

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

A Report on the Quality of Education in

**Cilfynydd Primary School
Ann Street
Cilfynydd
Pontypridd
CF37 4EN**

School Number: 6742060

Date of Inspection: 28th April 2008

by

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Cilfynydd 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 Cilfynydd Primary School took place between 28th to 30th April 2008. An independent team of four inspectors, led by Peter Mathias, undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **full** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

Glossary

The following proportions are used in this report:

nearly all	= with very few exceptions
most	= 90% or more
many	= 70% or more
a majority	= over 60%
half	= 50%
around half	= close to 50%
a minority	= below 40%
few	= 20%
very few	= less than 10%

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Context

The nature of the provider

1. Cilfynydd Primary School is situated in the once mining village of the same name near Pontypridd. The Unitary Authority (UA) is Rhondda Cynon Taff. The school provides education for boys and girls between the ages of three and 11 years. There are 191.5 full-time equivalent pupils on roll between the ages of five and 11, including 24.5 nursery children who attend on a full-time basis.
2. Nearly all pupils are from the local area where there is a range of backgrounds. Nearly all are Welsh and of White extraction and no pupil speaks Welsh as a first language. The majority of children enter the nursery with levels of basic skills and experiences, which are below those generally found.
3. The school reports that 20% of pupils are eligible for free school meals, which is just below the UA average of 22.3% and above the all-Wales average of 17.5%.
4. Around 35% of pupils have some degree of special educational need (SEN), which is well above the national average. One pupil has a statement of SEN for physical difficulties. No pupil has the National Curriculum (NC) disapplied. Three pupils are 'looked after' by the UA. One pupil was temporarily excluded in the previous school year. One pupil has support in English as an additional language.
5. The school was last inspected in the summer term 2002 when the previous headteacher was in post. During this inspection, three of the permanent teaching staff were absent due to long-term ill health. Another teacher was absent for one day of the inspection as a result of an accident. Supply teachers took their places. Part of the school's outdoor provision for children under five was closed because of concerns regarding the condition of a retaining wall.
6. The school holds the Basic Skills Quality Mark 2006 and Investors in People 2005.
7. The school's mission statement is, "Cymru Fydd – Wales for the Future".
8. The school's aims are that:
 - each child will experience success and be encouraged to fulfil their potential in a safe and caring environment;
 - each child will have a positive view of self-respect for others and a positive contribution to make; and
 - the school and its children will be at the heart of the wider community.

The school's priorities and targets

9. The school's priorities and targets 2007/2008 are:
- preparation for the introduction of the skills curriculum;
 - literacy initiatives in reading and writing skills;
 - developing numeracy skills;
 - continuing systematic learning in information and communication technology (ICT);
 - the involvement of pupils in assessing their own work;
 - preparation for the Foundation Phase;
 - developing links for the transfer of pupils to secondary education;
 - systematic development of skills in physical education; and
 - the further refurbishment of classrooms.

Summary

10. Cilfynydd Primary is a school where all pupils are well cared for, guided and supported. However, it has made little progress since the time of its last inspection. Standards in most subjects have not improved in this time. In some, such as English, Welsh as a second language and physical education, they have declined. In science at KS2 standards are also lower now than they were.
11. Standards of achievement in the lessons seen are well below those expected and found nationally, and the school's performance in the national teacher assessments at the end of KS2 are generally below similar schools.
12. There are shortcomings in the way in which the school meets the needs and interests of learners and the wider community, and in the way the school is led and managed. The school self-evaluation process is not sufficiently linked to the mechanisms in place to ensure identified weaknesses are thoroughly addressed and corrected. The school barely offers satisfactory value for money.
13. In accordance with the Education Act 2005, I am of the opinion and Her Majesty's Chief Inspector (HMCI) agrees, that this school is in need of significant improvement.

Table of grades awarded

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

14. The inspection team agreed with four out of the seven key question judgements made by the school in its self-evaluation report about the standards achieved and the other areas of its work. Where the inspection team disagreed, this was because the school over-estimated by one grade how well learners achieved, how effective teaching, training and assessment are and how well learning experiences meet the needs and interests of learners in the wider community. In these three key questions, the inspection team found that there were good features which outweighed shortcomings.

Standards

15. Overall, the standards of achievement in subjects and areas of learning inspected are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	0%	44%	46%	10%	0%

16. These figures are below those found in Her Majesty's Chief Inspector (HMCI) Annual Report 2006/2007 where achievement in primary schools was Grade 2 or better in 80% of lessons. The figures are also below the Welsh Assembly Government (WAG) target for primary schools that by 2010, 98% of lessons inspected should be Grade 3 or better.

Subjects and areas of learning for under fives

	Nursery	Reception
Language, literacy and communication	2	2
Personal and social development	2	2
Mathematical development	2	2
Knowledge and understanding of the world	2	2
Creative development	2	2
Physical development	3	3

17. The overall quality of education provided for children under five is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

Grades for standards in subjects inspected

	Nursery	Reception	KS1	KS2
Inspection Area	Grade	Grade	Grade	Grade
Under fives	2	2	N/A	N/A
English	N/A	N/A	4	4
Welsh as a Second Language	N/A	N/A	2	4
Mathematics	N/A	N/A	3	3
Science	N/A	N/A	2	3
Information technology	N/A	N/A	2	3
Design technology	N/A	N/A	2	3
History	N/A	N/A	2	2
Geography	N/A	N/A	3	3
Music	N/A	N/A	3	3
Art	N/A	N/A	2	2
Physical education	N/A	N/A	3	3
Religious education	N/A	N/A	3	3

18. Pupils with SEN make good progress as a result of the good provision and help they receive.
19. In the end of KS1 teacher assessments for seven year olds in 2007, starting often from a below expected base, the proportion of pupils attaining at least the expected level (Level 2) was above the UA and national averages in English and mathematics and below the national average in science. The combined results were just below these averages. The proportion of pupils reaching the higher level (Level 3) was well below the UA and all-Wales averages in English, above these averages in mathematics and just below them in science.
20. Compared to schools in the UA with a similar proportion of pupils entitled to free school meals, this school's results were above most of those schools in English, below in mathematics and well below in science. The combined results were well below those of similar schools. In the school's assessments, boys and girls reached about the same levels in English, and girls out-performed boys in mathematics and science. Since 2005, results in these assessments have varied but have been consistently lower than the UA and national averages in science.
21. The 2007, teacher assessment in English for 11 year olds indicates that the proportion of pupils reaching or exceeding the expected level (Level 4) was in line with the UA and just below the national average. In mathematics, results were below average and in science above average. However, the proportion of pupils reaching the higher level (Level 5) was below the national averages in each of the three subjects. The combined results in English, mathematics and science were also below the UA and national averages.

22. Compared to schools in the UA with a similar proportion of pupils entitled to free school meals, this school's results were well below average in both English and mathematics. In science, results were above average. The combined results were well below average.
23. In the 2007 national teacher assessments for 11 year olds, boys out-performed girls in English and mathematics, and boys and girls attained about the same in science. In these assessments, the school identified a group of pupils who had significant learning needs. The school reached the modest targets agreed in English, mathematics and science but did not reach the overall target for the combined results.
24. Since 2005, the KS2 combined results have consistently been below the UA and national averages. In English and mathematics in this period, results have declined. In science results have improved.
25. Standards and progress in the key skills are Grade 3 (good features outweigh shortcomings). In nursery and reception, standards and progress in communication in Welsh and English are generally Grade 2 (good features and no important shortcomings). However, in reading and writing in English these aspects are Grade 3. In mathematical development, and in the application of their skills in information and communication technology (ICT), they are Grade 2. In the other key skills including personal and social educational skills, children in the nursery and reception achieved well.
26. In KS1 and KS2, pupils' standards and achievement in the key skills are mixed. In general, pupils in KS1 achieve better than in KS2. Overall, communication skills in English and Welsh are Grade 4 (some good features but shortcomings in important areas) and pupils achieve better in speaking and listening than they do in reading and writing in English.
27. Pupils' bilingual competence is also Grade 4. Across the school pupils have a good understanding of their Welsh heritage and the culture of Wales. This is Grade 2. Pupils nearly always work willingly together. In the other key skills, including personal and social education, problem-solving, creative skills and in their knowledge of how to improve their own learning, pupils' performance is Grade 3 in KS1 and KS2.
28. Across the school, pupils generally behave well and have positive attitudes to learning. They enjoy coming to school and are interested in their work. They willingly co-operate with each other and with their teachers. They are friendly and polite. However, in some classes there is a small number of pupils who do not behave as well as the other pupils and they lack self-discipline.
29. Attendance at 90.5% is below the UA and national averages and also below the WAG target of 93%. Nearly all pupils arrive on time at the start of the school day although in all classes there are a few who are persistently late.

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	55%	40%	5%	0%

30. These figures are well below the national picture reported by HMCI for 2006/2007, where the quality of teaching nationally in primary schools is at least Grade 2 in 80% of lessons with 14% having outstanding features. These figures are also well below the WAG targets for 2010, that the quality of teaching should be 80% Grade 2 or better.
31. In the nursery and reception, teachers plan carefully to provide a wide range of learning experiences from which children benefit well.
32. Across the school good features in the teaching included:
- careful planning to meet the needs of a wide range of ages and abilities;
 - detailed explanations at the beginning of the lessons of what pupils should learn and careful reviews of these objectives at the end of the lessons;
 - warm recognition of success;
 - close and effective teamwork between teachers and their assistants;
 - good demonstrations for pupils to copy;
 - systematic development of pupils' ability to solve problems and to think things out for themselves; and
 - good subject knowledge.
33. Where teaching had some shortcomings, some of which were in important areas, these included:
- time wasted because lessons did not start promptly;
 - low expectations of what pupils should achieve;
 - insufficient positive encouragement for pupils to feel that their efforts were recognised;
 - missed opportunities to develop key skills, particularly in the use of English and Welsh;
 - no clear explanation of what the lessons were intended to achieve and no review of what had been learnt;
 - insufficient guidance to pupils about what they needed to do to improve; and
 - tasks not sufficiently well-matched to the different abilities in the classes.
34. The school meets statutory requirements for assessing pupils' achievements. However, procedures for tracking the progress of individuals and groups are weak. The school does not make best use of the information it has to judge pupils' progress regularly. The school has taken part in activities with other schools in the area to promote agreement about pupils' standards of work. However, this has had little impact on teaching and learning.

35. The link between the available assessment information and its impact on teaching and learning is weak. The systems in different classes for recording assessments are inconsistent and do not provide a useful picture of what pupils know, understand and can do. Teachers do not give pupils enough information about what they, as individual pupils, should do to improve their work in the shorter term.
36. There are suitable arrangements to inform parents about their children's progress. Annual reports give a useful picture of what pupils have achieved and generally indicate the next steps pupils need to make.
37. The curriculum meets all of the legal requirements of the National Curriculum (NC) and the locally agreed syllabus for religious education. All pupils are fully included in all the activities the school provides. The education provided barely meets the needs and range of pupils. The school's long and medium-term plans are adequate but have not been updated in line with changes in the curriculum. They do not contain sufficient useful detail to help teachers new to the school to realise what they should teach and when. Teachers' weekly planning is disjointed and often does not successfully build on what pupils already know. The planning for the teaching of the key skills is also fragmented and does not give a clear indication of how and when these elements of the curriculum should be taught and at what level.
38. There are adequate arrangements to promote pupils' spiritual, moral, social and cultural development. The school provides suitable opportunities for pupils to understand the importance of faith in the lives of people and to have a sense of the spiritual dimension in life. Collective acts of worship meet legal requirements and help pupils to tell right from wrong. They also add to pupils' cultural understanding through music. Pupils' social awareness is strengthened through the good opportunities provided for links between the school and the older people of the village. There are a small number of after-school clubs, which enrich pupils' learning.
39. The school has good links with the educational business partnership (EBP) and with the world of work. There are increasingly good opportunities for pupils to have an understanding of the need to look after the environment and to conserve resources. Currently, the school's provision in this area has some good features which outweigh shortcomings. Pupils' awareness of global citizenship is limited. The school recognises the needs of all of its pupils and ensures that all are treated fairly and all are given equal opportunities.
40. Links with parents, particularly through the family learning arrangements, are effective and parents are positively encouraged to show an interest in their children's learning and in extending their own skills.
41. Pupils are well cared for, guided and supported. There are good arrangements to help the younger children when they begin school and the oldest pupils when they transfer to the next stage of their education. There

are good arrangements to support pupils' well-being. All staff show high levels of care and concern for their pupils.

42. Pupils' attendance and punctuality are carefully monitored. Child protection arrangements are in line with local guidance. Risk assessments are carried out systematically. The school council is in place but has had limited opportunities to express its voice and to be a force within the school.
43. The support for pupils with SEN is good and has no significant shortcomings. These pupils are well managed. Individual education plans (IEPs) are detailed and well used to help pupils make good progress. The requirements of the code of practice for SEN are met in full.
44. There are appropriate policies and procedures for dealing with race equality, disability discrimination and equal opportunities, and also to deal with oppressive behaviour. There is a detailed accessibility plan based on a thorough survey of the site. The site is accessible to the disabled.

Leadership and management

45. The headteacher has a clear sense of direction for the school and works closely with the deputy headteacher to strive to achieve it. Despite several long-term absences amongst the teaching staff, much valuable work has been undertaken to identify the need to improve standards. Good ways of organising the school to achieve this have been identified. However, these initiatives have had hardly any impact because they have not been put into practice consistently. Little has been done to overcome the reasons why these initiatives have faltered.
46. Generally, the roles of co-ordinators are weakly organised. Many do not have any significant impact on their subjects to effect positive changes. For example, in many subjects, schemes and policies do not provide enough help and guidance for new teachers. The leadership of the school is not sufficiently focused on raising the standards of teaching so that in all classes it is of a high quality.
47. The school takes careful account of some but not all of the national priorities and local initiatives. While planning for the introduction of the Foundation Phase is going ahead, the outdoor facilities for physical development are limited. Pupils' understanding of the need to conserve and look after the environment is not as well developed as in many schools. Preparation for the introduction of a new skills-based curriculum is incomplete.
48. The governing body meets all of its statutory duties. The newly-appointed chair of governors works closely with the headteacher and provides a positive lead. Currently governors are not well-informed about the day-to-day life of the school and are not sufficiently pro-active in setting the long-term direction for the school. Governors do not hold the professional management constructively to account.

49. The process of self-evaluation is well established and is better than at the time of the previous inspection. However, not all subject co-ordinators have carried out, as part of the process, thorough reviews of their subjects and the quality of teaching and learning in these subjects. Governors have been given the opportunity to express their views but have not been fully engaged in judging the evidence to support the judgements.
50. The self-evaluation document is well organised. It is linked to the school development plan (SDP) and to performance management procedures within the school. However, the SDP is not sufficiently used as a tool to measure progress. Arrangements to provide time for teachers to plan, prepare and assess are well managed.
51. Since the last inspection in April 2002, the school has made limited progress in addressing the key issues from that inspection.
52. The accommodation is suitable for the number of pupils on roll and the provision of the curriculum, with the exception of outdoor provision for the physical development of children in the nursery and reception.
53. There are sufficient qualified and experienced permanent teachers at the school. However, long-term absence of some permanent teachers has had a negative impact on the progress the school has made recently.
54. Teaching assistants are well deployed and make a valuable contribution to the life of the school. Day-to-day administration is cheerful and effective.
55. Much of the school contains colourful displays of pupils' work and is attractive. There is an appropriate induction programme for newly qualified teachers, which is not used consistently. Resources are of a good quality and quantity to support learning.
56. Bearing in mind the standards pupils achieve, the overall quality of education provided and the progress pupils make, the school barely provides satisfactory value for money.

Recommendations

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

- R1** raise standards in: English, mathematics, geography, music, physical education and religious education at KS1 and KS2 and standards in Welsh as a second language, science, information technology and design technology at KS2;
- R2** plan for the systematic development of key skills across the curriculum and raise standards in the key skills of communication in Welsh and English, mathematics, information and communication technology, bilingualism, personal and social skills, problem solving skills and creative skills;
- R3** raise the quality of teaching and teachers' expectations of what pupils should achieve;
- R4** use assessment information more effectively to set short-term achievable targets for pupils, and involve pupils fully in agreeing them and in judging the progress they are making;
- R5** strengthen the role of the governing body as the school's 'critical friend' and the way in which it holds the leadership constructively to account; and
- R6** improve the outdoor provision for the physical development of children in the nursery and reception classes.

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 3: Good features outweigh shortcomings

57. The findings of the inspection team did not match the judgements made by the school in its self-evaluation report. This was because the school over-estimated by one grade how well learners achieve. The inspection team found that although there were some good features, there were also some shortcomings. On balance, the good features outweighed the shortcomings.
58. Pupils' standards of achievement in the lessons observed during the inspection are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	0%	44%	46%	10%	0%

59. These figures are well below those found in HMCI's Annual Report for 2006/2007 where 80% of lessons in primary schools were Grade 2 or better. The figures are also below the WAG target set for these schools, for the quality of learning assessed by Estyn to be Grade 3 or better in 98% of lessons.
60. Baseline assessments indicate that a significant proportion of pupils enter school with basic skills and experiences which are below those usually found for children of this age.
61. The overall quality of education provided for children under five is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

Subjects and areas of learning for under fives

	Nursery	Reception
Language, literacy and communication	2	2
Personal and social development	2	2
Mathematical development	2	2
Knowledge and understanding of the world	2	2
Creative development	2	2
Physical development	3	3

Grades for standards in subjects inspected

	Nursery	Reception	KS1	KS2
Inspection Area	Grade	Grade	Grade	Grade
Under fives	2	2	N/A	N/A
English	N/A	N/A	4	4
Welsh as a Second Language	N/A	N/A	2	4
Mathematics	N/A	N/A	3	3
Science	N/A	N/A	2	3
Information technology	N/A	N/A	2	3
Design technology	N/A	N/A	2	3
History	N/A	N/A	2	2
Geography	N/A	N/A	3	3
Music	N/A	N/A	3	3
Art	N/A	N/A	2	2
Physical education	N/A	N/A	3	3
Religious education	N/A	N/A	3	3

62. Generally, pupils with SEN make good progress as a result of the well-organised provision and help they receive.
63. Good standards in art have been maintained and standards in history have improved. In English, Welsh as a second language, science at KS2 and in physical education across the school, standards have fallen.
64. In the 2007 teacher assessments for seven year olds in English, mathematics and science, the proportion of pupils attaining the expected level (Level 2) was above the UA and national averages in English and mathematics and below these averages in science. The combined results were just below these averages. The proportion of pupils attaining the higher level (Level 3) is well below the UA and national averages in English, above in mathematics and just below in science.
65. When these results are compared to schools with a similar proportion of pupils entitled to free school meals, the results in 2007 were above these similar schools in English, below in mathematics and well below in science. The combined results were well below these schools.
66. The school did not reach the targets set by the UA. In these assessments, boys and girls attained about the same in English and girls out-performed boys in mathematics and science. Since 2005, results have varied and have been consistently lower than the UA and national averages in science.
67. In the 2007 teacher assessments for 11 year olds, the proportion of pupils reaching or exceeding the expected level (Level 4) in English was in line with the UA and just below the national averages. In mathematics, results were below these averages. In science, they were above average. The proportion of pupils reaching the higher level (Level 5) was below. The combined results were below the UA and national averages.

68. When the results are compared with schools in the UA with a similar proportion of pupils entitled to free school meals, results in English and mathematics were well below the averages for these similar schools but above average in science. The combined results were well below these similar schools. Since 2005, the combined results have been consistently below the UA and national averages. Although there has been an improvement in science, results in English and mathematics have declined.
69. In the 2007 national teacher assessments, boys out-performed girls in English and mathematics and boys and girls attained about the same in science. In the group of pupils who were assessed in 2007, the school had identified four pupils who had significant SEN. The school reached the modest targets agreed with the UA in English, mathematics and science but did not meet the overall target.
70. Pupils' achievements in the key skills are Grade 3. In communication in English in the nursery and reception in the key skills of speaking and listening children achieved well. In reading and writing they make steady progress. In KS1 and KS2, pupils' speaking and listening skills are Grade 3. Their reading and writing skills are Grade 3 in KS1 and Grade 4 in KS2. Older pupils have only limited skills in writing for different purposes across the curriculum. Their presentational skills are also limited. They do not read sufficiently well to find out information for themselves. Overall, they do not have the necessary reference skills.
71. In the nursery, reception and KS1 pupils' communication skills in Welsh are Grade 2. Children in the early years and KS1 respond to Welsh appropriately, and answer and ask simple questions. In KS1, they are beginning to read and write simple statements in Welsh. In KS2, standards in this aspect are Grade 4 because pupils have very limited abilities to use Welsh consistently and confidently. Bilingual skills also follow a similar pattern. Particularly in the early years, children use incidental Welsh well at different times of the day. They are familiar with some language patterns. In KS2 pupils rarely speak confidently.
72. Across the school, the application of pupils' mathematical skills is Grade 2 in the early years, Grade 3 in KS1 and Grade 4 in KS2. Younger children begin to measure using non-standard units when playing in their shop and when constructing using large equipment. In KS1, they begin to use standard units of measure in design technology. In KS2, they record information in graphs and charts. In KS2, older pupils have only a limited ability to utilise their knowledge in number to make calculations in science and design technology. They do not recognise that their mathematical skills are equally useful in the solution of a range of practical problems.
73. Pupils' skills in ICT are Grade 2 in the nursery, reception and KS1 and Grade 3 in KS2. While the younger ones develop skills, for example, to use simple programs to draw pictures and simple designs, older pupils do not use ICT consistently to present their work, for example, in history and geography. Their knowledge of how to use ICT to generate graphs and charts is limited and they do not use electronic microscopes or sensors in science.

74. Pupils' understanding of the richness of their Welsh culture is Grade 2. They are familiar with some aspects of their local history, and with the traditions and legends of Wales. They visit a range of places of interest both locally and further afield. They have a good knowledge of some famous Welsh artists, composers and musicians, some of whom attended the school.
75. Across the school, pupils' personal skills are Grade 2. Nearly all behave sensibly and have positive attitudes. They accept responsibilities readily and discharge their duties maturely.
76. Pupils' problem-solving skills are Grade 2 in the early years and in KS1. In KS2 problem-solving skills are Grade 3. Pupils do not think things out for themselves or respond well to open-ended questions when they are set for them to answer. They do not plan logically in order to come to a sensible solution.
77. Pupils' creative skills are Grade 2 in the nursery and reception and Grade 3 in KS1 and KS2. Children in the nursery and reception express themselves confidently in their creative play and show good imaginative skills when pretending to take on different roles. Within both key stages, pupils lack the skills necessary to compose and to create for themselves. They have only limited ways of expressing their ideas in English.
78. Across the school, pupils work constructively with others. With the exception of a small number of older pupils, they generally enjoy collaborating when working together and sharing their ideas sensibly.
79. In the nursery and reception children are actively encouraged to discuss informally with their teachers what they have done well and what they should do next. In KS1 and KS2, pupils have few skills in evaluating their own performance and in identifying what they need to do to improve. They lack the skills and information to make judgements about the small steps they should make in order to raise their standards further.
80. Overall, pupils make sound progress in their personal social and learning skills. The foundations for good behaviour are laid effectively in the early years. Children in the nursery and reception learn routines and become independent from a young age. They show very good levels of concentration in lessons, take turns, share equipment and play well together. They are developing caring attitudes towards each other.
81. In both key stages, most pupils have positive attitudes to learning and the majority say they enjoy coming to school. They show genuine interest in their work. They work well together in small groups and pairs and are eager to contribute and please their teachers. They are well-motivated and concentrate well.
82. Throughout the school pupils are friendly, polite and happy to talk to visitors. Relationships are good and the majority of pupils behave properly in lessons and at other times. Pupils understand what is expected of them and are involved in devising classroom rules. Pupils move sensibly in and around the school and between buildings under supervision.

83. Nearly all pupils behave maturely and support the younger ones, for example, through their roles as play leaders. However, there is a small minority of pupils in some classes who present teachers with challenging behaviour. Occasionally their lack of self-discipline adversely affects other pupils and the success of the lessons.
84. In discussion, older members of the school council and the play leaders say that behaviour in the playground at lunchtime has improved since the recent introduction of play equipment. They say that lunchtimes are more fun but they expressed concerns about the inappropriate behaviour of some pupils. Parents, in their responses to the pre-inspection questionnaire and at meetings, value the introduction of play leaders.
85. At 90.5%, the average rate of attendance for the three terms prior to the inspection is below the UA and national averages. Attendance levels for children in the early years are consistently below 90%. Absences are caused mainly through illness but holidays in term time also adversely affect the overall rate.
86. Nearly all pupils arrive on time at the start of the day but a small number in almost all the classes arrive late. They miss the important start of lessons and this has a negative impact on their learning. The school works closely with the education welfare officer (EWO) on a small number of families that give concern.
87. Pupils are developing a sense of belonging within the school and the community. For example, Y6 develop very good social links between generations through working with local people at a nearby day centre on the 'Life Story' project, which is in its second year. Pupils in Y4 and Y5 take part in the annual community riverbank project. The youngest children have responsibilities as *Helpwr Heddiw*.
88. Opportunities for pupils to exercise initiative and develop independence and team building skills are very limited. For example, the school council does not have a high profile in the school. Representatives from Y1 to Y6 were elected in the spring term but have only held one formal meeting.

The quality of education and training

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

Grade 3: Good features outweigh shortcomings

89. Overall the findings of the inspection team did not match the judgements made by the school in its self-evaluation report. The school over-estimated by one grade the quality of its teaching, training and assessment. While there were good features in just over half of the lessons observed, in the rest there were important shortcomings and in a small number these were in important areas.

90. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	55%	40%	5%	0%

91. The quality of teaching is good in 55% of lessons. No teaching was considered to have sufficient outstanding features to justify the highest grade. These figures are well below the national picture reported by HMCI in the Annual Report 2006/2007 where the quality of teaching is outstanding in 14% of lessons and good with no important shortcomings in 66% of lessons. These figures are also well below the targets set for primary schools in the WAG Vision into Action document, where the quality of teaching should be at least Grade 2 or better in 80% of classes.
92. In the nursery and reception, where a majority of the teaching was Grade 2, teachers plan thoroughly to organise effectively a wide range of suitable learning experiences. They try hard to overcome the limitations imposed by restrictions to the use of the outdoor play area. Teachers and their assistants work together closely in order to assess their children's individual needs. As a result, children work happily and enthusiastically.
93. Across the school, in the best lessons teachers plan carefully to meet the needs of the wide range of ages and abilities in the classes. However, in too many cases this work does not contain sufficient challenge and excitement for all pupils to work with a high level of interest and enthusiasm.
94. Teachers across the school work closely with their assistants who all show positive attitudes to their pupils and to each other. This is a strength of the teaching.
95. Where the teaching has some good features, staff ensure that all children are actively involved. Support for pupils is carefully focused where it is most needed. Teachers take up opportunities well to develop a sense of awe and wonder in what their children achieve. The teaching demonstrates clearly what pupils should aim to achieve. Incidental Welsh is used naturally and readily during the lessons.
96. In a minority of lessons teachers place great emphasis on developing pupils' understanding through the setting of practical problems. They use ICT well to reinforce the points they are making. They show ability to create realistic role-play situations where older pupils are successfully encouraged to identify with people of the past.
97. In a minority of lessons, teachers show good subject knowledge, for example, when setting out to explain to pupils how to make a 'still life' composition in art. They show high levels of skill when designing the activity and when demonstrating different techniques of applying paint.
98. Across the school, teachers are very careful to ensure that all pupils are treated equally.

99. Where teaching has shortcomings, of which a small number were in important areas, these relate to a variety of factors. In some lessons, too much time is wasted before the teaching starts. Pupils remain passive observers for lengthy periods. They are not given sufficient encouragement to strive to do well and to build on their successes.
100. The pace of learning is too slow and pupils are not encouraged to work briskly and purposefully. Teachers are too ready to accept second best and do not have sufficiently high expectations of their pupils.
101. Opportunities are missed to encourage pupils to use and extend their bilingual skills. Teachers do not consistently begin with a clear explanation of what the lesson is intended to achieve. Teachers do not give sufficient time to reviewing with their pupils how well they are succeeding and what they should do to build on their progress. Tasks are not well matched to the different abilities within the classes and the more able are under-challenged.
102. The school meets statutory requirements for assessing pupils' achievements and progress. Teachers generally assess individual pieces of work in English mathematics and science regularly, though there is some inconsistency between classes about how and when this is done. The school also uses published test materials to check pupils' progress and these are correctly marked and retained for information. Teachers predict with a reasonable degree of accuracy the levels of attainment that pupils should achieve in Y2 and Y6 national teacher assessments. The school has taken part in activities with other schools in the area to promote agreement about standards at the end of KS2. However, this has had little impact on teaching and learning.
103. Procedures for tracking the progress of individuals and groups of pupils have significant shortcomings. The school does not retain adequate information nor does it effectively analyse the data from tests to inform future practice. It does not regularly make useful comparisons between baseline assessments and end of key stage assessments in order to discover whether pupils are doing as well as might be expected. Any information that is gathered is not shared sufficiently well between other teachers.
104. In lessons, not all teachers check thoroughly that pupils have understood the learning objectives. They do not carefully assess what pupils have learnt over the course of the lesson in order to decide what they need to learn next. There are no suitable up to date examples of annotated work to help teachers make accurate assessments of the precise levels pupils are achieving.
105. Systems for recording assessment and pupils' personal information vary between classes. Pupils' test papers and samples of work are retained appropriately in records of achievement but these are unwieldy and do not provide a useful overview of what pupils know, understand and are able to do in different subjects. Teachers are largely unaware of pupils' baseline scores and their previous or predicted end of key stage assessments.

106. However, across the school, pupils' involvement in setting their own targets for improvement is weak. Annual reports to parents are sufficiently detailed and give general pointers to the way ahead.
107. The school makes suitable arrangements to inform those with a legitimate interest about pupils' progress and achievements. Parents have two formal opportunities every year to meet their child's teacher to discuss progress as well as informal arrangements to meet with the teacher at other times.

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

Grade 3: Good features outweigh shortcomings

108. The overall findings of the inspection team did not match the judgements made by the school in its self-evaluation report. In this key question the school over-estimated by one grade how well it meets the needs and interests of learners and the wider community.
109. The curriculum barely meets legal requirements. There are appropriate policies for subjects and areas of learning, the teaching of sex education, drugs awareness and personal and social education. Religious education is taught in line with the locally agreed syllabus. Personal and social education is taught informally because there is no systematic whole school planning for this area of the curriculum.
110. The school's long and medium-term plans for teaching each subject to different classes and age groups are adequate but many of these plans have not been updated for some time. Although they meet legal requirements, they do not provide new teachers with sufficient guidance on how to cater effectively for the needs of all in mixed age classes. Teachers' weekly planning of lessons therefore does not always build systematically on what pupils can already do and what they need to learn next.
111. Most subject plans do not ensure that pupils make steady progress in developing their key skills in reading, writing, speaking and listening, numeracy and ICT through the different subjects they study. This is because while there is a separate planning document for the teaching of key skills year-on-year and subject-by-subject, this information is not incorporated into individual subject plans. It cannot easily be accessed by supply teachers or others new to the school.
112. Some of the more useful subject plans offer guidance to teachers on when and how to assess pupils' progress but this practice is inconsistent across the subjects.
113. Pupils needing extra support in developing their basic skills are well supported. There are specialist taught extra programmes in English and mathematics.

114. In the majority of classes, homework is appropriate in content and quality and makes a useful contribution to pupils' learning.
115. Teachers do not always share information about pupils well enough with their colleagues in different year groups. This means that pupils take longer to settle when they move classes and their progress is slower than it should be.
116. The way in which the school works very effectively with other local primary schools and the local high school to ease pupils' move to the next stage of their education is a good feature. It is currently working with partner schools to develop 'skills passports', which clearly indicate pupils' level of achievement across the curriculum.
117. The school works effectively in partnership with others. It has worked hard to involve parents more closely in the education of their children and improve the level of communication with them. The school works successfully with parents and children to promote learning through a number of initiatives and family learning programmes. Parents support the school events well and contribute generously.
118. Most new parents feel that the school makes them welcome and listens to their concerns. However, some parents, particularly those of older pupils, feel that complaints are not dealt with effectively.
119. The school has useful links with the local community, which are beginning to benefit pupils. Pupils make a number of educational visits to places of interest that help them in their studies. KS1 pupils develop their social skills and independence effectively, for example, when they interview local shopkeepers.
120. The school recognises the unique history of Wales during the 19th and 20th Century very well through its productive links with the local area. This helps pupils develop a secure understanding of their Welsh roots and of the achievements of some famous people in music and politics who attended their school. Pupils study Welsh artists from the recent past and also work with living Welsh artists and musicians. However, arrangements to develop pupils' bilingual skills are haphazard.
121. The school promotes pupils' personal development informally through the wider curriculum. It celebrates pupils' academic and sporting achievements in school assemblies and praises good behaviour.
122. The school provides suitable opportunities for pupils to develop their understanding of spirituality and the importance of faith in the lives of some groups of people when they visit the local church.
123. Acts of collective worship, which meet legal requirements, make useful contributions to pupils' moral and cultural development by enabling them to think about stories with a moral, listen carefully to taped music and instrumental performances from their friends and in taking part in singing. It does not, however, allow pupils sufficient time to develop spiritually because there are few opportunities for quiet reflection and personal thought or prayer.

124. The school enables pupils to develop a growing sense of responsibility and citizenship when they help with local initiatives, such as cleaning up the River Taff and taking part in a litter pick.
125. Pupils further develop their social skills and their awareness of the needs of others through visiting senior citizens, for example, at harvest time when they deliver gifts along with a letter or when members of the choir perform to raise money for charity. Older pupils also take part in the 'Life Story' project with elderly local residents. Older pupils also run stalls at school fetes and help with events. The school effectively promotes drugs awareness, citizenship and staying safe through the very close links with the community police officer.
126. The school provides some opportunities for pupils to develop their awareness of cultural differences, for example, when it welcomes a small number of new pupils from other minority ethnic backgrounds. Pupils in one class learn a few basic words of Polish to help make a new member of the school feel at home.
127. The curriculum provides opportunities, in religious education, for pupils to understand that other people may have different beliefs and customs. Books and other resources reflect some of the different cultures and traditions represented in Britain today. While there is a policy, there is no planned programme to develop systematically pupils' deeper understanding of racial and cultural diversity.
128. The school provides basic opportunities for pupils to take part in after school clubs and sporting events and competitions, for example, in rugby and swimming.
129. The school has established useful links with a local university and offers work placements to pupils from the local high school. The school has good links with the education business partnership (EBP) and has a positive attitude to industrial placements. Two teachers have undertaken industrial placements to enhance their professional and teaching skills. Visitors from the community and a range of educational visits help to raise pupils' awareness of the world of work, both past and present, and further strengthen the school's links with the community. This starts in the early years when children work with 'people who help us', such as the police, school nurse and the staff on the Book Bus. Older pupils interview local shopkeepers. They meet, for example, with civil engineers to discuss construction.
130. Pupils throughout the school work with theatre groups and musicians but do not visit places of employment. Pupils have a limited understanding of business and sustainable development. Y6 pupils are introduced to some business and entrepreneurial skills through helping to run stalls and activities at the summer and Christmas fairs. All pupils are involved in raising money for people less fortunate than themselves. They are involved in recycling and composting schemes. The school makes good use of the facilities at a nearby environmental centre.

131. Y2 pupils in the gardening club care for the school environment and make it attractive through planting tubs. The school was allocated the long awaited allotments in the week before the inspection. Pupils attended the official opening and are excited about starting work. However, the school has not yet set up an Eco-Committee or enrolled on the Eco-School initiative. Pupils are not involved in energy or water conservation projects. They have only a limited awareness of their roles as global citizens.
132. The school strongly promotes equal opportunities. Pupils, irrespective of their social background, gender, disability or ethnicity are positively included in all appropriate school activities.
133. The school attends well to national priorities for lifelong learning and community regeneration. Family learning sessions for parents and children in the reception are very well attended. In discussion, parents and other family members say they are better able to help their children with their learning. They value the crèche facilities and feel that the youngest children become familiar with the school and staff. Parents have been inspired to resume their education and almost half of the group have enrolled on further education courses to gain teaching assistant qualifications.
134. The school promotes healthy lifestyles through a school sports initiative. Parents support the fruit only snacks policy at break times. However, this area is under emphasised in the curriculum and in the day-to-day life of the school.

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

Grade 2: Good features and no important shortcomings

135. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
136. Pupils are well cared for, guided and supported on a personal level in a secure and friendly environment. The school has a positive ethos and all pupils are valued and included. Staff liaise effectively with a wide range of support services.
137. Regular newsletters keep parents well informed about the life and work of the school. There is very good daily informal contact between parents and teachers of children in the early years and in KS1. Termly curriculum information sheets provide useful information about topics being taught and tips to help parents support their children.
138. Fundraising and social events organised by the Friends' Association are very well supported and provide generous financial assistance. The money raised is used to purchase resources, such as the new reading scheme and the refurbishment of the information technology suite. The school takes careful account of the views of parents when deciding how to utilise these additional funds.

139. Induction programmes for the under-fives are carefully planned and implemented. There are effective arrangements to support pupils who join the school at later points in the year. Pupils quickly learn the day-to-day routines. The flexible admission system for children in the early years works very well. Children happily leave their parents and settle well into school life at a young age.
140. There are very well-established transition arrangements with the nearby comprehensive school. The schools are involved in a detailed transition plan. Pupils are involved in cross-phase 'skills passports' in eight subjects and in sporting links. The schools share expertise and facilities for some aspects of physical education, design technology and the performing arts.
141. There are effective policies and systems in place to monitor attendance and maintain and improve behaviour. The school operates an electronic registration system effectively. A significant number of parents do not always follow the school's procedures for notifying absences and this is reflected in the number of unauthorised absences recorded. The behaviour and anti-bullying policies provide clear guidance.
142. Pupils with full attendance are rewarded at the year-end. However, there are no targets or systems in place to improve attendance and punctuality.
143. Pupils know and understand the school rules and devise classroom rules. They know the consequences of misbehaviour and the vast majority respond well to the reward system. Time set aside for discussion provides pupils with valuable opportunities to raise any concerns they have. Older pupils say they are treated fairly and know whom to approach with any worries or concerns. However, the school council has little impact on the decision making and has only met once. The school is in its first year of the Healthy Schools initiative. The school does not have its own cooking facilities. The headteacher has recently liaised effectively with the catering department to ensure that lunches cooked off-site are suitable for transportation and arrive in school in good condition. As a result, the quality and quantity has improved. Canteen staff are aware of pupils with dietary needs and provide suitable alternatives. There is a good range of fresh vegetables. Fruit and salad is available for pupils to eat at least once a week. The school is encouraging pupils to be aware of the need for exercise and to have healthy lifestyles, but does not make this a significant priority.
144. The school has good arrangements to support pupils' well-being. All adults in the school are well aware of pupils' particular needs and are knowledgeable about procedures in the event of accidents and emergencies, such as allergic reactions. There is a comprehensive health and safety policy. Risk assessments are systematic and a majority of staff have emergency first aid training. They are alert to issues relating to the well being of pupils.
145. There are effective policies and procedures for child protection in line with UA guidelines. The headteacher and deputy headteacher are the nominated people. A parent governor is the designated link governor. All teachers and support staff are fully aware of their responsibilities.

146. Pupils with additional learning needs are well supported. The special needs co-ordinator (SENCo) and SEN governor have a close and effective working relationship. Both are well informed. Support staff are well deployed and very active in providing pupils with the best support they can offer.
147. Procedures for the early identification of pupils with SEN are good. An appropriate range of diagnostic assessments to identify pupils' needs is used regularly. Pupils' individual education plans (IEPs) have clear targets and outcomes. This information is generally well used by teachers and their assistants to provide individual and group support to ensure that these targets are achieved. The progress of pupils with SEN is very carefully tracked.
148. Those with a statement of SEN are very well supported and play a full part in their classes. Arrangements to withdraw groups of pupils for extra support, for example in English, are closely linked to class work. These pupils benefit significantly from these well-planned opportunities.
149. There are appropriate arrangements in place to identify more able and talented pupils. However, extension work to develop further their thinking and problem-solving skills is limited. There are detailed procedures to supervise support for pupils whose behaviour may impede their progress and that of others and those who have been temporarily excluded. These procedures are used consistently across the school.
150. All pupils with SEN, including those with disabilities, have equal access to the curriculum through well-planned tasks, which help pupils to work at their appropriate levels of ability. The provision for pupils with additional learning needs complies with the Code of Practice for SEN and the WAG framework for inclusive education. Pupils and parents are properly involved in the process. Parents are kept up to date on their children's progress.
151. The school has appropriate policies and procedures for dealing with race equality, disability discrimination and equal opportunities, and to counter oppressive or bullying behaviour.
152. The school site has been thoroughly surveyed for access for the disabled and the school has a suitable disability and equality scheme and action plans that take account of the site and buildings. A pupil with mobility problems copes very well in school.
153. All pupils are encouraged and enabled to take part in the activities provided by the school. Relationships in the school community help to promote very good race relations.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

154. Overall, the findings of the inspection team matched the judgements made by the school in its self-evaluation report.

155. The headteacher has a clear vision for the way forward and has well-conceived ideas about how to effect improvements in the standards pupils achieve and in the quality of teaching. Due to a series of unexpected long-term staff absences, these have not been put into effect fully. For example, much has been done to identify the need to improve standards in English and in mathematics. New resources have been provided and proven strategies introduced to help those who are considered to be under-achieving. Teaching assistants deployed to help those who are experiencing difficulties are well managed. Teaching organisation in KS2 has been reviewed to make the best use of individual teacher's interests and abilities. However, all of these initiatives have had little impact on standards because they have not been put into practice consistently. Little has been done to review their progress and to address difficulties.
156. The headteacher and deputy headteacher work closely together as a cohesive and mutually supportive team. All staff show a strong sense of commitment to their pupils and successfully promote a positive ethos across the school.
157. Currently, the permanent members of the teaching and non-teaching staff, assisted by those teachers who are longer-term supply teachers, are trying hard to provide a positive lead to their subjects and to analyse what needs to be done to help raise standards further. In other subjects, leadership has been less effective and schemes and policies do not provide sufficient detailed direction to new teachers to enable them to understand easily what is expected of them.
158. There are no agreed whole-school approaches to teaching, for example, in English and mathematics. As a result, teachers follow their own ideas rather than those agreed amongst all.
159. The leadership of the school is not sufficiently focused on ensuring that all teaching is of a high quality and meets at least the overall standards expected and found nationally. While there are well-established procedures to track the progress of pupils year-on-year, they are not sufficiently refined to identify when pupils are not making the expected progress in the shorter term. As a result, teaching is not always well focused on the immediate needs of all pupils.
160. The school takes careful account of some but not all of the national priorities and local initiatives. Links with the secondary school to which most pupils transfer are strong and mutually beneficial, as are links with other schools in the area.
161. The school council is beginning to promote pupils' understanding of their responsibilities and of the democratic process. There are arrangements, which have recently been extended to promote pupils' understanding of ecological issues and of the need to protect and improve the environment.
162. Preparation for the introduction of the Foundation Phase is going ahead. Currently, the facilities for physical development are restricted and children do not have free access to a sufficiently wide range of soft play activities out of

doors. The school has taken all the steps it can sensibly make to overcome this limitation.

163. There has been modest success in comparison to many schools in actively promoting pupils' understanding of healthy lifestyles and healthy eating. While the school is providing pupils with some understanding of ecological issues, there is only limited emphasis on such issues as fair trade and the development of pupils' appreciation of their roles as global citizens. Preparation for the introduction of the new skills-based curriculum has been disjointed and not all of the permanent teaching staff have taken part in training.
164. Arrangements to provide teachers with time during the taught week to plan, prepare and assess are managed effectively. There are the usual arrangements available to provide support for newly qualified teachers and those teachers who are new to the school. However, these are not put fully and consistently into effect.
165. The governing body is well established and supportive of the school. The chair of governors however is newly appointed; he has a close working relationship with the headteacher. Recent initiatives have been put in place to improve governors' understanding of the day-to-day life of the school and for them to be better informed of the quality of teaching and learning going on.
166. Financial management is well organised and properly focused on educational priorities. However, the governing body is not sufficiently involved in determining the longer-term strategic needs of the school and in judging the success of its spending decisions. Its role as a critical yet supportive friend of the senior management team is weak. It does not sufficiently hold the leadership constructively to account. The governing body meets all of its statutory duties.

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

Grade 3: Good features outweigh shortcomings

167. Overall, the findings of the inspection team matched the judgements made by the school in its self-evaluation report.
168. The process of gathering information about the performance of the school is well established and is based around the analysis of an appropriate range of data. The co-ordinators for English, mathematics and science have a clear picture of the performance in their subjects. However, this does not extend to other subject co-ordinators who do not carry out systematic reviews of what they need to do to raise standards further. They are insufficiently involved at looking at the quality of teaching and learning and the progress of initiatives they are pursuing.

169. In the process of self-evaluation, staff and those with significant links with the school have been consulted. The views of parents have been recently researched and pupils' opinions are beginning to be expressed through the school council.
170. Governors and other stakeholders have been given appropriate opportunities to state their views about the school but have not been fully involved in examining the evidence on which the judgements have been based.
171. The school's self-evaluation document is well organised, and clearly set out. It is well constructed and clearly indicates where the school has strengths and areas for improvement.
172. The school self-evaluation process, SDP and performance management arrangement are appropriately linked. However, insufficient attention is given to reviewing the success of the SDP and in rigorously measuring the school's performance against previously agreed criteria. The SDP is carefully costed and those with responsibilities identified.
173. The inspection team agrees with the school's identification of its main strengths and areas for improvement. The inspection team also agrees with four out of the seven judgements made by the school in its self-evaluation of the seven key questions. Where it disagrees, this was because the school over-estimated by one grade how well learners achieved, how effective teaching, training and assessment are and how well learning experiences meet the needs and interests of the wider community. The inspection team judged that, in all of these key questions, the good features outweighed shortcomings.
174. Since the last inspection in the summer term 2002, the school has made only limited progress towards the key issues of that inspection. In some subjects standards are worse than they were. The quality of teaching across the school is no better than it was. Although there has been a significant improvement in the school's approach to self-evaluation and the analysis of performance data, these processes have had limited impact on standards in the national teacher assessments, particularly at KS2.
175. Much has been achieved in increasing the level of support for pupils with SEN and in addressing some, but not all of the defects in the buildings highlighted in the previous report. However, plans to provide a stimulating and attractive play area for the under fives have not made the progress anticipated because of concerns regarding a major retaining wall in the area.
176. The school now conforms fully to WAG requirements in respect of attendance. The annual report to parents and the school prospectus now meet legal requirements.

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

Grade 3: Good features outweigh shortcomings

177. The findings of the inspection team matched the judgments made by the school in its self-evaluation report.

178. There are sufficient appropriately qualified and experienced teachers to meet the demands of the NC and for the ages of pupils taught. However, the absences, due to lengthy illness, of three members of the permanent teaching staff have impacted negatively on the progress the school has made recently.
179. The nursery nurse and learning support assistant in the early years classes are well deployed and make a valuable contribution to the children's learning.
180. The teaching assistants and learning support assistants in KS1 and KS2 are deployed very effectively in all year groups. Teaching and non-teaching staff provide good support for pupils with SEN. Pupils benefit from the regular visits from visiting teachers for instrumental musical tuition.
181. The school has recognised that high quality continuous professional development is a fundamental aspect of the performance management process and is in the process of establishing structures and processes to meet the development needs of staff. The level of attendance of staff on courses is inconsistent across the school. The school has carried out an exercise to remodel the workforce. However, staff absences have adversely affected its impact.
182. The school has established a manageable system this year to enable all staff to be released for the statutory planning, preparation and assessment time. This has worked effectively.
183. The school operates very smoothly. The two school administrators carry out daily routines and a range of other responsibilities efficiently, effectively and very conscientiously. The midday supervisors and lunchtime staff all contribute to the smooth running of the school.
184. The school has adequate resources to match the needs and varying abilities of the pupils. Nearly all of the accommodation provides a suitable range of facilities for teaching and learning. At present however, only one classroom has an interactive whiteboard.
185. The school does not have its own library. However, a well-stocked public library is situated within the school and this is well used by pupils. In addition, a travelling library visits the school to enable all children in the early years to have the opportunity to choose their own books.
186. The school occupies three separate Victorian buildings. Two of the buildings are two storeys. The ramp outside the middle building has a safety rail, but is quite steep and slippery in inclement weather. There are hard surfaced play areas but no grassed areas.
187. The classrooms for the children under five and the areas immediately outside the classrooms are used very effectively. The staff who work with these children have provided a very attractive area, and in particular the creative areas within the classrooms. However, the suspended floor in the reception class has sunk in one corner. The damp state of the walls is well disguised by displays of pupils' work.

188. Following a structural engineer's report, the governing body made the decision to close the area directly outside the nursery class. This is where children in the early years use the immediate outdoor environment to enhance the development of their learning skills. The school has recently purchased a shelter and sand pit for this area. However, there is not any soft play available here.
189. As a result of this closure, the children are currently using a small outdoor area at the front of the school. This area is unattractive, lacking in stimulation and far too small. Storage for outdoor equipment is limited. The computer suite and associated software is unsuitable for children in the early years.
190. The caretaker and cleaners keep the external fabric of the accommodation clean and very well maintained. Colourful displays of the pupils' work in the corridors and classrooms contribute to the stimulating environment created.
191. There is effective use of the local environment, the community and educational sites to enrich pupils' learning. This is further enhanced by the contribution of visitors to the school.
192. Bearing in mind the standards pupils achieve, the overall quality of education provided and the progress pupils make, the school barely provides satisfactory value for money.

Standards achieved in subjects and areas of learning

UNDER FIVES

193. The overall quality of the educational provision for children under five is appropriate to their needs and children are making good progress towards the Desirable Outcomes for Children's Learning.

Language, literacy and communication

Nursery and Reception children

Grade 2: Good features and no important shortcomings

Good features

194. In the nursery, older children concentrate well and respond positively to a new story. They listen with interest and understand the purpose of the story. They look at the cover and offer suggestions about what they can see. They learn to predict the outcomes of the story successfully. Older children speak in complete sentences. They hold and grip a pencil or crayon correctly. Younger children scribble and older children begin to make simple marks that convey meaning.
195. Most children use incidental Welsh confidently and naturally in all lessons and are developing a very good vocabulary. This is an outstanding feature.

196. Children in the early years choose their own books from a travelling library.
197. Children in the reception class make good progress in their language skills. They are beginning to understand what it means to be a good listener. They can portray a character very well in role-play, for example, 'The Rainbow Fish'. They ask imaginative questions and participate in sensible dialogue for a reasonable time.
198. Older children speak clearly whilst describing their group work to the rest of the class. They handle books well, illustrate booklets, and enjoy pictures and words. They cut and stick pictures with the sound of the week and sequence stories linked to the theme of water. More able children make meaningful marks and copy words and phrases. All children make good progress with their reading and the more able read confidently with expression and have good prediction skills. They continue to make good progress with incidental Welsh.

Shortcomings

199. There are no important shortcomings.

Personal and social development

Nursery and Reception children

Grade 2: Good features and no important shortcomings

Good features

200. Nursery children are confident and form good relationships with each other and with adults. Nursery children settle well into school routines and they welcome new experiences with confidence and enthusiasm. Children's social skills are developing well and they play harmoniously both indoors and outdoors. Most children are prepared to take turns, share and show good levels of self-control. They show a growing ability to make choices to work independently, and to take responsibility for dressing and undressing themselves.
201. Reception children show increasing maturity in their relationships with adults and other children and are confident in asking for help when needed. They readily accept responsibility and show a good level of independence. Children are aware of the need for personal hygiene and develop a good understanding of health issues. They willingly tidy the classroom at the end of activities, returning equipment and resources to the correct place.

Shortcomings

202. There are no important shortcomings.

Mathematical development

Nursery and Reception children

Grade 2: Good features and no important shortcomings

Good features

203. In the nursery, older children count from 1 to 6 in English and Welsh and recall number rhymes and counting games. They can add on 1 and 2 to numbers up to six. They sort and match and make simple estimates and predictions.
204. Children in the reception class make good progress in their mathematics. Most children recognise numbers from 1 to 10 and the more able children count accurately from 1 to 10. They make a number display based on the theme of coloured stars and confidently talk about those numbers. They confidently create a repeating pattern. Children recognise and talk about the properties of two-dimensional shapes. They know the names and order of the days of the week and their birthday dates. They collect pictures, make a pictogram and talk sensibly about their findings.

Shortcomings

205. There are no important shortcomings.

Knowledge and understanding of the world

Nursery and Reception children

Grade 2: Good features and no important shortcomings

Good features

206. Nursery children develop a good understanding of the world around them through discussions, role-play through meeting with industry and visitors to the school. They observe tadpoles developing in a fish tank, weather conditions and understand the changing seasons. They show a proper respect for the environment and living things. They understand that all cultures celebrate special events in different ways. They use a digital camera with increasing confidence to take a photograph of another child.
207. Reception children use a magnifying glass to observe closely the scales and fins of goldfish. They sensibly discuss the similarities and differences between the animals that live in the sea. They sort sea creatures from non-sea creatures well. They quickly develop an idea about the passage of time and are familiar with the order of routines of the school day.
208. They have appropriate skills in using the interactive white board. They confidently use a graphics package to create attractive pictures and symmetrical patterns.

Shortcomings

209. There are no important shortcomings.

Creative development

Nursery and Reception children

Grade 2: Good features and no important shortcomings

Good features

210. All children progress well in their creative skills. Nursery children enthusiastically join in singing familiar songs and rhymes to accompany the guitar. Nursery children show a growing awareness of rhythm whilst playing un-tuned percussion instruments. They demonstrate very good concentration and control of the instruments.
211. All under-fives enjoy their artistic work. Nursery children use different techniques to make attractive collage work and good self-portraits. They use a needle and thread to create attractive borders and blow paint with a straw to produce interesting pictures. In the reception class, they colour and paint realistic images.
212. Older children in reception further develop their techniques to make collages and explore texture sensitively following a nature walk in the autumn. They mix, shape, arrange and combine materials to create their own images and objects that express their ideas, feelings and memories. They successfully solve challenges, for example, to make the houses for the 'Three Little Pigs'.

Shortcomings

213. There are no important shortcomings.

Physical development

Nursery and Reception children

Grade 3: Good features outweigh shortcomings

Good features

214. From the time they start school, children quickly come to recognise the importance of health and hygiene and they show due awareness of safety issues. Nursery children use equipment sensibly, learn to balance confidently and jump and land correctly from varying heights. All children climb, stretch, slide, push and pull using the indoor climbing frame.
215. By the time they enter the reception class, children are well aware of the need to warm up and cool down. They confidently use the space around them and show good levels of control when changing direction and speed. They move rhythmically to music and use their movements to express feelings.

216. They quickly develop the skills to manipulate equipment effectively, such as when they use jigsaws, scissors or crayons and pencils.

Shortcomings

217. In both classes, children have limited control over large physical movements such as running and climbing, which are weak.

English

Key Stage 1: Grade 4: Some good features but shortcomings in important areas

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

Good Features

218. In both KS1 and KS2, pupils of all ages generally listen well. They respond appropriately to questions during role-play and when working in discussion groups.
219. Pupils in KS1 and KS2 use the library service regularly. They know how books are arranged and how to locate them.
220. Many pupils in Y2 use appropriate rules for discussion and speak briefly but clearly. They listen to their friends with interest and put up their hands when they wish to make a point. When answering questions, their responses are accurate but brief.
221. Many pupils in Y2 learn to recognise an increasing number of words by sight and a majority begin to develop fluency in reading their graded school readers. When reading with their teacher, most pupils begin to understand that the books they read may be from different systems of writing. A majority of pupils express a preference for different types of books and select these from the book corner or library. Many pupils begin to use books appropriately to locate information.
222. A few older pupils in KS1 accurately retell the main points of a story, both orally and in writing. When retelling a story with a moral, they begin to write creatively and at greater length.
223. A few younger pupils in KS2 develop confidence and fluency in their reading. They develop a good range of strategies, to help them tackle unfamiliar words independently. These pupils read with obvious understanding and enjoyment.
224. The majority of younger pupils in KS2 successfully use 'prompt questions' to retell a story in written form using basic sentence punctuation. A few pupils choose ideas that are interesting. Many of these pupils use speech marks appropriately when they complete speech bubbles for a cartoon strip.
225. Older pupils in Y4 and Y5 write for different purposes. They understand the conventions of instructional writing using a suitable layout and arranging their

ideas logically. During their examination of a newspaper article describing the death of a whale, pupils in Y6 begin to understand journalistic techniques.

Shortcomings

- 226. Many pupils do not understand that language serves a range of purposes and can change to take account of context and audience.
- 227. Many pupils' ability to sustain longer discussions is limited at KS2.
- 228. Throughout the school, few pupils are confident spellers and many do not know how to apply their knowledge of the sounds which letters make when spelling unfamiliar words.
- 229. In both key stages many pupils do not produce purposeful, sustained writing using accurate spelling and punctuation appropriate to their age and ability.
- 230. Few pupils in KS1 are confident, independent readers.
- 231. Many older pupils in KS2 lack confidence in reading. They do not have a sufficiently broad range of independent reading strategies to utilise when faced with unfamiliar words. They do not read and respond to a sufficiently wide range of texts.
- 232. Few readers in Y5 and Y6 have a clear understanding of what they read. Many of these pupils lack the ability to talk at length about the characters or plot in stories and their ability to make deductions or draw inference from the text is underdeveloped.
- 233. Many older KS2 pupils' knowledge of non-fiction texts is weak and their research skills are underdeveloped. Very few pupils in Y6 confidently search a text to answer questions.
- 234. Few pupils in Y5 and Y6 reflect independently or critically on what they have written.

Welsh 2nd language

KS1: Grade 2: Good features and no important shortcomings

KS2: Grade 4: Some good features but shortcomings in important areas

Good features

- 235. Pupils in KS1 understand a range of familiar questions and the majority respond appropriately in simple words or short phrases. They know and readily use simple greetings, such as 'bore da', 'prynhawn da' and can use questions to retrieve information about numbers and colours. They recognise and respond well to a series of commands and instructions.

236. They read and begin to understand the names of a series of activities. They understand most of the words and sentences in the 'Big Book'. They ask 'Wyt ti'n hoffi' followed by the name of the action.
237. They know a range of useful sentence patterns to describe their likes and dislikes and competently take part in role-play. They speak clearly with correct pronunciation. Most pupils can write simple sentences with minimum support.
238. In KS2, pupils know the names of a variety of food items and leisure activities. They listen attentively during the reading of the 'Big Book' and are able to translate the majority of the phrases. A small number read from the book. Their pronunciation is good. Most pupils re-write their chosen scene as a short play script.
239. Y6 pupils understand a range of familiar questions and commands and the majority respond appropriately in simple words or short phrases. They know the Welsh names of a variety of food items.

Shortcomings

240. In KS2, pupils do not effectively consolidate and extend knowledge acquired in previous work.
241. Many of the language patterns used by the older pupils are too repetitive.
242. By the end of the KS2, pupils are unable to make extended contributions in conversation or when conveying information.
243. Pupils in KS2 do not understand and respond to a broad range of topics.
244. In speaking and in writing KS2 pupils are not confident in using the past tense.
245. KS2 pupils are unable to read accurately a range of materials appropriate for their age and ability.

Mathematics

Key Stage 1: Grade 3: Good features outweigh shortcomings
Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

246. Pupils in KS1 add and subtract accurately within 10 and by the end of KS1, they add multiples of 10 to a two-digit number. They know how to find a total when using money, for example, when calculating change. They recognise patterns in simple sequences and correctly identify when these sequences are broken.

- 247. Pupils fit shapes together matching corners and angles well. They use a number line to count accurately. They understand simple mathematical language.
- 248. Younger pupils in KS2 recognise place value to 100, express numbers in an array and add simple fractions together accurately. They recognise simple equivalent fractions and construct simple graphs and charts.
- 249. Older pupils in KS2 extend their graph work so that they use an axis sensibly to indicate constants and variables. They use simple grids to locate their position confidently. They compare different types of graphs and predict trends from their finished work.
- 250. Pupils know that fractions can also be expressed as percentages. They measure regular two-dimensional shapes to find their area and perimeter. They know that an average can take several forms.

Shortcomings

- 251. Across the school, pupils have limited recall of what they have learnt and rarely apply their understanding from one situation to another.
- 252. Generally, in KS2 pupils do not use different strategies sufficiently often to find answers in mental calculations.
- 253. In KS2, pupils do not understand the basic idea of probability and do not investigate ideas for themselves.

Science

Key Stage 1: Grade 2: Good features and no important shortcomings
Key Stage 2: Grade 3: Good features outweigh shortcomings

Good Features

- 254. At KS1, pupils know how to make predictions and select appropriate materials. They carry out systematic tests to decide whether some materials are more suitable for a purpose than others, for example, when studying how things float. Older pupils in KS1 know how to construct a simple circuit. They record what they did and the materials they used.
- 255. Within KS1, pupils appreciate that magnets contain hidden forces that attract metal objects. They measure how many pins a magnet can hold. They recognise that bar magnets can 'attract' and also 'repel' each other. KS1 pupils have a sound understanding of the importance of building an element of control into an experiment.

256. At KS2, younger pupils understand what makes a fair test. They make sensible predictions about what should happen, for example, when investigating what will occur when liquids are added to water. They plan sensibly how to measure their results.
257. Older pupils in KS2 know the extent of our solar system, that planets vary considerably in size, and that their distances from the sun are vast. They appreciate that plants need a combination of elements to thrive. They know that different environments impact on the distribution of small animals and insects. They use simple scientific terms to describe what they see.

Shortcomings

258. In KS2, older pupils lack the ability to record and illustrate their findings neatly and logically and in consistent ways.
259. Within KS2, many older pupils are unable to devise an experiment for themselves and carry out systematic observations and measurements relating to it.
260. They are unfamiliar with making a hypothesis or prediction and testing it, and they do not recognise the importance of repeating a measurement to confirm its accuracy.
261. Older pupils in KS2 have a limited understanding of how the human body functions, and how diet and exercise are important elements in healthy living.

History

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

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

Good features

262. Pupils in Y1 and Y2 have well-developed investigative skills. They observe changes over time and ask and answer simple questions about the past.
263. Pupils in Y1 and Y2 know how to use secondary sources of evidence successfully when studying photographs of seaside scenes. Many pupils realise that some things have remained the same, such as landscape features and buildings, but others have changed. Pupils begin to notice, for example, that seaside traditions, such as Punch and Judy and donkey rides, remain broadly the same but styles of clothing have changed.
264. Pupils in Y5 have a good understanding of Wales' industrial past and celebrate the achievements of famous local people such as Guto Bran, and more recently Merlyn Rees, Stuart Burrows and Geraint Evans. Pupils make

effective connections between the history of their own school and life in Cilfynydd during different historical periods.

265. Older pupils in KS2 accurately describe the difference between primary and secondary sources of evidence. They know that opinions and facts may differ widely and explain with clear understanding why this is the case. When discussing a report of a road accident, for example, pupils confidently express their thoughts about why people may have differing points of view.
266. Pupils in Y5 accurately interpret secondary sources of evidence to help them make sense of the past. They use a census report and mine records to competently search for answers to questions about life in Wales at the end of the 19th Century.
267. Pupils in Y6 have a good knowledge of the range of occupations and trades people undertook during the Tudor period. Many pupils continue to develop their enquiry skills when they pose and answer questions as part of an imaginary job interview during the Tudor period. They work collaboratively and engage in productive discussion about the requisite skills that candidates would need to carry out their roles effectively.

Shortcomings

268. There are no important shortcomings.

Geography

Key Stage 1: Grade 3: Good features outweigh shortcomings

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

269. In KS1 pupils know the routes to take to school. Older pupils in KS1 compare their own area with that of Newton in Porthcawl. In the process, they identify similarities and differences in features in the landscape and in the buildings well.
270. They know where the main points of the compass are and apply them when describing a location. They know that Porthcawl is west of Cilfynydd. Older pupils in KS1 compare aerial photographs to large-scale maps and produce their own sketch maps reflecting the main features in the photographs.
271. Pupils in KS2 know the importance of rain forests for the well-being of the planet. They know where the main rain forests are situated. They use maps to identify the course of the River Nile in Egypt and where the main archaeological sites are situated along it.
272. Older pupils in KS2 know about some aspects of life in rural Kenya. They know that Evangeline's day in a small farm called a shamba is less comfortable than their own. They know that the climates in different parts of the world vary when compared to each other. They know that in the tropics temperatures do not vary as much as they do in the northern hemisphere.

Shortcomings

- 273. Within KS1 younger pupils' mapping skill are limited because they do not record in sufficient detail the places they pass and draw simple plans and charts to express their knowledge and understanding. They do not use simple symbols to illustrate what they see.
- 274. Within KS2, pupils have only a limited understanding of how their community grew. They are unaware of the significance of road, rail and water communications to the development of the area.
- 275. In KS2, pupils do not use maps and other sources to appreciate how changes occur over time in the local area and that some of these may have negative and positive effects.
- 276. Within KS2, pupils' knowledge and understanding of the human and physical geography of Egypt and Kenya are superficial.
- 277. Older pupils in KS2 do not understand and use specific geographic vocabulary to describe similarities and differences between the human and physical features.

Information Technology

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

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

- 278. In KS1, younger pupils competently use the mouse to select/deselect tools and icons in programs. They use a simple word processing program to write simple sentences and import images from the hard drive of the computer. Older pupils gain confidence in using the program and change the letter font and colour of the text in their work in geography and most can print their work independently.
- 279. They use the Internet to find pictures linked to their history topic on castles successfully. They make an effective interactive slide show from imported pictures of sea creatures and added sound effects.
- 280. KS2 pupils use an art program with increasing confidence. They improve their skills in their word-processed writing, for example, by using a range of fonts, colours and styles of text whilst writing poetry. They create a detailed slide show in their work in geography. .
- 281. They work with older people in the community who have memory loss to create purposeful interactive presentations about these people's lives. They obtain information from them and follow it up through research using the Internet. They competently scan pictures and photographs and import music to make their work interesting.

Shortcomings

- 282. Pupils in KS2 do not consistently build on their previous knowledge and skills.
- 283. In KS2, pupils lack the skills to enter a series of commands to control the movement of an on-screen 'turtle'.
- 284. Pupils do not use information technology systems to sense external changes, such as light and temperature.

Design technology

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

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

- 285. Within KS2, pupils design and make clay hedgehogs using simple tools to shape and mould them. They use their knowledge of how the clay behaves to make different effects. They design and make diva light-holders well.
- 286. Pupils in KS1 experiment using different materials when planning how to make a mobile fish. They choose materials carefully when making a land yacht and know how a simple axle works. They work carefully joining different materials with glue. They carefully consider how they can continue to improve their work as they are completing it.
- 287. Across KS2, pupils evaluate their work systematically. They use and understand technical terms such as 'warp' and 'weft' when weaving a fabric. They invent a simple game and put together a design brief, which they follow to its conclusion. They use the computer effectively to create a design for a Christmas card.
- 288. Older pupils in KS2 use appropriate material to make musical instruments. They select them carefully and use them to produce effective shakers and percussion instruments. They design a dress for a woman of the Tudor period to wear and construct a mannequin upon which to place it.

Shortcomings

- 289. Within KS2, pupils have limited skills in working with a range of tools and components. Many do not evaluate their designs with sufficient thought and are unable to suggest improvements.
- 290. Older pupils in KS2 are unaware of how to reinforce structures to give them strength where it is needed. They do not test their work to see if it is fit for purpose.
- 291. At KS2, pupils lack a clear understanding of the importance of working safely and of reducing the risk of injury to themselves and to others.

Music

Key Stage 1: Grade 3: Good features outweigh shortcomings

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

292. Pupils in KS1 and KS2 sing well. They sing with increasing control over breathing, posture and pitch. They pay good attention to diction and the duration of notes.
293. Pupils in Y1 and Y2 confidently use parts of their body and simple untuned instruments to produce long and short notes to accompany simple compositions.
294. In singing in KS2, pupils understand pitch and melody, can keep good time and display a growing sense of rhythm. They build on the skills acquired in KS1 and successfully increase the complexity of their performance by adding descant parts and rounds.
295. Y6 pupils know how to produce a conversation between instruments, conveying different feelings. They sensibly discuss the use of rhythm, timbre and rests. After watching a film clip, they collectively record the main events on the white board. They sensibly suggest an appropriate mood for each event.

Shortcomings

296. At both key stages, pupils have limited skills in composing and appraising.
297. At KS2, pupils have few skills in playing a wide range of tuned instruments.

Art

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

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

Good features

298. Throughout the school, pupils make careful observational drawings and paint skilfully. They work in both two and three-dimensions using a broad range of media and experiment with a variety of techniques.
299. Pupils of all ages know the work of artists from different times and cultures, including modern Welsh artists, and apply some of their techniques to their own work. For example, when studying the work of Van Gogh, pupils experiment with thick paint to create texture. They push and raise this effectively to mimic the texture of oil paint.

300. Many pupils in Y2 correctly use the language of art to describe their work. They explain the term 'Still Life' when describing their compositions; discuss the importance of the position of the subjects and how to create a suitable background for their paintings.
301. Pupils competently mix paint to create a suitable colour and texture. Many pupils apply this skilfully to create attractive paintings.
302. Pupils use charcoal and chalk in monochrome colours very effectively to create a sombre mood in their drawings of evacuees for their history project.
303. They adapt ideas from photographs and drawings from the wartime period and combine these imaginatively in their own work.
304. Many pupils use their previous knowledge of Roman mosaics to suggest appropriate techniques for creating a mosaic pattern-printing block.

Shortcomings

305. There are no significant shortcomings

Physical Education

Key Stage 1: Grade 3: Good features outweigh shortcomings

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good Features

306. Pupils in KS1 and KS2 know the importance of warming up before physical exercise and cooling down afterwards. They appreciate the effects of sustained physical exercise on their body temperature. They know that it is important to play sensibly and to be aware of the safety of others when taking part in physical activities. Across the school, all pupils wear suitable clothing for their physical activities.
307. In KS1 and KS2, pupils move appropriately when they imitate specific moods and expressions. In KS1, they hold 'still' shapes, balancing on different parts of their bodies well when interpreting the movements of fish. Older pupils in KS2 gesture and move dramatically when combining warlike movements when designing their own 'Hakka' war dance. They perform with confidence, changing formation appropriately. They evaluate their own performance and that of others realistically and constructively.
308. Pupils in KS1 and KS2 generally have a sound knowledge and understanding of the skills of physical education. They practise the techniques of throwing and catching accurately using a wide range of equipment. They understand the importance of controlling the force of a pass or stroke to ensure its accuracy.

309. In gymnastics in both key stages pupils travel with changes of pace and direction well. They show increasing control when they perform a variety of shapes to create a sequence of movements.
310. Older pupils participate in a range of team games. They are enthusiastic and show positive attitudes to competition. By the end of KS2, nearly all pupils are confident swimmers.

Shortcomings

311. Pupils across the school do not set themselves high enough expectations and challenges to achieve higher standards.
312. Pupils do not evaluate their own performances with sufficient rigour and take sufficient pride in their performance.
313. Older pupils in KS2 do not know how to work together to find a practical solution to a physical problem.

Religious education

Key Stage 1: Grade 3: Good features outweigh shortcomings

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good Features

314. Nearly all pupils in Y1 and Y2 begin to be aware that religion is important to many people. They know that beliefs may vary between different groups of people.
315. Through the construction of model Sukkah tents and making Divali cards, pupils begin to understand that different people have different customs and traditions. Pupils know that different celebrations form an important part of the lives of people of different religions. A few pupils in Y4 begin to make connections between the faiths of Muslims and Christians
316. Many pupils in Y1 and Y2 begin to explore their feelings and reflect on what is special to them. They say 'thank you' for their friends and families. Many younger pupils in KS2 recall the main points of a Bible story. They have a basic understanding of the purpose of parables. Many pupils develop a basic understanding of the Christian faith and the practice of prayer.
317. Many pupils in Y6 understand that Bible stories have a moral message. They begin to appreciate that these messages are relevant to their own lives.

Shortcomings

318. Many pupils in KS1 confuse basic facts about Judaism when discussing the work they have recently completed on Sukkot.
319. Few pupils in KS2 explore their own feelings or express their own personal response sufficiently to the idea of prayer and praying.
320. Many pupils have limited ability to reflect on the meaning of parables.

School's response to the inspection

We are pleased that the inspection team recognised that within our school all pupils are well cared for, guided and supported and that pupils enjoy coming to school and have positive attitudes to learning.

We are also pleased that there are many good features in the report, including the careful planning by teachers to meet the needs of a wide range of ages and abilities and the close and effective teamwork between teachers and assistants. We are also pleased with the positive comments made in relation to the good progress made by SEN pupils in the school and the effective partnerships with other groups, such as Family Learning and the Education Business Partnership.

The school and governing body recognise that there are a range of shortcomings within the report and regret that the school has been placed in the category of being in need of significant improvement. The recommendations will be addressed as a high priority and the school aims to quickly reverse the negative features indicated within the inspection report. A robust and detailed action plan will be drawn up indicating the ways in which the school and governors intend to address the shortcomings.

Appendix 1

Basic information about the school

Name of school	Cilfynydd Primary School
School type	Community
Age-range of pupils	3 – 11
Address of school	Ann Street Cilfynydd Pontypridd
Postcode	CF37 4EN
Telephone number	01443 486827

Headteacher	Mr Gareth Bowen
Date of appointment	1 st November 2004
Chair of governors/ Appropriate authority	Mr Gareth Harvey
Registered inspector	Mr Peter Mathias
Dates of inspection	28 th – 30 th April 2008

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	24.5	27	13	31	18	26	22	30	191.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	1	8.2

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	27:1
Pupil: adult (fte) ratio in nursery classes	11:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	28
Teacher (fte): class ratio	1.1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2007	92.6	88.8	90.1
Autumn 2007	88.5	87.4	92.3
Spring 2008	83.5	86.6	89.1
Percentage of pupils entitled to free school meals	20		
Number of pupils excluded during 12 months prior to inspection	1		

Appendix 3

National Curriculum Assessment Results

End of key stage 1:

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:				18
Percentage of pupils at each level							
			W	1	2	3	
English:	Teacher assessment	School	0	11	78	11	
		National	3	14	63	20	
En: reading	Teacher assessment	School	0	11	78	11	
		National	4	15	55	26	
	Teacher assessment	School	0	11	83	6	
		National	5	16	68	11	
En: speaking and listening	Teacher assessment	School	0	11	72	17	
		National	0	11	72	17	
Mathematics	Teacher assessment	School	0	11	67	22	
		National	0	11	67	22	
Science	Teacher assessment	School	0	17	61	22	
		National	1	9	66	24	

Percentage of pupils attaining at least level 2 in mathematics, science and English according to teacher assessment			
In the school	77.78	In Wales	80

W Pupils who are working towards level 1

National Curriculum Assessment Results

End of key stage 2:

National Curriculum Assessment KS2 Results 2007			Number of pupils Y6:					29	
Percentage of pupils at each level									
			N	W	1	2	3	4	5
English	Teacher Assessment	School	0	0	1	17	55	21	
		National	0	1	4	16	50	29	
Mathematics	Teacher Assessment	School	0	0	7	24	52	17	
		National	0	1	3	15	50	30	
Science	Teacher Assessment	School	0	0	3	3	79	14	
		National	0	0	2	12	52	32	

Percentage of pupils attaining at least level 4 in mathematics, science and English by teacher assessment			
		by test	
In the school	65.5	In the school	N/A
In Wales	74	In Wales	N/A

W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

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

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Peter Mathias (Registered Inspector)	Context Summary and Recommendations Contributions to Key Questions 1, 2 & 4 Key Question 5 Key Question 6 Appendices Special education needs Mathematics Science Design technology Geography Physical education
Mrs Caterina Lewis (Lay Inspector)	Contributions to Key Questions 1, 3, & 4
Mrs Helen Smith (Team Inspector)	Key Question 7 Early years Welsh as Second Language Information technology Music
Mrs Jan Marsden (Team Inspector)	Contributions to Key Questions 2, 3 & 4 English History Art Religious education
Mr Gareth Bowen (Headteacher/Nominee)	Contributions to all Key Questions
Mrs Alison Price (Peer assessor)	Contributions to all Key Questions

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