

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

A Report on the Quality of Education in

**Coedylan Primary School,
Tyfica Road,
Pontypridd.
CF37 2DB**

School Number: 6742072

Date of Inspection: 09/02/09

by

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Coedylan 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 Coedylan Primary School took place between 09/02/09 and 11/02/09. An independent team of inspectors, led by Luned Eleri Betts undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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 **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Coedylan Primary School is situated in Graigwen in the middle of the town of Pontypridd. The county borough is Rhondda Cynon Taff. The school occupies an old, damp building with a very limited outside play area and is situated next to a derelict building which was the former site of the secondary school
2. The majority of learners come from Graigwen itself, which is a mixed community of predominantly owner occupied homes with some rented accommodation. An element of mobility in the school population has occurred over the last few years with the increase of housing association owned rented property. There are currently 115 pupils on roll aged from three to eleven years of age, a figure that includes 16 full-time equivalent children of nursery age. The school population has decreased since the last inspection.
3. Children entering the school represent the whole range of ability. However, there has been a decline in the level of socialisation and language skills of children on entry over the last few years. Learners are taught in four mixed age classes.
4. Approximately eight per cent of learners are registered as being entitled to free school meals which is lower than local and national percentages. Ninety nine per cent speak English at home; none uses Welsh at home. One pupil receives support in English as an additional language (EAL) and one per cent of the school population is from a minority ethnic group. One pupil is looked after by the local authority.
5. Twenty four learners (approximately 20 per cent) are on the special educational needs (SEN) register; none has a statement. This figure is slightly lower than local and national percentages. No pupil has been excluded in the last twelve months.
6. The school was last inspected in March 2003. It received the Basic Skills Quality Mark for the third time in September 2007. Except for a change in management, there have been no major changes since the last inspection.

The school's priorities and targets

7. The school's main aims are to:
 - create high standards of learning experiences for all children, providing access to all areas of the curriculum;
 - create a lively and stimulating learning environment which is exciting today, as well as a preparation for the future;
 - create a caring, secure environment so that all in school feel a sense of worth;

- promote respect for the environment;
- create a partnership with parents;
- develop a positive relationships between the school and the community; and
- foster self-esteem, so that each individual feels good about themselves, what they do and about the school.

8. The school's priorities for 2008-9 are to:

- further develop information communications technology (ICT);
- monitor and develop the implementation of the Foundation Phase;
- implement the action plan for sustainable development;
- improve the implementation of key skills in the revised geography curriculum;
- develop the role of the deputy headteacher in assessment and appraisal; and
- promote the healthy schools scheme.

Summary

9. Coedylan Primary School is a good school with outstanding features. The very sound leadership provided by the school's management encourages high expectations amongst all adults and learners. Despite the long standing defects of the building and site, the school succeeds in achieving very high standards.

Table of grades awarded

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

10. The inspection team agreed with the grades given by the school in its self-evaluation report in three key questions. In the other four questions the inspection team considered that the team had underestimated its achievements and therefore awarded a higher grade.

Standards

11. The National Curriculum (NC) assessment percentages in both key stages have to be treated with caution because of the small number in the cohorts.
12. In 2008 at the end of key stage (KS) 1 the number of pupils gaining a Level 2, the level expected of pupils who are seven years of age in English was higher than local percentages but slightly lower than national levels. In mathematics the number of pupils who attained a Level 2 in 2008 was lower than local and national percentages, while in science it was significantly higher. The core subject indicator (CSI), which is the number of pupils who attain a Level 2 in all three core subjects, was higher in 2008 than local and national percentages. Girls performed significantly better than boys on this occasion. The number of pupils who attained the higher Level 3 in 2008 in all three subjects and the CSI was significantly above local and national percentages. Results in KS1 show an upward trend.
13. In comparison with similar schools who have around the same number of pupils eligible for free school meals, the performance of pupils in KS1 has been consistently lower than the majority of schools in English. Attainment in mathematics was also in the third quarter in 2007 but was in the fourth quarter in 2008. In science, however, results were in the upper quarter in 2008 which was an improvement on the third quarter in 2006 and 2007. The CSI was in the third quarter in 2008 which was an improvement on 2007.
14. In NC assessments at the end of KS2 in 2008, the number of pupils who attained a Level 4, the level expected of pupils who are eleven years of age, shows an upward trend over the last three years. In English, mathematics and science the number of pupils attaining a Level 4 was above both local and national percentages for both boys and girls. The CSI has varied considerably during the past few years, but in 2008 levels were above local and national levels. The percentage of pupils who attained the higher Level 5 in English was above local and national percentages but was below in mathematics and science; these latter subjects show a downward trend over the last few years.
15. In comparison with similar schools the performance of pupils in KS2 improved significantly in 2008 when compared with 2007. Results in English, mathematics and the CSI were in the second quarter, while science was in the third quarter.
16. Standards for standards in subjects inspected were as follows

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
47%	37%	16%	-	-

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

18. Grades for standards in the subjects inspected were as follows:

Inspection Area	KS1	KS2
English	Grade 1	Grade 1
Mathematics	Grade 1	Grade 1
Welsh second language	Grade 2	Grade 2
Information communications technology	Grade 1	Grade 1
Art and design	Grade 1	Grade 1
Physical education	Grade 2	Grade 3

19. Although a few children who are admitted to nursery have some language problems baseline assessments show that children's abilities compare well with local averages. The overall quality of provision for the under-fives is appropriate to their needs and children make good progress towards the Foundation Phase outcomes.
20. Learners achieve outstanding levels in the key skills of listening, speaking, reading writing, numeracy and the use of ICT across the school. Skills in bilingualism are good but do not always show progression across the school.
21. Pupils make outstanding progress in the development of their personal, social and learning skills. All learners, including those with additional learning needs (ALN) and pupils across a wide range of social and linguistic backgrounds, succeed and the vast majority achieve their targets. They fulfil their potential and are well prepared for the next stage of learning.
22. Pupils' behaviour and the respect they show to adults and each other is outstanding and relationships are exemplary. Pupils are friendly, polite and considerate. They have an excellent understanding of equal opportunities.
23. At 94.56 per cent, the levels of attendance for the three terms prior to the inspection is well above the local education authority (LEA) average; it is also above the national percentage and that for similar schools.
24. Pupils, including those with ALN, are well prepared for effective participation in the workplace. They are also very aware of the diversity in society.

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
35%	52%	13%		

25. These figures are above the national averages as published in HMCI's Annual Report for 2007-8, where overall the quality of teaching in primary schools in Wales is reported to be Grade 2 or better in 83% of lessons and Grade 1 in 16%. The quality of teaching is considerably better than during the last inspection.
26. Teachers make good use of appropriate resources, including ICT, to stimulate the interest of pupils. They organise their classes well so that they can interact positively with pupils. Outstanding features in teaching include lively, exciting presentations, high expectations and, in the majority of classes, thorough subject expertise and sound classroom management. Lesson objectives are clear, planning and preparation is detailed, relationships are constructive and questioning is effective.
27. In a few lessons however there was evidence of lack of class control and subject knowledge.
28. Teachers cater well for the learning needs of pupils of all abilities and monitor and review their progress effectively. The school meets the English language needs of pupils, including those with SEN and EAL.
29. Statutory requirements for assessing and reporting pupils' achievements are met.
30. Arrangements for assessment for learning are outstanding and are used most effectively to monitor the all-round development of the under- fives and to plan appropriately for their needs. In both key stages the school has comprehensive, rigorous and manageable systems of assessment and parents are provided with a good range of information about their children's progress.
31. The curriculum is broad and balanced and fulfils statutory requirements. . Differentiation in planning provides for the wide range of pupils in mixed age classes is outstanding in almost all sessions. Overall, in subjects across the school progression in planning is also outstanding. All pupils have equal access to the curriculum. Provision for developing learners' basic and key skills is good with outstanding features in the under-five class and in both key stages.
32. Provision for learners' personal and social education (PSE) is outstanding. Collective worship fulfils statutory requirements; these occasions are well planned in order to maximise pupils' spiritual, moral and social development.

Their understanding of multiculturalism is extensive and their awareness of their own heritage is good.

33. An imaginative range of after school clubs, which caters for pupils in both key stages, provide pupils with very useful extensions to their learning.
34. The school has very good partnerships with parents who feel they are well informed about the curriculum and all aspects of school life. It also has very close links with the community; for example it is a partner in the development of the community nature reserve and there are close links with the local museum and library. Links with surrounding schools and college of further education are very positive. The school has good links with industry.
35. The school takes every opportunity to enrich the experiences of pupils by introducing national priorities into the curriculum. Provision for sustainable development and healthy eating and living is good.
36. The school has a strong caring ethos and plans and manages care arrangements very well. It provides sensitively for pupils with SEN and is highly vigilant of the well-being of all learners.
37. The quality of provision for those with ALN has many outstanding features. Pupils with learning difficulties are identified at an early stage and excellent support is provided.
38. All pupils are supported and guided well and their social, educational or ethnic backgrounds taken into account. Pupils with EAL receive effective support.

Leadership and management

39. The school's aims and values are focused on providing pupils with enriching experiences, while encouraging them to develop their knowledge, understanding, tolerance, respect and self-esteem.
40. The headteacher and deputy display excellent leadership; both lead by example. staff. An outstanding feature, in the majority of subjects seen during the inspection, was the good use made of staff expertise. Planning, preparation and management (PPA) time is well managed in order to improve standards. Subject co-ordinators are developing very good managerial skills. However, no individual has overall responsibility for developing the Foundation Phase.
41. Progress since the last inspection in the issues identified with regard to curriculum organisation, staff responsibilities and the development of the self-evaluation process has been good. However, there have been shortcomings in addressing issues identified in the last report relating to the fabric of the building and outside areas. Work on a number of defects has been started but many remain incomplete. Much management time has been spent dealing with these issues in the months leading up to this inspection.

42. The school's self-evaluation report shows that it knows itself well. The school development plan (SDP) is an effective document. Previous years' targets are reviewed annually and lead to future plans. Priorities relate clearly to improving standards of achievement and the quality of learning experiences provided.
43. Staffing levels are appropriate. Members of staff work well together, sharing views and experience in the best interest of pupils. Support staff and volunteer helpers have a positive impact on pupils' learning.
44. As a result of the very recent programme of refurbishment, the quality of the accommodation overall has good features that outweigh shortcomings. The school makes very good use of the space that is available. Indoors the building is adequate for the number of pupils on roll.
45. Despite the school's prolonged negotiations with the LEA, the fabric of the building remains poor and the programme of refurbishment has not been completed. In addition, there is still very limited space for outdoor play. There has been no progress with the development of the multi use games area and as a result pupils continue to travel to the comprehensive school for weekly games lessons. They are extremely restricted in the range of activities in the yard during play times and lunch times such as ball games to promote their skills and healthy life styles.
46. The close proximity of the derelict building adjoining the school, lack of car parking facilities and access for staff and visitors remain major concerns for staff and parents.
47. The present location for the Year (Y)1 and Y2 class does not allow pupils adequate access to the very good resources and space already established for the younger nursery and reception class, so as to enable the full development of the Foundation Phase.
48. Adequate learning resources are available to meet the needs of the curriculum and subject leaders manage them well. The school takes advantage of every opportunity to obtain grants to further extend teachers' and support staff's professional development.
49. The GB meets all regulatory and legal requirements. Individual members are proactive and very supportive of the school management especially in the efforts to overcome difficulties presented by the shortcomings in accommodation. Although governors do not observe formally in classes as part of the self-evaluation process, they have good links with subject co-ordinators. However, no member of the GB has a link with the Foundation Phase although all members understand the changes in the curriculum for children under seven years of age.
50. The head teacher and GB regularly review and stringently evaluate the use of resources, in order that standards are maintained and improved. Effective and efficient use is made of all resources. The school provides very good value for money.

Recommendations

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

- R1 raise standards in physical education in KS2;
- R2 further develop the standards and provision for bilingualism;
- R3 further develop the management, provision and accommodation for the Foundation Phase;
- R4 develop the role of the GB in the self-evaluation process; and
- R5 work with the LEA to address the long standing defects relating to the building and shortcomings in the outside areas, which were identified in the last inspection report.

N.B. Recommendations 2, 3, 4 and 5 have been identified as priorities in the SDP and SER.

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

Standards

Key Question 1: How well do learners achieve?

Grade 1 : Good with outstanding features

51. The grade awarded by the inspection team does not match the Grade 2 given by the school in its self-evaluation report because the inspection team felt that standards are high and that the progress pupils make is outstanding.
52. The National Curriculum (NC) assessment percentages in both key stages have to be treated with caution because of the small number in cohorts.
53. In 2008 at the end of key stage (KS)1 the number of pupils gaining a Level 2 in English was higher than local percentages but slightly lower than national levels. In mathematics the number of pupils who attained a Level 2 in 2008 was lower than local and national percentages, while in science it was significantly higher. The core subject indicator (CSI) was higher in 2008 than local and national percentages. Girls performed significantly better than boys on this occasion. The number of pupils who attained the higher Level 3 in 2008 in all three subjects and the CSI was significantly above local and national percentages. Results in KS1 show an upward trend.
54. In comparison with similar schools who have around the same number of pupils eligible for free school meals, the performance of pupils in KS1 has been consistently lower than the majority of schools in English. Attainment in mathematics was also in the third quarter in 2007 but was in the fourth quarter in 2008. In science, however, results were in the upper quarter in 2008 which was an improvement on the third quarter in 2006 and 2007. The CSI was in the third quarter in 2008 which was an improvement on 2007.
55. In NC assessments at the end of KS2 in 2008, the number of pupils who attained a Level 4 shows an upward trend over the last three years. In English, mathematics and science the number of pupils attaining a Level 4 was above both local and national percentages for both boys and girls. The CSI has varied considerably during the past few years, but in 2008 levels were above local and national levels. The percentage of pupils who attained the higher Level 5 in English was above local and national percentages but was below in mathematics and science; these latter subjects show a downward trend over the last few years
56. In comparison with similar schools the performance of pupils in KS2 improved significantly in 2008 when compared with 2007. Results in English, mathematics and the CSI were in the second quarter, while science was in the third quarter.

57. Grades for standards in subjects inspected were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
47%	37%	16%	-	-

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

59. Grades for standards in the subjects inspected were as follows:

Inspection Area	KS1	KS2
English	Grade 1	Grade 1
Mathematics	Grade 1	Grade 1
Welsh second language	Grade 2	Grade 2
Information communications technology	Grade 1	Grade 1
Art and design	Grade 1	Grade 1
Physical education	Grade 2	Grade 3

60. The overall quality of provision for the under-fives is appropriate to their needs and children make good progress towards the Foundation Phase outcomes. Although a few children who are admitted to nursery have some language problems, baseline assessments show that children's abilities compare well with local averages.

61. Pupils achieve outstanding levels in the key skills of listening, speaking, reading and writing across the school. Foundations for good listening are established early and pupils realise that this is the key to learning. Learners across the school are able to discuss a range of topics and can clearly express their points of view. They understand that there is a vast array of reading material and read a variety of texts meaningfully. They write for a range of purposes and know that different tasks make varying demands on the kind of writing they do and the format for its presentation. Skills in bilingualism are good but do not always show progression across the school.

62. Standards in learners' numeracy are good with outstanding features across the school. In line with their age and ability, pupils are able to apply their skills in many situations; they problem solve confidently and have excellent mental mathematical skills which they apply across all subjects. Learners are extremely confident users of ICT; their skills are outstanding.

63. Pupils achieve short-term targets set by teachers. Their awareness of their progress is a key factor in their success in achieving their agreed goals. All learners, including those with ALN, and across a wide range of social and linguistic backgrounds succeed.
64. Learners' success in acquiring new skills is linked closely to their awareness of the success criteria in sessions. Their ability to discuss their work with peers ensures that they understand how well they are progressing. The time they use in reflecting on tasks helps them develop ideas, increase their understanding and establish a very sound awareness of what they need to do to improve. This approach to learning ensures that pupils fulfil their potential and are well prepared for the next stage of learning.
65. Learners make outstanding progress in the development of their personal, social and learning skills. Nearly all have exceptionally good attitudes to learning. Pupils are happy and enjoy coming to school. They work hard in lessons; older ones particularly, show excellent motivation and enjoy finding things out for themselves. They willingly co-operate and support each other when working in groups and pairs and at other times. Nearly all sustain very good levels of concentration and even the least able persevere very well with their tasks.
66. Pupils' behaviour and the respect they show to adults and each other is outstanding.
67. Throughout the day they move sensibly in and around the school often in congested areas. Behaviour in the hall during whole school assembly is exemplary. During these occasions, learners listen attentively to speakers and are very eager to participate and make sensible contributions. There have been no exclusions since the headteacher's appointment.
68. Older learners thrive on being treated as mature young adults. They are very good role models for younger learners. Relationships are exemplary. Even the youngest children know routines and develop confidence and independence; they play very well together, take turns and share sensibly.
69. Learners have an excellent understanding of equal opportunities because this is firmly embedded in the school's work. Boys and girls work and play together very well. Nearly all are sensitive to the needs of their peers and younger ones.
70. At 94.56 per cent the average rate of attendance for the three terms prior to the inspection is well above the LEA levels, the national average and the figure for similar schools. Absences are caused mainly by illness, but the overall rate is adversely affected by an increasing number of family holidays in term time. Nearly all learners arrive on time at the start of the day.
71. Learners, including those with ALN are well prepared for effective participation in the workplace. Older pupils particularly learn valuable managerial and leadership skills. They are very well aware of diversity in society.

72. Pupils have an extremely strong sense of belonging to the school and the community and they have a good understanding of the world of work because they are involved in a range of projects and events, as well as visits to appropriate places. For example, they plant bulbs and summer and wild flowers in the local park and are involved in projects, for example at Craig yr Hesg Nature Reserve and local and national museums and they share their skills with members of the community to support the school's garden project.
73. Pupils throughout the school take their responsibilities very seriously and show great commitment to the roles of Helpwr Heddiw, school monitors and Y6 play leaders. They develop a very good understanding of corporate responsibilities through their roles on the well established school council and Eco- committee. Elected councillors have had a role on the interview panel for new teachers and have helped to plan zones in the playground and a range of play apparatus.

The quality of education and training

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

Grade 1: Good with outstanding features

74. The grade awarded by the inspection team does not match the Grade 2 given by the school in its self-evaluation report, as the school had underestimated the very good quality of teaching in the majority of classes and the excellence of its assessment procedures.
75. The quality of teaching in sessions observed during the inspection was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
35%	52%	13%		

76. These figures are above the national averages as published in HMCI's Annual Report for 2007-8, where overall the quality of teaching in primary schools in Wales is reported to be Grade 2 or better in 83% of lessons and Grade 1 in 16%. The quality of teaching is considerably better than during the last inspection.
77. Outstanding features seen in teaching include:
- lively, exciting presentations;
 - high expectations in standards of work and behaviour that motivate and challenge pupils;
 - thorough subject expertise and knowledge; and
 - sound, constructive classroom management.
78. Good features seen in teaching include;

- clear lesson objectives that are shared with pupils, and used by them;
- detailed planning and good preparation;
- constructive working relationships with pupils that foster learning; and
- effective questioning.

79. In a few lessons the following shortcomings were observed:

- deficiencies in class control; and
- a lack of subject knowledge.

80. Pupils are challenged and motivated through a wide range of rich learning experiences. Time limits are often set for the completion of tasks and appropriate grouping and differentiated activities promote high standards of work. In general, teachers show a good familiarity with recent developments, such as the Foundation Phase and Curriculum 2008.

81. Nearly all lessons move at an appropriate pace and teachers intervene purposefully in the learning. They seek to engage and maintain pupils' interest through effective use of a wide range of teaching approaches. They provide clear explanations and use homework well to complement learning.

82. Support staff are well briefed about what they are expected to do, and their close involvement in planning, teaching and assessment has a positive impact on pupils' learning. They make a valuable contribution to the quality of teaching and learning.

83. Teachers make good use of appropriate resources, including ICT, to stimulate the interest of pupils.

84. Teachers promote and provide for equal opportunities effectively. Pupils of all backgrounds, ages and abilities are treated equally and able pupils are challenged effectively. Teachers cater well for the learning needs of pupils of all abilities and monitor and review their progress effectively.

85. Teaching meets the English language needs of pupils, including those with SEN and EAL. Overall, teachers' planning for bilingual development is good, but there is inconsistency between classes in its implementation.

86. There are many outstanding features in the arrangements for assessment for learning. Under-fives are assessed regularly in all areas of learning, and baseline assessment is rigorously implemented. Observations are used most effectively to monitor the all-round development of the under-fives, and to plan appropriately for their needs.

87. In both key stages the school has comprehensive, rigorous and manageable systems of assessment. Progress is monitored regularly through various means, for example, observations, teachers' assessments and standardised tests. Very effective analysis of data is used to set targets of attainment for individuals and year groups. Detailed records are kept and the progress of individuals and year groups is tracked extremely effectively over time.

88. The school meets statutory requirements for assessing and reporting pupils' achievements. Specific learning objectives and success criteria for assessment are identified extremely effectively in planning and are shared with pupils. Very good use is made of plenary sessions to evaluate learning.
89. Portfolios of pupils' work, using NC criteria, effectively support the accuracy of teachers' assessments in core subjects. A useful language portfolio has been developed in collaboration with cluster schools.
90. The school is outstanding in its practice of promoting pupils' understanding of the purpose of assessment, and their involvement in planning their own progress. They use self-assessment and peer-assessment very effectively and the process of setting their own targets is very good. Their profiles contain a great deal of evidence about their roles in self-assessing their work and reflect their views that they feel happy and confident about their learning because of their involvement in the process. Whole class and individual targets displayed on target walls in each class are linked to success criteria in lessons and are proving to be highly successful in helping pupils recognise their strengths and areas for development.
91. Pupils' work is marked regularly and direct oral feedback enables learners to increase their understanding of the purpose of assessment. Written teacher comments on work are positive, and in most cases relate to individual targets or lesson objectives.
92. Parents are provided with a good range of information about their children's progress. The three consultation evenings during the year, and the open door policy allow for easy access to discuss learners' work and progress. Annual reports to parents are of a very good quality, and give a clear picture of pupils' progress in all areas of learning and provide valuable guidance about future development.
93. Relevant information is transferred to the receiving secondary school, to the LEA and to various outside agencies, in order to secure progression in pupils' learning.

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

Grade 1: Good with outstanding features.

94. The grade awarded by the inspection team does not match the Grade 2 given by the school in its self-evaluation report because the team felt that the many enriching experiences provided for the pupils were outstanding.
95. The curriculum is broad and balanced and fulfils statutory requirements. It makes appropriate provision for all areas of learning for the under-fives, statutory subjects and religious education. Differentiation in planning provides for the wide range of pupils in mixed age classes is outstanding in almost all

sessions. Overall, in subjects across the school progression in planning is also outstanding.

96. All pupils have equal access to the curriculum and during the inspection no gender differences were seen during activities.
97. Policies and schemes of work reflect clearly the curriculum presented to pupils. For very young children the curriculum has been adapted very effectively to reflect the philosophy and experiential learning of the Foundation Phase. The school has also prepared well in its planning for the extension of this new child centred approach for pupils from five to seven years' of age, despite the unsuitability of the present accommodation.
98. The curriculum for pupils in KS2 is being adapted appropriately to ensure the focus on skills. Links between areas of learning and NC subjects are good; they consolidate and enrich learning.
99. An outstanding feature of planning in KS1 and KS2 is the time and support given to pupils to complete a task over a series of lessons. Time allowed in planning for redrafting pieces of work as a result of reflection and self and peer evaluation, produces in depth quality work and contributes to the very high standards achieved.
100. Homework focuses mainly on literacy and numeracy and provides pupils with good opportunities to research class topics in order to extend knowledge and understanding.
101. Short term planning is an outstanding feature. In the under-fives class it is appropriately done on a weekly basis to ensure that observations and assessments of individual children influence future plans. All adults in this class are involved in the weekly planning process which is clearly displayed on the classroom wall. For older pupils planning is done on a fortnightly basis. Planning across the school meets the needs of pupils with SEN, EAL and the more able and talented pupils very effectively.
102. Provision for developing learners' basic and key skills is good with outstanding features in the under-fives class and in both key stages. It is outstanding across the school in listening, speaking, reading and writing. The focus on all language skills is a core factor in the very high standards achieved across the curriculum. The range of opportunities provided for pupils to listen to each other and reflect and evaluate what they and others say, read and write is outstanding. Opportunities to collaborate in tasks as pairs and groups enrich all language skills effectively. Bilingualism, despite examples of provision not fully extending pupils' skills, is good overall.
103. In numeracy maximum opportunities are provided for pupils to apply their mathematical understanding in problem solving activities. The outstanding provision for developing skills in ICT enables pupils to present information through many formats and images.

104. Provision for learners' PSE is outstanding. Collective worship fulfils statutory requirements; these occasions are well planned in order to maximise the spiritual, moral and social development of pupils. The PSE programme fosters the development of aspects such as problem solving, thinking skills and health education very well
105. Opportunities to help others in practical terms such as collecting money for 'Operation Christmas Child' and ' Mercy Ships', is important for learners' social development. Topics such as 'caring for each other' extend over a number of assemblies giving pupils time to be aware of their social responsibilities. Time provided to think, reflect and meditate provides pupils with a sense of spirituality. High expectations of them ensures a very positive impact on their moral behaviour.
106. Pupils' understanding of multiculturalism is extensive. An Australian link introduces them to the project 'Around the world in 80 schools' where they learn about life in other countries. Working with the Pont organisation introduces them to the cultures of underdeveloped countries while the travels of the school's bear ,which forms the main school display, provides them with opportunities to understand their role as global citizens. Occasions when they visit the Pontypridd Museum and work with local artists and senior citizens extend their understanding of their own heritage.
107. An imaginative range of after school clubs which caters for pupils in both key stages, provide pupils with very useful extensions to their learning in dance, ICT, film and fun and fitness. Pupils attend a range of events and visit places as far afield as London to enrich their education. Many take up the opportunities of learning brass and violin during the school day.
108. The school has a very good partnership with parents. The quality of information for parents and carers is very good. Regular newsletters, the notice board and other communications keep them very well informed about the daily life and work of the school. The school has a genuine open door policy and there is very good daily informal contact between parents and teachers.
109. The school works hard to include parents in the education of their children. Family Learning workshops, Language and Number at Play courses and Early Reading sessions are very well attended and beneficial. Nearly all attend the termly parent/ teacher consultation meetings and sign the home/ school agreement.
110. There is a very active Parents' Association. A small number of dedicated parents help to provide generous financial support and valuable resources such as the playground equipment. A small number of adults provide good support in class, on visits and with practical activities; they are highly valued by the school and have very positive effects on pupils' learning.
111. The school has very close links with the community. For example, it is a partner in the development of the community nature reserve. As a result pupils work with environmental and park' departments and take part in the design and

planting of bulbs and flowers in the community. There are close links with the local museum and library and pupils regularly participate in workshops and help initiate projects. Their awareness of the wider community is raised through the school's link with a school in Uganda.

112. Links with surrounding schools and college of further education are very positive. The school provides very valuable training and work experience for secondary school and child care students. There are well established KS2/KS3 transition arrangements. Y6 pupils are involved in the Skills Passport and PESS projects. The school uses the facilities of the receiving comprehensive school, for example weekly games lessons.
113. Assemblies and other celebrations such as the annual Eisteddfod and events are open to invited members of the community and are very well attended.
114. The school has very good links with industry. Educational visits and visitors from the community help to raise learners' awareness of the world of work both past and present. This starts in the under-fives class when children work with "people who help us". Pupils in both key stages work with professionals, such as musicians, theatre groups and storytellers.
115. The school has strong links with the Education Business Partnership and pupils are involved in a wide variety of workshops and exciting projects. For example Y4 pupils have worked with a professional film maker and won a prestigious award at the Welsh International Young People's Film festival. This is an outstanding feature. Pupils in upper KS2 visit places of employment such as a national supermarket and call centre.
116. The school has a very positive attitude to teacher placements in industry. The head teacher and a senior teacher have benefited from placements that enhance their teaching and management skills and professional development.
117. Provision for sustainable development is good. Led by the Eco committee, pupils are very vocal about the school's arrangements and their responsibilities in ensuring systematic re-cycling, regular composting and the conservation of energy and water. Arrangements for the school council to decide on what to spend their budget are appropriate, but overall entrepreneurial skills are less well developed across the school. The school has established a good awareness of healthy eating and living amongst its learners.
118. The school takes every opportunity to enrich the experiences of pupils by introducing national priorities into the curriculum. To this end it provides exceptional opportunities for example for pupils to become computer literate. The school takes part in many projects which contribute to community regeneration such as family learning projects. The school's link with Children's University contributes successfully to life-long learning.

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

Grade 2: Good features and no important shortcomings

119. The grade awarded by the inspection team matches the grade given by the school in its self-evaluation report.
120. The school is proud of its strong caring ethos and the quality of support and guidance given to all pupils. It plans and manages care arrangements well, provides sensitively for pupils with SEN and is highly vigilant of the well-being of all learners. At the pre-inspection meetings, parents and governors endorsed the high level of pastoral guidance as a key feature of the school. The guidance and support received by learners is reflected clearly in the good quality of relationships between them and adults in the school.
121. The school fosters an environment where success and effort are celebrated and pupils feel cared for and valued; they greatly appreciate the care provided by all adults. School council members are very happy and value the support and guidance all learners receive. They play a proactive role in several aspects of school life and make good progress in their appreciation of global and local citizenship.
122. There are effective induction programmes that help children settle quickly and easily into school. The school supports children well in helping them to fit into their new environment and provides parents with necessary information. Pupils who join the school at a later stage and often out of the catchment area are warmly welcomed. . Almost all parents sign the home/school agreement at the time of admission.
123. There are effective policies and procedures in place to monitor behaviour and performance. Through the school council, play leaders help to resolve conflicts. All pupils help to devise class rules. Teachers apply policies for behaviour management consistently and all adults in the school are good role models. The comprehensive positive behaviour management policy provides clear guidance. All adults in the school have a role in the reward system.
124. Attendance targets are set and pupils with the best attendance for the whole year are rewarded at the end of the year. The school works very closely with the education welfare officer and the very few families that persistently bring their children late to school. Initiatives such as "late at the gate" are effective.
125. The school provides outstanding day-to-day care and personal guidance for pupils. For example, members of staff are trained to give high quality support to those with medical problems. Highly effective use is made of a wide range of specialist services, for example, the police, health agencies and social services to support pupils.
126. The school has clear, well-developed procedures for assuring pupils' health and safety when in the school's care. Although there is no school healthy tuck

shop, participation in the LEA Healthy Schools project enables pupils to take responsibility for ensuring that they adopt healthy life styles.

127. Risk assessments are undertaken for all school activities, including visits, and effective security measures are in place. The fire alarm is tested regularly.
128. The head teacher is the trained, designated person for child protection and the school implements the LEA's child protection procedures. Staff are regularly updated on issues, and are familiar with the school's procedures for handling suspected cases of abuse.
129. The quality of provision for ALN has many outstanding features. Pupils with learning difficulties are identified at an early stage and excellent support is provided. Individual education plans (IEP) that identify targets for learning are used effectively by teachers and support staff to inform teaching and to address pupils' individual needs. Arrangements for the regular reviews of IEPs are systematically organised. Parents are involved in the process, and are included in discussions on how they can continue to support their children.
130. Good use is made of outside agencies, such as the educational psychologist, to further assist the school in dealing with pupils' learning and other particular difficulties.
131. The needs of pupils with SEN are met in an outstanding way through a variety of strategies; appropriate resources are used by teachers and support staff. The specialist support teacher, teaching assistants and support staff withdraw pupils from class to provide them with necessary help that is of a high standard. In the literacy and mathematics sessions taken by the specialist support teacher, pupils are provided with appropriately varied experiences, such as using ICT to write short narratives, with effective illustrations incorporated in text. Focused programmes, such as Catch-up and Spotlight, are used in a lively way to improve the literacy and numeracy skills of pupils. The SEN Co-ordinator (SENCo) oversees the provision effectively and pupils with SEN make good progress, relative to their ability. The more able and talented pupils are also given good consideration.
132. All pupils are supported and guided well and their social, educational or ethnic backgrounds are taken into account. Pupils with EAL receive effective support by a specialist teacher, and make rapid progress in English language acquisition within a short period of time. Through the PSE programme pupils learn to recognise and respect diversity and race equality and equal opportunities are addressed appropriately by the school. After school activities are aimed to appeal to all interests and abilities and to both boys and girls.
133. The school promotes very race relations, and the race equality programme identifies appropriate action points. Bullying and oppressive behaviour are considered to be serious matters and any instances are dealt with quickly and effectively. The policy and procedures are clearly understood by pupils, staff and parents, and are successfully implemented.

134. Reasonable action is taken by the school to ensure that disabled pupils do not suffer from less favourable treatment. The accessibility plan under the Disability Discrimination Act ensures that equality continues to be actively promoted. A temporary ramp is put in place when needed to overcome difficulties presented by the accommodation for wheel chair users.

Leadership and management

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

Grade 1: Good with outstanding features.

135. The grade awarded by the inspection team does not match the Grade 2 given by the school in its self-evaluation report because the team felt that the management of the school was instrumental in ensuring the very high standards achieved by pupils. They were of the opinion that the deficiencies of the building, which are reflected in the lower grade in key question 7, do not reflect on the management of the school and that the very high standards achieved, in such difficult circumstances, showed the strength of the school's management.
136. The school's aims and values are explicit and are shared by all who work at the school. They are focused on providing pupils with enriching experiences while encouraging them to develop their knowledge, understanding, tolerance, respect and self-esteem. This is an outstanding aspect of daily life.
137. The headteacher and deputy display excellent leadership and are continuously searching for ways to improve standards further, despite the shortcomings of the accommodation. The difficulties presented by the building and site have ensured a strong commitment to team work by staff. Procedures for integrating newly qualified teachers into the staff team are effective and efficient.
138. A range of succinct and effective school policies comply fully with statutory requirements and ensure that all who work at the school are aware of strategies and procedures. The day proceeds efficiently at a good pace.
139. Lines of communication are clear and regular staff meetings are an effective forum for sharing ideas, expertise and investigating new initiatives.
140. Subject co-ordinators are developing very good managerial skills. As a small school, individuals have many curricular responsibilities which they undertake efficiently. However, because of staff changes, no individual has overall responsibility for developing the Foundation Phase.
141. Co-ordinators have a clear overview of their subjects and regularly refine and revise policies and schemes of work. Information gained from their monitoring of subjects is used very well to raise standards and provide quality experiences. In core subjects, performance and assessment trends are used by subject co-ordinators and management to plan developments and improvements.

142. An outstanding feature is the very high consideration given to national priorities and initiatives which extend and improve the quality of experiences provided for pupils. Those linked to ICT and multicultural awareness are particularly effective.
143. Members of staff are committed to their own professional development. Both headteacher and deputy lead by example in this field. Performance management is appropriately established and all teachers are set challenging targets in their curriculum areas. An outstanding feature in the majority of subjects seen during the inspection was the good use made of staff expertise. Teachers often exchange classes and teach a number of subjects across the school.
144. Procedures for workload arrangements are effective; PPA time is well managed in order to improve standards.
145. Strategies for staff development and the use of expertise is linked clearly to the SDP. This document has clear short term and long term targets and indicates responsibilities, timescales and success criteria appropriately.
146. The GB meets all regulatory and legal requirements. Individual members are proactive and very supportive of the school management especially in the efforts to overcome difficulties presented by the shortcomings in accommodation. Members are consulted regularly on all aspects linked to documentation and decisions about the school's future.

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

Grade 2: Good features and no important shortcomings

147. The grade awarded by the inspection team matches the grade given by the school in its self-evaluation report.
148. Progress since the last inspection in the issues identified with regard to curriculum organisation, staff responsibilities and the development of the self-evaluation process has been good. However there have been shortcomings in addressing issues identified in the last report relating to the fabric of the building and outside areas. Work on a number of defects has been started but many remain incomplete.
149. The school's self-evaluation report provided for the inspection team is concise and realistic. It shows that the school knows itself well and is fully aware of its strengths and areas which need to be developed. The document provides evidence that actions taken have led to improvement. However the inspection team did not agree with the school in four key questions and awarded a higher grade as they felt that the school had underestimated its effectiveness in many areas.

150. The SDP is an effective document. Targets in the SDP are reviewed annually and lead to future plans. Priorities relate clearly to improving standards of achievement and the quality of learning experiences provided.
151. Members of staff are fully involved in discussions which review previous development and set new priorities. Classroom observations form part of a planned programme of self-evaluation by the management of the school. The results of the monitoring process by subject co-ordinators are used effectively to celebrate and improve the provision. Initiatives taken are also closely monitored and evaluated. Self-evaluation is closely linked to staff development and in- service education training which takes place both in school, locally and with other outside agencies.
152. Although it is difficult to recognise trends, the school's assessment and performance data is scrutinised annually and the findings impact on the SDP.
153. Although members of the GB do not observe formally in classes on a regular basis, they scrutinise schemes of work, pupils' work and subject profiles and talk to the school council. Those with subject responsibilities meet with subject co-ordinators to discuss developments. All members are aware of issues such as gender implications and have a sound awareness of initiatives through the headteacher and LEA reports. No member of the GB has a link with the Foundation Phase, although all members understand the changes in the curriculum for children under seven years of age. The finance committee uses its role in the self-evaluation process to provide appropriate material and human resources to support priorities.
154. Parents feel that the school listens to their suggestions. In the pre-inspection meeting parents were complimentary of the school's approach in allaying their concerns about changes in the way young children are taught. They feel that the voice of their children is clearly heard as part of school development. The part they played in choosing playground equipment was provided as an example of this. The school states that listening to learners is an aspect of self-evaluation they want to develop further.

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

Grade 2: Good features and no important shortcomings

155. The grade awarded by the inspection team matches the grade given by the school in its self-evaluation report. The inspection team felt that the shortcomings in the accommodation were outside the control of the school's management which was given a Grade 1 in key question 5.
156. Staffing levels are appropriate and pupils are well supported by an effective team of experienced and suitably qualified teachers who have the knowledge and expertise to teach all aspects of the curriculum, including the Foundation Phase. All members of staff have clear roles and responsibilities, and are managed effectively to make the best use of their expertise, experience and time.

157. Through skilful budget management, the head teacher and governors have maintained good pupil-teacher ratios. Members of staff work well together, sharing views and experience in the best interest of pupils. Good use is made of staff specialisms to raise standards in some subjects, for example ICT. A qualified teacher covers PPA time; this is effective in maintaining and raising standards.
158. The delivery of initiatives, such as Catch-up by support staff contribute significantly towards pupils' learning. Support staff have a positive impact on pupils' learning, as do the 'athrawes fro' and peripatetic instrumental tutors.
159. As a result of the very recent programme of refurbishment, the quality of the accommodation overall has good features that outweigh shortcomings. The school makes very good use of the space that is available. Indoors the building is adequate for the number of pupils on roll. Rooms are light and are generally of a good size. Pupils benefit from a music room and computer suite. The separate library is used very effectively for specialist teaching as well as a "quiet room" used by KS2 pupils at lunchtime as an alternative to outdoor play.
160. The multi-purpose good size hall is very well used for assemblies, physical education and after school clubs. All pupils can eat lunch together; as a result the youngest can enjoy the social occasion. Although dinners are transported from a central kitchen older pupils report that the food's quality, quantity and healthy options have recently improved greatly.
161. The school toilets have been recently renovated appropriately. The school has worked very hard to provide a stimulating environment for very young children within the limitations of the space available. There is a safe and secure outdoor play area for children under five, but no soft surface play area suitable to develop children's physical skills.
162. Outdoors the hard surface playground and the shelters used by learners in both key stages have been improved with the provision of play equipment and games. The attractive development of the sensory garden enhances the front of the school site.
163. Staff work very hard to create stimulating displays of pupils' achievements; these celebrate their work as well as show up to date progress on projects such as the 'Round the World in 80 Schools' initiative. The school building is cleaned to a very good standard.
164. Despite the school's prolonged negotiations with the LEA, the fabric of the building remains poor and the programme of refurbishment has not been completed. In addition, there is still very limited space for outdoor play.
165. The building suffers from pervading damp, particularly in the computer suite and the administration block. Although a disabled toilet has recently been installed the access to a staff toilet is through an extremely small staff kitchen area. There is very little storage space.

166. There has been no progress with the development of the multi-use games area and as a result, pupils continue to travel to the comprehensive school for weekly games lessons. They are extremely restricted in the range of activities in the yard during play times and lunch times, such as ball games to promote their skills and healthy life styles.
167. The close proximity of the derelict building adjoining the school, lack of car parking facilities and access for staff and visitors remain major concerns for staff and parents.
168. The present location for the Y1 and Y2 class does not allow pupils adequate access to the very good resources and space already established for the younger nursery and reception class so as to enable the full development of the Foundation Phase. A lack of running water in classrooms makes the provision for creative activities very difficult.
169. Adequate learning resources are available to meet the needs of the curriculum and subject leaders manage them well. All resources are fully utilised to support learning and teaching and priorities are identified effectively in the SDP. Careful consideration is given to the costs and benefits to the school.
170. Courses attended by staff are linked to identified priorities of both the SDP and the LEA. The school takes advantage of every opportunity to obtain grants to further extend teachers' and support staff's professional development.
171. The school's administrative officer, caretaker, cleaners and lunchtime supervisors are valued members of the school community. They carry out their duties efficiently, and make an important contribution to the shared values and caring ethos of the school.
172. Effective and efficient use is made of all resources. The GB has a good understanding of the principles of best value for money. Budgeting is closely linked to the school's priorities and objectives, and the school budgets systematically for all expenditure. The head teacher and GB regularly review and stringently evaluate the use of resources, in order that standards are maintained and improved.
173. The school provides very good value for money.

Standards achieved in subjects and areas of learning

English

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

Outstanding features

174. Across the school, pupils display outstanding listening skills. They listen intently to their peers' questions and answers. In pair and group work, their well developed listening skills enable them to collaborate effectively on language tasks.
175. Pupils have an excellent awareness of the importance of speaking clearly. In both key stages, they are very confident in the role of a hot seated character and as an interviewer. Younger learners in KS1 can ask and answer a range of questions appropriate to the character they represent and interview.
176. Younger pupils in KS2 communicate very well with their audience when taking on the role of a seafarer. Older ones communicate very confidently when acting as characters in the Willow Plate scene.
177. In KS2 pupils' reading aloud of drafts of parts of their stories to the whole class is an outstanding feature.
178. Older pupils in KS2 compose sensitive poetry in response to a variety of stimuli. They demonstrate an excellent ability to choose interesting adjectives and colourful and sensitive phrases.
179. Pupils in KS2 show a very good understanding of paragraphing and of sequencing paragraphs. Their abilities to reflect on their own compositions and that of their peers during the drafting process has an outstanding effect on the final drafts of their written work.

Good features

180. In KS1 learners have a good knowledge of sentence structures and vocabulary. They are able to give concise accounts of comments by their peers and transfer comments for example, from the first to the third person and from direct to indirect speech in order to report back.
181. in KS1 learners understand the need to vary the tone of their voice when taking on the role of wolves, trolls or giants in order to shock, impress or sympathise.
182. Pupils in KS1 read aloud with confidence. They understand the need to read meaningfully. They know that characters are important in tales and they successfully sequence stories.
183. In KS1 pupils use a number of reading techniques which they supplement well with clues gained from pictures and the cover.
184. Across KS1 learners understand that they can write in a variety of forms. They know that a script has a specific format and that writing often serves different purposes.
185. In KS2 pupils speak maturely and confidently and express their meaning in well structured sentences. They confidently use the phrases suited for the purposes of explaining, persuading and providing information.

186. Across KS2 pupils are eager to read daily. They read a variety of fact and fiction regularly; their reading is meaningful. They successfully summarise the plot of their novel, can describe settings and characters and relate the story in sequence. They explain clearly the details in a range of information texts.
187. In Y3 and Y4 pupils compose descriptive passages about themselves and list clear instructions how to make a sandwich and how to play a game. They write interesting imaginative stories in response to a short film and readable accounts of what is behind a mysterious door.
188. In Y5 and Y6 pupils write interesting accounts of an alien planet, create structured book reviews, design posters with short, snappy captions, compose concise entries from Lady Macbeth's diary and produce well structured persuasive texts about parental control of children watching television. They have a clear understanding of writing for different purposes.
189. Pupils across KS2 have a good understanding of the purpose of narrative and dialogue in their work. They can invent interesting story starters and endings.
190. In KS1 learners understand how dictionaries can help them in their written work. In KS2 they have a sound understanding of how dictionaries work and how using a thesaurus can extend their vocabulary.
191. Pupils in both key stages understand the importance of using punctuation to ease the understanding of their written work. Their knowledge of grammatical forms and spelling patterns is good. Across the school handwriting skills develop well. At the upper end of the school the presentation of work is of a high quality.

Shortcomings

192. There are no important shortcomings.

Mathematics

Key stage 1: Grade 1: Good with outstanding features

Key stage 2: Grade 1: Good with outstanding features

Outstanding features

193. Pupils in both key stages respond extremely well in oral mathematics and are skilful in mental calculation. They explain their strategies clearly and answer quickly and accurately.
194. In KS1 pupils have exceptional knowledge of number bonds and patterns. They add and subtract accurately and have a good understanding of the connection between addition and subtraction. They count forwards and backwards effectively.

195. Older pupils in KS1 have a very good knowledge of place value, and demonstrate good understanding of the value of each digit in a two-digit number.
196. In KS1 learners recognise halves and quarters easily, and tell the time correctly using half and quarter hours.
197. Older pupils in KS2 use the four rules of number confidently and accurately, and most pupils have an outstanding understanding of the relationship between vulgar fractions, decimals and percentages.
198. Y5 and Y6 pupils read and plot co-ordinates particularly well. They interpret most effectively information presented in the form of graphs, diagrams and charts, many of which are created using ICT.
199. Older pupils in KS2 apply their knowledge of mathematics extremely effectively to practical tasks and real-life problems. They search for patterns in their results and many of them have excellent reasoning skills. They are very adept at devising and refining their own ways of recording results.

Good features

200. Y1 pupils sort and classify objects capably using particular criteria, and distinguish easily between straight and turning movements. Their investigative work of ordering objects from heaviest to lightest using sticks is of a good standard.
201. Most pupils in KS1 recognise the value of different coins and have a good understanding of the concept of buying and selling when playing in the shop. They sort two and three-dimensional shapes effectively according to different properties. Y2 pupils have a sound knowledge of right angles and can identify them in every day life.
202. KS1 pupils make good progress in their measuring and weighing skills, and their good understanding of standard measures is apparent in their investigative work. Their data handling skills are good.
203. Most of Y3 and Y4 pupils recognise odd and even numbers, and have a good knowledge of sequences of numbers, which they use well in problem-solving exercises. They identify and classify two and three-dimensional shapes correctly, and create effective symmetrical patterns.
204. Pupils in both key stages understand and use mathematical language well when discussing their work. For example in Y1 they make effective use of positional language when discussing directions, and Y5 and Y6 pupils make good use of terms such as horizontal, vertical and axis when working on co-ordinates.

Shortcomings

205. There are no important shortcomings.

Welsh second language

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

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

Good features

206. Across the school pupils attitudes to learning new vocabulary and sentence patterns in Welsh is positive. They enjoy displaying their newly acquired language skills to others and can conduct simple conversations. They listen well to familiar and unfamiliar words used in a range of contexts.
207. In KS1 pupils can give a variety of greetings. They use the feminine form of the present tense correctly to talk about the weather and use both gender forms accurately to talk about people. They recall the names of colours confidently and can use a number of sentence starters.
208. Pupils in KS1 use a microphone confidently to compère a fashion show where a variety of clothes in different shapes and colours are modelled. They show a good knowledge of the words for clothes and parts of the body and can provide simple commentaries on what they see.
209. In KS1 pupils use basic numbers correctly and can say the time in hourly intervals. They also use a number of phrases when departing at the end of the day.
210. In Y3 and Y4 pupils use the question and answer forms of well-known language patterns. They describe the weather in detail and can use simple connectives to extend their sentences. They can provide the positive and negative forms of the present tense. They can tell the time, talk about their birthdays and say how old they are. When working in pairs, in Y3 and Y4 they ask questions confidently using 'Wyt ti'n hoffi?' and 'Wyt ti eisiau?'
211. In Y5 and Y6 pupils show a good recall of vocabulary learnt and can increasingly use words in new contexts correctly. They know the names of the curriculum subjects they study in Welsh and can express which ones they like and dislike. They are able to ask and answer questions in pairs and discuss which subjects are most popular with the class.
212. Across the school pupils look at story books written in Welsh and in Y3 and Y4, in particular, they can use them effectively in the Welsh corner to consolidate their learning.
213. In both key stages pupils make increasing use of Welsh in written tasks to consolidate their oral skills.

214. In Y3 and Y4 pupils build up sentences substituting appropriate words when writing about their favourite foods; they complete simple dialogues successfully.
215. In Y5 and Y6 pupils write concise but interesting descriptions modelled on a description of David Beckham. They create sentences saying what they enjoy and can extend these sentences to provide reasons. They complete dialogues that could take place in a doctor's surgery and can name some Welsh versions of place names in Wales. They write interesting character sketches of themselves which are prominently displayed. They also know a range of vocabulary about games and sports which they recall easily.
216. Across the school pupils know a number of Welsh songs and hymns. They pronounce the words and phrases accurately and sing them confidently

Shortcomings

217. There are no important shortcomings, but at times there is a lack of progression in the vocabulary and phrases learnt.

Information communications technology

Key stage 1: Grade 1: Good with outstanding features

Key stage 2: Grade 1: Good with outstanding features

Outstanding features

218. Pupils in KS1 are very confident computer users. They use the keyboard most effectively when word processing with excellent control of the mouse. In Y2 they understand fully the importance of saving their work and know how to retrieve it.
219. Y1 and Y2 pupils devise extremely interesting questionnaires about life in the past, and input class information into a simple spreadsheet, which is used effectively for discussion. They write short lively narratives based on a bear hunt, well illustrated with digital images incorporating sounds effectively using a microphone.
220. Y3 and Y4 pupils show excellent skills using Open Office applications to design striking wallpaper and to organise raw data produced from class spelling tests.
221. Many in Y4 use keyword searches and multiple search criteria most effectively to collect information, which is then organised and reformatted for presentation to the rest of the class.
222. A number of KS2 pupils show outstanding skills as they use programs such as i-Movie and Picture Power to produce their own films and digital stories, for which they have won several prestigious awards.

Good features

223. In KS1 the modelling skills of pupils develop well through controlling floor robots.
224. Younger pupils in KS1 move objects capably on the screen for defined purposes, and combine text and pictures successfully. For example, they use the support program Clicker effectively to read and present information about tadpoles. They also write short narratives, such as their work on Red Riding Hood, which they illustrate effectively with pictures incorporated into the text.
225. Many Y2 pupils show a good sense of audience when producing well illustrated and sustained written work
226. In KS2 pupils make good use of the internet to gather and organise information in subjects across the curriculum. For example, Y4 pupils use CD-ROMs to search for information about planets in their science lesson and they make effective use of ICT to organise, amend and present information to the rest of the class.
227. Y4 pupils produce effective mock news reports based on nursery rhymes. They can use a spell-check to improve their work and use clipart and formatting to create good effects.
228. Most Y5 and Y6 pupils are well aware of the uses of Logo for control purposes. A minority can use it accurately to draw regular shapes and to identify errors in computer code.
229. Pupils across the school have a good awareness of the many uses of ICT in the wider world.

Shortcomings

230. There are no important shortcomings.

Art and design

Key stage 1: Grade 1: Good with outstanding features.

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

Outstanding features

231. Pupils have an excellent understanding of the moods and emotions conveyed by many famous paintings. Their knowledge of the importance of many world famous artists is outstanding.
232. Pupils use their visits and links to important galleries such as the National Gallery in London very well to establish a very good understanding of the wide range of techniques and styles in paintings across many centuries. They have a very good knowledge of the paintings in the collection of the Davies' sisters of Llandinam in the National Museum of Wales.

233. Pupils have an in-depth understanding of how the works of famous artists can be emulated by using a variety of media, tools and techniques. They use whole school projects well to understand how a painting can be interpreted and emulated differently in classes.

Good features

234. Across the school pupils use art terminology such as pattern, line, tone, texture and colour in appropriate contexts.
235. In both key stages, pupils understand the importance of mixing colours. Younger ones know how primary colours can change when mixed and older ones understand that mixing colours can produce different hues, shades and tones.
236. In KS1 pupils create collages of buildings based on the paintings of Cefin Burgess. They use a range of material to further their awareness of texture, line, shape and colour when emulating his work.
237. Pupils in KS1 discover different textures and structures when walking the Taff Trail. They produce attractive animal and insect pictures using a range of appropriate materials creating realistic shapes of the wildlife they see. They also design their own patterned plates using pastels, showing the plants and colours they observed. Their sketches of leaves shows a good awareness of line and patterns and the ability to observe detail.
238. In Y1 and Y2 pupils use chalk effectively to create ghostly ships based on Turner's 'Fighting Temeraire'. They use pencil, candle wax and paint to produce realistic versions of Turner's masterpiece. They show a good understanding of shape and perspective.
239. In their printing work pupils in Y1 and Y2 use textured stamps of animals, flowers and everyday objects. They are able to create repetitive patterns on sugar paper and fabric. They are aware of different patterns in the designs of Maria Williams, Laura Ashley and William Morris. They use a computer program to further their understanding of pattern sequence.
240. In Y3 and Y4 pupils successfully depict movement in pictures. They use newspaper and other materials effectively to create three dimensional scenes. Pupils produce colourful versions of 'The Fighting Temeraire'. Their finished products produce interesting three-dimensional effects.
241. Younger pupils in KS2 produce realistic portraits. The faces they draw show good attention to alignment of face and position of ears and other facial features.
242. In Y5 and Y6 pupils understand the inspiration behind Turner's painting. They appreciate the delicate tone of the sunset and the importance of perspective. They create attractive collages portraying the ship, experimenting with colour wash and use rollers successfully to create a textured appearance. Their

models of ships using black paper and coloured straws are effective and further their understanding of three dimensional effects.

243. In Y5 and Y6 pupils study a selection of Art déco designs. They create a selection of designs in the style of Clarice Cliff. They successfully emulate her bright colours and further their understanding of how line and pattern are used in art. They design a series of tiles on paper, use glass paint to create tiles and transfer their work to a computer program successfully to create effective repetitive patterns.
244. Pupils across the school work regularly with local artists; they develop an understanding of their techniques and appreciate the artistic elements in their landscapes.

Shortcomings

245. There are no important shortcomings.

Physical education

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

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

246. Pupils in both key stages have a good understanding of the benefits of physical exercise on health, fitness and well-being and are aware of safety factors.
247. In dance lessons pupils in KS1 have a good awareness of space, and combine and link movements effectively. They respond well to a variety of stimuli and use different levels, and most move with good body control. They evaluate their own work and that of others effectively and, as a result, they improve their performance.
248. In KS1 pupils work energetically and demonstrate good ball handling skills. They participate enthusiastically in simple competitive games in small groups and play fairly and safely in various problem solving situations.
249. Y3 and Y4 pupils move energetically and imaginatively as they respond to lively music in dance lessons. They demonstrate good quality movements in their 'building' sequences with partners
250. In gymnastics lessons Y5 and Y6 pupils display an appropriate awareness of body parts as they demonstrate various body shapes. Most move with appropriate control as they compose sequences in small groups; they evaluate their work effectively.
251. Pupils in KS2 use their orienteering skills effectively in response to challenges of a physical and problem-solving nature.

252. Pupils in KS2 respond sensitively to music, and perform lively routines with good body control. They work energetically, using different levels and speeds, and demonstrate clarity of body shape.
253. The swimming standards of older KS2 pupils are good, with nearly all pupils able to swim a distance of 25 metres.

Shortcomings

254. In gymnastics lessons Y5 and Y6 pupils do not work energetically in a sustained fashion as they spend too much time evaluating rather than performing.
255. A minority of pupils in Y3 and Y4 lack appropriate body control in dance lessons and do not respond rhythmically to music.
256. The majority of KS2 pupils do not display good spatial awareness.

School's response to the inspection

257. The GB, staff and pupils of Coed-y-Lan Primary School are extremely pleased with the inspection team's report which recognises that the school's success and achievements are the result of the high expectations fostered amongst all adults and learners resulting in a significant improvement since the last inspection.
258. Of the many outstanding features identifies in the report, the school is delighted that the team confirms that, despite the long standing defects of the building and the site, all staff strive to make the school a warm and secure place where successes are celebrated and where there are high standards of teaching and learning. We are especially pleased that the inspection team believe that our provision for the key skills of speaking, listening, reading, writing, numeracy, ICT and thinking skills is outstanding as these are the foundation from which all other learning develops. The report also recognises that the firm foundation we provide fosters the development of lifelong learning and nurtures pupils who are caring, responsible and mature.
259. The GB, staff and pupils would like to thank the inspection team sincerely for the professional, rigorous and positive manner in which they conducted the inspection. The process was productive and will enable the school to build on its current achievements and improve standards even further.

Appendix 1

Basic information about the school

Name of school	Coedylan Primary School
School type	Primary including Foundation Phase
Age-range of pupils	3-11
Address of school	Tyfica Road, Graigwen, Pontypridd
Postcode	CF37 2DB
Telephone number	01443 486829

Headteacher	Mr R A James
Date of appointment	September 2004
Chair of governors/ Appropriate authority	Rev Simon Walkling
Registered inspector	Mrs E Betts
Dates of inspection	February 9 th -11 th 2009

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	15	16	16	12	10	17	14	15	115

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	0	6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	25:1
Pupil: adult (fte) ratio in nursery classes	16:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	25
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2008	96.25%	91.2%	97.9%
Summer 2008	92.3%	93 %	91.1%
Autumn 2008	94.1%	90.8%	94.7%

Percentage of pupils entitled to free school meals	7.8%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:		11		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	18	0	55	27
		National	0.2	3.5	13.8	63.0	19.4
En: reading	Teacher assessment	School	0	18	0	55	27
		National	0.2	4.1	14.9	55.2	25.5
En: writing	Teacher assessment	School	0	18	0	64	18
		National	0.2	4.8	15.9	67.8	11.3
En: speaking and listening	Teacher assessment	School	0	0	18	45	36
		National	0.2	2.4	10.7	62.8	23.8
Mathematics	Teacher assessment	School	0	0	18	45	36
		National	0.2	2.0	10.9	65.2	21.6
Science	Teacher assessment	School	0	0	0	64	36
		National	0.2	1.6	8.5	66.3	23.4

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	82%	In Wales	80.7%

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

National Curriculum Assessment Results
End of key stage 2:

National Curriculum Assessment KS2 Results 2008							Number of pupils in Y6		16		
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	13	56	31
		National	0.2	0	0	0.5	0.6	3.1	15.6	51.3	28.5
Mathematics	Teacher assessment	School	0	0	0	0	0	0	13	69	19
		National	0.2	0	0	0.5	0.6	2.7	14.7	51.4	29.9
Science	Teacher assessment	School	0	0	0	0	0	0	13	69	19
		National	0.2	0	0	0.5	0.5	1.8	11.4	53.9	31.7

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by teacher assessment			
In the school	87.5%	In Wales	75.5%

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

Appendix 4

Evidence base of the inspection

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

These inspectors visited:

- Twenty -three lessons or part lessons, nineteen in the subjects inspected and four in other subjects;
- registrations and acts of collective worship; and
- a range of extra-curricular activities.

Members of the inspection team had meetings with:

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

The team also considered;

- the school's self-evaluation report;
- twenty- two responses to a parents' questionnaire of which 99.5% were positive;
- documentation provided by the school before and during the inspection;
- a wide range of pupils' past and current work; and
- samples of pupils' reports.

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

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mrs Eleri Betts Registered Inspector	Summary Report Context Recommendations Key Questions 1/3/5/6. English, Welsh second language, Art and design.
Mrs Caterina Lewis Lay Inspector	Contributions to Key Questions 1/4/7
Mrs Zohrah Evans Team Inspector	Key Questions 2/4/7 Mathematics, Information Communications Technology, Physical Education.
Mr Robert James Headteacher/ Nominee	Attending meetings and supplying information

Acknowledgement:

The inspection team would like to thank the pupils, parents, staff and GB for their co-operation before and during the inspection.

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