

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

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

**Cefn Primary School  
Greenfield Avenue  
Glyncoch  
Pontypridd  
Rhondda Cynon Tâf  
CF37 3BD**

**School Number: 6742247**

**Date of Inspection: 13/10/08**

**by**

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Cefn 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 Cefn Primary School took place between 13/10/08 and 15/10/08. An independent team of inspectors, led by Phillip David Watcyn Edwards undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

<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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Report by Phillip David Watcyn Edwards  
Cefn Primary School, 13/10/08

## Context

### The nature of the provider

- 1 Cefn Primary School provides education for pupils between 3 - 11 years of age. It serves the residential area of Glyncoch to the north of Pontypridd. It is administered by the Rhondda Cynon Tâf Borough Council. The accommodation is of comparatively modern design with a large field and wooded area. The school describes the overall nature of the intake as mainly disadvantaged. The area is an Objective One and Communities First Ward and is in the 10% of wards in Wales that are considered the most deprived. There has been no significant variation in pupil numbers since the previous inspection. Currently there are 118 full-time pupils on roll from reception onwards with one nursery child part-time and 15 nursery children attending on a full-time basis, making 133.5 full-time equivalent (fte) pupils. English is the predominant home language of all pupils with none using Welsh as a first language. No pupils receive support for English as an additional language (EAL).
- 2 The annual intake covers the full ability range with 51% of pupils entitled to receive free school meals, which is well above the all-Wales national average of 19.7%. There are 47 pupils (40%) with some form of special educational need (SEN), including 35 on school action and 12 on school action plus. There are two pupils with a formal statement for SEN, with no disapplications to the national curriculum (NC). There are 10 looked after children within the school at present.
- 3 There are seven classes including a full-time nursery and two special classes funded by the local authority catering for five nurture pupils at Foundation Phase and six pupils with social, emotional, behavioural difficulties (SEBD) in key stage (KS) 2.
- 4 There are eight full-time teachers, including the headteacher and one part-time teacher. There are six full-time and three part-time learning support assistants (LSA) and a school administrative assistant. The headteacher has been in post since the beginning of April 1996. During the inspection one teacher was on sick leave and two teachers, including the deputy headteacher, were on maternity leave and an acting deputy headteacher had been appointed temporarily in her place.
- 5 The school was recently awarded the Basic Skills Award for the third time.
- 6 The school was previously inspected in December 2002. There have been no significant changes to the school since then.

### The school's priorities and targets

- 7 The school's motto is 'Learning for Life'. Its mission statement is that 'Cefn is a school where all children reach their full potential in a warm and caring environment'. The school aims to provide a happy, secure, caring environment in which each individual pupil can flourish both as a person and academically.
- 8 The school development plan (SDP) targets for 2008-9 are to:

- improve standards in mathematics and physical education and in the key skills of information and communication technology (ICT) and writing;
- review targets and refine the race equality policy;
- implement the new religious education policy and scheme of work and review the history, behaviour, child protection, race equality and bilingualism policies;
- achieve the Nurture Quality Mark;
- enhance the role of leader of learning including work sampling, reviewing skills and implementing the listening to learners policy; and
- review workforce remodelling and implement the Foundation Phase in the nursery.

## Summary

- 9 Cefn Primary school is a warm, friendly, inclusive community where all pupils are valued and encouraged to do their best. It has many good features and a few shortcomings. Overall standards in the six subjects inspected remain similar to the previous inspection.

### Table of grades awarded

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

- 10 The inspection team agreed with four of the grades awarded by the school to the seven Key Questions. It awarded Grade 3 to Key Questions 1 and 6 which was one grade lower than the school and Grade 2 to Key Question 4 where the school had awarded itself Grade 1.

### Standards

- 11 When the 2008 core subject indicators (CSI) for pupils (those attaining at least level two in KS1 and level four in KS2 in English, mathematics and science) are compared with local and all-Wales figures they are below average. When these figures are compared with similar schools, namely those with a similar free school meal entitlement of above 32%, they are in the lower 50%. This is a downward trend over

the last three years from being in the highest 25% in 2006, but an improvement from being in the lowest 25% in 2007.

- 12 There is a significant difference in attainment between boys and girls. Overall, boys attain well below local and national averages, particularly in English, while girls attain them. This contributes considerably to the overall below average standards in the core subjects.

### Grades for standards in subjects inspected

In the subjects inspected, standards of achievement in lessons were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	56%	25%	13%	0%

- 13 These figures are significantly below those quoted in Her Majesty's Chief Inspector's (HMCI) latest Annual Report for 2006-7, where nationally they are Grade 2 or better in 80% of lessons and Grade 1 in 10%. However, they are a significant improvement overall on those of the previous inspection.
- 14 In arriving at judgements, consideration has been given to the significant effect of the low baseline of many learners who enter the school, as well as the inclusion of special classes and the high percentage of pupils with SEN. Also, when comparing attainment figures with those of similar schools with the benchmarked figure of 32% and above, the school has a significantly higher free school meals figure of 51%.
- 15 The overall quality of the educational provision for the under-fives is appropriate to their needs and children are making good progress towards the Foundation Phase.

### Subject grades for subjects inspected

Subject	Key Stage 1	Key Stage 2
English	Grade 3	Grade 3
Mathematics	Grade 3	Grade 3
Information and communication technology	Grade 2	Grade 2
Design technology	Grade 2	Grade 2
Music	Grade 2	Grade 3
Physical education	Grade 3	Grade 3

- 16 In comparison to the last inspection, both KS1 and KS2 standards have improved by one grade in ICT to Grade 2. In both key stages in English, mathematics and design technology and in KS1 in music they remain the same. They have fallen by one grade in KS2 in music and in both key stages in physical education.
- 17 Learners, including those under five and with SEN, achieve good standards overall in their knowledge, understanding and skills and they exceed agreed targets and goals according to school data. Most enter from a low baseline and achieve well compared with their abilities. Nearly all have positive attitudes to learning and succeed regardless of their social, ethnic or linguistic backgrounds. Pupils in the SEN classes

make good progress in relation to their group education plans and particular needs, but the very few more able are seldom challenged in KS2.

- 18 Learners throughout the school develop their key, creative and problem-solving skills well overall throughout the curriculum, particularly in listening and speaking. Good features outweigh shortcomings in pupils' bilingual competence in Welsh and English across the curriculum.
- 19 The development of pupils' personal, social and learning skills is good overall with no important shortcomings. Pupils are polite and courteous. In both key stages they generally acquire new knowledge and understand what they are doing, but seldom review their own progress through self-assessment to inform their own learning.
- 20 Pupils are well behaved in and around the school. The average level of attendance at 89% for the three terms prior to the inspection is considerably lower than the all-Wales figure.
- 21 Throughout the school pupils' understanding of equal opportunities issues is good. They develop a respect for the diversity of beliefs, attitudes and cultural traditions in society. They have a good awareness and understanding of their own community and the workplace.

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

- 22 The quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
17%	63%	12%	8%	0%

- 23 These figures are an improvement over the previous inspection and match the national picture published in HMCI's latest Annual Report for 2006-2007, where the overall quality of teaching in primary schools is reported to be Grade 2 or above in 80% in lessons. The percentage of lessons awarded Grade 1 is slightly above the 14% nationally.
- 24 Throughout the school staff know pupils well and have good relationships that foster learning effectively and promote equality particularly well, irrespective of race, gender or disability. There are high expectations of behaviour.
- 25 The best lessons include an exceptionally lively pace with efficient and effective use of time, good resources and praise and encouragement to motivate pupils. Good features in lessons are a high level of subject knowledge delivered skilfully to pupils, well-formulated instructions and prompts to guide pupils through the various stages of the lesson and LSAs deployed efficiently and effectively at all times. Shortcomings in a very few lessons include a lack of varied and challenging work planned to cater for all abilities, particularly the more able.
- 26 The quality of teaching in the SEN classes is very good where pupils achieve their full potential. In the SEBD class it is outstanding. Teaching in the Foundation Phase is

particularly effective to give children rich and varied indoor and outdoor experiences. There is appropriate emphasis on bilingualism, but it is inconsistent on occasions.

- 27 The school's assessment policy has good features, but its implementation is variable with shortcomings in its effectiveness in improving learning and achievement. Recording and reporting arrangements are appropriate.
- 28 The curriculum is generally appropriate to the range of learners' needs and aspirations. In both key stages the school provides a sufficiently organised, broad, balanced and relevant curriculum. However, in a minority of cases the quality of long, medium and short-term curricular planning occasionally does not reflect the full range, depth and progression of work required in a scheme of work to cater for the range of pupils' abilities.
- 29 A notable and often outstanding feature of the school is the good quality of the curriculum provided in the two SEN classes. A potentially useful key skills policy linked with the topics studied in the school has been written.
- 30 Planned visits to places of educational interest enhance the curriculum well. Pupils in KS2 are offered a good variety of extra-curricular activities, including a wide range of games' clubs. There is good provision for homework.
- 31 Provision for spiritual, moral, social and cultural development is good overall. Most daily assemblies provide an appropriate act of collective worship which meets statutory requirements and includes quiet guided reflection. The development of pupils' cultural awareness, including Welsh culture in the cwricwlwm Cymreig, is promoted well.
- 32 The school has a positive partnership with parents and carers and good relationships with the local community and local services. It also has effective links with employers, parents, other schools and colleges and the wider community. It is developing pupils' entrepreneurial skills well.
- 33 Personal and social education (PSE) is well established and meets requirements. Appropriate emphasis is made on leading a healthy and active lifestyle. The school's procedures for race equality, oppressive behaviour and monitoring behaviour and attendance are good.
- 34 There is good quality of care, support and guidance for pupils in the school as well a good partnership with parents and carers. The school places and manages its care arrangements very effectively and this is an outstanding feature. The school council is set up in accordance with the requirements of the regulations and reports that the school works well to help pupils have very good guidance and support.
- 35 There are good procedures to identify pupils with SEN, but the identification of the needs of more able pupils is less well developed. The quality of care and additional support provided for pupils with SEN in the specialist classes provided by the local authority for KS1 and KS2 pupils with behaviour, emotional and social difficulties is outstanding.

- 36 Arrangements are made with pupils with disabilities to ensure that they are not being treated less favourably than other pupils. There are access and disability policies, although the latter is not fully compliant with the Disability Equality Scheme and is not incorporated into the school prospectus.

### **Leadership and management**

- 37 There are clearly understood aims, targets and shared values among staff, parents and pupils. These are reflected well in the life and work of the school and provide a clear direction, a sense of purpose and the promotion of equality for all.
- 38 A notable feature of the leadership is the welcoming, caring ethos which pervades the school where pupils are happy and self-confident. This contributes effectively to high expectations fulfilled in many facets of school life, but not always consistently in standards of achievement and the implementation of effective school policies.
- 39 The headteacher's passion, commitment and active interest in all aspects of school life create a positive, busy atmosphere that ensures all pupils, regardless of background, are included fully in all aspects of the school's life and work.
- 40 The school management team and curriculum co-ordinators carry out a range of leadership responsibilities effectively on the whole. Clerical support is efficient in operating the considerable day-to-day administration of the school. Well established procedures ensure that a range of constructive priorities are set in the annual SDP to provide a focused strategic direction for school development.
- 41 The governing body (GB) is well informed, fulfils its legal responsibilities, monitors the school's progress and helps set a clear strategic direction. It ensures performance management policy and procedures are in place for the headteacher and staff.
- 42 Staff and leaders are generally well informed about the performance of their areas of responsibility through evaluating its provision and pupils' progress and they contribute to the compilation of the self-evaluation report.
- 43 The SDP identifies a range of priorities, including those agreed in the school's cluster arrangements, to bring about improvement. The self-evaluation report, however, is mostly descriptive in content and arrangements to identify priorities for the pending SDP are unclear to ensure a coherent approach to school evaluation.
- 44 Performance management has increased the awareness of leaders' responsibilities appropriately on the whole, but consistency of development has been impeded by the unavoidable absence of key leaders in the school.
- 45 An action plan was produced following the previous inspection and planned actions have resulted in a few desired improvements, but some shortcomings have not been addressed sufficiently.
- 46 There are normally sufficient suitably qualified and experienced teachers to meet the requirements of the curriculum and the full range of pupils' abilities, including those in the special classes.

- 47 The quality of accommodation is good. Classrooms provide a suitable setting for good teaching and learning. The school has allocated and used resources for planning, preparation and assessment (PPA) time and workforce remodelling effectively. In general, resources are well matched to the school's priorities for development.
- 48 Members of staff regularly review the provision and use of resources and the GB monitors income and expenditure systematically. Overall, the school provides good value for money.

## Recommendations

- 49 The school needs to:
- R1 raise standards in English, mathematics and physical education in both key stages and music in KS2; \*
  - R2 continue to close the gap between the attainment of boys and girls in the core subjects in KS1 and KS2;
  - R3 refine the self-evaluation process;
  - R4 ensure accuracy in the collation and analysis of data in assessment and levelling of standards in subjects;\*
  - R5 where necessary deliver the curriculum more effectively by taking a more rigorous account of stages in pupils' development in subjects;
  - R6 update the main elements and actions contained within the Disability Equality Scheme, so that they are distinct and identifiable in the school's policy and incorporated into the school prospectus; and
  - R7 seek further ways to improve attendance .

\*Aspects identified in the schools' SDP.

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

## Standards

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

#### Grade 3: Good features outweigh shortcomings

- 50 The findings of the inspection team do not match the Grade 2 awarded by the school in its self-evaluation report as good features outweigh shortcomings.
- 51 When the 2008 CSIs for pupils in both key stages are compared with local and all-Wales figures they are below average, particularly for boys. When these figures are compared with similar schools, namely those with a similar free school meal entitlement of above 32%, they are in the lower 50%. This is a downward trend over the last three years from being in the highest 25% in 2006, but an improvement from being in the lowest 25% in 2007.
- 52 There is a significant difference in attainment between boys and girls. Boys attain well below local and national averages, particularly in English, while girls attain them. This contributes considerably to the overall below average standards in the core subjects.

#### Grades for standards in subjects inspected

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- 55 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase.

#### Subject grades for subjects inspected

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Music	Grade 2	Grade 3
Physical education	Grade 3	Grade 3

- 56 In comparison to the previous inspection, both KS1 and KS2 standards have improved by one grade in ICT to Grade 2. In both key stages in English, mathematics and design technology and in KS1 in music they remain the same. They have fallen by one grade in KS2 in music and in both key stages in physical education.
- 57 Learners, including those under five and those with SEN, achieve good standards overall in their knowledge, understanding and skills and they exceed agreed targets and goals according to school data. Most enter from a low baseline and achieve well compared with their abilities. Nearly all have positive attitudes to learning and succeed regardless of their social, ethnic or linguistic backgrounds. Pupils in the special classes make good progress in relation to their group education plans and particular needs, but the very few more able are seldom challenged in KS2.
- 58 In the early years, KS1 and KS2 learners use key skills of listening and speaking effectively. The attentive and active way they engage in lessons is a good feature. Children under five make good efforts to acquire reading and writing skills, but progress is often slow for a minority. In both key stages pupils read well for a range of purposes, but in KS2 reference skills are hindered by insufficient access to the library. Pupils in both key stages write well overall across the curriculum, but by the end of KS2 they do not extend sentences or develop their ideas sufficiently.
- 59 Children in the early years and pupils in KS1 apply the key skills of numeracy and ICT effectively in appropriate situations, but those in KS2 seldom explore new ways in which these skills can benefit their learning. Learners throughout the school develop their creative and problem solving skills well through a varied range of activities.
- 60 Nearly all pupils are keen to exchange greetings in Welsh; they listen well and use the language appropriately during set times, such as registration, and usually understand and respond appropriately to the occasional word of praise or command given by teachers. However, a minority do not sustain a simple conversation beyond these limits. Pupils read and write adequately in specific Welsh language lessons, but there is limited reading and writing across the curriculum.
- 61 Most learners throughout the school are motivated well to work, but in KS1 and KS2 they do not always make good progress towards the next stages of their learning, particularly in KS2. In both key stages they generally acquire new knowledge and understand what they are doing, but seldom review their own progress through self-assessment to inform their own learning.
- 62 Pupils make good progress overall in developing their personal, social and wider skills. This is reflected particularly in the polite and courteous manner they greet each other and visitors, which contributes positively to the work of the school as a community.
- 63 Pupils' attitudes to learning, interest in their work and ability to sustain concentration have good features. They are keen to work in lessons, make effective use of their time and ask and reply to questions well.

- 64 Nearly all learners develop the ability to work independently and to support one another as they move through the school. This is apparent particularly in the under-fives and SEN classes.
- 65 Pupils are well behaved in and around the school. Good behaviour and positive attitudes and relationships are particularly evident during break times and lunchtimes.
- 66 During the last 12 months two pupils have been excluded on a temporary basis, but they responded well to school and parental support.
- 67 The average level of attendance at 89% for the three terms prior to the inspection is considerably lower than the all-Wales figure. Most pupils attend school regularly and are punctual at the start of the day. The majority of unauthorised absences by pupils not attending school are due to parents or carers withdrawing pupils for more than the 10 authorised days of holiday absences in the school year.
- 68 Throughout the school, pupils' understanding of equal opportunities issues is good. They develop a respect for the diversity of beliefs, attitudes and cultural traditions in society. They have a good awareness of the community as well as developing their own personal values and accepting those of others. A number of visitors to the school from the local community, as well as visits by pupils to the local carnival, places of interest and sports events, broaden their understanding of their own community and the workplace effectively.

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

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

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

- 69 The findings of the inspection team match the grade awarded by the school in its self-evaluation report.
- 70 The quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
17%	63%	12%	8%	0%

- 71 These figures are an improvement over the previous inspection and match the national picture published in HMCI's latest Annual Report for 2006-2007, where the overall quality of teaching in primary schools is reported to be Grade 2 or above in 80% in lessons. The percentage of lessons awarded Grade 1 is slightly above the 14% nationally.
- 72 Throughout the school staff know pupils well and have good relationships that foster learning effectively and promote equality particularly well, irrespective of race, gender or disability. There are high expectations of behaviour.
- 73 The best lessons observed include the following outstanding features:

- exceptionally lively pace with efficient and effective use of time and resources;
- effective praise and encouragement to motivate pupils; and
- tolerant and skilful adult intervention to support challenging pupils.

74 Good features in lessons include:

- clear aims and objectives;
- a high level of subject knowledge delivered skilfully to pupils;
- well-formulated instructions and prompts to guide pupils through the various stages of the lesson;
- good opportunities for pupils to share, reflect upon and celebrate their achievements; and
- LSAs deployed efficiently and effectively at all times.

75 Shortcomings in a very few lessons include:

- lack of varied and challenging work planned to cater for all abilities, particularly the more able;
- deviation from inadequately planned work resulting in learning objectives not being met to secure the active engagement and interest of learners.

76 The quality of teaching in the SEN classes is very good where pupils achieve their full potential. In the SEBD class it is outstanding consistently.

77 Teaching in the Foundation Phase is particularly effective to give children rich and varied indoor and outdoor experiences.

78 There is appropriate emphasis on bilingualism, but it is inconsistent on occasions. Oral incidental Welsh is introduced to children under five where good practice is evident. Overall, teachers in KS1 make good efforts to use bilingual words and phrases during the course of lessons and when issuing instructions. In KS2 there is some very good practice, but in a minority classes little or no bilingualism is encouraged.

79 The school's assessment policy has good features, although its implementation is variable. There are shortcomings in the rigour of assessment and its use in improving learning and achievement. Adequate procedures are in place to assess pupils' attainment through the use of standardised tests in English and mathematics. The data is collated and the analysis used appropriately, on the whole, to provide whole school information. However, the system of recording this information is not easily manageable and not used consistently.

80 A developing good feature is the school's work within the local school cluster to explore arrangements for standardisation and moderation to strengthen teacher assessment at KS2 and KS3 by the introduction of 'Skills Passports' in all subjects across the curriculum.

81 The arrangements to assess pupils' achievements in all subjects and areas of learning are underdeveloped, such as in recording day-to-day assessments of pupils'

work using agreed criteria. As a consequence learning is not always moving forward with sufficient flexibility. There is no system of review and updating of existing assessment portfolios to ensure they continue to aid assessment accurately.

- 82 The arrangements for baseline and the end of key stage teacher assessments meet statutory requirements.
- 83 The school has a marking policy, but its implementation lacks consistency and rigour. Teachers, in most cases, provide constructive oral feedback to pupils to help them improve their learning, but initiatives such as setting learning targets through constructive comments to show the way forward in English and mathematics, are at an early stage of development and lack consistency. Most written comments are descriptive rather than evaluative.
- 84 Recording and reporting arrangements are appropriate and parents have opportunities to discuss the progress of their child with teachers both formally and informally throughout the year. In most cases the reliance on report writing software hampers parents' understanding of their child's progress due to the over use of educational terms that results in an impersonal report. In contrast the quality of comments relating to the personal development of pupils is good.

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

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

- 85 The findings of the inspection team match the grade awarded by the school in its self-evaluation report.
- 86 The curriculum is generally appropriate to the range of learners' needs and aspirations. The provision in the under fives, including the Foundation Phase and KS1, to promote children's learning needs in the outdoor environment using the woods in the school grounds is particularly successful in motivating children to speak and write and to develop their personal and social skills.
- 87 In both key stages the school provides a sufficiently organised, broad, balanced and relevant curriculum that meets the statutory requirements of the NC and the locally agreed syllabus for religious education.
- 88 The school's policies and schemes of work in all subjects, areas of learning and the Foundation Phase provide a framework to ensure balance in pupils' learning. However, in a minority of cases the quality of long, medium and short term curricular planning occasionally does not reflect the full range, depth and progression of work required in a scheme of work to cater for the range of pupils' abilities in the mixed aged classes. For example, the curriculum for pupils with SEN and able pupils in mainstream classes in KS2 is not always effective for planning to meet their particular needs within the whole class. The over reliance on worksheets used in many subjects in both key stages limits the range of work undertaken and hinders progression.
- 89 The quality of the curriculum provided in the two SEN classes is good and on occasions it is outstanding in its appropriateness and implementation. It is modified

appropriately, in line with pupils' needs; they are taught in small classes with effective and efficient LSA support and they integrate well with the mainstream classes on all appropriate occasions. This is a notable feature of the school.

- 90 A potentially useful key skills policy, based on the 'Skills Framework for 3 to 19 year olds in Wales', linked with the topics studied in the school, has been written. However, in its present form it does not provide a whole school approach to the development of pupils' key skills across the curriculum.
- 91 Planned visits to historical sites, theatres and places of educational interest, as well as visitors to the school, enhance the curriculum well. Good use is made of the community to enrich learning in subjects such science and design technology. The school choir performs in Pontypridd town centre and there are outstanding links with a local baker who subsidises the breakfast club.
- 92 Pupils in KS2 are offered a good variety of extra-curricular activities, including a wide range of games clubs. The provision for pupils to participate fully in a variety of competitive sports is well established and the Physical Education and School Sport (PESS) programme is being implemented appropriately into the physical education curriculum. There is good provision for homework.
- 93 Provision for spiritual, moral, social and cultural development is good overall. Educational visits and the activities undertaken through clubs and competitive sports contribute very well to the development of pupils' social and personal skills.
- 94 The attention given to promoting pupils' spiritual awareness is less well developed where opportunities are missed. Good provision for quiet guided reflection exists in assemblies, but in lessons lacks consistency. Daily acts of collective worship meet statutory requirements, but lack a spirit of joyfulness.
- 95 The development of pupils' cultural awareness, including Welsh culture, is promoted appropriately through subjects such as history, geography, music and religious education. In general, strategies for encouraging bilingualism, including the cwricwlwm Cymreig, are effective in promoting a Welsh identity. For example, pupils see Welsh around the school, conduct registration through the medium of Welsh and occasionally sing Welsh hymns and prayers in collective worship.
- 96 The school has a positive partnership with parents and carers. It interacts well with them on a day-to-day basis. Parents have ready access to the headteacher and teachers and the school prospectus is easy to understand and meets requirements. They support the school actively through the parent teacher association (PTA) and raise additional funds for school for equipment. There is a well established home-school agreement.
- 97 The school has good relationships with the local community and local services and offers some relevant experiences to pupils that enhance their learning. The links with other local schools are good and have a good influence on the quality of education provided. The school has a strong partnership with local university teaching departments and local high schools through student placements and work experience.

- 98 The school has effective partnerships with other schools and colleges and with the wider community. There are good transitional procedures, including pastoral and administrative links, with the local secondary school to which most pupils transfer. Currently there are good links with employers to support staff training and development through teacher placement.
- 99 PSE is well established and meets requirements. Appropriate emphasis is made on leading a health and active lifestyle, for example in physical education and food technology, and sex education is taught through the study of life processes in science.
- 100 The school promotes equal opportunities for all pupils to participate in sport clubs, after school clubs and all other aspects of school life. These clubs and activities help develop pupils' skills and relationships with one another well.
- 101 The school develops pupils' awareness and understanding of sustainable development and global citizenship well. It has a green house initiative and promotes gardening and 'Green Fingers' as part of its planning for the Eco Schools Award. This important area is being further developed by the school, for example, recycling projects which the school takes part in and through its schemes of work, particularly in geography, PSE and religious education. The school is making appropriate progress towards the Healthy Schools' Award.
- 102 The school works effectively to develop pupils' learning experiences in problem solving and decision making in preparation for the world of work. Staff are involved with the Education and Business Partnership (EBP) initiatives locally. The school develops pupils' entrepreneurial skills well, for example they run a fruit tuck shop, order produce and collect money.
- 103 The school has taken steps to ensure pupils' learning experiences build good foundations for their later working life in the community. It has a high level of involvement with the local churches, local industry, the Community First project and local charities such as Barnardos. The school has good links with the Basic Skills Agency and there are adult learning classes held in the school used by the local community and parents.

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

<b>Grade 2: Good features and no important shortcomings</b>
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- 104 The findings of the inspection team do not match the grade awarded by the school in its self-evaluation report. Whilst the quality of the learning experiences, care, support and guidance provided for pupils is good with some notable aspects, overall there are insufficient outstanding features to award this key question a Grade 1.
- 105 There is good quality of care, support and guidance for pupils in the school.
- 106 The school places and manages its care arrangements very effectively and this is an outstanding feature. The school has very good links with the social services and specialist agencies for pupils who need their support. Outstanding links and

procedures are in place for looked after pupils. LSAs provide effective overall support in the classroom.

- 107 The school works well in partnership with parents and carers for support and guidance. The pre-inspection parents' questionnaire showed that nearly all parents felt the school is easy to approach and encourages an active role for parents and carers. A group of volunteer parents give freely of their time to manage the very popular breakfast club effectively.
- 108 Pupils have been invited to fill in a questionnaire to share their views about the school and they believe the school and staff work effectively at helping them to raise their levels of achievement. The school council is set up in accordance with the requirements of the regulations and reports that the school works well to help pupils have very good guidance and support.
- 109 The school has good induction programmes to help new pupils settle into school; they feel welcome and are supported well by teachers and other pupils. Nursery and reception children have a good provision of staff available to help and support them. Pre-admission home visits for children entering the nursery help them to settle with the nursery staff and this also provides a good link with parents.
- 110 The monitoring of pupils' attendance and behaviour is good and school registration procedures comply with the National Assembly for Wales (NAW) Circular 47/06. The school has a comprehensive procedure for ensuring pupils' good attendance and behaviour with reward systems in place for both, such as the star of the week chart and badges and certificates awarded in the achievement assembly. Pupils respond well and the giving of awards is beneficial in enhancing self-esteem.
- 111 Patterns of absence are systematically monitored. The headteacher examines the attendance summaries regularly for poor attendance and refers this to the education welfare officer for action.
- 112 The school makes the general safety and well-being of pupils a priority. There is an effective policy and staff and pupils have an awareness of health and safety around the school. There are good procedures and arrangements that encourage and enable pupils to be healthy. Appropriate arrangements are in place for pupils who are unwell or have had an accident. Risk assessments are completed by staff for educational visits.
- 113 The school has an effective policy and sound procedures for child protection. The headteacher is the staff member responsible for child protection. All staff are given guidance and are aware of the procedures for reporting and recognising the signs and symptoms of abuse. Training is provided for school staff to help them keep up to date.
- 114 There are good procedures for the early identification of pupils with SEN, including the effective use of baseline scores and a range of standardised assessments. Early intervention is a particularly good feature of the school's philosophy and procedures comply with the requirements of the SEN Code of Practice. There is a clear, comprehensive policy for SEN and the provision is managed well by the SEN co-ordinator (SENCO).

- 115 All pupils with SEN have appropriate individual education plans (IEPs). These are reviewed thoroughly each term and parents are consulted appropriately, but the identification of the needs of more able pupils is underdeveloped.
- 116 The quality of care and additional support provided for pupils with SEN in the specialist classes provided by the local authority for KS1 and KS2 pupils with behaviour, emotional and social difficulties is outstanding. Provision is tailored very well to individual needs, ensuring that each pupil is motivated and challenged through raised self esteem and achieves to the best of his/her ability. They are integrated very well into the school.
- 117 The deployment of additional support to meet pupils' needs, through individual or small group withdrawal sessions using the language support teacher and appropriate programmes to fast track learning, is very effective. However, in some cases this withdrawal from the classes means that the main lesson is interrupted and continuity is lost for the lesson the following day.
- 118 A clear focus on individual learning targets is identified in IEPs, but is not always maintained in lessons with the whole class. There is variation in the quality and consistency on the implementation of the IEPs in mainstream classes. Effective use is made of outside support, such as the school psychologist, behaviour support advisers, health and social services and the education welfare service.
- 119 The school provides good support for pupils in mainstream classes whose behaviour sometimes impedes their progress and that of others. All staff, through consistent use of well planned school procedures, manage occasional episodes of low level disruption to lessons appropriately.
- 120 Throughout the school pupils develop a good awareness of equal opportunities issues through learning about the diversity of beliefs and social and cultural traditions in the wider society; they understand and respect the personal values of others well. The school takes into account carefully the community and background from which pupils come from and has procedures for support and guidance to reflect this.
- 121 The school actively promotes gender equality and there is no stereotyping of boys and girls in the curriculum or in the school generally. All pupils have opportunities to attend a range of after school clubs.
- 122 The school promotes good race relations across the curriculum and in all its activities. It has good racial equality and multicultural education policies in place.
- 123 The school has a good discipline policy and is proactive with outside agencies; for example, the Crucial Crew come into the school to speak with pupils. It also has a 'Buddy' system' for its younger pupils to enable them to adjust to school life full-time.
- 124 Arrangements are made with pupils with disabilities to ensure that they are not being treated less favourably than others. There are access and disability policies, although the latter is not fully compliant with the Disability Equality Scheme and is not incorporated into the school prospectus.

- 125 The headteacher and staff have attended training courses on racism and recognise and respect diversity in society. The local cluster group of primary schools addresses and seeks to resolve these issues in the local schools and community.

## Leadership and management

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

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

- 126 The findings of the inspection team match the grade awarded by the school in its self-evaluation report. The team agreed this key question warranted Grade 2, in comparison with the Grade 3 awarded to Key Question 1, due to the many good features in the leadership and strategic management, which enable many pupils, including the above average proportion of those with SEN, to succeed above expectation.
- 127 There are clearly understood aims, targets and shared values among staff, parents and pupils. These are reflected well in the life and work of the school and provide clear direction, a sense of purpose and the promotion of equality for all. A notable feature of the leadership is the welcoming, caring ethos which pervades the school where pupils are happy and self-confident. This contributes effectively to high expectations fulfilled in many facets of school life, but not always consistently in standards of achievement and the implementation of effective school policies.
- 128 The headteacher's passion, commitment and active interest in all aspects of school life create a positive, busy atmosphere that ensures all pupils, regardless of background, are included fully in all aspects of the school's life and work.
- 129 Curriculum co-ordinators carry out a range of leadership responsibilities effectively on the whole. In the temporary absence of a significant number of regular teacher leaders, they have taken on roles, but these additional responsibilities have on occasions resulted in a lack of continuity of purpose. Clerical support is efficient in operating the considerable day-to-day administration of the school.
- 130 Well established procedures ensure that a range of constructive priorities are set in the annual SDP to provide a focused strategic direction for school development. However, it is unclear from the self-evaluation report, which now informs the SDP, how effectively areas for improvement are identified and validated for the relevant needs of the school.
- 131 There are good arrangements that take account of national priorities and local partnerships and consortia agreements. The work of the school reflects national priorities in practice.
- 132 Governors know the school and its community well and have a close involvement in the life of the school. They are well informed and have a good understanding of their roles and what the school should provide for its pupils. They are very supportive and

meet regularly to monitor the school's progress and help set a clear strategic direction.

- 133 The GB ensures performance management policy and procedures are in place for the headteacher and staff and it uses this information effectively to take appropriate decisions. It monitors the quality of provision well to ensure priorities set are resourced sufficiently.
- 134 The GB fulfils its legal responsibilities well and holds the school to account as a critical friend for the standards and quality it achieves.

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

**Grade 3: Good features outweigh shortcomings**

- 135 The findings of the inspection team do not match the Grade 2 awarded by the school in its self-evaluation report as there were some important shortcomings the team identified.
- 136 The school's leadership and curriculum co-ordinators are generally well informed about the performance of aspects and subjects for which they are responsible through evaluating provision and pupils' progress. However, procedures lack sufficient structure to be used effectively to inform future planning.
- 137 The school has a well established whole school planning and self-evaluation procedure to enable priorities for development to be presented and agreed with staff and governors. Analysis is made of a range of data, including baseline assessments in the reception classes and appropriate standardised tests to track pupils' progress through the key stages. However, judgements in light of measurable performance data to identify trends over time lack rigour to ensure accuracy.
- 138 All staff and leaders contribute to the compilation of the self-evaluation report for the last three years and recently the views of pupils have been sought to inform the pending SDP. However, there has been insufficient analysis of the views of other interested parties, such as parents and groups outside school. Appropriate reference is made to the workload agreement, teaching and learning responsibilities and the new Foundation Phase and these have been actioned.
- 139 The SDP identifies a range of priorities, including those agreed in the school's cluster arrangements to bring about improvement. The self-evaluation report, however, is mostly descriptive in content. It often lacks a clear, rigorous and systematic approach, based on first-hand evidence, to identify and prioritise actions to build on the school's strengths and weaknesses. For example, there is little reference to available data about pupils' attainments to identify where specific improvements need to be made. Arrangements to identify priorities for the pending SDP are unclear to ensure a coherent approach to school evaluation.
- 140 The GB ensures priorities are supported through an adequate allocation of resources, including staff, money, learning resources, accommodation and time.

- 141 Performance management has increased the awareness of leaders' responsibilities appropriately on the whole, but consistency of development has been impeded by the unavoidable absence of key leaders in the school.
- 142 An action plan was produced following the previous inspection and planned actions have resulted in a few desired improvements.
- 143 Standards in English and mathematics remain the same as in the previous inspection. In the other subjects inspected improvement is variable as are standards in the quality of writing. Assessment has been used to ensure good additional support and specific targets for pupils in the SEN classes, but less effectively for those in the mainstream. In a few subjects progression and differentiation are not always clear. Recent initiatives are developing pupils' independent thinking and learning skills. The quality of teaching has improved with many lessons having clear learning objectives, but in a few lessons they do not give learners a clear understanding of what needs to be achieved. A significant number of lessons proceed at a lively pace and incorporate teaching strategies that maintain pupils' interest and motivation, but a few fail to capture their imagination. Marking, indicating to pupils how improvements can be made, is inconsistent, but with occasional good practice. A clear whole school strategy for the progressive development of key skills across the curriculum in both key stages has been achieved and is ready for implementation. Overall, standards of achievement in lessons seen during the inspection were an improvement on those in the previous inspection.
- 144 The inspection team agreed with four of the grades awarded by the school to the seven Key Questions. It awarded Grade 3 to Key Questions 1 and 6 which was one grade lower than the school and Grade 2 to Key Question 4 where the school had awarded itself Grade 1. This indicates that the staff and the GB have an adequate awareness of the school's strengths and shortcomings.

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

<b>Grade 2: Good features and no important shortcomings</b>
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- 145 The findings of the inspection team match the grade awarded by the school in its self-evaluation report. This is one grade higher than the one awarded to Key Question 1, as the team agreed that the good management of the accommodation and resources provides good value for money.
- 146 There are normally sufficient suitably qualified and experienced teachers to meet the requirements of the curriculum and the full range of pupils' abilities, including those in the special classes. The provision of appropriately trained LSAs is mainly good and their contribution to the quality of the learning is often effective and on a few occasions outstandingly so.
- 147 Members of staff, in the main, are appropriately deployed and attend suitable professional training. The recent emphasis on whole school training on critical skills is a positive and effective feature. Ancillary staff all work efficiently to ensure the day-to-day routines of the school run smoothly. The site is well maintained with a high standard of cleanliness.

- 148 Taken overall, there is a sufficient level of learning resources, including one interactive whiteboard, with most classes having projectors to provide media presentations. These resources motivate and often enhance pupils' learning effectively. Pupils, when given the opportunity, use computers appropriately in class, although the computers in the computer suite are very slow and the limited range of software resources restricts progress. Resources for SEN are good overall and in the special classes they are used very effectively.
- 149 The library is well resourced, although some books are of poor quality, but it is not fully and effectively used as whole school resource. In KS1 most books are made available in classrooms, including the well organised reading scheme books outside the rooms. There is an adequate sufficiency of resources available in most subjects, but on occasions pupils are not given access to a supply of good quality dictionaries and practical resources needed to develop numeracy and problem solving skills. Not enough appropriate differentiated equipment is provided in KS2 to cater for pupils' different abilities.
- 150 The quality of accommodation is good and reasonable attention is paid to ensuring the site is secure. Classrooms provide a suitable setting for good teaching and learning. Well presented wall displays of pupils' work enhance the learning environment and provide them with a motivating sense of audience. This adds considerably to the welcoming and purposeful ethos of the school.
- 151 The outdoor space is extensive with sufficient hard and soft surfaced playgrounds, grassed areas, poly tunnels for gardening and a large wooded area. In this respect the school is well placed for the Foundation Phase and outdoor lessons for other classes.
- 152 The organisation of classes, deployment of staff and resources is appropriate overall. The effectiveness of the good provision of LSAs in mainstream classes is good most of the time, but not always fully exploited, as research and investigative work in KS2 is not part of a planned programme of study.
- 153 The arrangements to provide supervision for classes for those sessions when the class teacher undertakes PPA time are in the main well considered and help ensure effective continuity in learning for pupils. The school has allocated and used resources for workforce remodelling effectively.
- 154 The good quality of financial administration is endorsed by the most recent local authority's audit report. In general, resources are well matched to the school's priorities for development.
- 155 Members of staff regularly review the provision and use of resources and the GB monitors income and expenditure systematically. Appropriate arrangements are in place to ensure best value when making purchases.
- 156 Overall, the school provides good value for money.

## Standards achieved in subjects and areas of learning

### English

**Key stage 1: Grade 3: Good features outweigh shortcomings**

**Key stage 2: Grade 3: Good features outweigh shortcomings**

#### Good features

- 157 In both key stages pupils, including those with SEN, extend their vocabulary well in a variety of contexts such as role play and class discussions.
- 158 Pupils in KS1 listen well to their teachers and carry out instructions confidently.
- 159 Most pupils speak with increasing confidence and clarity as they progress through KS1.
- 160 Pupils in KS1 use phonic and word recognition skills well to read books individually and big books as a class confidently. A majority can use a number of strategies when attempting new words and can read with understanding. They are able to discuss main characters and predict sensibly how a story develops.
- 161 Throughout KS1 many pupils make good progress in writing. They write for different purposes and, by the end of the key stage, a majority use capital letters and full stops accurately, understanding basic sentence construction.
- 162 Many pupils in KS2 listen carefully. They speak confidently and clearly to adults and each other. They respond to questions and express themselves competently developing a good range of vocabulary.
- 163 In KS2 a majority of pupils read confidently with appropriate fluency and expression. More able pupils discuss books they have read in detail and express clear preferences.
- 164 Pupils in KS2 with underdeveloped reading make good progress and gain confidence through a catch-up programme and additional language support.
- 165 In KS2 a majority of pupils write in a variety of forms for different purposes, such as recounting a story, character description and responses to drama.

#### Shortcomings

- 166 Pupils' spelling and extended writing skills are underdeveloped in both key stages.
- 167 Many pupils' ability to write neatly and fluently is variable in both key stages.
- 168 A minority of pupils in KS1 have a restricted understanding of the conventions of books, such as the meaning of the words 'author', 'illustrator' and 'narrator'.
- 169 Older KS2 pupils' oracy skills are limited.

- 170 Pupils' library research and higher order reading skills are underdeveloped, particularly in KS2.

## Mathematics

**Key stage 1: Grade 3: Good features outweigh shortcomings**

**Key stage 2: Grade 3: Good features outweigh shortcomings**

### Good features

- 171 Pupils in KS1 develop good dexterity in their mental mathematical skills over a range of simple problems. Most recognise coins and start to tell the time on the hour.
- 172 Younger pupils in KS1 have a good grasp of basic number and count to 20 confidently. They read, write and arrange numbers with increasing accuracy and have a practical grasp of simple number bonds.
- 173 Pupils in KS1 estimate, measure and weigh using different non-standard units and develop an increasing understanding of the need for standardised weights.
- 174 Older pupils in KS1 identify odd and even numbers accurately. They understand and apply simple mathematical terms with increasing confidence when adding on in tens and they appreciate well the relationship between adding and taking away. They are familiar with simple fractions as parts of a whole.
- 175 Many older pupils in KS1 describe and match different two and three dimensional shapes to their description accurately and a few count the number of corners and faces confidently. They develop a clear understanding of the difference between a cube and a cuboid.
- 176 Younger pupils in KS2 calculate and solve money problems using the four rules with increasing accuracy and assuredness.
- 177 As pupils progress through KS2, they use a wider mathematical vocabulary, measure in standard units in length, weight and capacity and become increasingly accurate in estimating measures and quantities. They have a good grasp of equivalent fractions.
- 178 Nearly all older pupils in KS2 identify, name and build a wide range of two and three-dimensional shapes and recall their properties well. They recognise and draw accurately different regular shapes along a line of symmetry and have a good understanding of parallel and perpendicular lines. Those in the SEBD class discuss competently the angles and degrees found in regular shapes, such as isosceles and equilateral triangles.

### Shortcomings

- 179 In both key stages pupils' ability to use and apply mathematics in a range of investigations is limited.
- 180 A significant number of pupils in both key stages make insufficient progress in handling data and are over dependent on work books.

- 181 KS1 pupils seldom extract and interpret information presented in simple tables and lists.
- 182 A few able pupils in KS2 do not attain sufficient overall mathematical proficiency.
- 183 KS2 pupils seldom present their mathematical work showing the strategies they use.

<b>Information and communication technology</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**

- 184 Younger pupils in KS1 are fully conversant with using a paint program on the computer to create a range of different shapes, which they fill confidently with a variety of colours.
- 185 Pupils in KS1 communicate and handle information well. They understand clearly that it can be presented in a variety of forms and that computers can use text to convey data.
- 186 KS2 pupils access a personal pen drive confidently on which they store or print off their work when appropriate.
- 187 For the most part KS2 pupils search the Internet appropriately to access appropriate websites to inform their work.
- 188 Pupils in KS2 realise the value of word processing in their working practices, for example in drafting and redrafting and enhancing the presentation of their work.
- 189 Older pupils in KS2 use a graphic model to design a layout of an area of the school building. They discuss confidently possible areas which could be included and the practicalities of their proposals. Completed colourful designs are of a good standard demonstrating proficient control of the mouse and software tools of a paint program.

**Shortcomings**

- 190 There are no important shortcomings, but a minority of pupils in both key stages do not appreciate and exploit fully the potential of a range of applications in communicating and handling information.

## Design technology

**Key stage 1: Grade 2: Good features and no important shortcomings**

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

### Good features

- 191 Younger KS1 pupils acquire neat and accurate sewing, cutting and gluing skills through making felt animal puppets of choice, such as rabbits and cats. Effective use is made of appropriate materials, including eyes and buttons to add expressive facial features.
- 192 Pupils in KS1 look at wheeled vehicles and examine carefully how they work and then use construction kits thoughtfully to make their own. They draw and colour a design for a car and think about its shape and the materials they will use. They construct and decorate a wide range of vehicles out of cardboard boxes using cotton reels covered with foam for wheels, then evaluate them sensibly as a group.
- 193 Pupils in KS1 design their own road plan and instruct competently a programmable floor robot to move it in a predetermined sequence of directions. They direct powered model cars through a traffic scenario skilfully using remote control.
- 194 Younger pupils in KS2 work in groups to design a buggy with free moving wheels which are driven by a wind and sail. Older pupils work individually to design more complex vehicles to carry a load and which are driven by pulleys and battery power. Appropriate evaluations of their efforts are made.
- 195 Pupils in KS2 draw up a list of products they associate with packing and construct packages from a given net plan. They make the box package carefully, gluing it together and decorating it appropriately for its purpose. They write clear directions on how to build the box.
- 196 KS2 pupils plan and carry out a broad range of practical food preparation tasks safely and hygienically. For example, older ones, including those in the SEBD class, select appropriate tools and try different techniques to make a healthy sandwich. They select an appropriate range of fillings according to their nutritional value and make good efforts to present their sandwiches attractively.
- 197 KS2 pupils take pride in their products and test them against the initial design specification and identify improvements. For example, they clear away excess food, then reflect carefully on the progress of their work and identify ways they can improve their sandwich. Portions of their own and each other's sandwiches are evaluated in an informed and objective manner by comparing their taste, texture and appearance and observations are recorded appropriately.

### Shortcomings

- 198 There are no important shortcomings, but pupils in both key stages provide insufficient detail in their designs to draw out the different elements or features that indicate how they might be made.

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

**Key stage 2: Grade 3: Good features outweigh shortcomings**

199 No lessons were observed in KS1, but there is sufficient evidence from discussion with pupils, graphic scores, singing in assemblies and other lessons to indicate standards are good overall in this key stage.

**Good features**

200 Younger pupils in KS1 have a good knowledge and understanding of musical terms such as tempo, beat and pitch.

201 Older pupils in KS1 have a good recall of music they have composed and make clear distinctions within the elements of duration and dynamics.

202 Younger pupils in KS2 explore a range of source sounds, which they combine and arrange in an orderly sequence. They perform using untuned percussion instruments confidently and with expression.

203 Older KS2 pupils recall simple rhythm patterns well and match them to previously learnt songs accurately. They appreciate the appropriateness of silence before performing a musical composition.

204 Pupils throughout KS2 acquire a good practical awareness of the strong rhythmical features of African music through playing together in groups a range of rhythmic patterns using untuned instruments. They work together co-operatively to create a variety of textures and sounds in their accompaniments and maintain their parts as members of the group well.

205 A minority of pupils in upper KS2 pick out rests accurately from listening carefully to an African song.

**Shortcomings**

206 There are no important shortcomings in KS1, but pupils' appreciation of the music of international composers is limited.

207 Pupils' progress in reading and performing music is variable as they progress through KS2.

208 When performing in groups, a few pupils in KS2 are too intent on playing an instrument independently instead of collaborating and contributing meaningfully to performing a group rhythm.

209 KS2 pupils seldom evaluate their own performances and that of others.

## Physical education

**Key stage 1: Grade 3: Good features outweigh shortcomings**

**Key stage 2: Grade 3: Good features outweigh shortcomings**

### **Good features**

- 210 Pupils in both key stages have a good understanding of the importance of warming up before undertaking energetic activity and the significance of cooling down afterwards. They listen and respond readily to instructions and co-operate well with other pupils and most show much enjoyment in their work. They are appropriately dressed for physical activity and the majority demonstrate a good awareness of the need to be fit.
- 211 In KS1 most pupils realise the importance of health and safety considerations. They have an increasing awareness of using space away from other children to work safely.
- 212 Many pupils in KS2 develop and refine basic techniques well and select appropriate responses to tasks.
- 213 In KS2 most pupils create a short sequence with improving co-ordination and control with older pupils sustaining their movements of rolling and crawling in their sequences.
- 214 Many pupils in KS2 evaluate other groups using relevant language related to the activities performed and use this information effectively to improve the efficiency, quality and variety of work.
- 215 The school reports that KS2 pupils make appropriate progress in swimming by the end of the key stage and most achieve the expected standards.
- 216 Pupils develop good orienteering skills in a range of outdoor and adventurous pursuits. In the process they understand well that participation in activities together is pleasurable and supports their social skills.
- 217 KS2 pupils partake in a range of extra-curricular activities in sport which make an important contribution to the development of their skills.

### **Shortcomings**

- 218 The progression and development of gymnastic skills throughout both key stages is at an early stage of development.
- 219 A few pupils in KS1 do not improve their performance when working on the floor or apparatus and when performing a paired sequence of movements.
- 220 A minority of pupils in KS1 cannot explain why exercise is beneficial.

- 221 Insufficient improvement is made by many younger pupils in KS2 when creating short sequences using apparatus.
- 222 Older KS2 pupils' ability to adapt their skills effectively in a variety of contexts to cope with the varying physical demands of different activities is limited.

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

- 223 The inspection findings recognise that we have maintained high standards since our last inspection. We are pleased that the inspectors found that Cefn Primary School is a warm, friendly and inclusive community where pupils are valued and encouraged to do their best. It was found that pupils' attitudes to their learning and the interest they show in their work are notable features.
- 224 In addition, the support and guidance we have in place help our curricular provision to be appropriate and effective. The dedication and talent of the teachers and support staff was duly acknowledged.
- 225 In particular, the report confirms that we are achieving our aim to make our school a happy and secure place in which pupils grow in confidence and independence.
- 226 An action plan will be put in place to address the recommendations in the inspection report. Improving our curriculum planning and evaluation will result in raising standards of achievement in the subjects of the National Curriculum. We will ensure assessment is used so pupils can make improvements in their own work.
- 227 Pleasingly, the inspectors identified many elements that the school has already identified and have begun to address in our school development plan.
- 228 A copy of the school's action plan in response to the inspection recommendations will be sent to all parents.

## Appendix 1

### Basic information about the school

Name of school	Cefn Primary School
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	Greenfield Avenue Glyncoch Pontypridd Rhondda Cynon Tâf
Postcode	CF37 3BD
Telephone number	01443 486826

Headteacher	Mr David Davies
Date of appointment	1 May 1996
Chair of governors/ Appropriate authority	Miss Elizabeth Williams JP
Registered inspector	Phillip Edwards
Dates of inspection	13 – 15 October 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	15.5	18	13	18	16	19	15	19	133.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	1	8.3

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	20:1
Pupil: adult (fte) ratio in nursery classes	8:1
Pupil: adult (fte) ratio in special classes	3.1
Average class size, excluding nursery and special classes	27
Teacher (fte): class ratio	1.18:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2008	83	89	86
Spring 2008	89	92	92
Autumn 2007	89	92	92

Percentage of pupils entitled to free school meals	51%
Number of pupils excluded during 12 months prior to inspection	2

### Appendix 3

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

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:		19		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	5.3	31.6	47.4	15.8
		National	0.2	3.5	13.8	63.0	19.4
En: reading	Teacher assessment	School	0	5.3	47.4	31.6	15.8
		National	0.2	4.1	14.9	55.2	25.5
En: writing	Teacher assessment	School	0	5.3	31.6	63.2	0
		National	0.2	4.8	15.9	67.8	11.3
En: speaking and listening	Teacher assessment	School	0	5.3	47.4	31.6	15.8
		National	0.2	2.4	10.7	62.8	23.8
Mathematics	Teacher assessment	School	0	5.3	63.2	31.6	0
		National	0.2	2.0	10.9	65.2	21.6
Science	Teacher assessment	School	0	5.3	26.3	42.1	26.3
		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	63.2%	In Wales	80.7%

- D Pupils who are disapplied under statutory arrangements from part or all of the National Curriculum (0.1% of pupils were also not awarded a level for other reasons)
- W Pupils who are working towards level 1

N.B. The general expectation is that the majority of 7 year olds will attain level 2.

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

National Curriculum Assessment KS2 Results 2008			Number of pupils in Y6:		13				
Percentage of pupils at each level									
			D	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	30.8	53.8	15.4
		National	0.2	0.5	0.6	3.1	15.6	51.3	28.5
Mathematics	Teacher assessment	School	0	0	0	0	23.1	69.2	7.7
		National	0.2	0.5	0.6	2.7	14.7	51.4	29.9
Science	Teacher assessment	School	0	0	0	0	38.5	46.2	15.4
		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 English or Welsh (first language) according to teacher assessment	
In the school	53.8%
In Wales	75.5%

- D Pupils who are disapplied under statutory arrangements from part or all of the National Curriculum (0.1% of pupils were also not awarded a level for other reasons)
- W Pupils who are working towards level 1

N.B. The general expectation is that the majority of 11 year olds will attain level 4.

## Appendix 4

### **Evidence base of the inspection**

Three inspectors, including the school's nominee, spent the equivalent of seven inspector days in the school and met as a team before the inspection.

These inspectors visited:

- 24 lessons or part lessons, 16 in the six subjects inspected and eight in other subjects;
- registrations, assemblies 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;
- senior managers, teachers, support and administrative staff;
- groups of pupils representing each year group;
- the school council; and
- representatives of organisations associated with the school.

The team also considered:

- the school's self-evaluation report;
- 44 responses to a parents' questionnaire;
- 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 teaching staff, senior managers and governors.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Phillip Edwards Registered Inspector	Context, summary, recommendations and appendix Key questions 1, 2, 4, 5, and 6 Contributions to key questions 2 Mathematics, information and communication technology and design technology
Mrs Millicent Phillips Team Inspector	Key Questions 3, 7 and contributions to Key Questions 2, and 4 (SEN) English, music and physical education
Mr Stewart Hammond Lay Inspector	Contributions to key questions 1, 3 and 4
Mrs Lynne Evans Peer Assessor	Contribution to team meetings
Mr David Davies Headteacher and Nominee	Contribution to team meetings Preparation of the school's response to the report

### Acknowledgement

The inspection team would like to thank the governors, headteacher, staff, pupils and parents of Cefn Primary School for their co-operation, hospitality and courtesy throughout the inspection.

### Contractor:

#### **E.L.L.I.S. (Cymru) Limited.**

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