few able pupils.
4. Around 36% of pupils receive free school meals, which is significantly above the all-Wales national average of 17.5%. There are 36 pupils (52%) with some form of special educational need (SEN), including 13 on school action and 23 on school action plus. None has a formal statement for SEN.
5. There are four mixed age classes, which comprise children under-five, Y1 to Y3, Y4 to Y6 and the observation class with seven key stage (KS)1 pupils. There are five full-time teachers, including the head teacher. There are three full-time and one part-time learning support assistants (LSA).
6. For a few weeks before and during the inspection the headteacher was away on indefinite sick leave. From the beginning of the spring term 2008 the unitary authority (UA) seconded an experienced interim headteacher to support the school during the inspection to enable the acting deputy to carry out her duties as teacher in the observation class supported by one classroom assistant. There is no school administrative assistant, but one was employed from the beginning of the spring term to release the seconded headteacher from the clerical duties normally undertaken by the headteacher.
7. The school was last inspected in summer 2002. Apart from the falling roll, there has been no major change since then.

The school's priorities and targets

8. The school exists to provide a safe, happy and secure environment where everyone feels valued, experiences success and is able to achieve his or her full potential and where nobody is discriminated against for their race, gender, disability or sexuality.

9. It aims to prepare all the children in the school for the role they will play in life. They need to:
- grow up to be responsible, self-disciplined and co-operative citizens who care about others and the environment;
 - learn that they must persevere in all they do in order to make a valuable contribution to society; and
 - acquire basic skills in numeracy and literacy and knowledge of the world in which they live and it is the responsibility of all staff within the school to improve pupils' basic skills.
10. The school development plan (SDP) for 2007-2008 identifies numerous targets within the following areas:
- learning outcomes;
 - teaching and assessment;
 - ethos;
 - care and support;
 - leadership and management; and
 - management and resources.

Summary

11. Aberllechau Primary is a school of contrasts, having many notable features, such as the outstanding under-fives provision and the patience, care and rich experiences provided for pupils in the complex learning difficulties observation class. However, there are important areas to improve in the curriculum in KS1 and KS2 and the overall management of the school. It is evident that the recently seconded, interim headteacher is making a positive impact on the school by establishing a sense of direction and by focusing on improving standards, but much still remains to be done. Consequently, in accordance with the Education Act 2005, I am of the opinion and Her Majesty's Chief Inspector (HMCI) agrees that this school is in need of significant improvement.

Table of grades awarded

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

12. The inspection team agreed with five of the seven key question judgements made by the school about standards pupils achieve and about other areas of its work. Where they differed in Key Questions 5 and 7, the team awarded a

lower grade than the grade 3 given by the school as there were some shortcomings in important areas. The grade 3 given by the inspection team to Key Question 1 is a grade above the grades given to Key Questions 5 and 7 as good features outweighed shortcomings. This is due to the balance of outstanding standards achieved by children under-five and good standards in the observation class in relation to their abilities, when compared with the rest of the school.

13. In the lessons inspected, standards of achievement were judged as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|----------------|----------------|----------------|----------------|----------------|
| 15% | 45% | 35% | 5% | 0% |

14. Standards achieved in lessons are well below the national figures quoted in HMCI in its latest report for 2006/7, where standards are grade 2 or better in 80% of lessons, although the percentages of grade 1 is better than the 10% nationally. The percentages are also below the Welsh Assembly Government (WAG) 2010 target that 98% of standards should be grade 3 or better.
15. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. They develop skills particularly through focused and play based activities.
16. Standards in the six areas of learning:

| Area of Learning | Nursery | Reception |
|---|----------------|------------------|
| Language, literacy and communication skills | Grade 2 | Grade 1 |
| Personal and social development | Grade 2 | Grade 1 |
| Mathematical development | Grade 1 | Grade 1 |
| Knowledge and understanding of the world | Grade 1 | Grade 1 |
| Physical development | Grade 1 | Grade 1 |
| Creative development | Grade 1 | Grade 1 |

17. Standards in the subjects inspected:

| Subjects | Nursery | Reception |
|------------------------|----------------|------------------|
| Under-fives | Grade 1 | Grade 1 |
| | KS1 | KS2 |
| English | Grade 3 | Grade 3 |
| Welsh second language | Grade 2 | Grade 2 |
| Mathematics | Grade 3 | Grade 3 |
| Science | Grade 3 | Grade 4 |
| Information technology | Grade 3 | Grade 3 |
| Design technology | Grade 3 | Grade 3 |
| History | Grade 3 | Grade 4 |
| Geography | Grade 3 | Grade 3 |
| Art | Grade 2 | Grade 3 |
| Music | Grade 2 | Grade 2 |
| Physical education | Grade 2 | Grade 3 |
| Religious education | Grade 3 | Grade 3 |

18. Since the previous inspection standards in the under-fives have improved considerably with most areas of learning now judged grade 1. In the observation class standards have been maintained. In KS1 and KS2 maintenance or improvement of standards is variable overall, but they have fallen in science and history by one grade to grade 4.
19. When the core subject indicator (CSI) for KS1 (pupils attaining at least level two in mathematics, science and English) is compared with Welsh national figures it is around the average. When compared with similar schools, it is in the best 50%.
20. When the CSI for KS2 (pupils attaining at least level 4 in KS2 in all of mathematics, science and English) is compared with Welsh and local averages it is lower. When compared with similar schools, using the data available to the inspection team, it is in the best 50%, although English and mathematics in the lower 50% and science in the lowest 25%.
21. The performance between the small number of boys and girls in each cohort varies from year to year and no consistent pattern emerges.
22. Standards in pupils' knowledge, understanding and skills are variable, particularly where tasks are not differentiated sufficiently to meet their needs. Pupils with SEN, including those in the observation class, generally achieve standards appropriate to their abilities.
23. Most pupils have positive attitudes to learning and endeavour to do their best, regardless of their social, ethnic or linguistic backgrounds or any shortcomings in the education provided, such as the lack of challenge in the work set. These attributes have a good overall influence on the quality of their learning, particularly in the under-fives and observation class. According to the school data, the majority of pupils reach agreed targets and goals set for them, but these provide insufficient challenge.
24. Children under-five achieve very good levels in the key skill of listening; they listen keenly to stories and obey instructions quickly and without fuss. Speaking, reading, numeracy and information and communications technology (ICT) skills develop well through a wide range of relevant experiences in the six areas of learning. Basic writing skills develop appropriately, particularly in the reception, but progress is slow. Bilingual skills are often outstanding with many using either Welsh or English naturally during lessons.
25. Listening skills across the curriculum are very good in KS1 and good in KS2; pupils are eager to respond to teacher's questions and obey instructions. Most pupils, particularly in KS1, listen avidly, but a few in KS2 call out inappropriately. The key skill of reading is good in both key stages with writing, numeracy and ICT having some good features, but these skills are not developed sufficiently and consistently across the curriculum.
26. Pupils throughout the school demonstrate good development in their creative and social skills, but this is not always sustained with older ones. The bilingual competence of pupils in KS1 is good with most pupils understanding the appropriate and consistent use of Welsh intermingled with English by the teacher, but seldom answer back in Welsh. Good features outweigh

- shortcomings in bilingual competence in KS2 as pupils rarely use the Welsh they evidently know spontaneously when appropriate occasions arise.
27. Pupils' progress in learning in relation to their varying abilities is grade 3 overall. There is a clear trend towards continuous improvement in the under-fives, where many children, who enter school at a low baseline work productively, fulfil their potential, develop ideas and increase their understanding through acquiring new knowledge and skills in an outstanding manner. However, this improvement is not sustained so effectively when they move on to older classes; trends in performance in both key stages since the last inspection show only modest progress with standards being variable.
 28. Pupils in the observation class make steady progress in relation to their abilities. The variety of rich experiences and high quality of care and support they receive encourages them to achieve standards which exceed expectations. Those with SEN in other classes achieve realistic targets set for them, but a lack of challenge in KS1 and KS2 slows their progress towards fulfilling their potential and moving on to the next stage in their learning.
 29. The behaviour and attitudes to learning of children under-five are consistently good with outstanding features. They are highly motivated, show great enthusiasm for their work and play and understand what is expected of them with regard to behaviour. They develop good personal and social skills and have a clear understanding of the class rules and routines.
 30. Throughout the rest of the school, pupils' behaviour and their attitudes to learning are generally good. They are polite and courteous and relate well to adults and to each other. They show respect for others and help and support each other in their work and play.
 31. In a few lessons behaviour deteriorates and pupils become restless when the pace of lessons is slow, when teachers do not clarify what they want them to do and when lesson introductions are overlong so that the class has to remain inactive for too long a period.
 32. There are shortcomings in important areas in the levels of attendance and punctuality achieved by the school. Attendance rates for the past three terms average only 88%, a figure well below accepted levels of attendance for pupils of statutory school age and below the 93% target set by WAG for primary schools. A few pupils regularly arrive late for the start of the school day which has an adverse affect on standards.
 33. Throughout the school, pupils' personal, social, moral and wider development progresses well. The sensitive moral and spiritual elements of collective worship help to develop a sound set of values. Most demonstrate honesty and fairness in their work and play and understand the need to take responsibility for their actions.
 34. Under-fives develop, and most pupils in KS1 and KS2 have, an appropriate understanding of equal opportunities issues, particularly relating to gender and disability, and they recognise the importance of treating everyone equally and fairly. Their understanding of the diversity of beliefs and social and cultural traditions in society today however, is less well developed.

35. Opportunities to learn about work undertaken in the community and further afield are limited and pupils' understanding of the world of work is underdeveloped.

The quality of education and training

36. The quality of teaching was judged as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|----------------|----------------|----------------|----------------|----------------|
| 19% | 43% | 31% | 7% | 0% |

37. These figures are well below the national picture published in HMCI's latest Annual Report for 2006-2007 where the overall quality of teaching in primary schools is reported to be grade 2 or above in 80% in lessons, although the percentage of grade 1 is better than the 14% nationally. The percentages are similar to those of the previous inspection, fall below the WAG 2010 target for teaching to be 80% Grade 2 or better.
38. The quality of teaching is variable, but is consistently good or better in the under-fives and the observation class, where around half of the lessons seen have outstanding features. Good or better teaching across the school is characterised by good working relationship among teachers and support staff and where equal opportunities are promoted consistently to meet learners' individual needs. Where lessons are less effective in KS1 and KS2, relations are strained on occasions and there are important shortcomings in the lack of effective planning for pupils' ages and varied abilities.
39. The best lessons observed also included the following outstanding features:
- a wide and purposeful range of teaching and learning strategies to meet pupil's individual needs flexibly and to maintain their interest; and
 - high expectations which enthuse pupils to generate a range of ideas and to be actively involved in their learning.
40. Good features in lessons include:
- good pace and clear exposition with consistent use of positive praise; and
 - effective planning and on-going assessment for the wide range of ability, to ensure pupils progress and move on to the next stage in their learning.
41. Shortcomings in lessons include:
- low levels of expectation and a lack of pace and challenge to maintain pupils' interest;
 - learning objectives not adhered to and work not concluded effectively; and
 - limited range of strategies and use of resources, such as ICT.
42. Staff in the observation class have very effective and positive behaviour management strategies, in which they have been trained well.
43. The school's assessment policy is appropriate. In the early years assessment underpins everyday activities, is firmly based on the Desirable Outcomes for Children's Learning and informs the planning process effectively. Adequate arrangements are in place for end of key stage teacher assessments. The

- school has a marking policy, but its implementation lacks consistency. A good feature is the manner in which all teachers interact well with pupils when they work in pairs and groups, often supporting and guiding them effectively, but an important shortcoming is that pupils are seldom involved effectively in setting and reviewing precise targets to improve their own learning.
44. Parents have opportunities to discuss their child's progress both formally and informally. The school provides end of year reports which inform them well about progress in all subjects, but these do not include targets to indicate the way forward in the core subjects.
 45. There is an appropriate planning framework for the subjects in the curriculum, but there are shortcomings in its implementation. Children under-five have a very well planned curriculum; the provision, within the constraints presented by the accommodation, is outstanding.
 46. In both KS1 and KS2 the curriculum is sufficiently broad and good emphasis is given to literacy and numeracy. Schemes of work are in place for all subjects of the national curriculum (NC) and for religious education, but there are shortcomings in the planning and implementation in the mixed age classes in KS1 and in particular in KS2. These include a lack of rigour in ensuring purposeful planning in the mid and short-term to match the varying needs of the different ages and abilities of pupils. It is unclear how and in which way pupils are expected to progress in the different subjects over a period of three years in the same class. This has an inhibiting affect upon the standards they achieve.
 47. The cwricwlwm Cymreig is incorporated appropriately into schemes, but on occasions aspects of work do not meet the Welsh curriculum requirements.
 48. An adequate variety of activities, including occasional educational visits and extra-curricular clubs in art and craft and netball broaden and enrich pupils' experiences.
 49. Provision for the promotion of pupils' spiritual, moral, social and cultural development is good overall. Daily assemblies incorporate an appropriate act of worship that is generally Christian in nature and they now provide good opportunities for recognition of individual achievements.
 50. Good features outweigh shortcomings in the school's partnerships with parents, schools, the community and other learning institutions.
 51. The school enjoys positive partnerships with other schools in its cluster group and with the receiving secondary school in particular. Good pastoral, administrative and curricular links have been developed and arrangements for the transfer of pupils are well established and effective. There are shortcomings in important areas, however, in the provision for work-related education.
 52. Equality of opportunity is well promoted in the under-five's area and learners have equal access to the curriculum and all other facilities.
 53. The school plans and manages care and support arrangements effectively, and appropriate partnerships have been developed with a range of external welfare agencies. Whilst the school has a policy to guide practice in health and safety issues, a number of potential health and safety issues were identified by

the inspection team and brought to the attention of the local authority and governing body (GB). The school works diligently to promote healthy eating and a healthy life style.

54. The school council is an appropriate forum where pupils of different ages have the opportunity to work together and become involved in decision making within the school.
55. The school has outstanding procedures and systems for identifying pupils with SEN and in assessing their progress. The SEN co-ordinator (SENCo) leads day-to-day activities and works effectively with class teachers, support staff and the governor for SEN. The observation class provides a consistent and secure environment where pupils are valued. Care is taken to develop their individual needs and self-esteem. The quality of the learning experiences they receive from their teacher and support assistant is often outstanding.

Leadership and management

56. The school's mission statement, aims and objectives provide a good foundation for improvement and promotion of equality for all, but a few aspects of the values expressed are not wholly reflected in its life and work.
57. Leadership has lacked a clear and purposeful direction and consequently not all those involved in providing education and other services understand fully what is required to ensure continued improvement.
58. The interim headteacher has, in the short time she has been seconded to the school, made a significant contribution towards preparing and supporting the school for the inspection and she has introduced significant changes to improve some aspects of school life, such as re-establishing the friends of the school and providing purposeful, positive and clear leadership. There is evidence that leadership and management before her secondment had some good features, but there were also areas in need of significant improvement.
59. The school has a very comprehensive and detailed SDP and self-evaluation report, which provide targets and areas for development. These, however, are often not time related and often roll on to the next SDP.
60. There are very effective and often outstanding initiatives in the under-five co-ordinator's leadership and management. KS1 and KS2 subject leaders have collated schemes of work for all the NC areas, but insufficient attention has been given to provide a curriculum relevant to the school and its organisation with appropriate progression and continuity in the long and medium-term to meet the needs of the different ages and abilities of pupils.
61. The acting deputy headteacher is very supportive of the leadership as well as carrying out her challenging roles as SENCo and teacher in charge of the observation class.
62. Performance management procedures are followed to promote their teachers' professional development, but are less successful in promoting school improvement overall.
63. Although an experienced school clerk has been appointed on a temporary basis from the January 2008, the school does not normally have a clerk to carry out the considerable day to day administration of the school. This work

- falls mainly on the shoulders of the incumbent headteacher who carries out this work diligently and meticulously, but it is a time consuming and wasteful distraction from his role and expertise as leader and manager.
64. The school has many school improvement policies, systems and procedures in place, which have been carefully thought, but the leadership is not robust enough in addressing shortcomings that are identified through the school's self-evaluation process, in particular, the lack of challenge in some teaching.
 65. The GB has a close involvement in the life of the school and in agreeing priorities for the future. It endeavours to monitor the quality of the school's provision regularly to ensure it has essential resources within the constraints of the budget, but deficiencies remain in the quality of the accommodation and in updating of equipment. It ensures statutory requirements are met.
 66. There is a clear emphasis in the school's self evaluation arrangements to maintain and improve standards. This is evident in the self-evaluation report which provides a detailed review of the school's strengths and areas where improvements need to be made.
 67. In the under-fives and observation class leaders are well informed about the areas for which they are responsible and discernible improvements are being made. However, self-evaluation in the rest of the school has shortcomings in that although standards are maintained on the whole, there is little obvious improvement. A comprehensive and detailed action plan was produced following the previous inspection. However, planned actions have not always resulted in the desired improvements and many of the issues raised still need to be addressed fully.
 68. Teachers are appropriately qualified. The contribution of LSAs to the quality of learning is often very good and this is particularly evident in the SEN and under-fives classes. There are sufficient teaching and non-teaching staff for the numbers of pupils on roll in the mainstream classes, but insufficient adult support in the observation class. The site is maintained to a high standard of cleanliness. Teachers' planning, preparation and assessment (PPA) time is used efficiently.
 69. The lower building housing the under-fives and SEN classes, is not as old as the main building, but both have shortcomings which have been brought to the attention of governors and the UA). Newly painted walls, a planted raised bed and pots in the under-fives playground enhance the environment.
 70. In general, resources are matched appropriately to the schools needs and priorities. Limited progress in resolving some of the issues raised during the last inspection in 2002 and the inconsistencies in provision revealed by this inspection would indicate that the school does not demonstrate consistently good value for money in all areas of its work.

Recommendations

The school needs to:

- R1. improve standards in the subjects which are judged grade 3 and below in both key stages;
- R2. provide a broad and balanced curriculum relevant to the school and its organisation which shows appropriate progression and continuity in meeting the needs of the different ages and abilities of pupils;
- R3. improve the tracking and planning for pupils' progress through the school to set challenging, yet achievable targets for improvement; *
- R4. implement fully and refine the procedures identified in the school's assessment policy;
- R5. improve consistency in the quality of teaching across the school by sharing the good and often outstanding practice which already exists in the school;
- R6. ensure leadership and management at all levels is purposeful and provides a clear, effective and consistent sense of direction to the school's work; *
- R7. make more effective use of the headteacher's time than carrying out clerical work; and
- R8. improve attendance rates throughout the school;

*Aspects of these recommendations are in the current SDP

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

71. The inspection team's findings match the grade given by the school in its self-evaluation report. The judgement of grade 3 in this key question is above the grade 4 given to key questions 5 and 7 in the leadership and management of the school due to the balance of outstanding standards achieved by children under-five and good standards in the observation class in relation to their abilities, when compared with the rest of the school.
72. In the subjects inspected, standards of achievement in lessons were judged as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 15% | 45% | 35% | 5% | 0% |

73. Standards achieved in lessons are well below the national figures quoted in HMCI in its latest report for 2006/7, where standards are grade 2 or better in 80% of lessons, although the percentages of grade 1 is better than the 10% nationally. The percentages are also below the Welsh Assembly Government (WAG) 2010 target that 98% of standards should be grade 3 or better.
74. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. They develop skills particularly through focused and play based activities.

Standards in the six areas of learning are as follows:

| Area of Learning | Nursery | Reception |
|---|---------|-----------|
| Language, literacy and communication skills | Grade 2 | Grade 1 |
| Personal and social development | Grade 2 | Grade 1 |
| Mathematical development | Grade 1 | Grade 1 |
| Knowledge and understanding of the world | Grade 1 | Grade 1 |
| Physical development | Grade 1 | Grade 1 |
| Creative development | Grade 1 | Grade 1 |

Standards in the subjects inspected:

| Subjects | Nursery | Reception |
|------------------------|------------|------------|
| Under-fives | Grade 1 | Grade 1 |
| | KS1 | KS2 |
| English | Grade 3 | Grade 3 |
| Welsh second language | Grade 2 | Grade 2 |
| Mathematics | Grade 3 | Grade 3 |
| Science | Grade 3 | Grade 4 |
| Information technology | Grade 3 | Grade 3 |
| Design technology | Grade 3 | Grade 3 |
| History | Grade 3 | Grade 4 |

| | | |
|---------------------|---------|---------|
| Geography | Grade 3 | Grade 3 |
| Art | Grade 2 | Grade 3 |
| Music | Grade 2 | Grade 2 |
| Physical education | Grade 2 | Grade 3 |
| Religious education | Grade 3 | Grade 3 |

75. Since the previous inspection standards in the under-fives have improved considerably with the most areas of learning now judged grade 1. In KS1 standards have been maintained at grade 3 in English, Mathematics, science, design technology, geography, art and religious education. They have improved by two grades in Welsh second language to grade 2 and by one grade to grade 3 in information technology, history, music and physical education.
76. In KS2 standards have been maintained at grade 3 in English, mathematics, information technology, design technology, geography and religious education, improved by two grades in Welsh second language to grade 2 and by one grade in music to grade 2. They have fallen in science and history by one grade to grade 4.
77. When the CSI for KS1 (pupils attaining at least level two in mathematics, science and English), is compared with Welsh national figures it is around the average. When compared with similar schools, it is in the best 50%.
78. When the CSI for KS2 (pupils attaining at least level 4 in KS2 in all of mathematics, science and English) is compared with Welsh and local averages it is lower. When compared with similar schools, using the data available to the inspection team, it is in the best 50%, although English and mathematics in the lower 50% and science in the lowest 25%.
79. The performance between the small number of boys and girls in each cohort varies from year to year and no consistent pattern emerges.
80. Standards in pupils' knowledge, understanding and skills are variable, particularly where tasks are not differentiated sufficiently to meet their needs. Pupils with SEN, including those in the observation class, generally achieve standards appropriate to their abilities.
81. Most pupils have positive attitudes to learning and endeavour to do their best, regardless of their social, ethnic or linguistic backgrounds or any shortcomings in the education provided, such as the lack of challenge in the work set. These attributes have a good overall influence on the quality of their learning, particularly in the under-fives and observation class. According to the school data, the majority of pupils reach agreed targets and goals set for them, but these provide insufficient challenge.
82. Children under-five achieve very good levels in the key skill of listening; they listen keenly to stories and obey instructions quickly and without fuss. Speaking, reading, numeracy and information and communications technology (ICT) skills develop well through a wide range of relevant experiences in the six areas of learning. Basic writing skills develop appropriately, particularly in the reception, but progress is slow. Bilingual skills are often outstanding with many using either Welsh or English naturally during lessons.

83. Listening skills across the curriculum are very good in KS1 and good in KS2; pupils are eager to respond to teacher's questions and obey instructions. Most pupils, particularly in KS1, listen avidly, but a few in KS2 call out inappropriately. The key skill of reading is good in both key stages with writing, numeracy and ICT having some good features, but these skills are not developed sufficiently and consistently across the curriculum.
84. Pupils throughout the school demonstrate good development in their creative and social skills, but this is not always sustained with older ones. The bilingual competence of pupils in KS1 is good with most pupils understanding the appropriate and consistent use of Welsh intermingled with English by the teacher, but seldom answer back in Welsh. Good features outweigh shortcomings in bilingual competence in KS2 as pupils rarely use the Welsh they evidently know spontaneously when appropriate occasions arise.
85. Pupils' progress in learning in relation to their varying abilities is grade 3 overall. There is a clear trend towards continuous improvement in the under-fives, where many children, who enter school at a low baseline work productively, fulfil their potential, develop ideas and increase their understanding through acquiring new knowledge and skills in an outstanding manner. However, this improvement is not sustained so effectively when they move on to older classes; trends in performance in both key stages since the last inspection show only modest progress with standards being variable.
86. Pupils in the observation class make steady progress in relation to their abilities. The variety of rich experiences and high quality of care and support they receive encourages them to achieve standards which exceed expectations. Those with SEN in other classes achieve realistic targets set for them, but a lack of challenge in KS1 and KS2 slows their progress towards fulfilling their potential and moving on to the next stage in their learning.
87. Pupils generally have a good understanding of the work they are doing, particularly the under-five children, but those in KS1 and KS2 rarely review their own individual progress to see what they need to do to improve. Overall, pupils do not fulfil their potential and move on to the next stage in their learning sufficiently in either key stage.
88. Overall, in the development of pupils' personal, social and learning skills good features out way shortcomings. Most are keen to work productively and make effective use of their time.
89. The behaviour and attitudes to learning of children under-five are consistently good with outstanding features. They are highly motivated, show great enthusiasm for their work and play and understand what is expected of them with regard to behaviour. They develop good personal and social skills and have a clear understanding of class rules and routines.
90. Throughout the rest of the school, pupils' behaviour and their attitudes to learning are generally good. They are polite and courteous and relate well to adults and to each other. They show respect for others and help and support each other in their work and play.
91. Most pupils listen carefully to their teachers, settle quickly to their tasks and persevere with their work even when tasks lack challenge or are not suited to their specific needs and abilities.

92. In a few lessons behaviour deteriorates and pupils become restless when the pace of lessons is slow, when teachers do not clarify what they want them to do and when lesson introductions are overlong so that the class has to remain inactive for too long a period.
93. There are shortcomings in important areas in the levels of attendance and punctuality achieved by the school. Attendance rates for the past three terms average only 88%, a figure well below accepted levels of attendance for pupils of statutory school age and below the 93% target set by WAG for primary schools. A few pupils regularly arrive late for the start of the school day which has an adverse affect on standards.
94. A very few pupils have poor rates of attendance and this has an adverse affect on the continuity of their education and on the standards they achieve. Other pupils have their education disrupted by sporadic absence throughout the school year. The school works in partnership with the education welfare officer (EWO) to support the families concerned but progress is limited in some cases.
95. Staff and the GB are rightly concerned about the number of parents who take their children on holiday during term time. This adversely affects the continuity of pupils' formal education and decreases overall rates of attendance for the school. A few pupils arrive late for the start of the school day.
96. In the under-fives children develop the capacity to work independently and are encouraged to make their own choices and decisions. They are confident and eager to explore new learning situations.
97. In a significant number of lessons in KS1 and KS2, however, pupils have little opportunity to develop the capacity to work independently, use their own initiative and make decisions to improve their own learning. They seldom plan and organise their own work without supervision and are dependent upon teachers to direct them.
98. Throughout the school, pupils' personal, social, moral and wider development progresses well. The sensitive moral and spiritual elements of collective worship help to develop a sound set of values. Most demonstrate honesty and fairness in their work and play and understand the need to take responsibility for their actions.
99. Under-fives develop, and most pupils in KS1 and KS2 have, an appropriate understanding of equal opportunities issues, particularly relating to gender and disability, and they recognise the importance of treating everyone equally and fairly. Their understanding of the diversity of beliefs and social and cultural traditions in society today however, is less well developed.
100. Pupils take part in some community initiatives and the school makes available its facilities to the local youth club. Overall, however, the school does not make sufficient use of the community as a learning resource. Opportunities to learn about work undertaken in the community and further afield are limited and pupils' understanding of the world of work is underdeveloped.

The quality of education and training

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

Grade 3: Good features outweigh shortcomings

101. The inspection team's findings match the grade given by the school in its self-evaluation report.

102. The quality of teaching was judged as follows:

103. The quality of teaching was judged as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 19% | 43% | 31% | 7% | 0% |

104. These figures are well below the national picture published in HMCI's latest Annual Report for 2006-2007 where the overall quality of teaching in primary schools is reported to be grade 2 or above in 80% in lessons, although the percentage of grade 1 is better than the 14% nationally. The percentages are similar to those of the previous inspection, fall below the WAG 2010 target for teaching to be 80% Grade 2 or better.

105. The quality of teaching is variable, but is consistently good or better in the under-fives and the observation class, where around half of the lessons seen have outstanding features. Good or better teaching across the school is characterised by good working relationship among teachers and support staff and where equal opportunities are promoted consistently to meet learners' individual needs. Where lessons are less effective in KS1 and KS2, relations are strained on occasions and there are important shortcomings in the lack of effective planning for pupils' ages and varied abilities.

106. The best lessons observed also included the following outstanding features:

- a wide and purposeful range of teaching and learning strategies to meet pupil's individual needs flexibly and to maintain their interest;
- high expectations which enthuse pupils to generate a range of ideas and to be actively involved in their learning; and
- well prepared and conceived short-term planning that underpins effective and focused learning.

107. Good features in lessons include:

- expertise in the subjects being taught;
- good pace and clear exposition with consistent use of positive praise; and
- effective planning and on-going assessment for the wide range of abilities to ensure pupils' progress and move on to the next stage in their learning.

108. Shortcomings in lessons include:

- low levels of expectation and a lack of pace and challenge to maintain pupils' interest;
- learning objectives not adhered to and work not concluded effectively; and
- a limited range of strategies and use of resources, such as ICT.

109. Staff in the observation class have very effective and positive behaviour management strategies, in which they have been trained well. During some lessons a significant number of pupils lack self control and show little consideration for each other, adults or teachers. These individuals are taught, cared for and restrained when necessary in an assured, yet kind manner, but there is insufficient adult support to meet their often demanding needs and those of other pupils in the class.
110. Teaching generally meets the language needs of learners adequately, including providing good opportunities for bilingualism for younger ones.
111. The school's assessment policy is appropriate. Pupils' attainment is assessed each year through the use of standardised tests in English and mathematics and this data is collated in order to set targets for whole school and individual pupils' standards.
112. Baseline tests are conducted on the under-fives in accordance with the procedures of the local education authority (LEA). Appropriate use is made of the results to identify pupils' particular needs.
113. In the early years assessment underpins everyday activities, is firmly based on the Desirable Outcomes for Children's Learning and informs the planning process effectively.
114. Following the policy pupils' work in KS1 and KS2 is collected each term during a whole school assessment week. Pieces of work in the core subjects and one foundation subject are marked, levelled and annotated and stored in individual pupil folders. This practice is not consistent and there is over use of photocopied sheets to provide an effective tool for tracking the progress of individual pupils. Appropriate arrangements are in place for end of key stage teacher assessments.
115. The school has a marking policy, but its implementation lacks consistency. Pupils' work is generally marked regularly, sometimes by themselves, and in the best practice positive comments indicate what pupil needs to do to improve.
116. Subject portfolios of with examples of levelled work collated by the school's cluster group are available, but their effective use to promote consistency is underdeveloped.
117. A good feature is the manner in which all teachers interact well with pupils when they work in pairs and groups, often supporting and guiding them effectively.
118. Parents have opportunities to discuss their child's progress both formally and informally. The school provides end of year reports which inform them well about progress in all subjects, but these do not include targets to indicate the way forward in the core subjects.

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

119. The inspection team's findings match the grade given by the school in its self-evaluation report.
120. There is an appropriate planning framework for the subjects in the curriculum, but there are shortcomings in its relevance and implementation.
121. Children under-five have a very well planned curriculum which follows the six areas of learning of the Desirable Outcomes for Children's Learning and which meets their needs very well. The provision, within the constraints presented by the accommodation, is outstanding and includes both outdoor and indoor learning activities, which allow children to make progress and achieve good and very good standards. There are well considered plans for the introduction of the foundation phase.
122. In both KS1 and KS2 the curriculum is sufficiently broad and good emphasis is given to literacy and numeracy. Schemes of work are in place for all subjects of the national curriculum (NC) and for religious education, but there are shortcomings in the planning and implementation in the mixed age classes in KS1 and in particular in KS2. These include a lack of rigour in ensuring purposeful planning in the mid and short-term to match the varying needs of the different ages and abilities of pupils. It is unclear how and in which way pupils are expected to progress in the different subjects over a period of three years in the same class. This has an inhibiting affect upon the standards they achieve.
123. The cwricwlwm Cymreig is incorporated appropriately into the schemes, but on occasions aspects of work do not meet the Welsh curriculum requirements.
124. There is no whole school plan of themes of study. Scrutiny of pupils' previous work indicates that studies in subjects including science, design and technology, information technology, history, geography and religious education are not always fully developed.
125. The school is beginning to identify opportunities to promote key skills in short term planning, based on a very recently introduced effective plan, but there is no consistent whole-school approach across the curriculum.
126. The quality of homework provision is variable. Pupils are normally given end of week tasks, which can involve researching the library or internet. However, on occasions pupils are asked to complete work at home which should be done in school time.
127. An adequate variety of activities, including occasional educational visits and extra-curricular clubs in art and craft and netball, broaden and enrich pupils' experiences. Y6 pupils have the opportunity to participate in a range of activities organised by the local secondary school and some visitors have been welcomed to the school to support particular topics. Participation in the Physical Education and School Sport (PESS) project is beginning to have a positive effect on physical education provision, but facilities for pupils to

- participate in a wide range of sports is limited, due to the lack of appropriate outdoor space.
128. Provision for the promotion of pupils' spiritual, moral, social and cultural development is good overall. Daily assemblies incorporate an appropriate act of worship that is generally Christian in nature and they now provide good opportunities for recognition of individual achievements. The provision of opportunities for quiet, guided reflection, both during assemblies and lessons, is inconsistent.
 129. Good features outweigh shortcomings in the school's partnerships with parents, schools, the community and other learning institutions.
 130. Parents are supportive of concerts and celebrations at the school, but their involvement in other areas is more limited. Very few parents returned questionnaires to the inspection team and very few attended the pre-inspection meeting with inspectors. Few help out in the school and they do not take an active role in the life and work of the school. However, a more positive development is the recent initiative to restart the Friends Association and this is progressing well.
 131. Parents are kept informed by the school prospectus, informal daily contact with staff and by letters advising them of school activities. A constructive home-school agreement has generally been well received.
 132. The school enjoys positive partnerships with other schools in its cluster group and with the receiving secondary school in particular. Good pastoral, administrative and curricular links have been developed and arrangements for the transfer of pupils are well established and effective. The school welcomes students regularly from local colleges undertaking child care and vocational qualifications.
 133. The school meets legal and course requirements.
 134. There are shortcomings in important areas in the provision for work-related education. Pupils have few opportunities to learn about the world of work and the vocational aspect of the PSE programme has not been suitably addressed.
 135. Links with employers and relevant agencies are underdeveloped and no teacher has undertaken a relevant industrial or business placement with a view to enhancing their professional development and enriching curriculum provision for pupils.
 136. The school promotes bilingual skills well on the whole, as pupils, younger ones in particular, often hear the Welsh language spoken by staff regularly in the majority of lessons.
 137. Equality of opportunity is well promoted in the under-five's area and learners have equal access to the curriculum and all other facilities. Staff are skilled at challenging stereotypical views and expectations although in a very few sessions, teachers in KS1 and KS2 are insufficiently pro-active in dealing with gender stereotypical views.
 138. Good features outweigh shortcomings in the standards in and provision for education for sustainable development and global citizenship. Pupils realise the need to care for their environment. The school has made a good start in

- promoting recycling, but their understanding of global citizenship is more limited.
139. Pupils have little opportunity to develop their entrepreneurial skills. A few older ones are involved in the running of the school's healthy eating tuck shop and school councillors become involved in decision making within the school, but opportunities to become involved in enterprise activities and to develop problem solving and other skills needed to support economic development are limited.
140. Good features outweigh shortcomings in the school's commitment to national priorities for lifelong learning and community regeneration. Whilst the school has developed strong foundations for the transition between primary and secondary school, pupils lack the skills necessary to take more responsibility for their own learning.
141. Whilst there are some links with agencies involved in community regeneration, these links have not been sufficiently developed to be of significant benefit to the school and local community.

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

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| Grade 3: Good features outweigh shortcomings |
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142. The inspection team's findings match the grade given by the school in its self-evaluation report.
143. The school plans and manages care and support arrangements effectively, and appropriate partnerships have been developed with a range of external welfare agencies. Parents are encouraged to become involved and work in partnership with the school, but not all parents take advantage of the opportunities afforded to them.
144. The school's arrangements for the induction of pupils are successful. The youngest children in the nursery and reception class settle well and staff offer very good pastoral care. Arrangements for the transfer of pupils to secondary school are good and ensure Y6 pupils look forward to secondary school with confidence.
145. In KS1 and KS2 good features outweigh shortcomings in the personal support and guidance offered to pupils. The school has a policy for personal and social education (PSE), but the programme does not fully cover all aspects set out in the national framework. In discussion, older pupils state that they have too few regular opportunities to discuss issues that concern them. The personal needs of older girls are now being dealt with in a sensitive manner by the interim headteacher.
146. The school council is an appropriate forum where pupils of different ages have the opportunity to work together and become involved in decision making within the school. The lack of meetings last term because of staffing issues has hindered the success of the council and, as a result its members' roles are not fully developed.
147. Personal support and guidance for the under-fives is consistently good and children are confident in seeking the help and support of staff.

148. Good features outweigh shortcomings in the monitoring of attendance, punctuality, behaviour and performance. Punctuality and attendance are monitored by the school, but procedures are not rigorous enough to secure improvements. Attendance rates were judged to be grade 4 in the last inspection and little progress has been made since then. The school meets WAG statutory requirements with regard to attendance.
149. The school's policy and procedures to promote good behaviour work well for most pupils. The school works in close partnership with the behaviour support team from the LEA to help pupils whose behaviour gives cause for concern and who may be at risk of exclusion.
150. There are shortcomings in important areas in the arrangements to assure the health and safety of pupils. Whilst the school has a policy to guide practice in health and safety issues, a number of potential dangers were identified by the inspection team and brought to the attention of the LEA and GB.
151. The school works diligently to promote healthy eating and a healthy life style and even the very youngest children understand that eating sensibly and exercising regularly is good for their health and well-being. The school has a breakfast club which is popular with pupils.
152. The school has an appropriate policy and set of procedures in place to deal with child protection issues, which are made clear to staff. The headteacher is the designated person with responsibility for this aspect and during his absence, the acting deputy has taken on much of this responsibility. She handles a range of complex issues with sensitivity and works in close partnership with social services and other external welfare agencies.
153. The school has outstanding procedures and systems for identifying pupils with SEN and in assessing their progress. Learning difficulties are identified very clearly and, with good assessment and tracking procedures in place, pupils' performance is monitored and reviewed on a termly basis.
154. The SEN policy is comprehensive and complies well with requirements. The SENCO leads day-to-day activities and works effectively with class teachers, support staff and the governor for SEN. The SEN register is reviewed regularly and parents are informed and involved in supporting their child's level of achievement at the relevant stages of support. The individual education plans (IEP) provide very good information and targets are stated in observable, measurable terms that can be clearly monitored and reviewed to inform new targets.
155. Where appropriate, the involvement of LSAs makes a significant contribution to the programmes of work. Support includes individual, in-class help and small group sessions, which focus on identified targets for improvement. Liaison between the SENCO, class teachers and support staff is very good and opportunities for inclusion of pupils with SEN in the class and in the life and work of the main school develop well.
156. The observation class provides a consistent and secure environment where pupils are valued. Care is taken to develop their individual needs and self-esteem. The quality of the learning experiences they receive is often outstanding and they revel in the varied and interesting activities provided for them.

157. Very good use is made of a range of resources in this area, including the very effective LSA support, in every aspect of pupils' learning, but there is limited space in the classroom for the number of pupils. The seamless, effective and co-ordinated manner in which she and the teacher work together is outstanding. Pupils in this class make good progress relative to their age and ability
158. The school has appropriate measures in place to deal with bullying and oppressive behaviour, including racial discrimination. Statutory policies are in place to underpin the school's work in this area.
159. Staff in the nursery and reception class ensure children have many opportunities to understand multiculturalism and to celebrate diversity, but this is not always built upon as pupils progress through the school. A significant number of pupils have limited understanding of the diversity of beliefs and social and cultural traditions in British society today and pupils speak of intolerance to diversity by a very few of their peers.
160. All reasonable efforts are made to secure the equal treatment of disabled pupils. An accessibility plan is in place to demonstrate how staff will make improvements in access to the curriculum, and the premises and in the provision of information for disabled pupils. Many shortcomings in the accommodation make access for wheelchair users very difficult and the school recognises that considerable capital funding would be needed to make the required improvements. There is no disability equality scheme in place.

Leadership and management

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

Grade 4: Some good features, but shortcomings in important areas

161. The inspection team's findings do not match the grade 3 given by the school in its self-evaluation report. Although there are some good features, there are shortcomings in important areas.
162. The school's mission statement, aims and objectives provide a good foundation for improvement and promotion of equality for all, but a few aspects of the values expressed are not wholly reflected in its life and work.
163. Leadership has lacked a clear and purposeful direction and consequently not all those involved in providing education and other services understand fully what is required to ensure continued improvement.
164. The interim headteacher has, in the short time she has been seconded to the school, made a significant contribution towards preparing and supporting the school for the inspection and she has introduced significant changes to improve some aspects of school life, such as re-establishing the Friends Association and providing purposeful, positive and clear leadership. Recent staff meetings led by her have resulted in a more cohesive approach to improvement. There is evidence that leadership and management before the secondment had some good features, but there were also areas in need of significant improvement.

165. The school has a very comprehensive and detailed SDP and self-evaluation report which provide targets and areas for development. These, however, are so many in number that it is unclear how leaders and teachers are expected to fulfil such a wide range of improvements on such a broad front in the time allocated. Targets are seldom time related and often roll on to the next SDP.
166. There are very effective and often outstanding initiatives in the under-five co-ordinator's leadership and management to ensure children who start at a low baseline make significant progress in the nursery and reception classes. Plans for the forthcoming foundation phase are well in hand to ensure continued improvement and development in the early years.
167. The acting deputy headteacher is very supportive of the leadership, as well as carrying out her challenging roles as SENCo and teacher in charge of the observation class.
168. The school takes appropriate account of WAG priorities and local partnerships with the local cluster group to benefit pupils' overall progress.
169. Performance management procedures are followed by leaders to promote their professional development, but are less successful in promoting school improvement overall.
170. Monitoring of teaching and learning takes place on a regular and formal basis, but it is unclear how this has had a positive effect on improving standards. It is apparent from the scrutiny of pupils' work that insufficient work had been completed to a high enough standard in many subjects prior to the inspection, but a discernible improvement had been made since the arrival of the interim headteacher, who has made the school more aware of this deficiency and instilled a common sense of purpose to improve matters as a matter of urgency.
171. Although an experienced school clerk has been appointed on a temporary basis from the January 2008, the school does not normally have a clerk to carry out the considerable day to day administration of the school. The incumbent headteacher in agreement with the GB, but against the advice of the LEA, has taken on the clerical duties in recent years. He carries out this work diligently and meticulously, but it is a time consuming and wasteful distraction from his role and expertise as leader and manager.
172. The school has many school improvement policies and systems and procedures in place, which have been carefully thought out. However, the leadership is not sufficiently robust in addressing the shortcomings identified in the school's self-evaluation process, in particular, the lack of challenge in teaching on a minority of occasions. There are particular inconsistencies in monitoring teaching and learning and in the assessment, recording and reporting of pupil progress and existing good practice is not shared, although recently this has improved under the present leadership.
173. The GB has a close involvement in the life of the school and in agreeing priorities for the future. It endeavours to monitor the quality of the school's provision regularly to ensure the school has essential resources within the constraints of the budget, but deficiencies remain in the quality of the accommodation and the updating of equipment.

174. The GB ensures that statutory requirements are met. It is informed regularly about the school's performance and progress through regular, detailed reports from the headteacher and has recently become increasingly involved in considering the school's strategic development.

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

Grade 3: Good features outweigh shortcomings

175. The inspection team's findings match the grade given by the school in its self-evaluation report.
176. There is a clear emphasis in the school's self-evaluation arrangements to maintain and improve standards. This is evident in the self-evaluation report, which provides a detailed review of the school's strengths and areas where improvements need to be made. However, there are no arrangements relating these to priorities in the next SDP to establish an increasingly coherent approach to school evaluation and improvement.
177. Useful analysis is made of a range of data, including baseline assessments in its reception classes to track pupils' progress through the key stages and to inform school targets, which are mainly based on using appropriate standardised tests. However, there is insufficient rigour in using this data to identify relevant and challenging areas for improvement.
178. In the under-fives and observation class leaders are well informed about the areas for which they are responsible and discernible improvements are being made. However, self-evaluation in the rest of the school has shortcomings in that, although standards are maintained on the whole, there is little obvious improvement.
179. The views of parents are incorporated in the current self-evaluation report from a survey taken in 2005-2006, although there are no formal arrangements to seek the views of learners. Parents are also invited to contribute to the SDP as is the Communities First Organisation and through a Link Up Group. However, it is not clear in the report how this information informs future self-evaluation to assist in improving quality and standards.
180. The current comprehensive SDP contains details of the priorities and targets for this school year and beyond, but these often lack appropriate time-related and measurable criteria to provide focused strategic direction. A wide range of clear targets are prioritised and proper consideration is given to allocation of resources.
181. The GB oversees self-evaluation appropriately through regular meetings with the headteacher and staff and through every day involvement with the school. They work together effectively to ensure priorities are supported through adequate allocation of resources, but insufficient attention is given to updating expensive resources on a gradual and consistent basis and to important aspects in the fabric of the accommodation.

182. A comprehensive and detailed action plan was produced following the previous inspection. However, planned actions have not always resulted in the desired improvements.
183. Standards have improved considerably in Welsh as a second language, with many teachers and LSAs encouraging the language through regular use of it incidentally and through the effective input of a visiting Welsh teacher, who works effectively with teachers in Welsh lessons. However, little progress has been made in improving standards in both key stages in design technology, history and physical education in KS1.
184. Many of the shortcomings in teaching still remain in KS1 and KS2, except in the under-fives and the observation class where teaching is good and often outstanding.
185. Schemes of work are available for all subjects, but these are mostly generic, and insufficiently refined to ensure consistency of practice in curriculum delivery across the school in relation to pupils' age and abilities.
186. There are a range of extra-curricular activities now available for pupils and there has been a recent increase in visits and visitors to the school. Pupils have an adequate knowledge of the Welsh dimension and other cultures and racial groups.
187. Rates of attendance and punctuality still remain areas to improve.
188. The role of the subject co-ordinator is much improved in the under-fives and observation class, but, although monitoring has taken place, in KS1 and KS2 discernible improvements have not been made until very recently.
189. The school is no longer used as a thoroughfare by members of the community and there is full supervision of pupils at break times and lunchtime.
190. In addition, some aspects of issues in the previous report prior to the last inspection have not yet been addressed fully and continue to be recommendations in this report.
191. The inspection team agreed with five of the seven key question judgements made by the school about standards pupils achieve and about other areas of its work. Where they differed in Key Questions 5 and 7, the team awarded a lower grade than the grade 3 given by the school as there were some shortcomings in important areas. The grade 3 given by the inspection team to Key Question 1 is a grade above the grades given to Key Questions 5 and 7 as good features outweighed shortcomings. This is due to the balance of outstanding standards achieved by children under-five and good standards in the observation class in relation to their abilities, when compared with the rest of the school.

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

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| Grade 4: Some good features, but shortcomings in important areas |
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192. The inspection team's findings do not match the grade 3 given by the school in its self-evaluation report. Although there are some good features, there are shortcomings in important areas.

193. Teachers are appropriately qualified. The contribution of LSAs to the quality of learning is often very good and this is particularly evident in the observation and under-five classes. There are sufficient teaching and non-teaching staff for the numbers of pupils on roll in the mainstream classes.
194. The recently appointed temporary part-time school clerk, together with the lunchtime supervisors, kitchen assistants and caretaker, contribute to the effective daily running of the school. The site is maintained to a high standard of cleanliness.
195. Teachers update their teaching skills and knowledge through continuing professional development by attending external in-service training courses and sharing expertise both formally and informally within the school. There are no formal arrangements for the induction of new staff.
196. There are appropriate job descriptions for all members of staff, but a teaching and learning responsibility structure is not in place. Teachers' PPA time is used efficiently to prepare for lessons and refine planning and assessment.
197. Through the school's performance management programme teachers review their professional development and set future targets. Training is appropriately linked to the school's SDP.
198. The age of the lower building housing the under-fives and observation class is not as old as the main building, but both have internal features which give cause for concern. Some rooms in the school have serious damp patches and smell strongly of mould, there are uneven areas of flooring and the many steps around the school are not marked with painted edges or fitted with anti-slip surfaces.
199. Some parts of the structure of the KS1 and KS2 building have defects which have been brought to the attention of governors and LEA.
200. Newly painted walls, a planted raised bed and pots in the under-fives playground enhance the environment noticeably. The boundary wall securely surrounds the site, but a gate leading on to the street lacks a secure latch and can easily be opened by small children.
201. Displays in the under-fives and SEN areas are bright and attractive and support a stimulating learning environment. However, displays in KS1 and KS2 are heavily teacher led and seldom have examples of pupils' work to celebrate their achievements. This was raised as a shortcoming in the previous inspection report and has not been adequately addressed.
202. Organisation of classes is in general appropriate, but there is currently a cross-phase arrangement in one class which makes planning particularly difficult. Although meticulously analysed and planned, lesson time in practice is not always used effectively; some classes do not appear to have a regular timetable to ensure appropriate subject-time allocation.
203. The school's only interactive whiteboard is installed in a spare room and accessed occasionally by the KS1 and KS2 classes, but is too far away from the under-five and observation class. Computers in the under-fives and observation class are used appropriately and effectively to enhance learning, but opportunities to use ICT to support lessons are often missed in KS1 and

- KS2. The computers in the small computer suite are old and slow and hinder pupils' learning.
204. In general resources are matched appropriately to the school's needs and priorities. The school has an appropriate supply of learning resources, although these have not always been readily available for general use. The lack of appropriate artefacts to enhance the teaching of history and religious education was identified in the last inspection and has not been appropriately addressed.
205. Limited progress in resolving some of the issues raised during the last inspection in 2002 and the inconsistencies in provision revealed by this inspection would indicate that the school does not demonstrate consistently good value for money in all areas of its work.

Standards achieved in subjects and areas of learning

Under-fives

Language Literacy and Communication Skills

Nursery: Grade 2 - Good features and no important shortcomings

Reception: Grade 1 - Good with outstanding features

Outstanding features

206. Children's listening skills in both nursery and reception are very well developed and the manner in which all children listen to stories and to sessions when their teacher is speaking is exceptional. The younger children in the nursery sit quietly and attentively and make appropriate responses indicating their interest and understanding and almost all join in enthusiastically with rhymes and songs in both English and Welsh.
207. Reception children explain confidently the difference between an author and illustrator and know the names from some of their favourite books. They understand how describing words can be used effectively to add interest and detail to stories and offer good examples when asked by their teacher.

Good features

208. Reception children make very good progress and speak confidently both in the large group and to one another.
209. All pupils respond to books with real enthusiasm. They are totally absorbed as they listen and join in with familiar parts of the story.
210. Nursery children have many opportunities to develop their writing skills through making purposeful marks. They enjoy making marks on paper and in different media both inside and outside the classroom. They concentrate and keep on task well and begin to understand that written symbols have sound and meaning.
211. When making a house from cardboard boxes for a big brown bear reception children communicate clearly with one another and are able to describe what they decided to do.

212. A majority of reception children are able to form most letters correctly. They are able to write their own name correctly, to copy words and simple sentences accurately and to write a few key words unaided.
213. Reception children begin to read books themselves. They handle books correctly, recognise the title and read familiar words. They recognise the main characters of the school's reading scheme and talk about the pictures, giving reasons for their thoughts.

Shortcomings

214. There are no important shortcomings, but since children come into the nursery with a low baseline especially in language development, and although they make good progress, they take time to settle and to gain the confidence to communicate freely with adults and other children.

Personal and Social Development

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 1: Good with outstanding features

Outstanding features

215. Children in both nursery and reception come into the class eager to see what exciting activity will be waiting for them to take part in. They have outstanding relationships with the adults in the class and respond positively to the support and encouragement they are given. They quickly develop confidence and self-esteem.
216. Children in reception are very polite to each other and know that they must treat other people and school equipment with respect. They also show outstanding care and respect for the environment outside and things that grow there.
217. The ability of reception children to engage in activities for lengthening periods is outstanding. They become very involved in the tasks that are planned for them which enable them to benefit fully from the learning opportunities.
218. During circle time, reception pupils reflect quietly on what they have been talking about and share their feelings with the child sitting next to them.

Good features

219. Both nursery and reception pupils grow in independence. They take increasing responsibility for their own personal hygiene and develop a good understanding of health issues. They dress and undress competently for their ages and share the responsibility for taking out and putting away resources.
220. Standards in bilingualism are good in both nursery and reception. Welsh is spoken regularly by adults; children know and respond to a large range of basic words and phrases, moving easily from one language to the other.

Shortcomings

221. There are no important shortcomings.

Mathematical development

Nursery: Grade 1: Good with outstanding features

Reception: Grade 1: Good with outstanding features

Outstanding features

222. Both nursery and reception pupils demonstrate a very good working knowledge of numbers. They count frequently in the course of their activities and identify numbers around them; for example, when out on a walk they discern numbers on houses and car number plates and telephone numbers on vans.
223. A majority of nursery pupils count confidently to five forwards and backwards and demonstrate an understanding of one more and one less with the support of physical aids.
224. Most reception children work confidently with numbers to 10. They identify correctly the number of objects to five and beyond without the need to count them. They count to ten forwards and backwards and add or subtract one from a given number with assurance. Many recognise numbers to ten and match number to quantity.

Good features

225. Nursery children sort objects by different properties. They make sets of objects, sorting them by size or colour. They measure using non-standard units. For example, they place teddy bears into groups depending upon their size.
226. Both nursery and reception children have good knowledge about two-dimensional shapes. A majority in reception are also able to identify basic three-dimensional shapes and to recognise the two-dimensional shapes of their sides.

Shortcomings

227. There are no important shortcomings.

Knowledge and Understanding of the World

Nursery: Grade 1: Good with outstanding features

Reception: Grade 1: Good with outstanding features

Outstanding features

228. The understanding of reception children of the natural world around them is exceptionally good. They name some of the main characteristics of the seasons successfully, and discuss many aspects of autumn knowledgeably as they talk about conkers, mini-beasts and falling leaves. When going for a walk along the mountainside near the school they notice many details of the environment around them and make appropriate observations about them.
229. Children in both nursery and reception learn about the world around them through the many opportunities they have to investigate role play. Role play settings include a birthday party, a forest and a haberdashery shop, while with small world settings they hunt animals in the jungle, plan routes on a floor map,

make windows for the three pigs and build webs for Incy Wincy Spider. Their lively play demonstrates the knowledge and understanding they have gained.

Good features

230. When using the computer, children make effective use of the mouse to select and respond to instructions. They use computers well to support their work across many areas of learning.
231. Children in both nursery and reception enjoy cooking and preparing food. They often go to the shop to buy ingredients and have made pies using apples brought in by one of the reception children. They are aware of the need for a healthy diet and understand that some foods are more nutritious than others.
232. Across both nursery and reception children know about some different ways of life in other parts of the world. They know that Divali is a special celebration in Hindu society and they learn about celebrations of Holi, Divali and Chinese New Year. As part of their recent topic work they have learned about many aspects of life in Africa and compare these with their own lives.

Shortcomings

233. There are no important shortcomings.

Physical development

Nursery: Grade 1: Good with outstanding features

Reception: Grade 1: Good with outstanding features

Outstanding features

234. Children's fine motor skills are exceptionally good. Across both nursery and reception they make very good progress as they use pens, pencils, paintbrushes, glue sticks and the computer mouse with increasing dexterity. They handle small equipment, such as scissors, pastry cutters and tools correctly and safely and knead and roll dough energetically.
235. In their outdoor play, children negotiate their way around the tracks expertly using tricycles and bicycles sensibly and with good co-ordination. They move confidently and energetically, when running, walking and jumping and respond positively to suggestions to change direction or speed.

Good features

236. Reception children attend whole school collective worship, managing the difficult transition between their classroom and the main school building with calm maturity and patience.

Shortcomings

237. There are no important shortcomings.

Creative development

Nursery: Grade 1: Good with outstanding features

Reception: Grade 1: Good with outstanding features

Outstanding features

- 238. Children in both nursery and reception make exceptional progress in their creative development. They are imaginative and original and talk with enthusiasm about what they are doing.
- 239. Across nursery and reception children use paint, felt pens and chalk equally effectively to create attractive and realistic representations. For example, they paint different animals for their class display of African jungle animals. They use different techniques effectively such as printing with sponges as well as a variety of sizes of paintbrushes to create different effects.
- 240. The degree to which all children in nursery and reception use the computer to enhance their creative work is exceptional. They use a paint package to design wrapping paper for Christmas and create pictures of bears, which they then transfer on to T-shirts.

Good features

- 241. Nursery children use a range of objects to create attractive pictures. They make sensible selections of colour and medium and place them carefully and decoratively.
- 242. In nursery and reception, children respond to music with interest and show a good sense of rhythm. They sing a variety of songs and nursery rhymes with enthusiasm. Their listening skills are good and they learn quickly the words to new songs which they enjoy singing. They play untuned instruments with enthusiasm and keep a steady beat and perform action songs with appropriate movements.

Shortcomings

- 243. There are no important shortcomings.

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| English |
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Key Stage 1: Grade 3: Good features outweigh shortcomings

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

- 244. In both key stages pupils listen purposefully and respond well to questions and instructions in lessons, interacting well with each other and with their teacher.
- 245. Pupils in KS1 have positive attitudes to reading and the majority make steady and sometimes good progress. They develop increasing fluency and accuracy, are aware of authors and illustrators and understand what to do.
- 246. KS1 pupils make appropriate progress in developing writing skills. They write in sentences, space their words well and use their knowledge of initial letter sounds and letter blends to spell words.
- 247. In KS1 pupils remember a visit to the local park and use their knowledge of words to write interesting, descriptive poems.
- 248. In KS2 most pupils read with growing confidence. The more able, older pupils express their own valid views on the books they have read and their favourite

authors and they can recall the events of a story as well as predicting the ending.

- 249. Across KS2 pupils' handwriting and punctuation skills are good.
- 250. KS2 pupils use their knowledge of the features of a newspaper article to write a report linked to their study of the book, 'The Snow Spider', with headlines, photographs, captions and quotes.

Shortcomings

- 251. Few pupils in KS1 express themselves confidently using extended phrases and speech patterns.
- 252. A majority of pupils in both key stages use a limited range of vocabulary and respond to questioning with single words or short phrases.
- 253. Older pupils in KS2 do not produce well structured pieces of extended writing and their range of writing is limited. Their skills of planning and structuring writing for different purposes and in drafting, editing and presenting their finished work to a high standard are underdeveloped.
- 254. Younger and less able pupils in KS2 seldom complete their written tasks and therefore do not have a sense of achievement in their work.

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| Welsh second language |
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Key stage 1: Grade 2: Good features and no important shortcomings

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

Good features

- 255. Pupils in KS1 are good listeners and understand a wide range of Welsh used incidentally by their teacher. They are very familiar with commands, praise and vocabulary as a natural part of the school day.
- 256. In KS1 pupils engage in a simple dialogue confidently with good intonation and expression, for example, when exchanging greetings and enquiring where someone has gone.
- 257. Pupils in KS1 are very confident in counting to 20 and know a variety of colours in Welsh linked to those of the rainbow and Mr Urdd.
- 258. KS1 pupils draw their own faces and write a sentence to say who they are and label parts of the face in Welsh, while ascribing colours to features such as hair. They read their own work well.
- 259. KS1 pupils in the observation class engage enthusiastically in oral lessons using an appropriate range of responses.
- 260. In KS2 pupils listen well and respond eagerly to questions in lessons. They are often confident in their answers and speak clearly.
- 261. KS1 pupils write sentences based on simple sentence patterns on what they are wearing.

262. Learners in KS2 are confident in describing a range of weather forecasts illustrated by drawings and ask each other what weather they have in different parts of Wales.
263. KS2 pupils express preference orally for a variety of hobbies and can explain why they like or do not like them. They work effectively in groups to produce a sequence of sentences which they share confidently with others by reading, then writing them with illustrations. They read with good pronunciation.

Shortcomings

264. There are no important shortcomings, but pupils' competence in writing sentences of sufficiently increasing complexity as they progress through the key stages is limited.

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| Mathematics |
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Key stage 1: Grade 3 - Good features outweigh shortcomings

Key stage 2: Grade 3 - Good features outweigh shortcomings

Good features

265. Younger pupils in KS1 have a good grasp of basic number. Learners read, write and arrange numbers with increasing accuracy and use the mathematical language related to number correctly. They have a good grasp of number bonds, recognise most coins and start to tell the time on the hour.
266. Pupils in KS1 can estimate, measure and weigh using different non-standard units. Pupils in the observation class develop a good understanding of the need for standardised weights through the practical activities of weighing out ingredients for a recipe for biscuits.
267. Learners in KS1 have good recall and describe the names of two-dimensional shapes, such as a circle, triangle and hexagon accurately and are well aware of their properties and differences and match the shape to its description confidently. They are familiar with simple fractions as parts of a whole.
268. Younger pupils in KS1 gain increasing confidence in using data to construct and read simple bar charts.
269. Older pupils in KS1 count and sequence numbers from one to 20 confidently and identify odd and even numbers accurately. They understand and apply simple mathematical terms with increasing confidence when adding on in tens and they appreciate the relationship between adding and taking away.
270. Younger pupils in KS2 calculate and solve money problems using the four rules with increasing accuracy. They know basic shapes and their properties and are familiar with symmetry and digital and analogue time. Learners use the four rules with increasing assuredness.
271. KS2 pupils collect a range of data from a school lunch survey and present it correctly, making meaningful conclusions on the basis of their work.
272. As pupils progress through KS2, they use a wider mathematical vocabulary, measure in standard units in length, weight and capacity and become increasingly accurate in estimating measures and quantities. They recognise

more complex two and three dimensional shapes and relate their properties well.

- 273. Older pupils in KS2 understand the difference between reflective and rotational symmetry and have a good grasp of equivalent fractions.
- 274. By the end of KS2, pupils are secure in using analogue and digital time using the 12 and 24 hour systems. They apply their knowledge to practical situations well, such as reading timetables.

Shortcomings

- 275. In both key stages pupils' application of their thinking skills to mathematical problems is inconsistent and their investigative skills are underdeveloped.
- 276. A significant number of pupils in both key stages make insufficient progress through the key stage in their knowledge, skills and understanding of number and are over dependent on work books.
- 277. Able pupils in both key stages do not undertake sufficiently challenging work to extend their mathematical skills.
- 278. KS2 pupils seldom present their mathematical work showing the strategies they use due to the restrictive nature of the work books they use.

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| Science |
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Key stage 1: Grade 3: Good features outweigh shortcomings

Key Stage 2: Grade 4: Some good features but shortcomings in important areas

Good features

- 279. In KS1 pupils show a good awareness of simple forces when describing pushing and pulling and are able to use this knowledge to try to explain what happens when a car runs down a slope on different surfaces.
- 280. KS1 pupils carry out practical investigations, supported by their teacher, confidently and make tally charts to record their findings.
- 281. Pupils in KS1 understand that bodies need food to grow. They begin to understand the importance of a healthy diet and hygiene and are able to record a survey of their favourite foods on a tally chart.
- 282. Younger pupils in KS2 use their knowledge of magnets to invent a game and are able to make appropriate changes when their original idea does not work.
- 283. In KS2 pupils have an understanding of the uses of electricity and describe correctly the components of an electrical circuit.
- 284. Pupils in KS2 are able to measure the pulling force of everyday objects using a Newton meter and select the correct grade of meter for the purpose.
- 285. KS2 pupils understand and discuss the effects of exercise on pulse rate.

Shortcomings

- 286. In both key stages pupils rely heavily on worksheets to record what they learn in science which restricts their progress.

287. Older pupils in KS2 do not make sufficient progress in their knowledge and understanding when compared with their younger peers.
288. The investigative skills of older pupils in KS2 are undeveloped. They have a limited understanding of fair testing, gathering and presenting information, making predictions and drawing conclusions based on their everyday scientific knowledge.
289. KS2 pupils do not develop sufficiently their recording skills in science and do not present their findings when appropriate through the use of a range of tables, bar charts and graphs.

Information technology

Key stage 1: Grade 3: Good features outweigh shortcomings

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

290. Pupils in KS1 instruct and control a programmable turtle with increasing confidence by entering directions on a keypad to move it in a predetermined sequence of directions. They recognise the importance of cancelling previous instructions before entering new ones.
291. Younger pupils in KS1 are fully conversant with using a paint program on the computer to create a range of different shapes, which they fill confidently with a variety of colours.
292. Pupils in KS1 communicate and handle information well. They understand clearly that it can be presented in a variety of forms and that computers can use text to convey information.
293. In KS2 younger pupils use a computer database appropriately to input and present information on their school, which they interrogate confidently.
294. KS2 pupils search the Internet with assurance to access appropriate websites to inform their work.
295. Pupils in KS2 realise the value of word processing in their working practices, for example in drafting and redrafting their work. They use word processing skills well to generate documents that include pictures and text to create attractive tourist guides. They are increasingly effective in their use of word processing to enhance the presentation of their school newsletter.
296. All pupils in KS2 access and use a mathematical program confidently and regularly to practise their numeracy skills.

Shortcomings

297. Through the key stages the pupils do not build consistently on their previous knowledge and skills. There is little evidence of continuity and progression in learning across age groups or of learners using a sufficient range of applications regularly.
298. Pupils in KS1 have little knowledge of using simple computer-based models to explore and try out imaginary school and home activities.

299. Pupils in KS2 seldom explore patterns and relationships in computer based models and predict the outcomes of different decisions.
300. KS2 pupils have little knowledge of logo skills sequencing commands to move a cursor in different directions to create complex shapes and patterns.

Design technology

Key stage 1: Grade 3: Good features outweigh shortcomings

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

301. KS1 pupils work together in groups collaboratively to design a piece of playground equipment following exploring some initial ideas with construction kits. They select materials independently and consider features carefully, such as size and how they can be joined.
302. Pupils in KS1 in the observation class make a boat using a range of containers and materials well which they decorate colourfully. They express obvious interest and interact well, sharing ideas and extending their learning. They explore containers that would make a good base for a boat and test them to ensure they do. They take turns to test the materials and use very appropriate vocabulary for floating and sinking. They are able to compare pirate boats with their containers. The finished products are of good quality.
303. KS2 pupils design bendy chocolate bars and review them to decide which have the best features.
304. Pupils in KS2 draw up a list of products they associate with packing and construct packages from a given net plan, which they colour. They write directions on how to build a box.
305. KS2 pupils use simple evaluation sheets with set criteria to test and improve their products.
306. In KS2 pupils design and make shoes to agreed criteria, then evaluate them.

Shortcomings

307. In KS1 pupils do not develop their designing and making skills sufficiently or give valid reasons about how they would change or improve their work.
308. Pupils in KS1 do not always investigate products fully before embarking on the design process.
309. Pupils in KS2 provide insufficient detail in their designs to draw out the different elements or features that indicate how they might be made.
310. KS2 pupils have insufficient knowledge of how to use simple mechanisms to produce different types of movement.

History

Key Stage 1: Grade 3: Good features outweigh shortcomings

Key Stage 2: Grade 4: Some good features, but shortcomings in important areas

Good features

- 311. Pupils in KS1 develop a good understanding of the passage of time and discuss eagerly a recent visit to a museum to see how toys, clothes and houses have changed.
- 312. KS1 pupils have a good understanding of how toys have developed over the past 100 years. They place games on a time line with assurance and know that many modern games have developed because of new materials.
- 313. KS1 pupils reflect on what it must have been like to be in hospital at the time of Florence Nightingale and compare the differences before and after her influence.
- 314. KS2 pupils research and report confidently to the class information about the wives of Henry VIII using reference books and internet sites.
- 315. Following a recent visit to a museum, pupils in KS2 discuss sensibly the differences between life in homes in Tudor times and the present day.

Shortcomings

- 316. Pupils in KS1 and KS2 have a limited understanding of important historical events and of the chronology of key periods that shaped society. In particular their historical knowledge and understanding of life in Wales, modern Britain and their locality are undeveloped.
- 317. Pupils in KS2 make little use of a range of historical sources, so they have insufficient understanding of primary and secondary evidence and how these can be interpreted in different ways.
- 318. In KS2 pupils do not sufficiently develop the skills of historical enquiry and research. They frequently complete worksheets or copy texts, as opposed to making comparisons between past and present times and relating these to their own experiences.
- 319. Pupils seldom study historical topics in sufficient depth and do not produce well researched written and oral accounts.

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| Geography |
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Key stage 1: Grade 3: Good features outweigh shortcomings

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

- 320. Younger pupils in KS1 recognise their left side from their right and appreciate the usefulness of a plan to know their position and where they wish to go. They become proficient in using it to give clear directions to enable others to find their way around their classroom. Older ones in KS1 chart a route and add key symbols to a map confidently.
- 321. Pupils in KS1 know the main features of the daily weather and understand the changes in the seasons. They become aware of the conventions and

necessary procedures for travelling abroad such as filling in their details on a passport and booking in to a hotel.

322. Younger pupils in KS1 study two contrasting communities, Wattstown and its Island of Struay in the western highlands of Scotland; they become well aware of physical features, including those of houses and shops. They see common features with the island and write a letter relating information about life there, such as how people travel and the vehicles they use such as tractors and boats.
323. In KS2 many pupils can differentiate between human and physical aspects in describing the features of villages, towns and cities. They explore different environments in Wales such as forests, rivers and mountain ranges and compare these with those in the North America Rockies and the Andes in Venezuela. They are well aware of differences in climate in deserts and rainforests.
324. Younger pupils in KS2 begin to develop their mapping skills appropriately using simple co-ordinates to indicate positions on a grid.
325. Older pupils in KS2 explore tourism in Wales and how it is affected by weather and they compare their local area with the holiday town of Porthcawl.
326. Pupils in KS2 show good awareness of the enjoyable activities available from a range of leaflets on tourism and explore ways to promote these. They discuss the attractions, such as waterfalls and rivers, as well as the mountain areas of Wales and they produce colourful leaflets on the computer and on paper to attract tourists.
327. Pupils in KS2 have a good grasp of the varying weather patterns across the British Isles that are affected by position and physical features.

Shortcomings

328. Pupils in both KS1 and KS2 have an insufficient knowledge and understanding of the character and identity of Wales, of the geographical issues that predominate and the changes that are taking place in the physical and human environment.
329. Pupils in both key stages do not use a sufficiently mature geographical vocabulary and their skills in geographical enquiry are limited.
330. KS1 learners are not confident at expressing views on their immediate environment and how improvements can be made to it.
331. KS2 pupils' awareness and understanding of a less economically developed country are insufficiently developed.

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

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

332. Pupils in KS1 use a range of resources and materials to explore line, colour, tone and texture. They make careful observational drawings, for example when drawing half their face to match half a photograph. They then experiment with different ways of representation and use chalks and paint to create a self portrait on fabric.
333. In KS1 pupils study the work of Welsh artist Adrian Metcalf and examine his style of using natural shapes. They attempt to recreate this style in different media using tissue paper shapes, drawing round shapes, assembling tiles and using paint and chalks.
334. Pupils in KS2 make careful and accurate observational sketches of areas around the school.
335. In KS2 pupils consider carefully the work of Sir Kyffin Williams and create good portraits in charcoal following his style.
336. KS2 pupils attempt to recreate landscapes and pictures of natural plants and trees using a range of media such as pastels, acrylic paint and watercolours. They discuss the relative merits of the different media sensibly.

Shortcomings

337. Pupils in both key stages seldom experiment with a range of materials and equipment, in order to develop techniques or to use different processes to create two or three dimensional artwork.
338. Pupils in KS2 have little idea of experimenting with line, colour, texture and shape and using this experience to make objects and images.
339. In KS2, pupils have limited knowledge of working with a range of materials, tools and processes to create images or structures on a large scale.

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

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

Good features

340. The quality of whole-school singing is good. This is evident in collective worship when all pupils sing a range of English and Welsh songs with enthusiasm and enjoyment.
341. Through regular input from the local education authority music service, pupils across the school make good all-round progress in the different elements of music.
342. Pupils in KS1 select instruments to represent different toys and compose and perform a simple musical score to accompany a song. Pupils know the name and sound of an appropriate range of instruments. They listen carefully to each other's compositions.
343. In KS2 pupils use instruments and body parts to create rhythms which they record on tablature making marks for low and high notes. They perform their compositions for the rest of the class who appraise them and make suggestions for possible improvements.

Shortcomings

344. There are no important shortcomings, but when playing percussion instruments many pupils in KS2 make insufficient effort to develop tone and timbre in their playing.

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| Physical education |
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Key Stage 1: Grade 2: good features and no important shortcomings

Key Stage 2: Grade 3 - good features outweigh shortcomings

345. Only one lesson in both key stages was seen during this full inspection, so judgments are only be based on these and other evidence provided by the school.

Good features

346. Pupils in both key stages recognise clearly the importance of warming up for physical activities.
347. Pupils in KS1 are well aware of safety procedures associated with an enclosed area and develop good spatial awareness. They are enthusiastic and make strenuous efforts to improve their performance in physical activities.
348. In KS1 pupils stretch to create a varied range of wide, thin and curled shapes with appropriate tension. They work in pairs collaboratively to perform a good and varied range of sequences which they evaluate appropriately to improve their performance.
349. Pupils in KS2 are well aware that regular exercise helps improve their general health and fitness. As part of a food and fitness dance project, they create and perform well a dance routine based on the New Zealand Haka dance.
350. Working in groups, KS2 pupils collaborate and experiment together to invent a game for six persons using skills learned.
351. The school reports that KS2 pupils make appropriate progress in swimming by the end of the key stage and most achieve the expected standards.

Shortcomings

352. A very few KS1 pupils do not concentrate well on the tasks set and have difficulty combining movements and simple sequences.
353. Pupils in KS2 do not refine skills sufficiently to improve fluency and control in undertaking their activities.
354. In KS2 pupils have few skills in outdoor and adventurous activities due to the limited experiences provided.

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| Religious education |
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Key Stage 1: Grade 3: Good features outweigh shortcomings

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

- 355. In KS1 pupils know and are able to recount the main points of an appropriate number of Bible stories. They know who Jesus is and that Christians use prayer as a way of communicating with God.
- 356. KS1 pupils reflect on aspect of their lives and identify whether they are good or bad.
- 357. Pupils in KS1 know that the Torah is special to Jewish people and that the story of Moses is in the Torah and the Bible. They talk about the Ten Commandments and relate these well to their own lives by thinking of rules for their homes and school.
- 358. KS2 pupils appreciate stories from different faiths and know about Rama and Sita and also about the three days of Divali.
- 359. In KS2 pupils write a well constructed letter to a boy in Norway comparing their Christmas traditions. They relate accurately the main elements of the story of the birth of Jesus.

Shortcomings

- 360. As pupils in both key stages do not record their work on other religions in sufficient detail, some aspects are handled superficially by them and, as a result, their knowledge and understanding in these areas are not sufficiently developed.
- 361. In both KS1 and KS2 pupils are over dependent on worksheets and seldom extend their writing and thoughts adequately.
- 362. In KS2 pupils' recall of work is insecure, particularly their understanding of other world faiths.

School's response to the inspection

- 363. The staff and governors are pleased that the inspectors found that the school had many notable features such as the under-fives provision where the children were found to be highly motivated, showing great enthusiasm for their work and play and where their behaviour and attitudes to learning are consistently good with outstanding features. In addition those pupils in the Complex Learning Difficulties Class are provided with a variety of rich experiences and high quality care and support that encourages them to achieve standards which exceed expectations, also the quality of the learning experiences they receive from their teacher and support assistant is often outstanding.
- 364. We are also pleased that note was made of the way the school plans and manages care and support arrangements effectively, and appropriate partnerships have been developed with a range of external welfare agencies.
- 365. However, we recognise that the school is performing significantly less well in KS1 and KS2 than it might, in all circumstances, be expected to do. Where lessons are less effective there are important shortcomings including low levels of expectation, a lack of pace and challenge to maintain pupils' interest, learning objectives not adhered to and work not concluded effectively.

366. In addition we acknowledge that leadership has lacked a clear and purposeful direction and consequently not all those involved in providing education and other services understand fully what is required to ensure continued improvement.
367. We, the Staff and Governors, recognise the gravity of the school being placed in the category of 'significant improvement' and will formulate an action plan to address these shortcomings rapidly and with rigour. We will address issues in the subject areas judged grade 3 and below in order to improve standards; we will develop a broad and balanced curriculum that is relevant to the school and we will improve our tracking and planning for pupils' progress by setting challenging yet achievable targets. We will look to parents to assist us in improving punctuality and attendance, which has been identified as well below the accepted levels for pupils of statutory school age, and we will improve the consistency in the quality of teaching across the school by sharing the good practice which already exists here.
368. In addition, action will be taken to ensure leadership and management at all levels is purposeful and provides a clear, effective and consistent sense of direction to the school's work.
369. A copy of the school's action plan in response to the inspection recommendations will be sent to all parents. The governors will report regularly to parents on the progress we are making in achieving the recommendations made by the inspectors.

Appendix 1

Basic information about the school

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|---------------------|--|
| Name of school | Aberllechau Primary School |
| School type | Nursery and Primary |
| Age-range of pupils | 3 - 11 |
| Address of school | Victoria Terrace Wattstown Rhondda Cynon Taf |
| Postcode | CF39 0PF |
| Telephone number | 01443 730264 |

| | |
|---|---------------------------------|
| Headteacher | Mr. Keith Williams |
| Interim headteacher | Mrs Philippa Thomas |
| Date of appointment | September 1992 |
| Chair of governors/ Appropriate authority | Mr Steven Lloyd Brennan |
| Registered inspector | Mr Phillip David Watcyn Edwards |
| Dates of inspection | 18th – 20th February 2008 |

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 | 10 | 12 | 13 | 15 | 5 | 6 | 8 | 10 | 79 |

| Total number of teachers | | | |
|--------------------------|-----------|-----------|----------------------------|
| | Full-time | Part-time | Full-time equivalent (fte) |
| Number of teachers | 5 | 0 | 5 |

| Staffing information | |
|--|--------|
| Pupil: teacher (fte) ratio (excluding nursery and special classes) | 15.5:1 |
| Pupil: adult (fte) ratio in nursery classes | 10.5:1 |
| Pupil: adult (fte) ratio in special classes | 3.5:1 |
| Average class size, excluding nursery and special classes | 20.7 |
| Teacher (fte): class ratio | 1.25:1 |

| Percentage attendance for three complete terms prior to inspection | | | |
|--|-------|-------|----------------|
| Term | N | R | Rest of school |
| Spring 2007 | 89.5% | 90.9% | 90.4% |
| Summer 2007 | 87% | 87.2% | 85.9% |
| Autumn 2007 | 85.5% | 93.7% | 88% |

| | |
|--|-----|
| Percentage of pupils entitled to free school meals | 36% |
| Number of pupils excluded during 12 months prior to inspection | 0 |

Appendix 3

National Curriculum Assessment Results

End of key stage 1:

| National Curriculum Assessment KS1 Results 2007 | Number of pupils in Y2 | 5 |
|---|------------------------|---|
| As the number of pupils eligible for assessment at the end of key stage 1 was greater than four but fewer than 10, overall performance indicators only are included | | |

| Percentage of pupils attaining at least level 2 in mathematics, science and English according to teacher assessment | | | |
|---|-------|----------|-------|
| In the school | 80.0% | In Wales | 80.1% |
| | | | |

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

| National Curriculum Assessment KS2 Results 2007 | Number of pupils in Y6 | 9 |
|--|------------------------|---|
| As the number of pupils eligible for assessment at the end of key stage 2 in was | | |

greater than four but fewer than 10, overall performance indicators only are included

| Percentage of pupils attaining at least level 4 in mathematics, science, and English by teacher assessment | | | |
|--|-------|----------|-------|
| In the school | 66.7% | In Wales | 74.1% |

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

Appendix 4

Evidence base of the inspection

A team of three inspectors, who were present at the school for seven inspector days, carried out the inspection. They were accompanied by a peer assessor. There was no nominee.

Pre-inspection meetings were held with parents and the GB to discuss the life and work of the school.

Parents completed five questionnaires which were analysed carefully and 94% of responses were positive.

Discussions were held with the interim headteacher and staff with responsibilities and support staff.

School documentation and samples of pupils' work were examined.

Inspectors observed 42 lessons or sessions in total covering the whole age range.

A sample of pupils' work from across the ability range in each year group was examined.

Inspectors listened to a sample of pupils reading across the age range. Discussions were held with pupils, including the school council, about their work and about the life of the school.

Pupils' behaviour was observed during break periods, at lunchtimes and at the end and beginning of the school sessions.

Inspectors attended assemblies and observed extra-curricular activities.

Post-inspection meetings were held with the interim headteacher, staff and the GB.

Appendix 5

Composition and responsibilities of the inspection team

| Team member | Responsibilities |
|---|--|
| Phillip Edwards Registered Inspector | Context, Summary, Recommendations and appendix, Key Questions 5, and 6 and contributions to all key questions SEN, mathematics, Welsh 2 nd language, design technology, information technology, geography, physical education |
| Mary Dyas Team Inspector | Contribution to Key Questions 3, 4 and 7 Under-fives, English, science, history, art and religious education |
| | Contributions to Key Questions 2, 3 and 7 English and religious education |
| Janet Warr Lay Inspector | Contributions to Key Questions 1, 3 and 4 |
| Mrs Jayne Edwards Peer Assessor | Contribution to team meetings and scrutiny of evidence, in particular for standards, assessment and accommodation |
| Interim headteacher | Attending meetings and providing a school response to the inspection report |
| Nominee | There was no nominee available for this inspection |

Acknowledgement

The inspection team would like to thank the governors, interim headteacher, staff, pupils and parents of Aberllechau primary school for their co-operation and courtesy throughout the inspection.

The contractor:

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