

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

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

**Alaw Primary School  
Egypt St  
Trealaw  
Rhondda Cynon Taff  
CF40 2UU**

**School Number: 6742052**

**Date of Inspection: 18/05/09**

**by**

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Alaw 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 Alaw Primary School took place between 18/05/09 and 20/05/09. An independent team of inspectors, led by Luned Eleri Betts undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

## Year groups and key stages

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

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

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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## Context

### The nature of the provider

1. Alaw Primary School is located in the small town of Trealaw in the Rhondda Valley. The school is housed in two very different buildings; the building which accommodates key stage 2 (KS2) dates back to 1910 while the one where the early years and key stage 1 (KS1) are located dates from 1938. The local authority (LA) is Rhondda Cynon Taff.
2. The area served by the school is designated a Communities First area, which indicates a higher than average level of social deprivation and is increasingly economically disadvantaged. Pupils come from a range of backgrounds.
3. Currently 22.4 per cent of pupils are entitled to free school meals. This is higher than national percentages but around the same as local figures. However, this percentage varies year on year. In the last academic year the number of pupils' eligible for free school meals was significantly lower.
4. Pupils are placed in seven classes; all contain mixed age groups. Nine full-time teachers are employed. The school is experiencing an increasing roll. Currently there are 195 pupils, a figure that includes 38 full time nursery children and an LA funded class of 13 learners in Early Years and KS1 with Complex Learning Difficulties, who are brought in from across the authority. This replaces the two SEN classes located at the school during the last inspection.
5. Fifty six pupils (30 per cent) are on the special educational needs (SEN) register but no pupil has a statement of SEN. This percentage is higher than local and national comparisons. The number on the SEN register has increased considerably since 2006. Assessment of children on entry shows a downward trend in attainment.
6. There are no pupils who have English as an additional language and none who uses Welsh at home. No pupil has been excluded in the last twelve months. One per cent of pupils are from a minority ethnic group. No pupils are 'looked after' by the LA.
7. The school was last inspected in May 2003. Since then there have been considerable changes in the management of the school with the appointment of a new headteacher and deputy.
8. The school gained the Basic Skills Quality Mark for the second time in December 2007. It is now working for the fourth Healthy Leaf award and is a National Association of Professional Teaching Assistants (NAPTA) centre for good practice. It has also gained Dyslexia Friendly status recognition.

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

### **9. The school's main aims are to:**

- foster a safe and caring school community which values and enriches each member of it, whether adult or child;
- provide a stimulating and secure environment which will encourage the development of self-awareness, self-esteem and self-confidence;
- provide a broad and balanced curriculum, enabling each learner to realise his/her full potential and equipping him/her for life within and outside the school environment;
- encourage in each pupil an enquiring and enthusiastic approach to learning and the development of individual responsibility;
- foster moral values and a caring attitude to the world and its inhabitants along with a tolerance and respect for people regardless of race, colour, creed, ability or disability;
- maintain effective communication with parents and governors and seek co-operation and develop mutual trust and understanding; and
- liaise with the feeder secondary, local primary schools and outside agencies to promote continuity and progression in children's learning experiences and achievements.

### **10. The school's priorities for this year are to:**

- implement the Foundation Phase for under-fives and prepare for its implementation in KS1;
- implement the revised curriculum orders in KS2;
- improve standards of teaching and learning in non-core subjects by the development of moderation of levels and standards and consistency of record keeping;
- raise standards of teaching and learning in writing, spelling and handwriting in both key stages;
- improve identification for more able and talented pupils;
- develop and refine assessment framework procedures by improving standards and self-assessment in learning skills;
- develop policy and practice for education for sustainable development and global citizenship(ESDGC); and
- develop the leadership roles of teachers in the Foundation Phase and the role of support staff through the second phase of NAPTA.

### **11. The school's bilingual mission statement is:**

Different voices singing the same melody. Gwahanol leisiau yn canu'r un alaw.

## Summary

12. Alaw Primary School is a good school with outstanding features. Under the inspiring leadership of the headteacher, excellent progress has been made since the last inspection. She has succeeded in creating a wonderful learning environment where all adults who work at the school give of their best, and work exceptionally effectively as a team of practitioners for the benefit of every pupil.

### Table of grades awarded

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

13. The team agreed with the judgement made by the school in four of the seven key questions. In the other three questions the team awarded a higher grade because these questions displayed a number of outstanding features.

### Standards

14. In KS1, taking mainstream pupils only into consideration, the number of pupils who attained a Level 2, the level expected of those who are seven years of age in National Curriculum (NC) assessments, has been above local and national percentages for the last three years in English, mathematics, science and the core subject indicator (CSI) which is the number attaining a Level 2 in all three core subjects.
15. In KS2, results have improved significantly in the last few years. In 2007 and 2008 the number of pupils who attained a Level 4, the level expected of pupils who are eleven years of age, has been above local and national percentages in all three core subjects and the CSI.
16. When compared with similar schools in 2006, the performance of pupils in KS1 was in the upper quarter for English, mathematics and the CS1 and in the

second quarter for science. In 2007 performance dipped in all three core subject and the CS1. When compared with a lower group of free school meals in 2008 however pupils' performance was in the lower quarter for English and mathematics, in the third quarter for CS1, and in the upper quarter for science.

17. When compared with similar schools in 2006 and 2007 attainment by pupils in KS2 showed a shift from the lower quarter to the upper quarter in science, mathematics and the CS1, with English being in the second quarter. In 2008 compared to a different group of schools however, pupils' performance was in the third quarter for core subjects and in the second quarter for the CS1.
18. In both key stages there is no significant difference between the performance of boys and girls. Both genders have shown significant improvement in performance in the last few years. Most pupils achieve the short-term targets agreed with their teachers.

### Grades for standards in lessons observed during the inspection

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
27%	73%	-	-	-

19. These figures are much higher than the national averages as published in Her Majesty's Chief Inspector of Schools (HMCI)'s Annual Report for 2007-8, where overall standards in primary schools in Wales are reported to be Grade 2 or better in 84% of lessons. Standards are also much better than the Grade 1 national average of 12%. These percentages show a significant improvement in standards since the last inspection.

### Grades for standards in areas of learning for under-fives

Personal and social development, well-being and multi-cultural diversity	Grade 1
Language, literacy and communication skills	Grade 2
Mathematical development	Grade 2
Welsh language development	Grade 1
Knowledge and understanding of the world	Grade 1
Physical development	Grade 2
Creative development	Grade 1

20. The overall quality of the provision for the under-fives is appropriate to their needs and children make good progress towards the Foundation Phase outcomes.

### Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Welsh second language	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Music	Grade 1	Grade 1
Foundation Phase	Grade 1	

21. In the key skills of literacy, numeracy and information and communications technology (ICT), under-fives and pupils in both key stages achieve consistently good standards. Skills in listening are very good in all classes. Although standards in writing are good throughout the school, some younger pupils in KS2 find the technicalities of writing, including spelling and presentation of work, challenging. Skills in problem solving are well established across all areas of learning and subjects.
22. In bilingualism, pupils' competence is good. Younger nursery children demonstrate outstanding confidence in using Welsh. Bilingual skills are good in KS1, but pupils' use of Welsh is inconsistent. As pupils move up the school in KS2 they show progression in bilingual competence. Creative skills are very good across the school.
23. Learners succeed well regardless of their social, ethnic or linguistic background. The majority of pupils, including those with SEN, achieve commensurate with their age and ability and make consistently good, and often very good, progress towards fulfilling their potential.
24. Pupils make outstanding progress in the development of their personal, social and learning skills. Nearly all pupils have exceptionally good attitudes to learning. Their behaviour is outstanding. They show care and consideration for others, have an excellent understanding of equal opportunities and are very well prepared for the diversity in society. They are also very well prepared for effective participation in the workplace.
25. At 91.43 % the average rate of attendance for the three terms prior to the inspection is below the LA and national averages and those for similar schools.

### The quality of education and training

#### Grades for teaching

26. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
41%	59%	-	-	-

27. These figures are well above the national averages as published in HMCI's annual report for 2007-8, where overall the quality of teaching in primary schools in Wales is reported to be a Grade 2 or better in 83% of lessons, and Grade 1 in 16% of lessons. These figures are significantly better than during the last inspection.
28. Overall the quality of teaching has many outstanding features. Teachers display excellent subject knowledge, have a clear understanding of recent initiatives and curriculum developments and have a very good awareness of the ways in which children learn.
29. The school's assessment procedures are good with several outstanding features. All statutory requirements are met. A broad range of assessment strategies is used and most pupils have an excellent understanding of the purpose of assessment. Annual reports to parents are of excellent quality.
30. Curriculum provision is broad, balanced and fulfils statutory requirements. Continuity and progression provided for learners are outstanding features. Very effective differentiation in tasks provided and in group work organisation ensures that the school meets the needs and aspirations of the wide range of abilities. The school's response to curriculum changes to reflect the requirements of the Foundation Phase and Curriculum 2008 are outstanding.
31. The schools' provision for developing key and basic skills is excellent.
32. Provision for off-site and extra curriculum provision is also excellent and includes clubs for learners of all ages.
33. The school's positive and caring ethos promotes learners' personal development very effectively. Moral development is promoted well and overall spiritual development is good. Collective worship meets statutory requirements.
34. Provision for cultural development is good with outstanding features. Pupils are guided to respect the way other cultures are reflected through customs and celebrations. Provision for reflecting the culture of Wales is outstanding and is steadily impacting on standards in bilingualism.
35. Opportunities for providing education for ESDGC are very good. The school's very strong commitment to fair trade, sustainable development and healthy living is fully understood and supported by pupils.
36. The school's partnerships with parents, the community and other schools and providers are outstanding. The open door policy and daily informal contact between parents, carers and teachers are good features.
37. The school has extremely close links with the community and surrounding schools and colleges of further education. The school council works very well with councils from cluster schools. Partnership with industry is a very good feature.

38. The school plans and manages care arrangements extremely well and, as a result of very good arrangements, pupils are well supported by all adults who work in the school, as well as by a wide range of external agencies. Well-documented policies and procedures ensure the safety and well being of everyone.
39. The overall quality of provision for pupils with ALN, including those with SEN, and more able and talented pupils, is good. Provision in the special class is very good. The school ensures equal treatment of disabled learners.
40. Support for pupils whose behaviour impedes their progress, and that of others is very good. The behaviour policy and its rewards and sanctions are applied consistently.

### **Leadership and management**

41. The head teacher is a very successful and effective leader and manager, and is extremely well assisted by the deputy head teacher who shares a clear vision for implementing the school's aims and objectives. Values are reflected extremely well in the daily life and work of the school; the aims are fully understood by all staff.
42. The school's self-evaluation process is honest and reflective and is a catalyst for change. It is ongoing and consistent and encourages self-reflection and a shared vision for improvement amongst all stakeholders. Leaders identify relevant areas for improvement. Very good account is taken of local and national priorities. Performance data is used very well to guide the school in raising standards.
43. Progress since the last inspection has been outstanding. School development plans (SDPs) have been instrumental in leading this progress and guiding the outstanding preparations and practices for the Foundation Phase and the new skills' based curriculum in KS2.
44. Stakeholders, including pupils and their parents, play an extremely effective role in the school's self-evaluation process.
45. There are sufficient qualified and experienced staff to cover the curriculum. Both teaching and support staff are very well deployed.
46. A programme of refurbishment over the past four years has been very effective in improving the quality of the accommodation, especially in relation to the planning and preparation of outside classrooms for Foundation Phase. Although work has not yet been completed, what has already been achieved is outstanding.
47. The school provides an excellent range of resources to support learning in all areas and subjects, and these match the educational needs of learners.

48. The governing body (GB) fulfils its legal and statutory requirements. Members are very supportive of the school's management. They are committed to their roles and play an integral part in the self-evaluation process. They ensure that targets in the SDP are supported through adequate resources.
49. Overall financial implications are clearly thought through and the school gives very good value for money.

## Recommendations

In order to move the school forward staff and GB need to:

- R1 raise standards in writing and presentation of work especially at the lower end of KS2;
- R2 further develop consistency in bilingual skills across both key stages;
- R3 improve the school's attendance percentages; and
- R4 continue with the outstanding progress made in improving the quality of the accommodation and site for the implementation of the Foundation Phase.

R1 and R2 are already priorities in the current SDP while other recommendations are identified as areas to develop in the self-evaluation report.

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

## Standards

### **Key Question 1: How well do learners achieve?**

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

50. The grade awarded by the inspection team matches the grade given by the school in its self-evaluation report.
51. It has been difficult in the past to give an accurate picture of pupils' attainment in KS1 because of the inclusion of the results of pupils in the special class. However, since 2006 dual figures have been published which show a fair comparison with other schools, and a more accurate assessment of the school's performance.

52. In KS1 taking mainstream pupils only into consideration, the number who attained a Level 2 in NC assessments has been above local and national percentages for the last three years in English, mathematics, science and the CSI. When pupils in the special class are included, percentages are below both local and national percentages in English, mathematics and the CS1 but remain the same in science.
53. Taking mainstream pupils only in KS1 into consideration the number of pupils who attained the higher Level 3 is consistently above local and national percentages except for 2008 when there was a dip in the number of pupils performing at the higher level. However, there were a high proportion of pupils with SEN in this cohort showing that the numbers of pupils attaining the Level 3 changes on a year to year basis in relation to the make up of the cohort.
54. In KS2 results have improved significantly in the last few years. In 2007 and 2008 the number of pupils who attained a Level 4 has been above local and national percentages in all three core subjects and the CSI. The number of pupils who attained the higher Level 5 has significantly exceeded both local and national percentages.
55. It is difficult also to provide an accurate picture in both key stages of attainment against pupils in similar schools because the school moved in 2008 to a group with a lower number of free school meals.
56. When compared with similar schools in 2006, the performance of pupils in KS1 were in the upper quarter for English, mathematics and the CS1 and in the second quarter for science. In 2007 performance dipped in all three core subjects and the CS1. When compared with the lower group of free school meals pupils' performance was in the lower quarter for English and mathematics, in the third quarter for CS1, and in the upper quarter for science.
57. In comparison with similar schools in 2006 and 2007 attainment by pupils in KS2 showed a shift from the lower quarter to the upper quarter in science, mathematics and the CS1, with English being in the second quarter. In 2008 compared to a different group of schools however, pupils' performance was in the third quarter for core subjects and in the second quarter for the CS1.
58. In both key stages there is no significant difference between the performance of boys and girls. Both genders have shown significant improvement in performance in the last few years.

#### **Grades for standards in lessons observed during the inspection**

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
27%	73%	-	-	-

59. These figures are much higher than the national averages as published in HMCI's Annual Report for 2007-8, where overall standards in primary schools in Wales are reported to be Grade 2 or better in 84% of lessons. Standards are

also much better than the Grade 1 national average of 12%. These percentages show a significant improvement in standards since the last inspection.

### Grades for standards in areas of learning for under-fives

Personal and social development, well-being and multi-cultural diversity	Grade 1
Language, literacy and communication	Grade 2
Mathematical development	Grade 2
Welsh language development	Grade 1
Knowledge and understanding of the world	Grade 1
Physical development	Grade 2
Creative development	Grade 1

60. The overall quality of the provision for the under-fives is appropriate to their needs and children make good progress towards the Foundation Phase outcomes.
61. Baseline and reception assessment data show that mainstream children make good progress between nursery and reception in those areas which are most in need of development on entry, especially in relation to boys.

### Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Welsh second language	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Music	Grade 1	Grade 1
Foundation Phase	Grade 1	

62. Most pupils achieve the short-term targets agreed with their teachers. The school's analysis of performance data at end of each key stage shows that the vast majority meet or exceed their personal targets.
63. In the key skills of literacy, numeracy and ICT, under-fives and pupils achieve consistently good standards. Skills in listening are very good in all classes; pupils realise that listening well to instructions will help them complete the exciting tasks provided to a high standard.
64. In speaking and reading, standards are consistently good. Pupils know that what they say is valued. Reading skills develop well because of pupils' enjoyment in researching and finding things out for themselves. This is evident in the under-fives class and in both key stages.

65. Although standards in writing are good throughout the school, some younger pupils in KS2 find the technicalities of writing, including spelling and presentation of work, challenging.
66. Standards in numeracy are good. Across the school, pupils handle numbers and data competently. Skills in problem solving are well established across all areas of learning and subjects.
67. Standards in ICT are good and often outstanding. Very young children make skilled use of the whiteboard and computer; as they proceed throughout the school pupils' ability to use the computer to record, handle data and research is highly developed.
68. In bilingualism, pupils' competence is good. Younger nursery children demonstrate outstanding confidence in using Welsh. Bilingual skills are good in KS1 but pupils' use of Welsh is inconsistent. As pupils move up the school in KS2 they show progression in bilingual competence. Creative skills are very good across the school.
69. Learners succeed well regardless of their social, ethnic or linguistic background. The majority of pupils, including those with SEN, achieve commensurate with their age and ability and without exception make consistently good, and often very good, progress towards fulfilling their potential. Most pupils have a good awareness of what they can do well and where they need to improve. Their good thinking skills enable them to move up with confidence to the next class and to look forward to the next stage in their learning.
70. Pupils make outstanding progress in the development of their personal, social and learning skills.
71. Nearly all pupils have exceptionally good attitudes to learning. Pupils are happy and enjoy coming to school. They are very interested and work hard in lessons. Older pupils particularly show excellent motivation and enjoy finding things out for themselves. Pupils collaborate and support each other very well when working in groups and pairs and at all other times. Nearly all sustain very good levels of concentration and the least and more able persevere very well with their tasks.
72. Pupils' behaviour is outstanding. They show care and consideration for others and are particularly vigilant of their colleagues.
73. Pupils know that good behaviour is expected of them. They feel that teachers trust them and treat them fairly. Pupils do not see bullying as a problem and are aware what they need to do should it occur.
74. Pupils have an excellent understanding of equal opportunities because this is embedded in the school's work and particularly through the integration of the pupils from the special class. Boys and girls work and play together very well. All are very well prepared for the diversity in society.

75. At 91.43 per cent the average rate of attendance for the three terms prior to the inspection is below the LA and national averages and those for similar schools. Absences are caused mainly by illness, but the overall rate is adversely affected by an increasing number of family holidays in term time.
76. Nearly all the pupils attend school regularly and arrive on time at the start of the day. They enjoy the breakfast club which has improved the punctuality of a few pupils.
77. Pupils, including those with SEN, are exceptionally well prepared for effective participation in the workplace. They understand the importance of working together as a team. Older pupils particularly learn valuable managerial, negotiating and leadership skills.
78. Roles and responsibilities such as Helpwr Heddiw and monitors are taken seriously. Y6 pupils have additional responsibilities as head boy and girl and make presentations to the GB. Y5 are trained peer mediators and first-aiders. They develop a very good understanding of corporate responsibilities through their roles on the well established school council and Eco committee.
79. Pupils have a very good understanding of the world of work through their involvement in projects and events. Members of the school council for example have cleared the outside area and prepared the ground for decking. They have also painted the room used for those who have packed lunch and murals on the old air raid shelter in the yard.

## The quality of education and training

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

#### Grade 1: Good with outstanding features

80. The grade awarded by the inspection team matches the grade given by the school in its self-evaluation report.
81. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
41%	59%	-	-	-

82. These figures are well above the national averages as published in HMCI's annual report for 2007-8, where overall the quality of teaching in primary schools in Wales is reported to be a Grade 2 or better in 83% of lessons, and Grade 1 in 16% of lessons. These figures are significantly better than during the last inspection.
83. Overall the quality of teaching has many outstanding features. Lessons are planned in detail and there is excellent differentiation of tasks to meet pupils'

needs. As well as developing pupils' knowledge and understanding, teachers carefully match lessons to key skill targets. They ensure that lessons have clear objectives that are shared with pupils, and are appropriately referred to during the course of the lesson.

84. Lessons proceed at a brisk pace and teachers stimulate and challenge pupils in an outstanding way. The excellent multi-sensory approaches to teaching have a direct positive effect on the quality of learning. Teachers display excellent subject knowledge, have a clear knowledge of recent initiatives and curriculum developments, such as Foundation Phase requirements and the development of skills ladders; they have very good awareness of the ways in which children learn.
85. Staff have an outstanding relationship with pupils, based on mutual respect; their expectations are high. All members of staff work very effectively as a team.
86. Teachers and support staff use high quality resources in an imaginative way and supplement learning most effectively.
87. Teachers plan to meet pupils' needs flexibly through the 'Building Learning Power' programme. The highly effective use of a variety of teaching and learning strategies allows them to monitor and review pupils' progress extremely well. An outstanding feature is the highly effective questioning technique used by all practitioners. Teachers respond extremely well to the input of learners, and all pupils, including those with SEN and more able and talented pupils, benefit from the flexibility offered by the skills-based curriculum.
88. The extra help provided for pupils needing support with language skills is purposeful and effective. In the majority of classes, appropriate attention is given to fostering pupils' bilingual competence, for example, using incidental Welsh throughout the day. Although the homework programme is not firmly established to build on the skills promoted in the new curriculum, tasks set are relevant and consolidate and often extend learning.
89. The school's assessment procedures are good with several outstanding features. All statutory requirements for assessing and reporting on NC subjects are met.
90. The use of assessment for the under fives is clearly linked to Foundation Phase requirements, and teachers' observations identify the strengths and areas for development of individual children. Baseline assessments are implemented effectively, and the 'Look what I can do' profiles are impressive records of children's achievements.
91. The assessment framework has a positive effect on pupils' learning, and is used exceptionally well to inform planning. A broad range of assessment strategies is used; they include observation, discussions, marking, focused skills assessment, listening to learners and standardised tests. Data is used very well to ensure that the needs of individuals, groups or whole classes are

catered for appropriately, and the electronic tracking system ensures that pupils' progress is monitored effectively.

92. The 'Proud to Present' files record pupils' progress in all subjects. Portfolios of pupils' work in core subjects have been moderated carefully against NC criteria by schools in the cluster. Together with detailed school portfolios, they are particularly useful tools for standardising assessments, and ensure excellent progression and continuity in learning.
93. Most pupils have an excellent understanding of the purpose of assessment. In all classes work is marked consistently, and teachers' comments draw attention to good features in the work. There is guidance also on how pupils can improve their work, and pupils are provided with regular opportunities to reflect and talk about their learning progress and goals, for example, through written dialogue with teachers. Teachers set targets with individual pupils; through these pupils understand what they need to do to improve, both academically and socially. Pupils also make outstanding use of self-evaluation methods, such as their termly skills learning record, and peer assessment, to ascertain their strengths and areas for development.
94. Parents and carers are happy to meet teachers once a term to discuss their children's progress. Annual reports are of excellent quality, meet statutory requirements and provide a very clear picture of what pupils achieve. They have been redesigned recently to reflect the skills-based curriculum. Pupils' contribution to their own reports is outstanding. Parents are pleased to be able to comment in writing on the reports.
95. Relevant information is transferred to the LA, to the local secondary school, and to various outside agencies, to ensure progress and continuity in children's learning.

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

**Grade 1: Good with outstanding features**

96. The grade awarded by the inspection team does not match the Grade 2 given by the school in its self-evaluation report. A higher grade was awarded for this question because of the outstanding cohesiveness of curriculum planning which is based on developing pupils' learning skills.
97. Curriculum provision is broad, balanced and fulfils statutory requirements. Very effective differentiation in tasks provided and in group work organisation ensures that the school meets the needs and aspirations of the wide range of abilities. The school's response to curriculum changes to reflect the Foundation Phase and the requirements of Curriculum 2008 are outstanding.
98. Curriculum experiences provided for under- fives and KS1 are based very effectively on a balance between the very imaginative combination of adult led activities and experiential learning. Planning is flexible. In these classes, long-

term planning based on stimulating topics, appropriately links all areas of learning and subjects. Short- term planning is very successfully shared with all the adults who work in the classrooms.

99. In both inside and outside classrooms the learning environment for under-fives and KS1 is stimulating and promotes pupils' curiosity, independence and desire to learn. Displays in these classrooms are an integral part of curriculum provision.
100. In KS2 curriculum provision very successfully develops pupils' learning and specific subject skills. Literacy and historical themes are often effectively used as a basis for topic learning. Links between groups of subjects are imaginative and ensure that pupils are able to apply learning skills achieved and consolidate them in a range of subject contexts. This highly successful aspect is underpinned by the school's very effective interpretation of the skills' based curriculum in skills ladders across all subjects. Even though all classes are all mixed age, the collaboration of staff on this activity has ensured that the curriculum shows progression for all pupils and that teachers are aware of the expectations for all age and ability groups.
101. Provision for developing key and basic skills is excellent. Literacy, numeracy and ICT skills feature prominently in planning. Communication skills across subjects often develop empathy while opportunities to use numeracy and ICT provide pupils with an awareness of how information can be recorded. Problem solving skills, integrated into pupils' thinking and critical skills, and featuring consistently in planning, have a positive effect on learners' performance.
102. The school's provision for off-site and extra-curricular activities is excellent. Visits to places linked with classroom activities are well integrated into class study. Younger children visit the seaside to enhance the effectiveness of their termly topic while older pupils visit places such as The Winding House in Tredegar to build on their understanding.
103. Y6 pupils go on a residential visit to Llangrannog; this provision develops their social, independent and learning skills. Their entrepreneurial skills develop well when they plan activities to fund this visit.
104. Clubs for learners of all ages including craft and sporting activities, develop learners' interest very effectively. Visitors to school from a range of vocational organisations complement curriculum delivery.
105. The school's positive and caring ethos promotes learners' personal development very effectively. The school's formal PSE programme successfully promotes self-esteem and guides pupils towards high expectations and good living. It ensures that they understand the importance of equality and the dangers of stereotyping.
106. Moral development is promoted well. Pupils feel a responsibility for ensuring that school rules are adhered to.

107. Collective worship meets statutory requirements. Although provision for developing spiritual feeling is good overall and is a consistent feature in classrooms, opportunities to promote spirituality in collective worship are often missed.
108. Strategies for developing cultural understanding are good with outstanding features. Pupils are guided to respect the way other cultures are reflected through customs and celebrations.
109. Arrangements for reflecting the culture of Wales are outstanding and are steadily impacting on standards in bilingualism. Younger pupils are introduced to the emblems of Wales and its festivals while older ones have a developing awareness of good role models in Wales who are currently making a mark for themselves on the world stage. Their poems on 'My Wales' show a sense of belonging and pride in present-day Wales while their study of the Age of the Princes in Wales consolidates their understanding of Welsh history.
110. Opportunities for providing education for ESDGC are very good. Pupils are made aware of their responsibilities towards others less fortunate when collecting for good causes. The school's 'Fair trade Fortnight' events are fully understood and supported by pupils.
111. The Eco-committee is very involved in making decisions on sustainable development. The school has an effective recycling, composting and energy-saving programme. Older pupils grow vegetables in the school allotment and run a healthy tuck shop. These whole-school initiatives are extremely helpful in ensuring that national priorities have a full effect on community regeneration.
112. The school's partnerships with parents, the community and other schools and providers are outstanding.
113. The quality of information for parents and carers is excellent and includes a comprehensive information pack on the Foundation Phase as well as information on policies and after-school clubs. Regular newsletters, an outdoor notice board and other communications keep parents and carers extremely well informed. The school has an open door policy and daily informal contact between them and teachers is consistently good.
114. Language and Number and Play courses, as well as presentations on curriculum changes, are very well attended and beneficial. Nearly all attend the termly parent-teacher meetings and sign the home-school agreement.
115. The very active Parents' Association accesses funds and provides generous financial support. A small number of adults provide valuable support in class, on visits and with practical activities; this has a very positive effect on pupils' learning.
116. The school has extremely close links with the community. It hosts computer and accountancy courses and as a result several students have accessed further education and gained qualifications and jobs. Pupils entertain the community on a regular basis

117. The school is involved in the Trealaw Regeneration Enterprise and is very well supported through its links with Communities First Partnership. The premises are used throughout the year for play schemes and after school clubs including the Safe Haven scheme.
118. The school has very close links with surrounding schools and colleges and provides very valuable training and work experience for secondary school and child care students. The school council works very well with councils from cluster schools.
119. Transition arrangements with the secondary school are well established. Y6 pupils are involved in a wide range of cross-phase bridging units, sporting projects as well as joint sports competitions.
120. The school's partnership with industry is a very good feature. Local businesses provide a range of donations and sponsorships. Pupils make visits to see people at work, for example they see market traders and gardeners at work, as well as working on traditional crafts at Cosmeston and the Museum of Welsh Life. Older pupils in KS2 have questioned naval engineers and stonemasons and have seen the work undertaken by structural engineers, architects and artists on visits to Cardiff Bay. All pupils observed skilled carpenters working on the stepped access to outdoor areas in the KS1 building.
121. The school has strong links with the Education Business Partnership. The headteacher, deputy and a senior teacher have benefited from placements in industry that enhance their teaching and management skills and professional development.
122. The manner in which pupils are prepared for their future and life-long learning is outstanding. The school's provision for critical skills ensures that pupils are well prepared to becoming employees. The Y6 'Leavers Tree' in the main reception area, provides a leaf for each pupil to record their aspirations for their own future.

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

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

123. The grade awarded by the inspection team does not match the Grade 2 given by the school in its self-evaluation report. The inspection team identified several outstanding features in the ways pupils are cared for, guided and supported, and judged that the school underestimated the quality of its provision.
124. The school plans and manages care arrangements extremely well, and as a result of very good arrangements, pupils are well supported by all adults who work in the school, as well as by a wide range of external agencies. The quality of pastoral care, support and guidance is outstanding; pupils confirm that they feel happy and secure in school. The warm relationships between adults and pupils reflect the caring ethos.

125. The school works most successfully in partnership with parents, and takes careful account of their views. On specific issues, parents' opinions are sought and their views acted upon. They stated in the pre-inspection meeting that they are fully informed about care arrangements, praised them and said that they feel confident in approaching the school with any concerns.
126. A highly effective induction programme helps children settle quickly in school which includes an information pack for parents, a starting school booklet, and a home-school agreement. Learners moving from other schools at a later stage are warmly welcomed, and an outstanding feature of the provision is the way they are introduced to a member of the school council who will then support them and help them settle.
127. The quality of personal support and guidance is extremely good. Each pupil is treated as an individual, and his or her particular needs are identified. An excellent comprehensive personal and social education programme is implemented so that pupils grow in confidence and self-esteem. Staff know pupils well, and have a high standard of concern for their welfare and well being. Pupils in the special class benefit greatly from the expertise of teachers and support staff who work closely with outside agencies to ensure that the particular needs of individual pupils are met.
128. Outstanding features of the school's provision are the nurture sessions, which are implemented when necessary, to give valuable support and guidance to pupils with extra personal and social needs. Another excellent feature is the individual counselling that is available to all pupils by a trained child counsellor.
129. The well-established school council is an effective means by which pupils can effect changes in school routines.
130. Well-documented policies and procedures ensure the safety and well being of everyone within the school. Health education is successfully included in areas of learning across the curriculum, and includes the promoting of the benefits of a healthy diet and lifestyle. Risk assessments are undertaken both within the school and for educational visits. Appropriate arrangements are in place for the recording of accidents, regular fire drills, the administration of medicines and first aid.
131. There is an appropriate policy for child protection, with two nominated staff child protection officers. All adults are aware of procedures, and have undertaken training.
132. The overall quality of provision for pupils with SEN and the more able and talented pupils, is good. Procedures are well managed by the special educational needs co-ordinator (SENCo). Arrangements for identifying and assessing pupils' individual learning needs are effective, and early baseline assessment identifies children who may have additional needs. On-going and interim assessment in the Foundation Phase is a valuable diagnostic tool to identify children in need of extra support. Maintaining dyslexia-friendly

strategies identifies possible specific needs, and the school is engaging well with autism aware strategies.

133. Pupils with SEN have appropriate individual education plans (IEP)s that provide achievable targets for learning. IEPs are reviewed on a termly basis, and arrangements to inform and involve parents are good. Effective additional support for these pupils is provided by class teachers in both key stages, and also by support staff in KS1. Pupils in need of extra help in oracy, literacy and numeracy benefit from programmes such as Teaching Talking, Catch Up, and Spotlight that are taught effectively by support staff in withdrawal sessions.
134. Provision in the special class is very good, with staff encouraging communication and social interaction in excellent ways. The close, warm relationship they have with the pupils fosters development effectively, and the use of purposeful repetition, effective use of praise and rewards, the importance placed on pupils' interests and the structured way in which pupils are taught, ensure that they are being provided well with the skills they need for life. In general, these IEPs are appropriately linked to social and language aspects.
135. The school ensures equal treatment of disabled learners. There is a suitably detailed access plan that addresses statutory requirements of the Disability Act, should there be pupils, employees and service users with physical disabilities in the school.
136. Pupils with physical disabilities are taught alongside their peers with appropriate sensitive support. Those with sensory impairment are well supported by specialist teachers provided by the LA.
137. There are very effective policies and procedures in place to monitor pupils' attendance and punctuality, behaviour and performance.
138. The school provides a very good level of support for pupils whose behaviour impedes their progress, and that of others. If necessary, appropriate individual behaviour plans are formulated, and the school wisely makes referrals to the behaviour support service to seek advice, as the need arises. The school council devise school rules and protocols for areas such as the research room and has a role in monitoring behaviour.
139. The behaviour policy and rewards and sanctions procedures are applied consistently, and the 'Proud to Present' scheme represents excellent positive strategies to reinforce good behaviour.
140. Pupils' attendance and punctuality are extremely carefully monitored. Initiatives such as first day response to absence and "late at the gate" are undertaken from time to time with support from the Education Welfare Officer. The school works effectively with the very few families that give concern both in terms of attendance and family welfare

141. The overall quality of provision to promote equal opportunities is very good. An outstanding feature is the way in which pupils from the special class are well integrated into school life. Learning activities promote gender equality well. Opportunities to work with members of 'Sporting Marvels' who represent other countries and cultures, promote mutually respectful relationships.
142. Diversity is very well recognised and actively promoted. All staff collaborated to formulate the school's mission statement, 'Different voices singing the same melody', which declares the school's commitment to diversity.

## **Leadership and management**

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

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

143. The grade awarded by the inspection team matches the grade given by the school in its self-evaluation report.
144. Although standards in key question 1 were judged to be a Grade 2, the inspection team decided that this question was worthy of a Grade 1. The team judged that the good, and often very good, progress made by pupils, and the outstanding improvement in all aspects since the last inspection were the result of excellent leadership and management.
145. The head teacher is a very successful and effective leader and manager, and is extremely well assisted by the deputy head teacher who shares a clear vision for implementing the school's aims and objectives.
146. School values are reflected extremely well in the life and work of the school, and the aims are fully understood by all staff. They are reviewed annually in line with school development planning.
147. Equality for all ensures opportunities for everyone to contribute to a common aim, and the school has an outstanding strength in community-building at many levels. All adults undertake their responsibilities diligently and enthusiastically.
148. Very good account is taken of local and national priorities. The school runs a breakfast club, and has won awards for health and eco-work. It uses initiatives such as physical education and school sports (PESS), Teaching Talking, and Communities First activities very well. The school positively embraces initiatives such as an after-school initiative with the secondary school, and also houses a community after-school club.
149. The SDP clearly outlines a range of challenging and realistic targets for school improvement. Over the past three years the school has been successful in meeting or exceeding its end-of-key-stage targets for attainment. Leaders identify relevant areas for improvement across the school, and ensure that

target-setting processes and procedures are well developed at pupil, class and whole-school level.

150. Leaders and managers at all levels contribute very well to the development of all staff and pupils through the school's schemes, policies and initiatives, and are proud of their school. There are appropriate job descriptions for every member of staff.
151. Arrangements for reviewing and promoting the professional development of staff members are excellent, and give good direction to staff. They are well organised and respond well to priorities in the SDP.
152. Regular staff meetings ensure information from training sessions is disseminated effectively to the whole staff, resulting in a positive impact on the quality of teaching and learning. In line with national guidelines the school has restructured teachers' responsibilities, in order to implement teaching and learning responsibilities.
153. Leaders and managers at all levels take pride in their responsibilities, and are eager to promote improvements in their various areas of responsibility.
154. The GB fulfils its legal and statutory requirements. Members are very supportive of the school's management. Individual responsibilities include designated governors for child protection, SEN and subject areas. Relevant committees and the full body meet regularly, and through discussion and negotiation have a positive impact on the running of the school.
155. Members of the GB are committed to their roles, and share the vision and values of the school. They are very well informed, enabling them to make effective decisions for the school's strategic development. They have been instrumental in bringing about many developments and improvements since the last inspection. Many members visit the school regularly, for example the chairperson is a member of the Eco-committee and works with pupils in the school's allotment.

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

**Grade 1: Good with outstanding features**

156. The grade awarded by the inspection team matches the grade given by the school in its self-evaluation report.
157. The school's self-evaluation process is honest and reflective and a catalyst for change. It is ongoing and consistent and encourages self-reflection and a shared vision for improvement amongst all stakeholders.
158. The self-evaluation report prepared for the inspection was detailed and provided a very clear picture of school development. The team agreed with the judgement made by the school in four of the seven key questions. In the other

three questions the team awarded a higher grade because these questions displayed a number of outstanding features.

159. Although an appropriately detailed action plan was drawn up following the last inspection report, there is little evidence to suggest that the document was shared with all stakeholders or that targets and responses were acted upon.
160. However, since the arrival of the present headteacher, a series of SDPs have ensured that actions have been taken which respond fully to the key issues in the last inspection report. The main target in the SDP in 2004 was to audit the school's situation in order to ensure a new start for the school.
161. Progress since the last inspection has been outstanding. Standards in Welsh throughout the school have improved significantly and in the key skills of numeracy, writing and ICT, the very effective provision across subjects has improved standards considerably. The school's commitment to developing skills and producing independent learners has ensured that progress and achievement for more able pupils is now an outstanding feature. Teachers now use assessment opportunities effectively to provide challenging work suited to the needs of the more able pupils. Statutory requirements are now fully met for recording pupils' absence and procedures relating to pupils' welfare are now updated and formulated.
162. Each consecutive SDP during the last four years has been extremely effective in guiding school improvement and securing changes, continuity and progression. These plans are modified if and when necessary and reviewed annually. These documents have been central to the school's outstanding preparations and practices for the Foundation Phase and the new skills- based curriculum in KS2.
163. Leaders and managers at all levels are very well informed about the performance of the areas for which they are responsible. The monitoring process has been extremely effective in raising standards. The cascading of the monitoring of classroom observations, work sampling and monitoring of planning has led to efficient and effective whole-staff collaboration. Feedback is given to individual staff on quality of teaching and standards in subjects, which include actions for improvement. Results of monitoring are used to inform whole- school planning.
164. The school's analysis of its performance data is outstanding; it is thorough and highly effective. It provides an excellent overview of the school's provision and performance. Effective use is also made of external agencies and LA reviews.
165. Stakeholders play an extremely effective role in the school's self-evaluation process. The school council ensures that learners are listened to consistently. Pupils are consulted regularly and consequently feel an integral part of how the school views itself, what is good about school life, and how aspects can be improved.

166. The views of parents and carers are considered consistently. They feel that their voices are heard and that the school responds to any suggestions they make. They appreciate being informed about the current curriculum changes and feel that this increases their awareness of how the school is progressing.
167. The GB plays an integral part in the self-evaluation process and ensures that actions taken result in measurable improvements. Members ensure that targets in the SDP are supported through adequate resources.

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

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

168. The grade awarded by the inspection team does not match the Grade 2 given by the school in its self- evaluation report. The inspectors judged that the quality, use and management of resources are outstanding features which enable staff to respond successfully in classrooms to targets set in the SDP. The development of the site to enable the school to provide effectively for the Foundation Phase is also an outstanding feature.
169. There are sufficient qualified and experienced staff to cover the curriculum in the Foundation Phase and both key stages. Teaching and support staff work very effectively in teams, collectively providing good levels of expertise and they make a very good contribution to raising and sustaining pupils' standards of achievement. Peripatetic music and visiting secondary school teachers make a significant contribution to curriculum provision.
170. Both teaching and support staff are very well deployed. Performance management strategies are clearly embedded and staff development is a prominent part of school culture and practice. Teachers make effective use of their planning, preparation and assessment time, and PPA cover is effective
171. Support staff has a professional development programme to ensure appropriate training is received and targets for future development are identified.
172. The caretaker plays a crucial role in the school, and his work on a day to day basis is appreciated by teachers and managers. His contribution to the improvements of the site for the Foundation Phase has been significant.
173. The school administrator works well with the headteacher to ensure that the school day proceeds effectively and efficiently. She ensures that the school's reception area is a welcoming place for visitors.
174. A programme of refurbishment over the past four years has been very effective in improving the quality of the accommodation. As a result, all classrooms are light and of a good size for the number of pupils on roll. The school makes excellent use of space in both buildings; both are safe and secure.

175. The quality of the accommodation in the building which houses the Foundation Phase is outstanding and includes safe and secure outdoor play areas both in front and at the back of the building; these areas allow children and pupils to engage in a range of stimulating activities. Although work has not yet been completed what has already been achieved is outstanding.
176. The ball pool, gym and a separate sensory room provided for pupils in the special class are facilities which are used by all children under seven years of age.
177. Pupils in KS2 benefit from a dedicated music room with a shared area used very effectively by staff for PPA activities. The spacious research room contains the computer suite and library. Outdoors the hard surface playground for KS2 pupils contains a gazebo, water feature and memorial garden used by pupils for quiet reflection.
178. The multi purpose halls in both buildings are of a good size. A dedicated classroom for serving lunch ensures that the main hall is free at all times; this is a very good feature of the accommodation. The school also has disabled toilet facilities and showers.
179. Both buildings are in good decorative order and are cleaned to a very good standard by cleaning staff. However external maintenance is still a cause for concern, particularly the roof in the younger building and stonework in both buildings.
180. The range of resources to support learning in all areas and subjects is excellent and these match the educational needs of learners. Resources are carefully managed by staff to enable learning priorities to be sustained. They are stored sensibly and easily available.
181. The school's resourcing for the implementation of the Foundation Phase; which includes multi-sensory learning spaces, is very good. Planning resources and research areas are also well advanced for the KS2 skills based curriculum. These have had a significant impact on pupils' learning throughout the school. Very good use is made of ICT resources throughout the school,.
182. Pupils are encouraged to "quality check" what resources are required to undertake a task to ensure they know how to use them effectively and efficiently.
183. The GB is fully involved in all spending decisions which are carefully considered to ensure best value and to reduce waste. Overall financial implications are clearly thought through and the school gives very good value for money.

## Standards achieved in subjects and areas of learning

Foundation Phase

Grade 1

### Personal and social development, well-being and cultural diversity

#### Grade 1: Good with outstanding features

##### Outstanding features

184. Older and younger children of nursery and reception age 'check in' confidently at the start of the day and eagerly get on with the day's work, whether it be playing by themselves or attaching themselves to a group. They form excellent relationships with other children and develop very positive attitudes to tasks and how well they can achieve them. They delight in finding out new things.
185. All children under five have a very good understanding of routines and are aware that they can make life more pleasant for themselves and others by following simple rules such as using quiet voices inside, looking after and respecting school property, listening attentively and being kind and caring to others.
186. Older and younger children take risks and effectively explore the continuous provision inside and outside the classroom. In new situations the majority begin to develop very well as independent learners.
187. The development of pupils' self-esteem and sense of belonging to the class is an excellent feature of their well-being.

##### Good features

188. Children under five respond well to adults, and in their activities show a good ability to respond to reason and conform when necessary.
189. All establish a good awareness of personal hygiene, understand the need for eating healthily and realise the benefits of looking after and exercising their bodies.
190. Children have a good knowledge of some symbols that represent Welsh culture and develop a positive attitude to their own identity and to the learning of Welsh. They also have a good awareness of other cultures, such as when they talk about the Chinese New Year and Divali. In these situations they begin to form positive views on diversity and to realise that every one is equally important, similar and different.

##### Shortcomings

191. There are no important shortcomings.

## **Language, literacy and communication skills**

### **Grade 2: Good features and no important shortcomings.**

#### **Good features**

192. The majority of children under five years of age have good listening skills. They know that listening is important to enable them to carry out their tasks effectively. Older children in particular know the importance of good listening skills in achieving a quality audience for themselves, adults, and friends so that they may effectively state their opinions and share experiences. All children listen avidly to stories read by adults.
193. Most younger children talk confidently about their classroom activities and share news from home effectively. They use a range of newly acquired vocabulary learnt in role-play situations, as well as words and phrases which recall their visit to the seaside effectively. Older children sequence their ideas and the order of events effectively in chronological order when chatting. They make good progress in their speaking skills and describe clearly what they see outside the classroom; they use positional and descriptive words effectively to tell a story.
194. Younger children are eager to handle books. They understand how books work, making appropriate links between text and pictures and pre-empting actions in a story from the cover illustrations. Older children recognise words in books and begin to understand the importance of initial sounds and symbols which help them build up words and copy them.
195. Younger children experiment effectively with a range of writing materials, making marks on paper and decorating their pictures with lines and patterns. Most record events in pictures and use the whiteboard effectively in their early attempts at writing.
196. Older children begin to formulate recognisable letter shapes. They begin to understand that writing can be used for many purposes such as producing shopping lists and communicating through speech bubbles. They make good use of the writing they see around them in displays to develop letter recognition to aid their writing skills.

#### **Shortcomings**

197. There are no important shortcomings

## **Mathematical development**

### **Grade 2: Good features and no important shortcomings.**

#### **Good features**

198. All children under five have a good knowledge of number rhymes and all join in eagerly in group and class activities that develop their interest in numbers.
199. Younger children confidently join in rote counting of numbers from zero to ten. Most show a sound understanding of basic numbers up to five when identifying the number of spots on a ladybird for example or in making sets of numbers below five. Many understand the concepts of 'one more' and 'one less'. They recognise sequence and pattern in relation to shape and colour.
200. Younger children use mathematical language such as full and empty, and understand that sand becomes heavier when it is wet. They name and understand the features of two-dimensional shapes and are aware of the purpose of the money they use in the class seaside shop.
201. Older children recognise patterns and sequences and make their own sequences based on patterns and colours. They develop increasing confidence in handling numbers, for example, they recognise the symbols used for numbers and write basic ones correctly. Many have a basic knowledge of what happens in the adding and subtracting process and identify simple number bonds. A majority make increasing use of mathematical language using terminology such as bigger, smaller, long, longest in accurate contexts.
202. Older children identify a variety of coins successfully and sort objects in relation to size and shape. They know the names of a number of three-dimensional shapes and see why they are different from two-dimensional ones. Many describe the features of shapes in both two and three-dimensions and can identify these shapes around them in the natural environment.

### **Shortcomings**

203. There are no important shortcomings

### **Welsh language development.**

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

##### **Outstanding features**

204. Both younger and older children have a very positive attitude to their learning of Welsh and all are eager to recall the words and phrases they have learnt; they share their learning experiences confidently with adults. They display an increasing ability to concentrate in order to extend their acquisition of new language patterns..
205. Younger children in particular respond very well to the wide opportunities to listen and improve their understanding when their teacher talks to them in a range of situations during the school day.

206. All children show a clear interest in the vast range of Welsh story books they see around them. Younger children follow stories read to them with understanding and respond appropriately when following text.

### **Good features**

207. Younger children have a very well established understanding of basic instructions. Most respond comfortably to both familiar and unfamiliar voices.

208. Younger and older children can recall a wide range of Welsh songs. In many they display an excellent recall of language patterns and vocabulary. They link these to actions and show a good understanding.

209. Both younger and older children are confident when using words for the days of the week, identifying colours and numbers and using daily greetings. Older children extend their vocabulary appropriately. Almost all describe what they like, talk about parts of the body and give the correct names for animals in Welsh. They give accurate responses to a range of question forms.

### **Shortcomings**

210. There are no important shortcomings.

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

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

#### **Outstanding features**

211. Younger children have an excellent understanding of the natural environment outside the classroom. They make informed comments about the weather and the seasons outside. They have a well developed awareness of the different surfaces and materials they experience outside. They know the names of small animals that can be found in the environment in their outside classroom.

212. Older children have a very good understanding of their community. They can identify what is good about Trealaw and how humans often spoil the environment they live in. They understand that some buildings in the village are very important in providing services for the community and its population.

#### **Good features**

213. Most younger children have a good awareness of the features of a seaside town and what animals live in and by the sea and what they can be found on a beach. Older children extend their knowledge of dinosaurs to other animals and proceed to identify the features of many animals.

214. Younger children understand the importance of a healthy diet and that eating fruit is particularly effective to keep the body active and healthy. When making fruit kebabs they use the names of fruits and identify which ones need peeling

before they are eaten. Older children understand what ingredients are needed in the process of making pancakes and a vegetable soup.

215. Younger and older children are aware of the need to dress appropriately when planting seeds outside. They understand what plants need to enable them to grow and can describe the germination process correctly and also name the parts of a plant.

### **Shortcomings**

216. There are no important shortcomings.

### **Physical development**

#### **Grade 2: Good features and no important shortcomings.**

#### **Good features**

217. Younger and older children handle tabletop toys adeptly, enabling them to play language and number group games effectively.
218. All children show good handling skills when controlling parts of the computer and interactive whiteboard. They control a mechanical toy effectively when inputting instructions to make it move. They handle small objects successfully, for example they control blocks effectively to ensure effective block play and building activities.
219. All children are aware of the need to exercise care and safety when handling objects such as skewers in the making of fruit kebabs.
220. Children understand how important muscles are to aid their movements. They understand the need to exercise and the reasons for warming up before physical activities. They travel successfully in many ways and understand why some modes of travel such as walking are easier than others such as hopping. They stretch and bend their bodies effectively.
221. Most children control their bodies well when playing on large equipment. They climb carefully, and push and balance effectively. They control a variety of bicycles well and steer their bicycles balancing themselves and ensuring the safe journey of their passenger. They use a number of strategies and skills effectively when tackling an obstacle race in the school hall.

### **Shortcomings**

222. There are no important shortcomings.

## **Creative development**

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

#### **Outstanding features**

223. Children's use of role play areas is an outstanding feature. They take on the role of customer and shopkeeper in the seaside shop; they show enjoyment and imagination when fulfilling these roles. They also become convincing holiday makers in the class caravan when making sandwiches for the beach. They create dramatic situations in the pirates' cave and the Jurassic Park.
224. The majority of younger and older children make music in an outstanding manner. They respond to and enjoy rhythm and use a range of instruments effectively. They know the names of untuned instruments and understand that they must use the appropriate actions of clapping, beating and blowing to obtain the best sound from them. Children make music using hands and body movements and record this in a graphic score. They show a basic understanding of the elements of music, such as keeping a steady beat, giving attention to loud and soft variations and paying attention to the fast and slow variations of tempo.

#### **Good features**

225. Most older and younger children perform a variety of songs giving good attention to intonation and the enunciation of words.
226. Older and younger children use a range of media and materials effectively to produce realistic self-portraits. They work well with malleable materials and also make ceramic tiles creating patterns with sharp instruments. In their paintings of fish, younger children show a good awareness of the importance of line, shape and colour. Older children make very realistic models of houses in Trealaw using a range of junk materials and emulate the flowers of Van Gogh effectively.

#### **Shortcomings**

227. There are no important shortcomings.

<b>English</b>
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**Key stage 1 : Grade 2 : Good features and no important shortcomings**

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

#### **Good features**

228. In KS1 standards most pupils listen attentively to presentations and instructions, and recall accurately what has been said or read to them.

229. In KS1 pupils make good progress in their speaking skills, and use a growing vocabulary effectively in a range of situations, for example, in their role play on the pirate's ship and in a hot-seat situation based on 'Harry Goes Wild on Safari'. Many speak clearly and expressively, and give detailed responses to questions.
230. The majority of pupils in KS1 are confident readers. They talk enthusiastically about books they have read, and have a good recall of events and characters in stories, such as 'The Very Hungry Caterpillar'. They discuss their favourite characters in books knowledgeably, and give sensible reasons for story preferences. They are familiar with terms, such as author and illustrator, and have a good understanding of the function of commas, question marks and exclamations in text.
231. In KS1 most pupils have good phonic knowledge, and build words effectively as they read from books and screen. By the end of the key stage, a few make well-reasoned predictions, and many read aloud with good expression.
232. Writing skills in KS1 are good overall, and many pupils write independently and confidently for a variety of purposes, such as drawing pictures and labelling them, producing factual accounts, writing lists, recipes and creating imaginative stories.
233. Many pupils in KS1 make effective use of word banks. A few more able pupils write extended pieces, using connectives and interesting adjectives. All are aware of the impact of starting sentences in different ways, and a few edit text successfully by adding or changing words. Many pupils have a good understanding of alphabetical order.
234. In KS2 pupils listen and respond well orally. The majority speak clearly, participate intelligently in class and group discussions and activities, and express themselves well. There is a clear development in the vocabulary of most pupils as they move through the school.
235. Pupils in Y3 and Y4 have a good awareness of audience when speaking, and many express their ideas in a clear, organised way. In Y5 and Y6 pupils use more complex sentences effectively in a wide range of contexts, and express ideas clearly. Across the key stage pupils' role-play is good; for example in Y4 and Y5 pupils' interpretation of characters based on a Harry Potter novel is of a very high standard.
236. In KS2, pupils read a wide range of printed material independently, with a good degree of fluency and accuracy. Many pupils in Y3 and Y4 read with appropriate expression, and discuss the main characters in 'Charlie and the Chocolate Factory' with understanding.
237. Most older pupils in KS2 show an interest in books, and express sensible opinions on them, with the most able pupils cross-referencing to similar books. All pupils make good use of their reading skills to gather information from a

variety of texts, and many have a good understanding of how text is adapted for different media and audiences.

238. Both boys and girls in KS2 produce a broad and varied range of written work for different purposes. Their skills in punctuation and paragraphing are good, and most succeed in varying their sentences to create interesting effects.
239. In Y3 and Y4 many pupils write sensitive poems, newspaper articles, letters and stories, making good use of adjectives, extended ideas, and catchy headlines.
240. In Y5 and Y6 the written work of most pupils shows lively and well-structured pieces, with action, dialogue and speech incorporated effectively in the writing. Many produce extended pieces of writing, with effective use of various sentence openers, empathy with characters, and sensitivity in descriptive work. Their book reviews, character portraits, letters by evacuees and diaries of experiences and feelings in an air raid shelter are of a high quality.

### **Shortcomings**

241. There are no important shortcomings, but minor spelling errors and poor presentation of work can be seen in the work of a very few pupils at the lower end of KS2.

<b>Welsh second language</b>
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**Key stage 1 : Grade 2 : Good features and no important shortcomings**

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

### **Good features**

242. Across the school pupils' attitudes towards the language are positive and their understanding of the language is good. They respond quickly and appropriately to greetings and commands given during the school day.
243. In KS1 most pupils listen attentively and respond well to simple questions, using appropriate phrases and sentences. They count to ten or more confidently, know the names of colours, and describe the weather effectively. They give positive and negative answers to questions about feelings, and convey simple information well. Their knowledge of the names of body parts and ailments is good, and they use these competently in their role-play.
244. Reading skills progress well in KS1, with most pupils accurately reading labels, flashcards and words on the screen. They have good recognition of familiar words and phrases, and respond well to stories, poems and songs, verbally and non-verbally.
245. The written work of pupils in KS1 is good. They draw and label pictures effectively, and many write words and phrases from memory on the screen. Most pupils write simple sentences, following patterns set by teachers to

convey information about themselves. With help, a few more able pupils write simple dialogues, and produce lively invitations to a party. Most pupils express their likes and dislikes competently, for example, when discussing favourite foods. Many make effective use of pictures in order to build sentences.

246. In KS2 pupils listen carefully and speak clearly and confidently, with good enunciation. The understanding of most of vocabulary, sentence patterns and phrases is good, and a few more able ones in Y5 and Y6 use the language voluntarily and effectively at times. Y3 and Y4 pupils demonstrate good use of various questions when interviewing partners.
247. Older pupils in KS2 discuss favourite television programmes knowledgeably in pairs, and use the past tense well when describing events that took place during the holidays. Many express their opinions positively, and describe characters in books accurately.
248. In KS2 pupils read their own work with good expression, and effectively retell stories they have heard or read, as well as reading appropriate storybooks independently. The majority show accuracy and fluency when reading aloud, and use dictionaries purposefully. In Y3 and Y4 pupils complete comprehension exercises based on 'Charlie and the Chocolate Factory' successfully.
249. The standards of written work in KS2 are good, with pupils writing for a wide range of purposes and different audiences. Younger pupils use a wide vocabulary and a variety of sentences to write stories, letters, scripts and dialogues. They write instructions in an organised way on how to bake a cake. Older pupils use the imperfect tense to describe recent weather, and make effective use of the future tense when predicting it. Most use the past tense successfully when writing about their summer holidays. Many use connectives to extend their sentences, and a few more able pupils demonstrate a good ability to transfer patterns learnt in one context to another.

### **Shortcomings**

250. There are no important shortcomings.

<b>Mathematics</b>
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**Key stage 1: Grade 2: Good features and no important shortcomings**

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

### **Good features:**

251. Most younger pupils in KS1 write and recognize numbers and calculate, using simple addition and subtraction methods. They identify odd and even numbers, count forwards and backwards, recognise number patterns and use mental strategies to solve problems.

252. As they progress through the key stage, pupils in KS1 add and subtract increasingly larger numbers. They order and use money and sequence days of the week correctly.
253. Nearly all younger pupils in KS1 understand language related to standard and non-standard measures. They estimate, measure and compare length, weight and capacity.
254. By Y2 most pupils demonstrate confidence when working with larger numbers; many apply addition and subtraction methods to solve problems and many are familiar with the two, five and ten multiplication tables and understand place value up to 100.
255. Most pupils across the key stage identify the general properties of two and three-dimensional shapes and use appropriate mathematical language to describe shape, position and direction. They are familiar with and use ICT programs to complete problem-solving activities. Many more able ones calculate simple problems using money and develop a good idea of equivalence.
256. Many pupils in Y2 are able to represent data on simple graphs and make sensible conclusions when discussing their results.
257. In KS2, younger pupils confidently count, read and write numbers to 1000 and demonstrate an understanding of place value. Many recognise simple fractions and use two, three, four, five and ten multiplication tables to solve problems. Most pupils use and confidently apply a variety of methods in their calculations, including problem-solving and mathematical investigations.
258. Most pupils in KS2 measure and compare using standard units for length, mass, and capacity. They demonstrate an understanding of the relationship between measurement units and suggest appropriate units, scales and equipment to estimate and measure accurately.
259. By Y4 most pupils are aware of symmetrical patterns. They identify simple nets of solids and classify shapes according to their properties. Nearly all tell time and many are able to successfully undertake time related problems, for example using a timetable to make calculations for arrival times to the nearest minute.
260. By Y4 most pupils organize and interpret data in lists, simple frequency tables and graphs. Many solve problems by organizing and representing data using ICT software to produce accurately labelled graphs and tables.
261. Older pupils in KS2 make good progress in using different strategies to solve problems. Most read and write numbers up to and beyond 10000. Many express fractions as decimals and percentages, and solve simple problems involving ratio and proportion. Most more able ones apply a variety of methods providing sound mathematical justification for their strategies when solving problems.

262. In Y5 most pupils are familiar with angular measures. They classify three-dimensional shapes according to set criteria; for example angular measurement, parallel lines and equal sides and they are familiar with associated mathematical vocabulary.
263. By Y6 most pupils can plot co-ordinates in four quadrants, label axis and confidently use negative numbers in performing simple translations of shapes.
264. More able pupils in KS2 use their knowledge of the properties of shapes to calculate increasingly challenging tasks in perimeter and area. They use a protractor to measure acute and obtuse angles.
265. Most Y6 pupils use negative numbers and read information from graphs and tables using temperature- related data

### **Shortcomings**

266. There are no important shortcomings, but in a minority of written work the quality of presentation is inconsistent and hinders accurate recording.

<b>Science</b>
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**Key stage 1: Grade 2: Good features and no important shortcomings**

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

### **Good features:**

267. Nearly all younger pupils in KS1 locate body parts and recognise differences between humans and other animals. They sort living things into groups and describe simple features from their observations.
268. Most pupils in KS1 know the basic conditions needed for plants to grow and identify leaf, root, stem and flower. Many understand that plants come from seeds and record the results of investigations in simple charts and drawings.
269. In KS1 most pupils name and describe the features of common materials and sort these according to various criteria. They describe and record their observations of how materials change when heated and cooled.
270. Nearly all younger pupils in KS1 describe the result of movement on objects and make simple comparative judgments in terms of speed and direction. Most recognize that sound and light come from different sources.
271. By Y2 most pupils describe similarities and differences between materials under certain conditions, for example in undertaking investigations in floating and sinking, friction and the effects of gravity. Many predict changes in materials when heated and cooled and recognize that some of these are irreversible.

272. Most pupils in KS1 use relevant scientific language and record the results of their investigations using simple, tables, graphs, text and appropriate ICT applications.
273. In KS2 younger pupils make good progress in their scientific enquiry, most collect, classify, record their observations and identify patterns from their measurements. They demonstrate understanding of fair testing and record their work in a variety of ways.
274. Most pupils in KS2 use simple keys to classify animals and habitats. Nearly all understand the conditions needed for growth in plants and animals, and describe healthy and varied diets are needed to prosper.
275. In Y4 most pupils understand the effects of different forces on objects and how some of these are applied in everyday objects, for example in conducting investigations into creating extra friction for tyres and shoes. Nearly all explain the flow of electricity in simple circuits and explain how switches and other devices can be made to work. Most understand conductivity and classify materials accordingly recognizing the domestic application of this property.
276. By Y5 most pupils identify and label some major bones in the body and recognize the function of the skeleton. They understand the benefits of a healthy diet and lifestyle and the effects of exercise on the heart. Yr 6 pupils are able to record their investigations into heart rates, strength, lung capacity and the uptake of oxygen.
277. Most older pupils in KS2 identify key factors in a fair test, select appropriate equipment to undertake an investigation, conduct appropriate research and draw conclusions which are consistent with the information they have gathered and observations made.

### **Shortcomings:**

278. There are no important shortcomings

<b>Music</b>
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**Key stage 1: Grade 1: Good with outstanding features**

**Key stage 2: Grade 1: Good with outstanding features**

### **Outstanding features**

279. Pupils across the school have an excellent recall of the terminology for musical elements. Younger pupils show a very effective understanding of what the terms mean, while older pupils confidently use them in their composition and appraising tasks and identify how they contribute to compositions.
280. In both key stages pupils work very effectively in groups to create a range of compositions showing imagination and creativity.

281. Younger pupils have a very good knowledge of the names of a wide variety of untuned instruments and realise how different actions are needed to play them effectively. Older ones have an excellent awareness of a range of both tuned and untuned instruments.. Many know the families they belong to and what instrumental families make up an orchestra.
282. Pupils' appraisal skills are exceptional. In all classes most pupils identify the good features in their own compositions and that of their peers; they also very effectively provide plenty of ideas how compositions can be improved.

### **Good features**

283. Pupils across the school know a range of songs both in English and Welsh. They succeed in singing tunefully and enunciating clearly.
284. In classes, in collective worship and when pupils are assembled together, most sing confidently in groups. Their awareness of musical elements enhances their performance.
285. Across the school, pupils understand the purpose of a conductor. Those taking on the role lead effectively and succeed in giving clear instructions to peers on beat, tempo and duration.
286. Pupils in Y1 identify music which has classic, folk and Latin features. They discuss the effect different types of music have on their feelings and movement. They choose appropriate instruments to reflect the character or scene they want to portray; for example they choose the one that best depicts the movements of a butterfly. All handle instruments and choose appropriate body actions in their compositions.
287. In Y2 pupils show an excellent awareness of tempo and keep a steady beat when presenting their final performance of a Prehistoric Monster Show. They use a wide variety of instruments in their group performances. Most understand the importance of being a quality audience when making comments to evaluate the clarity of singing, and giving attention to dynamics.
288. Younger pupils in KS2 effectively perform their own sound sequences with percussion instruments. They show a good understanding of the rudiments of tempo when following repeating and varying rhythmic patterns and keeping a steady beat. Many have a good recall of the range of musical compositions and have listened to groups such as the Stereophonic.
289. In Y5 pupils use body, voice and instruments well to perform a witches' chant linked to their study of Macbeth. Their group performances are of high quality and show a good understanding of the need to choose appropriate instruments; they understand the effectiveness of a chorus.
290. In Y6 pupils use body and instrumental percussion well in group performances which empathise with the suffering and destruction caused by the blitz in World War 2. They produce sensitive and imaginative renderings of verses from a war poem as part of the process of eventually linking them together in a whole-

class performance. They display good listening skills which enables them to evaluate and improve performances effectively.

### **Shortcomings**

291. There are no important shortcomings.

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

292. Governors, staff and pupils wish to thank the inspection team for the courteous, professional and supportive way in which the inspection was carried out which enabled and encouraged staff and children to give of their best.

293. The headteacher also wishes to thank the team for the professional dialogue which confirmed the successful development of our school and helped clarify its future direction.

294. All members of the school community welcome and celebrate the inspection team's findings which recognise the outstanding progress made since the last inspection.

295. Many outstanding features have been identified; amongst the most pleasing to us have been the recognition of:

- the strength of the community building at our school and the exceptionally effective teamwork of all adults and children;
- the school's response to the new curriculum changes and implementation of a skills-based delivery which prepares all our children, from the least able to the most able, so well for their future and lifelong learning;
- the way in which each child is treated and valued as an individual and the fact that equal opportunities and acceptance of diversity underpin the school's work and values;
- the many improvements in Welsh second language, the development of bilingualism and the strength of the Cwricwlwm Cymreig; and
- the impact of the school on the community and the community of the school.

296. That standards in teaching and achievement are well above national averages and significantly higher than the last inspection is testimony to the skill and dedication of a talented team of practitioners.

297. We agree with the recommendations in the report, all of which had been highlighted either within the current School Development Plan or the Self-Evaluation Report.

298. Staff and governors will continue the drive to improve and a copy of the school's response to the inspection recommendations will be sent to all parents and carers.

## Appendix 1

### Basic information about the school

Name of school	Alaw Primary School
School type	Primary including Foundation Phase
Age-range of pupils	3-11
Address of school	Egypt Street, Trealaw, Tonypanyd, Rhondda Cynon Taff
Postcode	CF40 2UU
Telephone number	01443 432350

Headteacher	Mrs S Evans
Date of appointment	September 2004
Chair of governors/ Appropriate authority	Councillor C. Ludlow
Registered inspector	Mrs E Betts
Dates of inspection	May 18 <sup>th</sup> -20 <sup>th</sup> 2009

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	38	29	22	24	19	19	27	17	195

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

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	28.4:1
Pupil: adult (fte) ratio in nursery classes	8:1
Pupil: adult (fte) ratio in special classes	3.25:1
Average class size, excluding nursery and special classes	28.4
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2008	90%	88%	90%
Autumn 2008	87%	90%	92%
Spring 2009	86.5%	91.6%	92.3%

Percentage of pupils entitled to free school meals	22.4%
Number of pupils excluded during 12 months prior to inspection	0

## Appendix 3

### National Curriculum Assessment Results

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:		18		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	5	17	61	17
		National	0.2	3.5	13.8	63.0	19.4
En: reading	Teacher assessment	School	0	5	11	67	17
		National	0.2	4.1	14.9	55.2	25.5
En: writing	Teacher assessment	School	0	5	22	56	17
		National	0.2	4.8	16	67.8	23.8
En: speaking and listening	Teacher assessment	School	0	5	22	56	17
		National	0.2	2.4	10.7	62.8	23.8
Mathematics	Teacher assessment	School	0	5	11	62	22
		National	0.2	2.0	10.9	65.2	21.6
Science	Teacher assessment	School	0	0	0	83	17
		National	0.2	1.6	8.5	66.3	23.4

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	78%	In Wales	80.0%

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

National Curriculum Assessment KS2 Results 2008			Number of pupils in Y6:		25				
Percentage of pupils at each level									
			D	w	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	16	52	32
		National	0.2	0.5	0.6	3.1	15.6	51.3	28.5
Mathematics	Teacher assessment	School	0	0	0	0	16	44	40
		National	0.2	0.5	0.6	2.7	14.7	51.4	29.9
Science	Teacher assessment	School	0	0	0	0	16	40	44
		National	0.2	0.5	0.5	1.8	11.4	53.9	31.7

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by teacher assessment		by test	
In the school	84%	In the school	N/A
In Wales	75.5%	In Wales	N/A

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

## Appendix 4

### Evidence base of the inspection

Four inspectors spent the equivalent of ten inspector days in the school. The school's nominee was also part of the team. There was no peer assessor. All members met as a team before the inspection.

These inspectors visited:

- Thirty nine lessons or part lessons, thirty seven of which were in the subjects inspected;
- registrations and acts of collective worship; and
- a range of extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection;
- teachers, support and administrative staff;
- groups of pupils representing each year group; and
- the school council and representatives of organisations associated with the school.

The team also considered;

- the school's self-evaluation report;
- ten responses to a parents' questionnaire of which 99% of answers were positive;
- documentation provided by the school before and during the inspection;
- a wide range of pupils' past and current work; and
- samples of pupils' reports.

After the inspection the team held meetings with staff and governors.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mrs Eleri Betts Registered Inspector	Context, Summary Report, Recommendations, Key Questions 1,3, 6, Foundation Phase, Music.
Mrs Caterina Lewis Lay Inspector	Contributions to Key Questions 1,3,4,7.
Mrs Zohrah Evans Team Inspector	Key Questions 2,4,5, English, Welsh second language.
Mr Graham Haines Team Inspector	Key Question 7, Mathematics, Science.
Mrs Sharon Evans Nominee/ Headteacher	Attending meetings, providing information and writing the school response.

### Acknowledgement

The inspection team would like to thank the governors, headteacher, members of staff and pupils for their co-operation and courtesy throughout the inspection.

### Contractor:

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