

**INSPECTION UNDER SECTION 10 OF
THE SCHOOLS INSPECTIONS ACT 1996**

**CREIGIAU PRIMARY SCHOOL
CREIGIAU
CARDIFF
CF15 9NN**

School Number: 681/2305

Date of Inspection: 8-11 June 2004

by

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Registered Inspector W219/78991

Date : 10 August 2004

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CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year. "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13, the year group who attain the age of 18 during the academic year:

{PRI VATE }	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key Stage (KS) 1 of the National Curriculum (NC) consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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1. CONTEXT

The school and its priorities

Situated in the village of Creigiau on the outskirts of Cardiff, the school has 402 pupils on roll aged between 3 and 11 years. Of this number, 51 are part-time pupils in the nursery unit.

The area is described as being relatively prosperous and pupils generally come from advantaged backgrounds. Only 2.3% are eligible for free school meals whilst 9.6% of the pupils have special educational needs (SEN). Five pupils have statements of SEN.

The school has parallel language streams and parents may decide whether they wish their children to be educated primarily through the medium of Welsh or English. In its Vision Statement and Aims, the school maintains that equal status is given to both languages and care is taken to ensure that it is one community.

Several ethnic groups are represented in the school's population. Approximately 95% of pupils attending the school come from home backgrounds where the predominant language spoken is English, 4% from a Welsh-speaking background and 1% from homes where the predominant language is neither Welsh nor English.

The school aims to be a happy and exciting place where children feel secure and confident and where they can develop to their full potential. Its main priorities over the past twelve months have been:

1. reviewing and revising the assessment procedures ;
2. further developing the environmental areas to enhance curriculum provision ;
3. reorganising the management structure in preparation for the Foundation Phase ;
4. further developing the monitoring role of the curriculum leaders ;
5. implementing and monitoring the race equality policy ;
6. continuing the review and updating of schemes of work and policies ;

Furthermore, the school has set a number of priorities for the next two years, including :

Monitoring & Evaluation	The Premises
ICT / Broadband	Teaching & Learning

The school was last inspected in July 1998

2. MAIN FINDINGS

The main findings of the report

Creigiau Primary School is a very good school where pupils display very high standards in terms of behaviour, attainment and achievement.

- The overall quality of educational provision for the under-fives is appropriate to their needs. Standards in the six areas of learning are as follows:

Language, literacy and communication skills	Very good
Personal and Social Development	Good

Mathematical Development	Very good
Knowledge and Understanding of the World	Very good
Physical Development	Good
Creative Development	Very good

- In Key Stage (KS) 1 and KS2, pupils' standards of achievement in the various subjects of the National Curriculum (NC) and religious education are as follows:

	CA1	CA2
Welsh 1 st Language	Very good	Very good
English	Very good	Very good
Mathematics	Good	Good
Science	Very good	Good
Welsh 2 nd Language	Good	Good
Design and Technology	Very good	Very good
Information Technology	Very good	Very good
History	Good	Very good
Geography	Good	Very good
Art	Very good	Very good
Music	Very good	Very good
Physical Education	Good	Good
Religious Education	Good	Good

- Standards of achievement were deemed to be very good in 60% of the lessons or sessions observed by the inspection team. They were good in 38% and satisfactory in 2%.
- In KS1 in 2003, 100% of pupils achieved level 2 (L2) or above in the core subject areas of English or Welsh, mathematics and science and in KS2 over 93% attained level 4 or above. These figures are well above the county and national averages.
- The standards achieved by pupils in the key skills across the curriculum are very good. A particularly noteworthy feature is the strong cross-curricular links that enable literacy, numeracy and ICT skills, in particular, to be constantly reinforced and used to very good effect in all subjects.
- Pupils' spiritual, moral, social and cultural development are very good. The school provides a happy, stable and caring environment for all its pupils. All staff and adults connected with the school strongly promote the principles of honesty, respect and tolerance. Pupils, in turn, learn to support and respect others whatever their appearance, race or abilities. Assemblies are varied and include opportunities for pupils to participate in a variety of ways, including time for reflection. Music, and singing in particular, make an important contribution to the positive ethos established for worship.
- Pupils' behaviour and attitudes are very good and the school has appropriately high expectations in this regard. Suitable emphasis is placed on rewarding and encouraging good behaviour whilst there are simple, well-understood school rules that are well adhered to by pupils and generally very well supported by parents.

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- The level of pupils' attendance is good with extended periods when it is very good. Over the three terms leading to the inspection, attendance was almost 96%. The school conforms with the requirements of National Assembly Circular 3/99 and enjoys the support of the overwhelming majority of parents in matters pertaining to attendance and punctuality.
 - During the inspection, the quality of teaching was found to be very good in 46% of lessons and sessions observed by inspectors. It was good in 48% and satisfactory in 6%. These figures compare very favourably with national targets.
 - The quality of assessment, recording and reporting is good. The school has an appropriate assessment policy which contains clear objectives and guidelines for marking. It also contains a comprehensive list of assessments and samples to be included in pupils' individual portfolios. Assessment procedures are regularly monitored for quality and consistency by the headteacher and assessment co-ordinator.
 - The quality of the curriculum is good. It fully meets the requirements of the NC, the Desirable Outcomes and the Agreed Syllabus for religious education. The broad range of activities provided contribute significantly to the achievement of high standards within the school.
 - The quality of provision for the support, guidance and welfare of pupils is very good. The staff are conscientious in their pastoral role and their relationship with pupils is good. They know their pupils well and show sensitivity to their needs.
 - The provision for pupils with SEN is very good and they receive a broad and balanced curriculum. They are well supported by their own class teachers who plan, often subtly, for their additional needs by means of additional support and guidance or through differentiated support material, such as word banks. Where appropriate, pupils receive very good individual support, either in class or through withdrawal sessions from a specialist teacher, experienced and well qualified in the support of pupils with SEN.
 - Partnerships with parents and the community, schools and other institutions are very good. The school operates an open door policy and parents are provided with a good level of information about the school through a variety of means, such as regular newsletters, and in relation to the progress of their children through termly review meetings.
 - The partnership with industry is very good and the school has a comprehensive policy. The member of staff with responsibility for this aspect drafts an annual plan detailing appropriate activities that could be undertaken to develop pupils' awareness and understanding of industry and the workplace.
 - The quality of self-evaluation and planning for improvement is generally very good. Considerable development has taken place in the school's self-evaluation systems over the past year, following valuable support from the school's link adviser who has provided training and guidance to all teaching staff. Consequently, the system is well understood. A range of activities are undertaken which allow the school to identify its strengths and weaknesses. In the better examples, the monitoring notes are based on direct monitoring of the teaching and contain very specific information about pupil progress, whilst there are also some examples of notes that would benefit from a sharper focus on standards. The school development plan (SDP) is a detailed and informative document which provides clear strategic direction for the next three years.
 - The quality of leadership and efficiency is very good. An appropriate vision statement leads the school and clear and purposeful direction is provided by the headteacher. He is appreciative of the staff's efforts and they, in turn, feel appreciated and committed to his leadership and to the development of the school team. The practice of having another teacher 'shadowing', and a governor 'twinning', with curriculum leaders provides additional support and expertise, whilst

ensuring that the governing body are well informed in curricular matters. The governing body, which contains a very good range of valuable expertise, is fully committed to the school and closely involved in practical issues in addition to fulfilling its strategic role.

- Staffing, accommodation and learning resources are good. Effective use is made of teachers' strengths and interests and support staff work closely with teaching staff in all aspects of school life. Parents and members of the local community offer very effective support to the school, both during school hours and also in a range of extra-curricular activities. Colourful displays contribute to the stimulating atmosphere to be found in the school, whilst the recent garden development has brought many benefits, such as its value as a living resource. The school has a good supply of resources in all subjects.
- Whilst accommodation is generally satisfactory and effective use is made of the hall for physical education and some other activities, it is far too small a venue for whole school activities. Additionally, certain classrooms are very small for a class of pupils and there are a number of temporary cabins on the yard, which have been in place for many years.
- Overall, progress since the last inspection has been very good, notably in terms of standards of achievement, where all subjects are now good or very good. The percentage of lessons or sessions where pupils' standards of achievement were found to be good or very good has increased from 89% in 1998 to 98% during this inspection. Additionally, a number of improvements and extra measures have been taken in terms of safety and security at the school and the role of subject leaders in relation to self-evaluation and the dissemination of good practice has been significantly strengthened.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

Standards of achievement were found to be very good in 60% of the lessons or sessions observed by the inspection team. They were good in 38% and satisfactory in 2%.

- The standards achieved by the under fives are at least good in each of the six areas of learning and they are very good in language, literacy and communication development, mathematical development, knowledge and understanding of the world and in creative development.
- In KS1, standards achieved by pupils in English, Welsh 1st language, science, design and technology, information technology, art and music are very good. They are good in mathematics, Welsh 2nd language, history, geography, physical education and religious education.
- In KS2, standards achieved by pupils in English, Welsh 1st language, design and technology, information technology, history, geography, art and music are very good. They are good in mathematics, science, Welsh 2nd language, physical education and religious education.
- In KS1 in 2003, according to teacher assessment, 100% of pupils attained level 2 (L2) or above in the core subject areas of English or Welsh, mathematics and science. This compares very well with the county figure of 82% and the national figure of 79%. In 2002, 95% attained L2 or above (Cardiff 82% ; Wales 80%) whilst in 2001, 98% reached L2 or above (Cardiff 80%; Wales 81%).
- In KS2 in 2003, as determined by task / test results in the core subjects, over 93% attained level 4 or above (Cardiff 70%; Wales 71%). In 2002, almost 91% of Creigiau pupils attained L4 or above (Cardiff 66%; Wales 68%) whilst in 2001 this level was attained by 75% of pupils at the school (Cardiff 67%; Wales 68%).

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- The school sets targets for pupils based on their performance in KS1 and when these targets are analysed and compared with actual performance at the end of KS2, there proves to be a close correlation. There is no discernible pattern in terms of gender performance.

3.2 Standards achieved in key skills across the curriculum

The standards achieved by pupils in the key skills across the curriculum are very good.

- The progress made by the under fives in their application of early literacy, numeracy and ICT skills is generally very good.
- A particularly noteworthy feature of the school is the strong cross-curricular links that exist across the themes. Literacy, numeracy and ICT skills, in particular, are constantly reinforced and used to very good effect in all subjects.
- Pupils in KS1 generally listen very attentively to their teachers and to each other. They respond very well to class and group discussions in both languages and often contribute with great enthusiasm. At KS2, pupils listen well in both languages and contribute with great maturity when explaining or presenting their work across the curriculum. They discuss their work very effectively in small groups and during whole class discussions, frequently displaying very good vocabulary.
- In both languages, and in both KS, pupils read very well. They refer readily and easily to books, atlases, thesauri and a range of other reference sources when researching into various aspects across the curriculum. They read aloud with fluency and meaning and turn to books for pleasure as well as for information.
- Pupils' write very well in KS1, showing due regard to punctuation and correct spelling. In KS2, whilst pupils' writing is characterised by good spelling and appropriate adherence to relevant grammatical rules, particularly noteworthy also are the richness and maturity of expression, along with very good presentation, particularly towards the end of the KS. Pupils regularly write extended pieces of work, showing very good understanding of how to retain the interest of the reader.
- Across the curriculum and at both KS, pupils make very good use of their numeracy skills such as when looking for patterns in dates in history or when measuring distance or direction in geography.
- The application of pupils' ICT skills across the curriculum is very good and pupils turn readily to a variety of sources in their studies, such as when searching on the Internet for information on the phases of the moon.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

Pupils' spiritual, moral, social and cultural development is very good.

- Pupils' spiritual development is very well promoted. Acts of collective worship conform to statutory requirements and during a normal week would include a range of class, phase and whole-school groupings. Assemblies are varied and include opportunities for pupils to participate in a variety of ways, including time for personal reflection. Music, and singing in particular, make an important contribution to the positive ethos established for worship.

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- The school provides a happy, stable and caring environment for all its pupils. Staff and all adults connected with the school strongly promote the principles of honesty, respect and tolerance, and pupils are well aware of the difference between right and wrong. Pupils know the importance of supporting and respecting others whatever their appearance, race or abilities. They are conscious of those less fortunate than themselves in their own locality and in the wider world. The school regularly supports a range of local and national charities through various activities, with three children from Gambia and the Creigiau Church Hall Appeal being recent beneficiaries.
 - Pupils' social skills are developed both within the curriculum and through a good range of extra-curricular activities at the school. The school is an integral part of the community and plays an important role in the social and cultural life of the village. The introduction of a School Council ensures that pupils understand the democratic process. Pupils take their role seriously and confidently explain how decisions are taken, and also how other pupils are made aware of their decisions. One successful suggestion has been the implementation of the *Rainbow Box* where pupils are able to confidentially place any suggestions for improvement or share their individual concerns or worries.
 - Pupils are very aware of their environment and the importance of becoming global citizens. The school has attained Eco School status and is working towards achieving the Green Banner.
 - Pupils understand the meaning of 'diversity' and show a very good understanding of other beliefs and cultures. This is further enhanced through encouraging pupils with a connection with another culture to share their knowledge in order to make the experience more meaningful and real for other pupils.
 - Pupils in both language streams work and play together harmoniously, and show awareness and appreciation of the cultures of other countries. The Welsh culture plays a prominent role in school life generally.
 - The governing body has developed and approved appropriate policies in relation to aspects such as Daily Worship, Equal Opportunities and Racial Equality.

4.2 Behaviour and attitudes

Pupils' behaviour and attitudes are very good.

- Appropriate and recently revised policies on behaviour and anti-bullying are in place at the school. There are also simple, well-understood rules that are adhered to by pupils and generally very well supported by parents.
- Staff have appropriately high expectations in terms of behaviour and attitudes. Pupils are polite, respectful and thoughtful towards others and mutual respect is clearly evident in the inter-relationship between pupils and staff.
- The majority of pupils have a positive attitude towards their work and clearly enjoy their school experiences. Consequently, behaviour has a very positive effect on standards of achievement and on the school ethos in general.
- In matters pertaining to behaviour and discipline, the school seeks to maintain an appropriate balance between rewards and sanctions. Good use is made of 'Circle Time', personal and social education (PSE), assemblies and the Rainbow Box to reinforce the school's policies on aspects

such as behaviour and racial equality. The school is vigilant to the possibility of any form of bullying or intimidating behaviour and takes prompt, fair and sensitive action.

- The school ensures that pupils receive regular opportunities to take responsibility in a variety of ways around the school, such as when older pupils assist in the Reception and Nursery classes during wet playtimes. Pupils also show great enthusiasm and initiative in relation to the School Council and Eco Committee.

4.3 Attendance

Overall, pupils' attendance levels are good. There are extended periods during the school year when it is very good.

- Over the three terms leading to the inspection, attendance was almost 96%.
- In school documentation, clear emphasis is placed on the importance of good attendance and pupils are well aware of the school's high expectations in this regard.
- Parents understand the need for good attendance and the school enjoys their support and co-operation in relation to the levels of attendance and also in relation to providing the school with prompt information about absences.
- With a very small number of exceptions, pupils arrive punctually at the start of the school day.
- Class registers are carefully and correctly completed at the start of the morning and afternoon sessions.
- The school conforms fully with the requirements of the National Assembly Circular 3/99.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching was very good in 46% of the sessions or lessons observed during the inspection; it was good in 48% and satisfactory in 6%. No unsatisfactory teaching was observed.

Where the quality of teaching is good and very good :

- teachers have a sound knowledge and understanding of the subjects and areas they teach ;
- lessons are planned to meet the needs of the range of age and ability within the class ;
- the learning objective is made clear to pupils at the start of the session and reinforced during the plenary session ;
- pupils are provided with clear instructions ;
- learning support assistants (LSAs) make an important contribution to the teaching and to standards achieved by pupils ;
- teachers ask a range of open questions to further develop pupils' understanding and to encourage pupils to become independent learners ;

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- a range of teaching strategies and methods of class organisation are utilised to reinforce the learning objectives. Regular opportunities are provided for pupils to work as individuals, in pairs, in groups and as a whole class ;
 - teachers make good use of resources, ICT in particular, to enrich and enhance the learning experience for pupils ;
 - there is a positive ethos within lessons and teachers and pupils share high expectations in terms of achievement and discipline ;
 - pupils' work is regularly, carefully and purposefully marked with some pleasant touches of encouragement made in order to highlight key points ;
 - teachers are sensitive to the needs of all groups and there is equality of opportunity. Pupils with SEN are very well supported with specific targets identified and noted in their individual education plans (IEPs).

Where the teaching is satisfactory :

- there is some inconsistency in the quality of short-term planning ;
- there is a heavy reliance on prepared worksheets.

5.2 Assessment, recording and reporting

The quality of assessment, recording and reporting is good.

- The school has an appropriate assessment policy which sets out clear objectives and guidelines for marking. It also contains a comprehensive list of assessments and samples to be included in pupils' individual portfolios. Assessment procedures are regularly monitored for quality and consistency by the headteacher and assessment co-ordinator.
- The school has a clear system for assessing pupil progress throughout the school, which is administered accurately and consistently by all teachers.
- A Foundation Profile is maintained for children of Nursery and Reception classes, with detailed assessments made for each of the six areas of learning. A formal Baseline Assessment, following LEA guidelines, is carried out after the first half term of the child starting in the Reception class.
- Reading records are detailed, and are used by teachers and parents in order to encourage and aid each pupil with his or her reading. This is a particular strength of the school.
- Pupils are often encouraged to engage in self-assessment, and set appropriate targets for improvement. Pupils are able to explain their own targets and the steps they need to take in order to achieve them. Class targets are also displayed and used to encourage improvement.
- Teacher assessment is regularly moderated across classes in order to ensure consistency. Relevant end of key stage assessments are administered and duly reported to parents.
- Standardised assessments are administered at regular intervals, producing useful data for benchmarking and for measuring the additional value provided by the school. This data is regularly analysed and the results used to assist in improving pupils' performance. Results are continually

tracked, highlighting the improvement made in recent years. Comparisons made between the results of boys and girls suggest there is no discernible pattern in terms of gender performance. Data analysis is a particular strength within the assessment system of the school.

- The quality of teachers' marking is generally of a good standard, with appropriate comments for improvement included.
- Procedures for reporting to parents conform to statutory requirements. Annual reports on pupil progress are produced and are generally of a good quality, giving relevant comments on all NC subjects, religious education and the six areas of learning for children under five. Parents are also invited to discuss their children's progress with the relevant class teacher each term.
- The school conforms to statutory requirements in terms of assessment and recording for pupils with SEN. Individual education plans (IEPs) are regularly reviewed and pupils' targets for improvement are shared with parents.

5.3 Curriculum

The quality and organisation of the curriculum is good. It fully meets the requirements of the NC, the Desirable Outcomes for Children under five and the Agreed Syllabus for religious education. The broad range of activities provided contribute significantly to the achievement of high standards within the school.

- The curriculum for the under fives is effectively planned and gives balanced attention to the six areas of learning. Well structured play activities are closely matched to the interests and developmental needs of young children.
- Pupils in KS1 and KS2 also experience a broad and balanced curriculum. The school's cycle of themes ensures effective cross-curricular links, which in turn promote the very good development of key skills across the subject areas.
- Comprehensive schemes of work have been produced for each subject. They are of good quality and enable teachers to develop pupils' knowledge, understanding and skills in a systematic way.
- Short-term plans are linked to the schemes of work and, on the whole, note the specific learning objectives of lessons. Work is differentiated appropriately to meet the needs of different abilities.
- Pupils are grouped in a variety of ways according to the subject or task in hand. They regularly work as individuals, pairs, groups and as a whole class. When year groups are split between classes there are effective arrangements in place to ensure consistency and equality in the educational experiences and opportunities provided for pupils.
- The school successfully promotes bilingualism and pays appropriate attention to the *Cwricwlwm Cymreig* across the curriculum.
- Planning for pupils' personal and social education (PSE) is detailed, with the caring ethos to be found within the school contributing positively to this aspect of its work.
- The quality of the curriculum is enhanced by visitors to the school who bring a wealth of experience and also by a range of effective and valuable educational visits. The school provides a very good range of extra curricular experiences, which include residential visits and a wide range

of lunchtime and after-school opportunities, such as ‘The Gardening Club’. A good number of pupils also take advantage of the opportunity to learn to play musical instruments.

- The curriculum successfully promotes pupils’ understanding of environmental issues. The school garden and Eco School projects provide pupils with experiences that promote understanding of aspects such as recycling and sustainability.
- Through participating in School Council activities, pupils learn to take responsibility and of the importance of democratic decision-making.
- The school has a clear policy for homework, detailing aspects such as the reasons for its issue. The vast majority of parents support the school’s arrangements for homework and it makes a valuable contribution to the high standards found at the school.

5.4 Support, guidance and pupils’ welfare

The quality of provision for the support, guidance and welfare of pupils is very good. The staff are conscientious in their pastoral role and their relationship with pupils is good.

- Staff know their pupils well and are aware of their needs. They deal with any issues that arise in a wise and sensitive manner and pupils feel they can turn to their teachers for support and assistance throughout the day.
- Pupils’ academic progress, personal development, behaviour and attendance are monitored effectively and are discussed regularly with pupils and, where appropriate, with their parents. Personal targets set with pupils are effective in raising their awareness of areas in which they need to improve.
- There are appropriate arrangements in place for the supervision of pupils throughout the school day and during educational visits. The school is an orderly community where pupils feel safe and valued.
- Arrangements to ensure pupils’ health and safety are good. Clear guidance is available on aspects such as sex education and the dangers of substance misuse.
- Clear guidance is also available to staff in relation to the procedures to be adopted in dealing with possible child protection issues and bullying.
- The schools’ policy on equal opportunities is appropriate and is applied effectively to ensure equal access to the schools provision for all pupils including those with special educational needs.

5.5 Provision for pupils with special educational needs (SEN)

The provision for pupils with SEN is very good and they make good progress.

- The school’s SEN policy is a concise and appropriate document, which guides the provision for pupils with SEN and is consistent with the new Code of Practice.
- At present there are 31 pupils on the school’s SEN Register, of which 22 are at School Action and 9 on School Action Plus. In addition, there are five pupils at the school with statements of SEN.

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- The school identifies pupils with additional needs through Foundation Stage and Baseline Assessment, and also, where necessary, through diagnostic testing by the support teacher. Standardised reading and spelling tests are regularly administered throughout KS2.
 - Responsibility for the administration, organisation and monitoring of provision for pupils with SEN lies primarily with the SEN Co-ordinator (SENCO) who maintains careful records and liaises closely with teaching and support staff, parents, other schools and outside agencies.
 - Pupils with SEN receive a broad and balanced curriculum. They are well supported by their own class teachers who plan, often subtly, for their additional needs by means of additional support and guidance or through differentiated support material, such as word banks. Where appropriate, pupils receive individual support, either in class or through withdrawal sessions from a specialist teacher, experienced and well qualified in the support of pupils with SEN. Good support is also provided by LSAs.
 - Class teachers and the support teacher collaborate to prepare individual education plans (IEPs) for pupils with SEN. They contain an appropriate balance of targets and strategies for supporting the pupils and whilst they are greatly aided by the use of computer software, they are adapted to ensure the optimum guidance and support for each individual.
 - Pupil progress is constantly and carefully monitored by staff and is reported to parents on a termly basis. At that time, parents receive a copy of the new IEP.
 - In addition to a governor with a specific link role in terms of SEN, the governing body has established a sub-committee to oversee all matters pertaining to the provision for pupils with SEN.
 - A small number of pupils attend for part of the week, returning to specialised schools and locations for the remainder of the week. The school plans carefully for the integration of these pupils.
 - Parents partly fund the presence of the Dyslexia Institute, which provides support at the school on two days per week. The school benefits greatly from this arrangement.

5.6 Partnership with parents and the community, schools and other institutions

Partnerships with parents and the community, schools and other institutions are very good.

- Overall, partnerships with parents are good with numerous aspects that are very good. The school operates an open door policy and parents are provided with a good level of information about the school.
- Important information is provided to parents when their children start in the Nursery, including a comprehensive booklet about the Early Years. At the start of KS1, parents are provided with advice in relation to supporting their children at home with reading and numeracy. The Governors' Annual Report to Parents is a comprehensive document. Further information is provided through the School Handbook, termly themes, half-termly newsletters and in regular notes and letters in relation to a variety of school activities. The vast majority of parents have signed the Home-School Agreement.
- Parents are very supportive of the school in its range of activities and in a variety of ways. The Friends of the School Committee is very hard working and makes an important contribution to the life and ultimate success of the school. A number of parents actively support the school with its extra-curricular activities.

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- The school enjoys good links with the village and pupils participate in annual events such as the carnival. Good use is made of the local community as a learning resource such as when pupils visit shops and local churches and chapels. Local residents, for their part, respond positively to opportunities to attend school events such as concerts and sports days.
 - The school's initiative and effort in relation to raising money for various charities is commendable and sets a good example for pupils, reinforcing the school's philosophy of helping others.
 - Very good links exist with local primary and secondary schools in terms of pastoral, social and academic matters. Headteachers in the area meet on a termly basis and there is also close co-operation between curriculum leaders. The bridging arrangements provide for a smooth transition for pupils with secondary staff assessing primary pupils' work prior to transfer.
 - The school has developed close links with members of the community in relation to sports and other initiatives, making a valuable contribution to the wider curriculum. Local groups and agencies in the community also use school facilities.
 - Close links have been forged with UWIC and the school has benefited from this partnership whilst training and developing student teachers.
 - Whilst the information booklet provides a good range of information to parents generally, it does not contain appropriately clear references to equal opportunities or to the arrangements for physical education.

5.7 Partnership with industry

The partnership with industry is very good.

- A comprehensive policy and strategy is in place in relation to the partnership with industry. A co-ordinator has been appointed, from amongst the teaching staff, and she prepares, on an annual basis, a plan noting suggestions for links with industry and the workplace to be undertaken in both key stages, linked to the themes.
- Pupils benefit from a range of educational visits with regard to industry and the workplace, such as to businesses engaged in aspects of tourism, commerce and the environment, and in relation to important initiatives such as Cardiff Bay.
- The school enjoys close links with local businesses, which support the school in a variety of ways. The school also benefits greatly from individuals who visit the school to talk about their work, thereby developing pupils' understanding and awareness of a range of occupations.
- Great benefit was derived, by pupils, from their Mini Enterprise week and they were given the opportunity to plan and run a business including the designing, pricing and selling of goods; an initiative in which they were well supported by parents. A large proportion of the ensuing profit was donated to the local Church Hall Appeal.
- Pupils gain a valuable insight into environmental issues through the Eco Committee.
- Effective partnerships exist with the main agencies promoting links between education and industry, providing a sound basis for this aspect. The school collaborates well with Careers Wales and the Education Business Partnership to ensure that pupils benefit fully from available opportunities.
- Although the headteacher, co-ordinator and some other members of staff have received opportunities to develop personal links with the world of work, the majority of staff have not yet had the opportunity to do so.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

The quality of self-evaluation and planning for improvement is very good.

- The school has an appropriate policy in place in relation to self-evaluation, which clearly notes individuals' roles and responsibilities.
- Considerable development has taken place in the school's self-evaluation systems over the past year, following valuable support from the school's link adviser who has provided training and guidance to all teaching staff. Consequently, the system is well understood.
- Curriculum co-ordinators exchange classes to monitor progress in their areas of responsibility. Through lesson observation and reviewing aspects such as pupils' work, curriculum planning, resources and in-service training, they are able to contribute effectively to a whole school audit.
- The headteacher and curriculum leaders produce monitoring notes based on their observations. In the better examples, which are very good, they have a clear focus on pupil progress and are based on direct monitoring of the teaching. Other examples, whilst providing an useful evaluation on various aspects of the subject, do not always have the same sharp focus on standards.
- Through 'twinning' with curriculum co-ordinators, members of the governing body develop a close and effective link with the school and are well informed about the school's developments and initiatives.
- Quantitative targets are set for pupils in relation to their performance at the end of KS2 over a three-year period. In setting these targets, account is taken of previous KS performance. In addition, practical targets are set throughout the school following discussion between pupils and their teachers. These targets are always to hand in the classroom and pupils are frequently reminded of them before commencing their work.
- The school's analysis of its strengths and weaknesses forms the basis of the school development plan (SDP). The SDP is a detailed and informative document, which provides clear strategic direction for the school over the next three years.
- Careful analysis of individual attainment is made through analysing pupil responses in test papers and through comparing performance with previously set targets. At school level, comparison is made with previous years, along with the school's performance against local and national figures, including the performance of similar schools.
- Very good use is made of LEA specialists in the evaluation and development of specific subjects and aspects and in the school's improvement plans.

6.2 Leadership and Efficiency

The quality of leadership and efficiency is very good.

- An appropriate vision statement inspires the school along with a good range of curricular and organisational policies. A comprehensive SDP outlines how the school intends to achieve its aims and secure further improvement.

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- The headteacher provides clear and purposeful direction for the school. He is appreciative of the staff's efforts and they, in turn, feel appreciated and committed to his leadership and to the development of the school team.
 - Job descriptions exist for all members of staff and curriculum leaders have been appointed for each subject and a range of whole-school aspects such as assessment and partnership with industry. In addition, the practice in many subjects of having another teacher 'shadowing' the curriculum leader provides additional support and expertise and provides an avenue for further professional development.
 - Regular staff meetings are held where a range of curricular and organisational matters are discussed and carefully recorded for future reference.
 - The governing body, which contains an invaluable range of expertise, is fully committed to the school. The practice of 'twinning' with curriculum leaders provides them with a further insight into curricular issues. Consequently, each member feels that he or she is making a valuable individual contribution in addition to fulfilling a collective, strategic role.
 - An appropriate range of sub-committees exist whilst the school's decision to create a sub-committee for SEN shows the school's commitment to high-quality provision for all its pupils.
 - Finances are carefully controlled and monitored and decisions on expenditure are closely linked to priorities noted in the SDP. Available resources are managed effectively and the school is able to work within its budget. The recent internal audit noted that there were sound financial procedures in place.
 - The school runs very smoothly with appropriate and effective support provided in relation to administrative arrangements.

6.3 Staffing, accommodation and learning resources

Staffing, accommodation and learning resources are good.

- Staffing, accommodation and learning resources are good. Effective use is made of teachers' strengths and interests and support staff work closely with teaching staff in all aspects of school life. Parents and members of the local community offer very effective support to the school, both during school hours and in a range of extra-curricular activities.
- Good team work and co-operation is a notable feature of the school, with regular formal and informal discussions helping to ensure continuity and progression in all areas of the curriculum and throughout the school.
- All staff, including supervisory staff, catering staff, cleaners and caretaker all contribute well towards the smooth and efficient running of the school on a day-to-day basis.
- Each subject coordinator is responsible for ensuring an adequate supply of resources in his or her area of responsibility. The resources for design technology and physical education have been labelled and stored for easy access by staff and pupils. Libraries placed strategically around the teaching areas are well stocked with appropriate books.
- Colourful displays contribute to the stimulating atmosphere to be found in the school, whilst the recent garden development has brought many benefits for pupils and staff, as it is a living resource. The school has a good supply of resources in all subjects.

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- Whilst accommodation is generally satisfactory and effective use is made of the hall for physical education and some other activities, it is far too small a venue for whole school activities. Additionally, certain classrooms are very small for a class of pupils and there are a number of temporary cabins, which have been in place for many years.
 - The playground is of a good size with both green and hard-standing areas. The security and safety of pupils is a high priority at the beginning of the school day and during breaks and lunchtimes.

7. SUBJECT AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under fives

The educational provision for the under-fives is appropriate and successfully promotes the Desirable Outcomes for Children's Learning in the six areas of learning. Overall, taking the Nursery and Reception together, standards of achievement are very good in language, literacy and communication, mathematical development, knowledge and understanding of the world and creative development. They are good in personal and social development and in physical development.

Nursery

Nursery age children attend school on a part-time basis and quickly settle into the class routine. They are happy and relaxed within the flexible organisation of their class sessions.

The children's development in language, literacy and communication is very good.

Good features

- Children listen very attentively in a range of situations. They speak with increasing confidence to adults and to each other and are very keen to discuss the tasks in which they are involved. Children who receive their education mainly through the medium of Welsh, and who are learners, very quickly learn the language and enjoy showing their increasing mastery of it. Children enjoy looking at books and handle them carefully. They are aware of print in the environment and can recognise words including their own names. Writing skills develop well. Children enjoy putting marks on paper and develop quickly to form letters and simple words with increasing accuracy.

Shortcomings

- There are no major shortcomings.

The children's personal and social development is very good.

Good features

- Children have developed very good relationships with each other and with adults. They listen attentively to contributions by their teacher and each other. During group tasks, they show good perseverance when involved in adult-led activities, such as painting and constructing 3D models.

When they take part in activities of their own choosing, they display increasing independence in their ability to choose resources thoughtfully. Standards of behaviour are very good during whole class and group activities.

Shortcomings

- There are no major shortcomings.

The children's mathematical development is very good.

Good features

- Children use mathematical language correctly in a range of contexts. They talk about things that are 'big' and 'small' and consolidate their understanding through singing and reciting number rhymes. Children begin to understand the purpose of money by playing in the shop. They make very good progress in number recognition and in the formation of numbers. Their knowledge of shapes is developing well.

Shortcomings

- There are no major shortcomings.

The children's knowledge and understanding of the world is very good.

Good features

- Children talk about their families and develop a good understanding of different people who work in the community. Through looking at, and handling, different materials they develop very good observational skills. They confidently talk about changes in the weather and delight in looking after plants in their nursery garden. They have a keen interest in the class computer and handle the mouse with increasing skill.

Shortcomings

- There are no major shortcomings.

The children's physical development is good.

Good features

- Children handle a range of small objects such as pencils, paintbrushes, blocks and other construction equipment with increasing dexterity. When they have access to large outdoor toys, such as bikes and scooters, they handle these with increasing confidence and control.

Shortcomings

- There are no major shortcomings.

The children's creative development is very good.

Good features

- Children sing a range of songs from memory and enjoy doing so. They develop their imagination when involved in role-play and produce a very good range of drawings, paintings and models using a wide range of materials. They talk about their paintings and models in an enthusiastic manner.

Shortcomings

- There are no major shortcomings.

Reception

Reception age children attend school on a full-time basis and are located in three classes within the school. They continue to make good progress in their learning. When they are in a mixed age class they often join their peers to access the same educational experiences. Children who are taught through the medium of Welsh and those who are taught through the medium of English experience the same provision.

The children's development in language, literacy and communication is good.

Good features

- The majority of children listen well to stories, instructions and to each other. They develop a good range of vocabulary and speak with increasing confidence when discussing activities related to the class theme. They role play in the 'castle' with imagination and create their own stories which they act with enthusiasm. Children handle books carefully and can relate the main events in stories they have heard. A significant number read with enjoyment and are keen to read to adults in the classroom. Writing skills are developing well. Children copy sentences and phrases and sometimes compose sentences independently.

Shortcomings

- In some whole-class sessions, a small number of pupils do not always listen to each other's contributions and fail to wait their turn in responding to questions.

The children's personal and social development is good.

Good features

- Children work well in groups, co-operating well and sharing resources and equipment. They show a keen interest in practical experiences, such as music making and physical education sessions. When involved in gardening tasks, they show care and respect for living things.

Shortcomings

- In some whole-class sessions, a minority of children become restless and do not always concentrate sufficiently.

The children's mathematical development is very good.

Good features

- Children continue to make progress in their understanding and use of mathematical language. They count confidently up to 20 and understand the concept of 'more than' and 'less than'. They add and subtract objects with increasing accuracy. Children can name a good variety of shapes and can create and repeat a pattern when involved in creative activities.

Shortcomings

- There are no major shortcomings.

The children's knowledge and understanding of the world are very good.

Good features

- Children readily discuss some differences between life in the past and life today when involved in role-playing their favourite fairy tales. They name correctly a good range of animals and insects such as frogs, ladybirds and plants that they grow in the school garden. Children take good care of living things and develop a good understanding of the conditions necessary for plants to thrive. Through exploring different materials, they are aware of the similarities and differences between them and of some of the ways they are used.

Shortcomings

- There are no major shortcomings.

The children's physical development is good.

Good features

- Children develop their physical skills during physical education sessions in the hall and on the school yard. Occasionally, they use the large toys in the nursery class. During sessions in the hall, children move confidently, showing good awareness of space. They become aware of different parts of their body and develop good co-ordination and control. They handle small items of equipment such as beanbags and balls skilfully. They work co-operatively in groups and pairs. Their handling of small tools such as building bricks, pencils and crayons is good.

Shortcomings

- There are no major shortcomings.

The children's creative development is very good.

Good features

- Children use a broad range of materials when creating collages and paintings. They make models of faces out of clay and decorate them with care and imagination. They handle tools such as paintbrushes with skill and frequently produce paintings and models of a high standard. They know

of the works of famous artists such as Van Gogh and produce work of their own in a similar style. Children sing enthusiastically during music sessions. They are able to say how many beats there are in the names of different animals and use untuned instruments to good effect during these sessions.

Shortcomings

- There are no significant shortcomings.

Welsh

Standards of achievement are very good in oracy, reading and writing in KS1 and KS2.

Good features

- KS1 pupils listen attentively to a broad range of stories read to them by their teachers. They listen carefully to each other during class and group activities and respond appropriately, showing respect and interest in each other's contributions.
- The vast majority of pupils speak confidently and clearly. They frequently display a very good vocabulary when conveying personal and factual information. During 'Circle Time' activities, they confidently express opinions and give valid reasons for them. They use a good range of sentence patterns and vary their expression when reading aloud.
- Pupils read a range of texts and the vast majority are enthusiastic readers. They are able to explain the main events in a book they have read and express opinions on their favourite stories. They are able to accurately sequence events in a story.
- Pupils write confidently for a range of purposes. When producing factual and creative writing, they use a good range of sentence patterns and colour their work with interesting adjectives. They spell a good range of words correctly, paying due attention to punctuation and neat presentation. Pupils make appropriate use of ICT when they use word processors to produce written work of quality.
- In KS2, pupils listen, with attention and sensitivity, to their teachers and peers. They readily respond to that which they hear and demonstrate their understanding by asking pertinent questions and making relevant comments during whole class and group activities.
- Pupils speak with confidence in a range of contexts across the curriculum. Many provide extended responses to questions and employ a very good vocabulary and sentence structure. They use the different tenses of verbs correctly and mutate words with increasing accuracy.
- Pupils read with fluency and understanding. They read aloud confidently and show great interest in the text. They readily discuss books as individuals and in group reading sessions. Many pupils read extensively in school and in their leisure time. They enthusiastically express their opinions on the books they have read and explain their reasons for preferring the work of some authors to the work of others. Pupils make good use of reference books to gather information and develop their higher order reading skills to a good standard.
- Very good progress is made in pupils' writing skills. They produce a good range of creative and factual written work including letters, dialogues, stories, reviews and poems. Pupils' ability to vary sentences, paragraph, punctuate and re-draft is generally good and often very good. The content of older pupils' work is interesting and mature. Pupils take great care in presenting their

work neatly. The quality of pupils' handwriting is frequently very good. Pupils' word processing skills are used to good effect when producing written work in many subjects.

Shortcomings

- There are no significant shortcomings.

English

Standards in oracy, reading and writing are very good in both KS1 and KS2.

Good features

- In KS1, pupils listen well and learn to share ideas and show respect for each other's viewpoints. They answer well in class discussions, asking sensible and appropriate questions and frequently respond with very good observations of their own.
- Pupils are able to convey their feelings very well about a book, a story or a song, suggesting how a particular character might be feeling. When engaging in spontaneous drama or role-play, pupils show enthusiasm and excitement, making good use of their imagination and generating plenty of ideas.
- Even at a young age, pupils show a good awareness of the relevance of the various parts of a book and can readily refer to a number of books they have read or had read to them, along with the reasons they prefer some books to others.
- The majority of pupils read very fluently and with understanding. Where necessary, pupils can employ effective strategies to tackle unfamiliar words.
- KS1 pupils develop a growing awareness of correct punctuation, some even employing speech marks very effectively. The majority of pupils spell correctly in their written work, which is generally of a high standard.
- At both key stages, good use is made of poetry such as when younger KS2 pupils analyse '*From a Railway Carriage*'.
- In KS2, pupils listen carefully to adults and peers and discuss and collaborate effectively in groups or as a class. They explain and present their work with great confidence, employing a very good range of vocabulary and using adjectives and similes naturally when describing a character or an event.
- When reading, the majority of pupils do so with great clarity, fluency and meaning, often showing a very good awareness of how to make the reading interesting for the listener. In addition to reading for pleasure, pupils search effectively for information in a range of reference sources, including thesauri, dictionaries, CD Rom and the Internet.
- Pupils write for a variety of purposes including dialogues and accounts, and for a range of real purposes, such as when writing persuasive letters asking parents to park safely around the school grounds. In their creative writing, pupils show a very good understanding of how to construct a story and frequently colour their compositions with unusual characters or unexpected endings.
- There is frequently a close link between language work and aspects of history and geography, which makes the experience even more meaningful, such as when pupils write from the viewpoint of a Parliamentarian during the Civil War.

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- The standard of pupils' handwriting and presentation, particularly at the upper end of the school, is very good.

Shortcomings

- There are no significant shortcomings.

Mathematics

Standards of achievement are good in both key stages.

Good features

- Pupils develop a good mathematical vocabulary across both key stages, and are able to use their knowledge of mathematical concepts confidently in a variety of contexts.
- In KS1, pupils attain good standards in their understanding of number and place value. They are able to differentiate between odd and even numbers effectively, count forwards and backwards in different sized steps, and also add and subtract confidently in tens and units. They are able to complete number patterns and explain their answers confidently. They recognize and understand simple fractions. Pupils are confident when calculating mental problems, and can explain different strategies for solving them.
- Pupils develop a clear understanding of money and are able to work out simple problems, including giving change from 20p and 50p.
- Pupils know the days of the week and the months of the year in order. They can tell the time to the hour, half hour, quarter past and quarter to the hour.
- Across the key stage, pupils come to recognize and describe the properties of 2D and 3D shapes. They are also able to create simple graphs to record a variety of information and can describe results confidently. They are able to sort objects into sets and explain their reasons for doing so.
- Some pupils recognize and draw a right angle with confidence.
- In KS2, pupils build effectively on the work in KS1. Across the key stage, pupils have a good understanding of the four rules of number and are able to use these effectively in a range of contexts. They also have a good grasp of place value, decimals and negative numbers. They can work out prime numbers, square numbers, fractions and multiples confidently.
- Pupils can tell the time and use timetables with accuracy and confidence. They can convert times between analogue and digital clocks and work out time problems in context.
- Pupils show increasing confidence and understanding when discussing the properties of 2D and 3D shapes, angles and parallel lines.
- Pupils at the upper end of KS2 show a keen interest when writing a mathematics trail around the school garden for other classes in the school. This enables them to use their knowledge and understanding of several areas of mathematics within a real-life context, giving the more able pupils a satisfying challenge.

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- Pupils make good use of ICT in a mathematical context in both key stages.

Shortcomings

- There are no significant shortcomings.

Science

Standards of achievement are very good at KS1 and good at KS2.

Good features

- In both key stages, pupils describe and explain their work clearly, orally and in writing, using appropriate scientific vocabulary.
- In KS1, pupils have a clear knowledge of living things, including the parts of the body and flowering plants. They are able to describe each part and explain its function. Some younger pupils are able to name a range of mini-beasts and set them according to various characteristics. They can also describe the life cycle of a frog.
- Pupils are able to recognize different materials and explain their properties. They are also able to give good reasons for using different materials for different uses. Some younger KS1 pupils are confident in predicting the best material for absorbing milk. They are also able to explain their prediction and carry out an experiment to find out whether they are correct. They understand the concept of fair testing. Pupils record their work systematically and neatly on prepared worksheets.
- Pupils' knowledge of magnets and electrical circuits is very good.
- KS2 pupils are able to use their research skills to identify the properties of plants within the school garden, which is well used. They are then able to follow up first hand investigations by using the Internet to examine the issue further. They are able to work systematically both as a group and independently, and explain their work articulately.
- They understand properties of materials and talk enthusiastically about the work carried out previously in this area of science.
- Pupils understand the properties of light, and are able to use the Internet to investigate the phases of the moon. They can investigate the effect of the sun on the earth by replicating it with a torch and sphere. They can discuss their work in this field confidently.
- They understand and use the words 'friction' and 'gravity' with confidence, and are able to investigate the effect of an incline on how far a vehicle will travel. They understand a force as a 'pull' or 'push' and can describe various forces in these terms. They can talk about predictions, fair testing and variables with ease.
- Pupils use numeracy and ICT well in science.

Shortcomings

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- There are no significant shortcomings.

Welsh (second language)

Standards of achievement are good in both key stages.

Good features

- In KS1, pupils build on the firm foundations laid in the nursery and reception classes. With an appropriate degree of support and guidance, they make confident use of their developing vocabulary.
- Pupils listen and respond well when Welsh is used incidentally in the school. As they become more proficient in the language, they use it with increasing awareness and confidence for a range of purposes and in a variety of contexts.
- At this stage, pupils read sentences correctly both from large class books and their own work.
- In KS2, pupils use Welsh to an increasing degree as a means of communication and use the language appropriately when called upon to respond to adults and other visitors.
- In some areas of the curriculum the Welsh language is used quite extensively to provide instructions and pupils respond positively to this challenge.
- KS2 pupils read simple texts accurately, using appropriate intonation to express meaning. They also read their own work with confidence and understanding.
- Increasing use is made of a range of sentence patterns in pupils' written work and they can complete a range of written tasks correctly.
- All pupils sing a range of songs and hymns with clarity, confidence and enjoyment.

Shortcomings

- There are no significant shortcomings.

Design and technology

Standards of achievement are very good in KS1 and in KS2.

Good features

- In KS1, pupils develop their skills through discussion and practical experience of designing and making.

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- Pupils use construction kits imaginatively and effectively in order to create 3D models with which to explore and develop their ideas.
 - At both key stages, pupils work well in groups, such as when they set about planning and constructing model houses from different historical periods. They use their knowledge of structures to produce a strong frame, together with a selection of materials to reflect the period in question. They use their equipment with dexterity and understanding.
 - In KS2, pupils make successful use of their understanding of electrical circuits to make items such as torches and fairground rides.
 - Pupils appraise their work well by the end of KS2. They evaluate commercial products and can use this knowledge to establish criteria for their own work. When questioned about their work, they can offer clear and reasonable explanations of the various stages in the completion of their produce.
 - Older pupils design their own logos, using ICT, and follow the design through to an end product of very good quality when they create their own individualised ‘T-shirts’ for the end of year service.
 - Links with industry have a positive influence on standards in this area of the curriculum and ensure increasing understanding and knowledge in themes such as construction.
 - Pupils confidently discuss health and safety issues that arise from the context of the work in question.

Shortcomings

- There are no significant shortcomings.

Information technology

Standards are very good in KS1 and in KS2.

Good features

- KS1 pupils demonstrate very good skill when using the keyboard and mouse, controlling the cursor effectively and confidently when making choices on the screen.
- Pupils make very good use of word processors when producing and presenting their work in a range of contexts. They learn to make informed choices about conditions such as the font, size of letters and colour and can change these conditions as appropriate.
- They can store, retrieve and add information from a variety of activities to create a database and present their findings clearly, such as in simple graphs.
- Pupils use the programmable Roamer with increasing confidence and accuracy when engaged in simple control work.

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- In KS2, pupils' skill and understanding develop very well. They are very comfortable with ICT as a tool and show a very good understanding of how it can be used in a range of ways and in a variety of situations.
 - At the end of KS2, pupils are able to create very effective Power Point presentations to present their ideas and findings. They go on to use these presentations with confidence as a teaching resource with younger pupils.
 - When pupils collect information associated with their studies across the curriculum, they readily make use of ICT to store, retrieve and present their findings, such as when they build up a database of information on specific topics.
 - Pupils show confidence in the use of a wide variety of ICT programmes across the curriculum. They are particularly adept at using pictures or clipart to illustrate or further enhance their completed work, such as when adding pictures to written accounts or when creating their own electronic collage images.
 - Older pupils, in particular, make very good use of CD-ROMs and the Internet when searching for, and gathering information on a range of topics across the curriculum. The school's emphasis on a cross-curricular approach is particularly effective in this regard as pupils simultaneously develop their awareness and understanding of subjects such as art, history and geography, whilst making very effective use of their ICT skills.

Shortcomings

- There are no significant shortcomings.

History

Standards of achievement are good in KS1 and very good in KS2.

Good features

- Younger KS1 pupils can talk about familiar objects that are in use today and start to realise that these differ from objects that would have been used in their grandparents' day, such as when considering things to take on a trip to the beach. Some can successfully arrange, in chronological order, a series of pictures depicting transport from different periods.
- Stories, including an appropriate emphasis on stories from Welsh history, make a significant contribution to pupils' developing understanding of the past. Where this is linked to tangible materials and artefacts, such as when considering material and wallpaper designed by Laura Ashley, the experience is even more meaningful.
- Some KS1 pupils show a very good understanding of how people lived in Norman times, a study greatly brought to life through a combination of visitors coming to the school and successful educational visits to locations such as Caerphilly Castle. Pupils vividly recall the darkness and smell of a dungeon and can talk with confidence of the significance of the Great Hall and the portcullis in relation to a castle.

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- In KS2, younger pupils can compare the differences in the sketches of a village at various points in history, noting features such as a railway, a housing development or people swimming for recreation.
 - Throughout KS2, pupils carefully study a wide range of artefacts before making valid suggestions as to how they might have been used in the past. Through feeling, weighing, smelling and experimenting with various objects, pupils develop a very good sense of historical enquiry.
 - KS2 pupils write for a wide variety of purposes in history, such as when composing a letter from Anne Boleyn to Henry VIII, or providing an extract for Susan Rees's diary. In so doing, they display a very good understanding of the difficulties encountered by people in the past, and frequently display very good historical knowledge about the period in general. This theme is further enhanced by very good use of ICT software that allows pupils to 'communicate' with children from the past and ask them questions based on their existing knowledge.
 - Pupils have a balanced view of historical characters, such as when listing the positive and negative aspects of a king's character or seeking to explain why a person acted as he or she did.
 - Whilst researching for information on a range of topics, from fairly recent times to many centuries ago, pupils display a good understanding of some of the more readily available sources. In studying children's games played in the past, for instance, pupils were able to visit the Internet and look for significant information in the Brueghel painting '*Young Folk at Play*'.
 - In both key stages, there is an appropriate emphasis on both the local dimension and *Y Cwricwlwm Cymreig*.

Shortcomings

- There are no significant shortcomings.

Geography

Standards of achievement are good in KS1 and very good in KS2.

Good features

- In KS1, younger pupils can write a series of sentences about the various ways pupils travel to school. They begin to develop a good awareness that places can be represented on maps and can use their imagination to create their own version of a route to the *Three Bears' House*.
- A number of younger KS1 pupils can name an atlas and a globe as means of showing countries and places in the world. Older KS1 pupils show a very good awareness that Creigiau is a village near the city of Cardiff, within the country of Wales and can also name our nearest neighbours, including France.
- Pupils learn about everyday life in places such as India and begin to draw comparisons between living in that country and here in Wales. Where this is done in a practical way, such as when pupils with a family link to a country bring clothes and artefacts in to school and talk about that country's culture and customs, the experience is of tremendous value to all pupils.
- In KS2, younger pupils have a very good understanding of their local village and can refer easily and naturally to places on a large class map of the area. They go on to use a variety of maps, including aerial views, with confidence. When searching for specific buildings in a picture map of Cardiff, they can explain clearly to others how to find key locations.

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- Pupils are able to use their knowledge of places, and the sort of information that would be relevant to prospective visitors or house-buyers, to plan imaginative brochures encouraging people to consider living in a particular area.
 - KS2 pupils have a good understanding of some physical features such as rivers, using appropriate geographical terms such as watershed and tributary in their written work.
 - Older KS2 pupils can plot a route from Creigiau to Brecon using ordnance survey and other simple maps. They use appropriate terminology in their directions, such as 'go north on the A470'. Pupils develop a very good awareness of compass points.
 - When comparing Creigiau with places such as St Lucia and India, pupils display awareness of the many positive features of living in those places, along with a very good understanding of some of the practical difficulties they encounter on a daily basis.
 - Throughout the school, and particularly in KS2, pupils are acutely aware of the importance of sustainable development and global citizenship and, through their Eco Committee, pupils have been responsible for a number of important and innovative improvements and can provide compelling reasons for environmentally friendly activities such as recycling.

Shortcomings

- There are no significant shortcomings.

Art

Standards of achievement are very good at both key stages.

Good features

- Art is central to the school's exhibitions and reinforces the pupils' curricular experiences throughout the school.
- In both key stages, pupils use ICT effectively in art.
- In KS1, pupils' skills with regard to line, shape and form are well developed. They are confident when expressing themselves creatively, without inhibition, and are able to describe their work in detail.
- Pupils are able to mix colours carefully and produce textured work using a wide range of techniques such as sponging, finger-painting and bubble painting. They work well with chalk, pastels and crayons as well as paint. Younger pupils produce very good copies of Van Gogh's *The Sun Flowers*, demonstrating excellent use of line, depth of colour and a maturity of tone.
- Pupils produce interesting examples of work stimulated by music such as *The Flight of the Bumble Bee*.
- In their experiments on form, KS1 pupils make effective 3D shapes, which are of a high standard, again demonstrating pupils' competence in different materials. Plaster is used to make models of mini-beasts, which are tastefully exhibited in the front porch. Others make models of the *Three Little Pigs* and can explain articulately what they do.

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- KS1 pupils are also able to use computer art, forming images of different objects stimulated by the term's theme.
 - KS2 pupils build on the experiences gained at KS1 and display a high standard of creativity within art. They are happy to experiment with techniques used by other artists, and express themselves creatively. They can evaluate their own work, the work of other pupils and also the work of other artists. Older pupils are occasionally given an opportunity to work with artists in residence.
 - Much of the art is inspired by the term's theme, and has significance to different classes. This is particularly evident where the work of William Morris and Laura Ashley in the theme 'Living Things' has inspired drawings and prints of plants. In the theme 'Holidays', other pupils have painted beach scenes and made 3D masks based on their studies of St. Lucia.
 - Pupils in one class have produced Multi-media Mood Boards inspired by the buildings they observed during their visit to Cardiff Bay.
 - Older KS2 pupils make ceramic candle holders, inspired by their visit to Llancaiach Fawr, and in doing so, collect data based on the mass of the clay before, during and after drying out, and also after being fired in the school kiln. This also contributes to the development of numeracy within their cross-curricular work.
 - KS2 pupils make increasing use of sketch-books, and some are able to sketch to a high standard, often observing and reproducing images of objects in detail.

Shortcomings

- There are no significant shortcomings.

Music

Standards of achievement are very good in both key stages.

Good features

- Music plays an important part in the daily life of the school, with music playing in the communal areas before school and during break times, and in classrooms at various times during the day. Music is used to settle pupils and to encourage them to listen attentively. All pupils are given opportunities to listen to live music when musicians visit the school.
- In KS1, pupils sing enthusiastically and in tune. They can sing a number of traditional and contemporary songs, number songs and also ones extending their language patterns. They recall the words and tunes of hymns well. They are able to use dynamics in order to convey meaning, and show enjoyment when they perform actions along with the singing at appropriate times.
- They develop a good knowledge of the names of instruments and are able to use them confidently and with enjoyment. They can select appropriate instruments to convey images and movements linked to different stories and themes. They can also use body parts to convey sounds. They can evaluate a simple performance and offer improvements where necessary. Some are able to accompany the school folk dance party using percussion and tuned instruments.

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- Pupils at KS1 develop a very good understanding of rhythm and often understand the effect of dynamics. They are also able to follow musical instructions.
 - Pupils in KS2 build on the firm foundations set in KS1 and develop their musical ability to a high standard. They have opportunities to listen to a variety of music and begin to express opinions confidently about simple elements in relation to the style of compositions. They can identify instruments and describe dynamics such as ‘crescendo’ and ‘diminuendo’, and also rhythmic elements such as ‘ostinato’.
 - In KS2 pupils sing in tune, often in two parts. They perform to a high standard, giving attention to expression, breathing and pronunciation. They can keep their part soundly in songs sung in the round. They are able to understand basic ‘sol-fa’ as well as standard notation, and can confidently repeat musical patterns. All pupils take part in musical activities, and some are members of the school choir, which regularly entertains at school concerts, within the community, and at local Care Homes.
 - Pupils are able to compose music for different occasions and record their work using a computer. They are able to record, on paper, sound patterns and moods implied by a piece of music.
 - A large number of KS2 pupils take advantage of opportunities to learn to play other instruments, including recorders, harp, drums, string, brass and wind instruments. Pupils have a regular opportunity to perform both individually and also as members of musical groups. The school has a very good brass band and orchestra, which regularly entertain parents and friends at the school summer Soirée and other concerts.
 - Music lessons are often inspired by the theme for the term such as when pupils listen and appraise *The Blue Danube* by Strauss and record their observations in words and pictures while studying Europe.

Shortcomings

- There are no significant shortcomings.

Physical education

In KS1 and KS2, standards of achievement are good.

Good features

- The school offers a varied programme of physical education activities that fully meets the requirements of the NC.
- At both key stages, pupils respond well in their physical education lessons and their readiness to listen to guidance provided by staff is an important factor in the progress they make.
- KS1 pupils show a good awareness of space when walking, running or jumping around the hall or playground during warm up sessions. They retain good control of their bodies when performing a range of movements requiring changes of direction or speed.

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- Pupils display increasing skill when throwing and catching objects of various sizes, weights and shapes, such as beanbags and balls, and when controlling a football with their feet.
 - In gymnastics at KS2, pupils make good progress in developing their skills and can transfer their work to small and large apparatus.
 - Pupils have a good understanding of the way their bodies respond to exercise and of the importance of warming up for activities such as dance.
 - Pupils' hand eye coordination develops well at this stage and the majority show an appropriate level of skill and technique when practising in a variety of game situations. Pupils are given the opportunity of using their games skills in a good range of competitions and tournaments with the emphasis placed clearly on the acquisition of skill and enjoyment.
 - Pupils evaluate their own and others' performances sensibly such as when suggesting ways of improving their throwing, catching or fielding techniques.

Shortcomings

- There are no significant shortcomings.

Religious education

Standards are good in KS1 and KS2

Good features

- Pupils in KS1 develop a good understanding of places and books that are special to religious people. They know that the Bible is a special book for Christians and can recall a good range of Bible stories. Older pupils are able to appreciate the importance of special books from other religions such as the Torah in Judaism.
- They are able to speak confidently about what happens in a place of worship, such as a church. Pupils also discuss places that are important to them and develop a good understanding of religious rules, customs and beliefs.
- Pupils readily recount stories of famous religious figures from history such as William Morgan and are aware of his contribution to Christianity in Wales.
- During well-structured 'Circle Time' activities, pupils reflect on the effects of their actions on others. Older pupils show sensitivity and maturity in expressing their thoughts and feelings on relationships.
- In KS2, pupils develop a deeper understanding of Christianity and other major world faiths.
- They show a good understanding of aspects of the life and works of Jesus Christ and the majority of pupils also demonstrate a good understanding of the concept of celebrations and the main festivals in the Christian diary.

- In their study of Islam, pupils in KS2 reflect upon the importance of the ‘Five Pillars’ for Muslims. They understand what happens in a Mosque and are able to describe some of the main features of an act of worship there. They use the correct vocabulary when describing artefacts and begin to understand the importance of symbolism in the religions they study. Older pupils speak confidently of the role of women in Muslim communities and are aware of how individuals’ faiths and faith communities implement religious rules for living.
- Pupils gather information about religion from various sources such as books and CD ROMs. They can identify ways in which sacred writings should be handled and read and show respect and interest when exploring new ideas.
- Pupils in both key stages recall with enthusiasm what they learn from their visits to a variety of places of worship, and visitors to the school who talk about their different beliefs and religious customs enrich their knowledge and understanding.

Shortcomings

- There are no significant shortcomings.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

Progress since the last inspection has been very good.

Maintain the good and very good standards already achieved and address any shortcomings in subjects where standards are satisfactory

- In the last inspection in 1998, standards were deemed to be satisfactory in Welsh 2nd language, science, design and technology at KS1 and physical education at both key stages. In this inspection, standards of achievement were found to be at least good in all subjects and very good in science and design technology at KS1. In a number of other subjects, standards have improved from good to very good whilst there are no subjects in which standards have declined.
- In terms of standards of achievement in lessons generally, whilst the percentage that was found to be good or very good in 1998 was 89%, the percentage that was good or very good in this inspection was 98%.

Progress with this key issue is therefore very good.

Address the potential safety hazard caused by traffic at the beginning and end of the school day

A number of improvements have taken place with respect to this issue:

- Two crossing patrols have been appointed on roads surrounding the school ;
- Further restrictions have been placed on parking outside the school and the school has been proactive in encouraging safe parking around the site, including a close link with the police and traffic wardens ;

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- The school caretaker places traffic cones in the bus bay and opposite the school gates at the beginning and end of each school day and remains on duty at those times, ensuring that pupils are safely escorted into the school site ;

- An extension to the school car park.

Unfortunately, the location of the school is such that constant vigilance will always be necessary unless significant alterations are made to the area surrounding the school building.

Progress with this key issue is very good.

Attend to the lack of security of the school site

A number of improvements have taken place with regard to this key issue:

- The school has taken steps to control the number of entry points with signs directing visitors to the front entrance. The main entrance and entrance to the Nursery Unit are now sufficiently secure.
- Six CCTV cameras have been installed around the school, including a remote controlled dome camera with monitors in the headteacher's room and also in the secretary's room ;
- A new gate has been erected between the main building and Dosbarth 3 ;
- The caretaker is on duty at the school gate at the beginning and end of each day ;
- Staff have been made aware of the importance of approaching strangers to check their identity ;

Progress with this key issue has been very good.

Disseminate the very good practice that exists in the school

- Curriculum leaders exchange classes to monitor pupil progress. This also allows them to share expertise and advice ;
- Shadow curriculum leaders have been established for many subjects ;
- Presentations are made by staff to their colleagues to disseminate good practice ;
- Support is given to new members of staff and also to new curriculum leaders.

Overall, progress with this key issue is good.

[SW1]

Provide non-contact time for subject leaders to enable further development of their monitoring programme

- At least once per term, curriculum leaders exchange classes with other teachers in order to monitor standards and provision in those classes ;
- The headteacher regularly teaches different year groups to release the class teacher to monitor in other classes and also to carry out his own monitoring role ;
- Whilst in the best practice visits to classes involve direct evaluation of the teaching and a sufficiently sharp focus on standards, this is not always the case.

Overall, the progress made against this key issue is good.

8.2 Key issues for action

In order to build on the very good progress made since the last inspection, the school needs to:

- maintain the very high standards of achievement being reached at present ;
- continue to build on the positive developments in self-evaluation by ensuring that all curriculum leaders focus consistently and sufficiently on standards and pupil progress ;
- work with the local authority to ensure that the shortcomings identified in relation to the building, particularly those in relation to lack of space in a number of classrooms and the hall, are addressed.

APPENDIX

A. Basic information about the school

Name of School	Creigiau Primary School
School type	LEA Community
Age-range of pupils	3-11 years
Address of school	Cwrt Tregarth Creigiau Cardiff
Post-code	CF15 9NN
Telephone Number	02920 891045
Headteacher	Mr Peter Evans
Date of Appointment	1978
Chair of Governors / Appropriate Authority	Mr Phillip Davies
Registered Inspector	Mr Alun M Rees
Date of inspection	8-11 June, 2004

B. School data and indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	25.5	54	52	45	50	47	47	56	376.5
<i>Total Number of teachers</i>									
	Full-time		Part-time		Full-time equivalent (fte)				
Number of teachers	16		1		16.5				

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special class)	24:1
Pupil : adult (fte) ratio in nursery class	13:1
Pupil : adult (fte) ratio in special class	:1
Average class size, excluding nursery and special classes	25
Teacher (fte) : class ratio	1:1

<i>Percentage attendance for three complete terms prior to inspection</i>				
Term	R	KS1	KS2	Whole school
1 Summer	94.5%	96.3%	95.8%	95.7%
2 Autumn	93.9%	96.4%	96.7%	96.3%
3 Spring	93.15%	96.16%	95.6%	95.23%

Percentage of pupils entitled to free school meals	2.3%
Number of pupils excluded during 12 months prior to inspection	0

C. Results of National Curriculum Assessments

END OF KEY STAGE 1 : 2003

NC Curriculum Assessments: KS1 2003			Number of pupils B2: 46					
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH	Teacher Assessment	School	0	0	0	54	46	0
		National	0	4	13	63	20	0
Reading	Teacher Assessment	School	0	0	0	54	46	0
		National	0	4	14	54	28	0
Writing	Teacher Assessment	School	0	0	11	64	25	0
		National	0	5	13	71	10	0
Oracy	Teacher Assessment	School	0	0	0	46	54	0
		National	0	2	11	64	22	0
WELSH	Teacher Assessment	School	0	0	0	50	50	0
		National	0	2	11	63	24	0
Oracy	Teacher Assessment	School	0	0	0	50	50	0
		National	0	2	11	63	24	0
Reading	Teacher Assessment	School	0	0	0	50	50	0
		National	0	3	17	57	22	0
Writing	Teacher Assessment	School	0	0	0	78	22	0
		National	0	4	20	65	10	0
MATHEMATICS	Teacher Assessment	School	0	0	0	63	37	0
		National	0	2	9	61	26	0
SCIENCE	Teacher Assessment	School	0	0	0	46	54	0
		National	0	2	10	68	20	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment.

In the School:	100%	In Wales :	79%
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D Excepted or disapplied under Sections 364 or 365 of the Education Act 1996.

W Working towards level 1.

END OF KEY STAGE 2: 2003

NC Curriculum Assessments: KS2 2003			Number of pupils Y6: 61										
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher Assess ^{nt}	School	0	0	0	0	0	0	3	3	54	39	0
		National	0	0	0	0	0	1	6	16	45	31	0
	Test / Task	School	0	0	0	0	0	0	3	2	46	49	0
		National	0	2	1	1	0	0	5	12	38	40	0
Welsh	Teacher Assess ^{nt}	School	0	0	0	0	0	0	0	0	52	48	0
		National	1	0	0	0	1	1	4	18	51	25	0
	Test / Task	School	0	5	0	0	0	0	0	0	43	52	0
		National	1	1	0	2	0	0	3	15	50	28	0

Mathematics	Teacher Assess ^{nt}	School	0	0	0	0	0	0	0	13	51	36	0
		National	0	0	0	0	0	0	4	19	46	30	0
	Test / Task	School	0	0	0	0	0	0	0	7	44	49	0
		National	0	2	1	0	0	0	4	18	42	33	0
Science	Teacher Assess ^{nt}	School	0	0	0	0	0	0	0	8	39	53	0
		National	0	0	0	0	0	0	2	13	49	35	0
	Test / Task	School	0	0	0	0	0	0	0	2	49	49	0
		National	0	2	0	0	0	0	1	9	48	39	0

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language) according to teacher assessment.			
by teacher assessment		by test	
In the school :	87%	In the school :	93%
In Wales :	70%	In Wales :	71%

- D Excepted or disapplied under Sections 364 or 365 of the Education Act 1996.
A Pupils who have failed to register a level due to absence.
N Pupils who have failed to register a level for reasons other than absence.
B Pupils not entered for the tests because they are working outside the set levels of the tests.
W Pupils who are working towards level 1.

D. The evidence base for the inspection

- The team of five inspectors inspected work in all classes. Between them they spent 18 full days at the school ;
- Pre-inspection meetings were held with governors, staff and parents ;
- A range of documentation produced by the school was examined, including examples of work by the pupils across the curriculum in the early years and the two key stages ;
- One hundred and fourteen lessons or sessions were observed ;
- Morning assemblies were attended ;
- Inspectors listened to pupils reading and questioned pupils about their knowledge and understanding of the curriculum ;
- School registers were inspected ;
- Discussions were held with the headteacher and school staff relating to curricular and management issues ;
- Minutes relating to governing body and staff meetings were examined, in addition to documents relating to the school's financial matters ;
- Pupils were observed as they arrived and departed from school, and during break times and lunchtimes ;
- Forty-one parents were present at the pre-inspection meeting and 90 questionnaires (30% of families) were returned ;
- A post-inspection meeting was held with the staff and governing body.

E. Composition and responsibilities of the inspection team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Mr A M Rees	RgI	1; 2; 3.1; 3.2; 5.5; 6.1; 6.2; 8.1; 8.2	English ; history ; geography
Mrs A S Parry	Team	5.3; 5.4	The early years ; Welsh (first language) ; religious education
Mr H Watkins	Team	4.1; 5.2	Mathematics ; science ; art ; music
Mr K Davies	Team	5.1; 6.3	Welsh (second language) ; design technology ; information technology
Mr G W Jones	Lay	4.2; 4.3; 5.6; 5.7	

The visiting inspectors wish to thank the governors, head and staff for the co-operation and courtesy they received during the inspection.