

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

A Report on the Quality of Education in

**Carnetown Primary School
Salisbury Road, Carnetown, Abercynon,
Mountain Ash, Rhondda Cynon Taff, CF45 4NU**

School Number: 6742100

Date of Inspection: 4 June 2008

by

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Carnetown 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 Carnetown Primary School took place between 04/06/08 and 05/06/08. An independent team of inspectors, led by Glyn Robert Scott undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **short** 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 Carnetown is located in the Carnetown district of Abercynon and comprises of two buildings built around 1910. The infant and junior departments are about 400 metres apart down a steep path. At present there are 167 pupils at school including 24 full-time nursery children. The number on roll has gradually fallen over the last ten years.
- 2 Most pupils come from in the locality but there are a few out of catchment. The locality is best described as economically disadvantaged with some relatively prosperous areas. 17% have been identified to receive free school meals. English is the predominant language in the home with no pupils from Welsh speaking backgrounds. One child entered the reception with limited English. 26% of the school are identified with SEN.
- 3 The infant and junior departments are approximately 400 metres apart separated by a steep unpaved path. The headteacher travels daily between the two buildings. The opportunities for pupils from Key stage 1 (KS1) and Key stage 2 (KS2) to interact are extremely limited. They combine for class assemblies and parental events. However there are very limited opportunities for cross phase activities on a regular basis.
- 4 The present headteacher was appointed in January 1997. The school was previously inspected in May 2002.

The school's priorities and targets

- To review and improve school portfolios;
- To evaluate website and update;
- To produce a key skills policy;
- Foster enjoyment of reading in boys and girls and strengthen strategic approach;
- To improve and develop bilingualism within the school;
- Review optional assessment packs;
- Develop understanding and tolerance of other religions and study multicultural society;
- Raise standards by addressing needs of more able;
- Individual target setting booklets and ensure targets are set;
- Develop three year plan for SDP collation;
- Analyse test data.

Summary

- 5 Carnetown Primary School provides a good and sometimes very good range of learning experiences for all its pupils. In turn the pupils contribute to the friendly and positive ethos of the school and give of their best in all that they do. They clearly identify with the aims and values that the school supports and contribute accordingly to all the schools' activities. The school has worked hard to address the previous issues in the inspection despite the problems they face with the continued problems of a split site making it difficult for the school to function appropriately as a primary school.
- 6 The inspection team agrees with the schools' judgements in key question two, three, four, five, six and seven, but, in contrast, it awarded a Grade 2 in key question one. Standards in KS1 showed good features overall but insufficient outstanding features to merit a Grade 1.

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 2
6 How well do leaders and managers evaluate and improve quality and standards?	Grade 2
7 How efficient are leaders and managers in using resources?	Grade 2

- 7 Baseline assessment figures confirm a generally below average range of ability on entry to the school. These figures improve by the time the children reach the reception class.
- 8 The overall quality of the educational provision for the under-fives is appropriate to their needs and children make very good progress towards the Desirable Outcomes for Children's learning. Nursery and reception age children listen attentively to teachers and support staff and follow instructions well. The under-fives make good progress in language, literacy, communication and numeracy skills. They use information and communication technology (ICT) facilities well to enhance their learning. Their bilingual skills are also developing well with many answering simple questions in Welsh.

- 9 Overall standards and progress in key skills is good in key stage 1 (KS1). The pupils continue to develop well in a caring and supportive environment. Their speaking and listening skills are developing well. They are learning to become confident learners and enjoy looking at books and commencing their reading skills. They are beginning to develop and extend their writing and they confidently answer questions in their numeracy lessons. Their Information and communication technology skills are also progressing well.
- 10 In key stage 2 (KS2) pupils speak confidently and listen appropriately to teachers and their peers. Through activities such as mock court cases they are developing their ability to discuss and debate. Their writing skills are good and they take pride in their presentation. Their numeracy skills are good and they are confident in using their oral skills in mental mathematical sessions.
- 11 Equally, they apply their developing ICT skills across the curriculum well. They use the interactive whiteboards to produce multi-media presentations and accompany their displays with well considered information.
- 12 Pupils with SEN make very good progress towards the goals set for them. The school sets individual targets for all pupils in the core subjects and involves pupils and parents in initiatives to raise pupils' awareness of how they can make progress.
- 13 Pupils' attainment in KS1, over the past three years is above national and local averages. Pupils make good progress from their baseline scores. In KS2 pupils continue to attain above national and local averages in teacher assessments with pupils developing well throughout the school. As a significant number of pupils start school on a low baseline the school adds good value to their learning. In KS1, the majority of pupils reach the expected level 2 in the core subjects. In KS2, pupils also reach levels above the national and local averages and are in line with schools in a similar free school meals group.
- 14 Pupils are developing their problem solving skills well. Older pupils consider situations well and show good empathy skills in, for example, their mock court case. Pupils' creative skills have developed considerably since the last inspection with examples of art work and music being outstanding. Pupils are developing an understanding of what they need to do to progress. Though at an early stage of development pupils set their own targets for their own personal development and with their teachers set targets to help them to progress with their learning skills.
- 15 Overall, pupils throughout the school have a good attitude to work. They enthusiastically participate in a wide range of interesting and challenging activities. They set themselves high standards especially in their sporting and musical activities. They have achieved a great deal in their team and individual activities.
- 16 Pupils demonstrate a good capacity to study independently, including the skills to maintain lifelong learning. Pupils work diligently together and collaborate well. Pupils show good development in their personal, social, moral and wider

development. The standards of behaviour and the levels of courtesy and respect pupils demonstrate is very good.

- 17 Levels of attendance averaged 92.7% over the last three terms and currently stand at 93.8%. This is in line with the national average for primary schools in Wales. Pupils generally arrive punctually at the start of the school day. Absences are due in the main to pupils having extended time for school holidays within the term.
- 18 Pupils develop a clear understanding of equal opportunities issues and develop both respect for and a sound understanding of the diversity of cultures within society. Opportunities to develop an understanding of life in the work place are limited.

The quality of education and training

Grades for teaching

- 19 The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
29%	71%	0%	0%	0%

- 20 Good and outstanding teaching is a strength and pupils make good progress throughout the school. The quality of teaching assessed is above the target for teaching to be grade 2 or better in 80% of lessons by 2010 and also well above the national picture as reported in HMCI's Annual Report in 2006-07 where the quality of teaching is reported to be good in 69% of lessons with 17 % having outstanding features.
- 21 Children in early years get an exceptional start to their learning. Many are very young on entry to the nursery and settle very well. All staff provide them with stimulating and varied experiences that are often outstanding. Teachers are good role models. The quality of the working relationship between them and pupils is very good, promoting motivation and learning. Pupils in every class demonstrate respect for their teachers.
- 22 Teachers have high expectations and pupils' efforts are praised. Their class management is always fair and very good. Equal opportunities are ensured for every pupil.
- 23 Teachers are well qualified, and display good subject knowledge. They plan appropriately challenging work which is well matched to the differing needs and abilities of all pupils. In some cases the level of challenge, as in aspects of the nursery lessons and in the historical empathy seen in a mock court lesson, is outstanding.
- 24 Planning for the lessons observed were of a high standard including clear objectives, appropriate activities and in a majority of classes staff outline the key skills that pupils will experience.

- 25 Arrangements for assessing pupils' progress are good. They are appropriately tracked throughout the school and systems for setting targets and agreeing them with the pupils is progressing well though at an early stage of development. The marking of pupils' work is consistently good and in some cases very good. The quality of reporting to parents is also good.
- 26 The curriculum is broad, balanced, well planned and effective and is a good feature of the school. Planning ensures equal access and meets the needs and aspirations of all groups of pupils, including those with SEN and the more able and talented pupils. The curriculum fully meets all statutory requirements for the National Curriculum and the teaching of religious education.
- 27 The school works hard and makes an outstanding contribution in order to broaden and enrich learners' experiences. They care, guide pupils and encourage healthy activities to ensure pupils' overall well being. Pupils are encouraged to participate in a particularly wide variety of sporting, musical and dance activities. This builds not only confidence in the pupils but also perseverance. They work hard at their chosen activities to achieve high standards. There have been notable successes in local and national tournaments and eisteddfodau. This is a philosophy that is encouraged by the staff who support pupils well in their endeavours.
- 28 The overall provision for the development of pupils' spiritual, moral, and social development is outstanding. The school is very pro-active in promoting good attitudes and values. Pupils demonstrate good behaviour and responsibility. They through their work learn the skills of empathy. For example in their work in the court case pupils research their characters and take pride in doing a good job. They understand the concept of right and wrong and the importance of caring and sharing with others in their school community.
- 29 Carnetown Primary School is very much a part of its local community. The school has produced a pamphlet and a guide for a walk around Abercynon. This walk is part of the tourism guide for the area and used by visitors from all over the world.
- 30 The schools' provision reflects national priorities very well. It promotes lifelong learning skills and suitably raises pupils' awareness of community regeneration and the impact of social and economic changes in society. The school is developing its provision to promote understanding of the importance of sustainable development and issues of global citizenship.
- 31 The school ensures that all pupils are treated equally and are fully integrated into the life and work of the school. There is an effective Equal Opportunities Policy that helps to promote pupils' understanding of equality.

Leadership and management

- 32 The headteacher shows very good leadership skills. He has set a clear direction for the school and works exceptionally hard to overcome the problems of the split site. He is ably supported by his deputy and the staff work very well as a

team. All staff share in the aims and values that they have set for the school. They work hard in both in school and out of school activities freely giving their time.

- 33 There is an inclusive approach that ensures that all staff have an input into the development of the school. As a team they produce policies and set priorities for progression throughout the school. Despite the difficulties in daily interaction between all staff they keep in regular contact in order to support all pupils' development. KS1 staff and KS2 staff have a good understanding of each others' roles and responsibilities.
- 34 Pupils enjoy coming to school and the school provides a happy, caring community where all children feel valued and supported.
- 35 Parents are very supportive of the school and there are strategies in place to include parents in school life. The school has established a working partnership with parents which promotes positive and consistent behaviour throughout the school. School systems very effectively ensure that all pupils are cared for and closely supported.
- 36 Very good support is given to those pupils with specific educational needs (SEN). The provision meets the requirements of the Code of Practice. Teachers and support staff work well with SEN pupils and enable them to fully access the curriculum.
- 37 The headteacher and staff work tirelessly to adapt the accommodation to suit the purpose of a primary school. However, despite their considerable efforts not least in the attractive displays around the school, the shortcomings mentioned in the previous inspection have not been addressed. The school is linked by an extremely steep uneven path which makes movement between the schools difficult for staff and KS2 pupils, but extremely difficult for early years and KS1. The headteacher and the staff have built in systems that support learning and interaction despite the difficulties. Pupils in both key stages continue to have little contact and this in itself impacts considerably on pupils' personal and social education. In addition the school cannot function appropriately as a primary school without more regular interaction between both staff and pupils.
- 38 The Governing Body is very aware of the importance of its role in supporting the well being of the school. Its prudent monitoring of the quality of provision is very good. It ensures important statutory requirements are met.
- 39 The self- evaluation process is developing well in the school. All stakeholders have contributed to its development and managers, subject leaders and all staff regularly evaluate their own areas and come to collective decisions as a result. Procedures involve all staff, governors, parents and pupils and contributions are analysed.
- 40 There are good links between the self-evaluation document and the School Development Plan. Planning for improvement overall is good with the headteacher and staff setting clear priorities evident in the SDP.

- 41 Resources are effectively allocated around the school and much has been done to prepare for the onset of the Foundation Phase. In addition musical and physical education resources have helped to address the previous concerns in the last inspection.
- 42 The leadership and management of the school is very good with all stakeholders contributing to the school community. The efficient and effective governing body working with the headteacher has taken the school forward since the last inspection and as a result the school gives good value for money.

Recommendations

The school and governing body together with the support of the unitary authority will:

- R1 Continue to develop pupils' individual target setting and self evaluation skills.
- R2 Further develop opportunities for pupils to participate in work related and entrepreneurial projects.
- R3 Work with the LEA to address the problems of management responsibilities across the split sites.
- R4 Work with the LEA to address the major issues from the previous inspection regarding the building issues that seriously curtail whole school collaboration and the maintaining and raising of standards.

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.

A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

- 43 The findings of the inspection team differed from the school's self-evaluation. The inspection team observed good and very good work during the inspection but there were insufficient outstanding features to warrant a grade 1.
- 44 Baseline assessment figures confirm a generally below average range of ability on entry to the school. These figures improve by the time the children reach the reception class.
- 45 The overall quality of the educational provision for the under-fives is appropriate to their needs and children make very good progress towards the Desirable Outcomes for Children's Learning.
- 46 Nursery and reception age children listen attentively to teachers and support staff and follow instructions well. Children enter the nursery daily with their parents and share their learning experiences with them before the formal day begins. This is a particular strength of the children's experiences. The under-fives make good progress in language, literacy, communication and numeracy skills. They make good use of ICT to enhance their learning. Their bilingual skills are also developing well with many answering simple questions in Welsh. They identify most colours in Welsh, make statements about the weather, count in Welsh and respond well to good use of incidental Welsh by staff.
- 47 Pupils in KS1 listen attentively and speak confidently during lessons and general school activities. They are developing their reading skills and writing well and take pride in their presentation. Their numeracy skills are good with pupils showing a growing understanding and interest in their mathematical work. They show good Information technology skills (ICT) and can apply their developing problem solving skills across a range of curricular areas.
- 48 In key stage 2, pupils continue to develop very good skills in speaking and listening. Reading is good and pupils express an enjoyment of reading a wide range of genres. Pupils' writing skills are also good and their numeracy skills are developing well with pupils showing good mental agility. Pupils show a good range of ICT skills and apply them well. They use computers to develop multi-media presentations in subjects such as local history. Pupils' creative skills have developed considerably since the previous inspection with art and musical work being of a very high standard. Standards of achievement in bilingualism are good throughout the school. A number of pupils are eager to display their increasing confidence in speaking and reading simple sentences.
- 49 Pupils with SEN make very good progress towards the goals set for them. The school sets individual targets for all pupils in the core subjects and involves

pupils and parents in initiatives to raise pupils' awareness of how they can make progress.

- 50 Pupils' attainment in KS1, over the past three years is above national and local averages. The school tracking system has shown the value that has been added to the progress that pupils make throughout the school. In KS2 pupils continue to attain above national and local averages in teacher assessments in relation to the WAG targets.
- 51 When benchmarked against schools of a similar free school meals ratio (FSM) the school at KS 1 is in the middle to upper quartile in the core subjects of English, mathematics and science for the last three years. In KS2 the school has been in the middle to upper quartile in 2005 and 2006. After being re-banded into a higher FSM ratio in 2007 the school is in the lower to median quartiles.
- 52 Pupils are developing an understanding of what they need to do to progress. They set their own targets for their own personal development and with their teachers set targets to help them to progress with their learning skills. This process is at an early stage of development.
- 53 Children in the early years are enthusiastic learners as are pupils throughout key stage 1. Pupils in KS2 show a growing understanding of how they are progressing. However this is at an early stage of development. Overall they have a good attitude to work. They enthusiastically participate in a wide range of interesting and challenging activities. Pupils in the guitar group for example practice diligently.
- 54 Children in KS1 behave well and are friendly to adults and visitors. This continues into KS2 where pupils respond well to the high expectations of their teachers. They respect each others' abilities and celebrate each others' successes in the sporting and creative field.
- 55 Pupils are well motivated, eager to learn and have positive attitudes to learning. They work with enthusiasm, make good use of lesson time and maintain both effort and concentration well. This contributes significantly to the pupils' good standards of work. They have a pride in their school and in the work they produce. They set themselves a high standard and have a healthy attitude to competition.
- 56 The standards of behaviour and the levels of courtesy and respect pupils demonstrate is very good. This is reflected well in every aspect of school life.
- 57 Levels of attendance averaged 92.7% over the last three terms and currently stand at 93.8%. Pupils generally arrive punctually at the start of the school day.
- 58 Pupils demonstrate a good capacity to study independently, including the skills to maintain lifelong learning. Pupils work well together and collaborate well. They show good development in their personal, social, moral and wider

development. They have a clear understanding of right and wrong and respect each others' skills and attributes.

- 59 Pupils develop a clear understanding of equal opportunities issues and develop both respect for and a sound understanding of the diversity of cultures within society. They are involved in a number of projects relating to children across the world. Pupils have a good understanding of their own community and what they can do to contribute to their own community and that of the wider world.
- 60 Pupils do have opportunities to participate in a variety of ways within the local community. The school has been unable to forge strong links with local business and industry which would have helped them to prepare for effective participation in the work place.

The quality of education and training

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

Grade 1: Good with outstanding features

- 61 The findings of the inspection team agreed with the school in that the quality of teaching and provision offered by the staff to pupils and overall learning experiences showed a number of outstanding features.
- 62 The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
29%	71%	0%	0%	0%

- 63 Good and often outstanding teaching is a strength of the school and pupils make good progress throughout the school. The quality of teaching assessed is above the target for teaching to be grade 2 or better in 80% of lessons by 2010 and also well above the national picture as reported in HMCI's Annual Report in 2006-07 where the quality of teaching is reported to be good in 69% of lessons with 17% having outstanding features.
- 64 Children in early years get an exceptional start to their learning. Many are very young on entry to the nursery and settle very well. All staff provide them with stimulating and varied experiences that are often outstanding.
- 65 Teachers are good role models. The quality of the working relationship between them and pupils is very good, promoting motivation and learning. Pupils in every class demonstrate respect for their teachers.
- 66 In KS1 pupils commence their independent learning well with the support of enthusiastic staff who challenge them suitably and encourage them in their endeavours. The pupils respond well and confidently talk about their learning and clearly enjoy the activities provided for them.

- 67 In KS2 pupils are well respected by the staff who interact with them well. Humour is part of the relationship which encourages pupils to think for themselves and make every effort to solve their own problems. Pupils very much appreciate the extra work that the head and staff put in to provide broad and interesting activities both in school and after the normal school day. This is an outstanding feature.
- 68 Teachers have high expectations and pupils' efforts are praised. In classes, teachers are very enthusiastic and use a wide range of teaching strategies and relevant resources very effectively. Their class management is always fair and very good. Equal opportunities are ensured for every pupil.
- 69 Teachers are well qualified, and display good subject knowledge. Teachers' individual expertise is utilised well. Pupils are set by ability in English in Upper KS2 and in Mathematics throughout KS2. Teachers plan appropriately challenging work which is well matched to differing needs and abilities. Challenge in the nursery and in the historical empathetic work that pupils in KS2 experience is an outstanding feature. Overall, teachers are very good language role models for pupils to emulate and make good efforts to promote pupils' bilingual skills.
- 70 When working alongside teachers, support staff make a very valuable contribution to the quality of the learning and teaching and are deployed effectively. They give very good help to small groups of pupils within the classroom as well as supporting individuals and pairs who need additional encouragement to satisfy special educational needs. Across the school, teachers provide a stimulating environment and displays of a high standard, which contain a wide range of pupils' work.
- 71 Planning for the lessons observed were of a high standard including clear objectives, appropriate activities and in a majority of classes outline the key skills that pupils will experience. The learning objectives are shared with the pupils.
- 72 The outstanding features in the teaching included:
- very good relationships between staff and pupils
 - very high skills and strategies with regard to gaining and maintaining pupils' interest
 - very good subject knowledge that stimulates pupils' interest
 - very good identification of learning objectives which are shared with pupils to great effect
 - very effective planning, organisation and management for a wide range of visual, auditory and kinaesthetic activities
 - very purposeful and effective intervention when pupils need help to complete their tasks
 - very effective use of plenary sessions to encourage pupils to assess their own progress.

- 73 The quality of the baseline assessment undertaken in the nursery class, and after children have commenced full-time education in the reception class is good. Staff make good use of the information throughout KS1 to support pupils' progress.
- 74 The school uses a range of assessment procedures including standardised tests very well to track pupils' progress. The quality of the baseline assessment undertaken in the nursery class, and after children have commenced full-time education in the reception class is good. The assessment coordinator works well with all staff to ensure that pupils' progress across the curriculum is tracked appropriately.
- 75 Staff set targets for their pupils in relation to the core subjects. These are displayed in the classroom for reference purposes. Pupils set their own personal targets for personal and social development. This is progressing well but at an early stage of development. The school has developed a very thorough but manageable system of assessment, which is used effectively to match activities to pupils' needs. Pupils progress is tracked appropriately and teachers check pupils' development against national curriculum levels and a range of standardised tests.
- 76 Marking by teachers gives appropriate feedback to pupils. It is constructive and generally provides pupils with instructions on how to progress to the next stage of learning.
- 77 Annual reports to parents are good. They provide appropriate information about pupils' progress. They are of a good standard and outline pupils' skills and achievements in every subject. Parents have an opportunity to comment on their child's work and appreciate the open door policy that exists within the school.

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

- 78 The findings of the inspection report match the judgement made by the school in its self-evaluation report.
- 79 The curriculum is broad, balanced, well planned and effective, and is a good feature of the school. Planning ensures equal access and meets the needs and aspirations of all groups of pupils, including those with SEN and the more able and talented pupils. The curriculum fully meets all statutory requirements. The school provides pupils with a wide range of experiences that cater for their specific needs and interests.
- 80 The provision for the under fives is an outstanding feature of the school. Pupils make very good progress towards the Desirable Outcomes for Children's learning. Children receive a variety of stimulating learning opportunities, both

indoors and outdoors, which develop their interests and they are actively involved in their own learning. Investment has been made in the outdoor curriculum in preparation for the Foundation Phase and it is developing well.

- 81 The school makes good provision for the development of pupils' basic and key skills of literacy, numeracy and ICT. Pupils' problem solving and investigative skills are well developed and are also well organised and monitored. During a visit to Porthcawl the skills of reading tourist brochures, representing data in a variety of ways and using questionnaires to create a data base were evident. In music lessons pupils have a good understanding of the skills of changing tempo and dynamics and through observation they are able to evaluate other pupils' rhythm patterns. A recent focus on developing pupils' thinking skills has been effective.
- 82 The school works hard and makes an outstanding contribution in order to broaden and enrich learners' experiences. Pupils are encouraged to participate in a particularly wide variety of sporting, musical and dance activities. They have achieved great success in a number of national and local competitions. Visits to Abercynon Town, Porthcawl, St Donats and Moriah Chapel enrich pupils' experiences. There are a number of visitors into school who share their expertise and knowledge with pupils in lessons.
- 83 The overall provision for the development of pupils' spiritual, moral, and social development is outstanding. The school is very pro-active in promoting good attitudes and values. Assemblies and times of collective worship are purposeful, enjoyable experiences and foster pupils' spiritual development well. Visiting clergy make a very good contribution. Pupils are taught to know right from wrong and with very few exceptions, they exhibit good self-discipline. Their roles within the school council and Eco committee are effective in developing an understanding of living as part of a community and helping them take responsibility readily.
- 84 Provision for cultural development is outstanding. The school is proactive in aiming to extend pupils' knowledge and understanding of multiculturalism in the wider world. A pupil from a school in Uganda has visited the school and performed in the morning assembly.
- 85 The school is equally effective in celebrating the spiritual and cultural diversity in Wales, as is shown when pupils celebrate Chinese New Year, make African masks and use Fair Trade instruments. The cwrwlwm Cymreig is well embedded in the school with pupils having opportunities to celebrate the works of welsh artists and performers and involve themselves in the rich industrial heritage of the locality. Diversity is also celebrated with a display of the symbols and books from the Qur'an and the New and Old Testaments.
- 86 Effective partnerships that have been developed over the years are another outstanding feature of provision. The school has links with a school in St Ives, Cambridgeshire and are developing Geography links with them. Pupils have also adopted a pen friend from the Hollywell School.

- 87 The school has a firm commitment to parents as partners in their children's learning and this has a positive impact on pupils' learning and attitudes. Parents run a play group in the school building and have taught a food and hygiene topic to pupils. Parents are encouraged to work alongside pupils in the classroom and they do so to the great benefit of pupils' learning.
- 88 Carnetown Primary School is very much a part of its local community. The school has produced a pamphlet and a guide for a walk around Abercynon. This walk is part of the tourism guide for the area and used by visitors from all over the world. The sporting links in the community are exemplary, pupils have achieved great success in Football, Rugby and Netball, and they also celebrate the history of the area with displays in the school hall which exemplifies the historic pride they have in their local history.
- 89 There are only a few curricular links with local business and industry which promote pupils' awareness of the work place. However they have good contacts with local supermarkets and are aware of the possibilities of growing their own produce in the garden. The school is proactive in combating social disadvantage and stereotyping and successfully presents pupils with equality of access and opportunity across the full range of its provision.
- 90 Pupils' awareness of the need for sustainable development is very well promoted through recycling and energy conservation projects. The school has formed an Eco Committee which meets on a regular basis and the pupils are fully involved in all aspects. Pupils are aware of their involvement in the growing global community and the importance of supporting sustainability.
- 91 Pupils' personal and social education (PSE) is provided very effectively through the school. Plenty of opportunities are provided for pupils to assume responsibilities from the earliest ages. Provision for promoting equality is robust.
- 92 The school provides only a few opportunities to develop entrepreneurial skills and the skills needed to support economic development. Opportunities do include a range of fund raising projects. The schools' provision reflects very well national priorities to promote lifelong learning skills and suitably raises pupils' awareness of community regeneration and the impact of social and economic changes in society. The completion of the Abercynon History Walk is an outstanding feature.

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

Grade 1: Good with outstanding features

- 93 The findings of the inspection team match the judgement made by the school in its self-evaluation plan.
- 94 Pupils enjoy coming to school and the school provides a happy, caring community where they are valued and supported. Parents are very supportive of the school and there are strategies in place to include parents in the life of

the school. They receive weekly news letters including information on class topics; there are regular parents' evenings and informal open days. The school has implemented the Home School agreement and the Annual Governors Report to Parents is an outstanding example of effective communication with parents.

- 95 The school's strong ethos ensures that pupils settle quickly and know their rights and responsibilities and the expectations of the school. The arrangements for the entry of the youngest children from play group to the Nursery are an outstanding feature of the early years. There is a smooth transition and adjustment to school life. Pupils' transition to the two nearest secondary schools is well planned and ensures smooth transition of pupils from year 6 to year 7.
- 96 The school provides high quality personal support and guidance and personal and social education is well taught. They have a good knowledge and understanding of their needs with regard to health, personal and social education. The school effectively monitors pupils' attendance and punctuality and takes early and appropriate action where necessary.
- 97 The school has effective policies and procedures in place for dealing with behaviour problems. An outstanding feature is the anti bullying policy which was written following discussions and input from staff, governors, parents and pupils. The school has established a working partnership with parents that promotes positive and consistent behaviour throughout the school. There are very effective policies and procedures in place to monitor pupils' attendance and punctuality, behaviour and performance. School systems very effectively ensure that all pupils are cared for and closely supported. Effective working partnership with parents, carers and external agencies contribute significantly to the high standard of behaviour ensuring that inappropriate behaviour rarely occurs.
- 98 The detailed curriculum takes into account the backgrounds of all pupils and promotes equality of opportunity and challenge, ensuring a very harmonious school. The school promotes health and fitness for all pupils through a wide range of extra curricular activities including residential visits to the Llangrannog Urdd centre. The school encourages parents to provide healthy snacks and lunch boxes and pupils regularly have fruit at break times and lunchtimes. Pupils are involved and developing an awareness of sustainability issues with the support of the Eco committee and the School Council. The council is proactive throughout the school and makes an effective contribution.
- 99 All staff and Governors have recently been effectively trained in child protection procedures which are rigorously implemented. The Headteacher is the named child protection officer and staff carry out protocols and procedures as outlined in the child protection policy. Teachers and support staff are fully aware of their responsibilities relating to the learners' safety and well-being and carry out these very well ensuring a pleasant environment. Communication with parents is regular and effective, with the school responding positively to suggestions and promptly to complaints or any issues raised.

- 100 Very good support is given to those pupils with specific educational needs. The provision meets the requirements of the Code of Practice. Teachers and support staff work well with SEN pupils and enable them to fully access the curriculum. The individual education plans provide clear and purposeful direction in order to help pupils to make progress. Parents are shown copies and are involved with identifying areas where they can offer support.
- 101 There is a very positive policy of inclusion and all pupils regardless of their background, ability, race or gender have full access to the curriculum and to all extra- curricular activities. This was particularly evident in the manner in which non-English speaking pupils are included in all aspects of the curriculum.
- 102 Despite the difficulties encountered with the split sites the school makes every effort to ensure all pupils have equal access to the school as a whole. The school complies with the requirements of the special education needs and Disability Act 2001. Its disability and equality scheme and the accompanying action plan are in place and regularly reviewed by the governing body.
- 103 The school is proactive in developing pupils' understanding of racial equality and the importance of good race relations based on mutual respect. Pupils understand the need for respect and support for diversity in a global society. The manner in which a visitor from Uganda was welcomed and received is an outstanding feature.
- 104 There are clear policies to promote high standards of behaviour and well considered strategies to prevent bullying, discrimination and all forms of harassment. The production of an Anti-Bullying Policy with input from teaching staff, governors, parents and pupils is an outstanding feature.
- 105 The school ensures that all pupils are treated equally and are fully integrated into the life and work of the school. The school supported two pupils with physical difficulties to achieve their potential. One pupil is now playing cricket in the school team. This provision is an outstanding feature of the school's efforts to ensure all pupils have equal access to all areas of the curriculum. The school has an effective Equal Opportunities Policy that helps to promote pupils' understanding of equality well.

Leadership and management

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

Grade 2: Good features and no important shortcomings

- 106 The findings of the inspection team match the judgement of the school in its self-evaluation report.
- 107 The headteacher shows good leadership skills. He has set a clear direction for the school and works exceptionally hard to overcome the problems of the split

site. He is ably supported by his deputy and the staff work very well as a team. All staff share in the aims and values that they have set for the school.

- 108 The school's mission statement of supporting pupils to fulfil their potential and develop as caring individuals is reflected in the staffs' commitment to providing a wide range of experiences that recognise the variety of skills that the pupils possess. This is a particular strength of the school. There is recognition of the particular skills of individuals and a wide range of curricular and extracurricular activities help them to reach their potential.
- 109 The school takes good account of national and local initiatives. Preparation for the Foundation Phase is progressing well and the school utilises what little areas they have to the best of their ability. Activities that promote environmental awareness and sustainability can be seen in the well kept school garden and forestry land at the rear of the junior school. In addition the school enters into a wide range of sporting and artistic events within the local and wider community.
- 110 Appropriate targets are set for pupils throughout the school. Governors and staff regularly discuss progress and the school involves all stakeholders in meaningful discussions regarding, for example, pastoral issues such as the school's anti-bullying policy. It reflects the schools' commitment to all interested parties contributions to strategic planning.
- 111 Although the split site hampers regular contact considerably, the headteacher and staff are committed to developing the school as a primary unit and individual managers and subject leaders move about the whole school to ensure that there is progression in teaching and learning.
- 112 The governors' strategic vision in identifying and implementing necessary priorities is good and instrumental in moving the school forward. The Governing Body is very aware of the importance of its role in supporting the well being of the school. It monitors the quality of provision well. It ensures important statutory requirements are met.
- 113 The governors give good support and guidance and are kept well informed. They visit the school regularly and meet all their statutory obligations. Their annual report to parents is a very user friendly document that in addition to highlighting the key issues celebrates the school as a community. They monitor progress and through sub committees and individual links act as critical friends to school development.

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

Grade 2: Good features and no important shortcomings

- 114 The findings of the inspection team match the school's judgement in the self-evaluation report.

- 115 The self-evaluation process is developing well in the school. All stakeholders have contributed to its development and managers, subject leaders and all staff regularly evaluate their own areas and come to collective decisions as a result. Procedures involve all staff, governors, parents and pupils and contributions are analysed along with assessment data to identify strengths and areas for development. These are subsequently fed into the school development plan.
- 116 Subject leaders responsibly monitor their areas and present reviews and evaluations annually. In addition to monitoring standards of work they talk regularly to learners to assess their knowledge. They consider the strengths and areas for improvement that inform future planning.
- 117 The team agreed with the school's judgements in six of the key questions. The team differed from the school in the self-evaluation of key question 1, finding insufficient outstanding features to warrant a grade 1. The school has since the last inspection made good progress in addressing the key issues of raising standards in academic and personal development and very good progress in addressing the shortcomings in art and music with aspects of both subjects having outstanding features. However the accommodation continues to cause significant concern.
- 118 There are good links between the self-evaluation document and the School Development Plan. Planning for improvement overall is good with the headteacher and staff setting clear priorities evident in the SDP.

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

Grade 2: Good features and no important shortcomings

- 119 The findings of the inspection team match the school's judgement in the self-evaluation report.
- 120 The school is appropriately staffed with suitably qualified teachers who provide a very wide range of subject expertise, experience and skills, which are readily shared and disseminated throughout the school. Support staff contribute effectively to the overall learning and teaching throughout the school. Together they help to make the school a happy and productive environment.
- 121 The school clerk, caretaker, catering staff, cleaners and lunchtime supervisors are very much part of the school team and carry out their duties efficiently and effectively.
- 122 The arrangements for performance management are embedded in the school and meet statutory requirements. There is a commitment by all staff to their own personal development. They set appropriate targets and goals for themselves and link these to the school's priorities. Managers fulfil their roles appropriately and responsibilities are effectively deployed to knowledgeable subject leaders. The headteacher monitors teaching and learning and subject leaders regularly communicate with their colleagues in both key stages regarding their subject responsibilities. They check pupils work, talk to learners and review planning.

- 123 Arrangements for teachers' planning, preparation and assessment (PPA) time are very well managed. Effective cover is provided with qualified teachers who add considerably to the pupils' learning with their additional skills and interests in sport, art and music.
- 124 All learners have access to a wide range of learning resources both within and outside the buildings. Resources are effectively allocated around the school and much has been done to prepare for the onset of the Foundation Phase. In addition musical and physical education resources have helped considerably in addressing the previous concerns in the last inspection. Information and communication technology facilities are good and the cultivated gardens and forestry land are well used by the pupils.
- 125 The headteacher and staff work tirelessly to adapt the accommodation to suit the purpose of a primary school. However despite their considerable efforts not least in the attractive displays around the school, the shortcomings mentioned in the previous inspection have not been addressed. The pathway between the buildings is steep and uneven and an additional hazard when wet and icy. Pupils in both key stages continue to have little contact and this in itself impacts considerably on pupils' personal and social education. In addition the school cannot function appropriately as a primary school without regular interaction between both staff and pupils.
- 126 Effective and efficient use is made of resources around the school. Pupils respect the equipment and staff are appropriately deployed, considering the difficulties in managing the two sites. Overall resources are matched to the school's priorities for development.
- 127 The leadership and management of the school is good with all stakeholders contributing to the school community. The efficient and effective governing body working with the headteacher has taken the school forward since the last inspection and gives good value for money.

School's response to the inspection

We are pleased the inspectors' findings recognise the good progress the school has made since the last inspection.

We are very pleased the inspectors noted the outstanding features in cultural, spiritual, moral and social development as well as standards of teaching and how well the pupils are cared for, guided and supported.

The report acknowledges the role the Governing Body plays in supporting and guiding the school's development.

An action plan will be put in place to address the recommendations, two of which have already been identified in the SDP for this year. The school will work with the LEA to address the long term problems of the split site and its resulting problems.

The staff and governors would like to thank the inspection team for their professionalism and the positive and courteous way they conducted the inspection.

Appendix 1

Basic information about the school

Name of School	Carnetown Primary School
School type	Community
Age-range of pupils	3-11
Address of school	Salisbury Road Carnetown Abercynon Mountain Ash Rhondda Cynon Taff
Post-Code	CF45 4NU
Telephone Number	01443 740492

Headteacher	Mr. B. Warrilow
Date of appointment	1 st January 1997
Chair of Appropriate Authority	Mr. Howard Collings
Registered Inspector	Mr. Glyn Scott
Dates of inspection	4 th to 5 th June 2008

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	24	9	18	12	21	24	27	32	167

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	0	7

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	23:8:1
Pupil: adult (fte) ratio in nursery classes	15:1
Pupil: adult (fte) ratio in special classes	NA
Average class size, excluding nursery and special classes	28.6
Teacher (fte): class ratio	1:17:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2008	89.9%	88.6%	91.2%
Autumn 2007	85.5%	91.9%	93.1%
Summer 2007	87.8%	90.3%	92.1%

Percentage of pupils entitled to free school meals	17%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results

End of key stage 1:

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:					12
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher assessment	School	0	0	8	83	8	
		National	0	0	13	63	20	
En: reading	Teacher assessment	School	0	0	8	83	8	
		National	0	4	14	55	27	
En: writing	Teacher assessment	School	0	0	8	83	8	
		National	0	5	14	68	12	
En: speaking and listening	Teacher assessment	School	0	0	8	67	25	
		National	0	2	10	63	24	
Mathematics	Teacher assessment	School	0	0	0	58	42	
		National	0	2	10	64	23	
Science	Teacher assessment	School	0	0	0	75	25	
		National	0	2	9	66	24	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	91.67	In Wales	80.6

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

National Curriculum Assessment Results

End of key stage 2:

National Curriculum Assessment KS2 Results 2008			Number of pupils in Y6							32	
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	22	56	22
		National	0	0	0	1	1	4	16	48	30
Mathematics	Teacher assessment	School	0	0	0	0	0	0	17	33	50
		National	0	0	0	1	1	3	14	48	33
Science	Teacher assessment	School	0	0	0	0	0	0	17	67	17
		National	0	0	0	1	0	2	12	52	34

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	77.8	In the school	NA
In Wales	74.2	In Wales	NA

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

3 inspectors spent a total of 5 inspector days at the school, and met as a team before the inspection.

The headteacher attended team meetings and provided additional information as the nominee on the inspection team.

The inspectors visited:

- 17 lessons or part lessons at the school

The team also considered:

- a selection of work by present pupils;
- comments from the pupils about their school;
- documentation provided by the school before and during the inspection; and
- There were 30 responses to a parents' questionnaire. Around 99% of responses were positive.

Before and during the inspection, members of the team held discussions with:

- the management committee, parents, pupils and staff;
- teachers and LSA's;
- mainstream school teachers;
- representatives of the local authority;

Appendix 5

Composition and responsibilities of the inspection team

Inspector	Type	Aspect Responsibilities	Subjects
Mr. Glyn Scott	Rgi	Context, Summary, Key Questions 1, 2, 5, 6 and 7.	N/A
Mrs. Barbara Thorne	Team	Key Questions 3 and 4, SEN.	N/A
Mr. John Foley	Lay	Contributions to key questions 1, 3 and 4.	N/A
Mrs. Janet Carter	Peer assessor	Contributions to LEFS and GEFS.	N/A
Mr. Brian Warrilow	Nominee	School and inspector support during inspection.	N/A

Acknowledgement

The visiting inspectors wish to thank the headteacher, the governors, all the staff and the pupils for their unfailing co-operation and courtesy during the inspection.

Inspection Contractor:

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