

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

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

**Ffaldau Primary School  
Albany Road  
Pontycymmer  
CF32 8HW**

**School Number: 6722122**

**Date of Inspection: 03/11/08**

**by**

**Peter Mathias  
78829**

**Date of Publication: 08/01/09**

**Under Estyn contract number: 1106208**

**© Queens Printer and Controller of HMSO 2009: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The copyright in the material must be acknowledged as aforementioned and the title of the report specified.**

Copies of this report are available from the school. Under the Education Act 2005, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

Ffaldau Primary School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Ffaldau Primary School took place between 03/11/08 and 05/11/08. An independent team of inspectors, led by Peter Mathias undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

## Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

<b>Contents</b>	<b>Page</b>
<b>Context</b>	1
<b>Summary</b>	2
<b>Recommendations</b>	8
<b>Standards</b>	9
Key Question 1: How well do learners achieve?	9
<b>The quality of education and training</b>	12
Key Question 2: How effective are teaching, training and assessment?	12
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	14
Key Question 4: How well are learners cared for, guided and supported?	17
<b>Leadership and management</b>	19
Key Question 5: How effective are leadership and strategic management?	19
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	20
Key Question 7: How efficient are leaders and managers in using resources?	21
<b>Standards achieved in subjects</b>	22
English	22
Information and communications technology	24
History	25
Geography	26
Art and Design	27
Physical education	28
<b>School's response to the inspection</b>	30
<b>Appendices</b>	31
1 Basic information about the school	31
2 School data and indicators	31
3 National Curriculum assessments results	32
4 Evidence base of the inspection	33
5 Composition and responsibilities of the inspection team	34

## Context

### The nature of the provider

- 1 Ffaldau Primary School is situated in the once mining village of Pontycymmer at the head of the Garw Valley. The local authority (LA) is Bridgend. The school provides education for boys and girls between the ages of 4 and 11. There are 134 pupils on roll. This is less than at the time of the last inspection which took place in the Autumn term 2002, when the current headteacher was in post.
- 2 Nearly all pupils come from the local area, which is economically disadvantaged. Approximately 20.4% of pupils are considered eligible to free school meals, which is just above the LA average of 18.1% and the Welsh average of 17.5%. Most children enter the school in the reception class with below the levels of basic skills and experiences expected for their age. All pupils have English as a first language. None uses Welsh as a first language. No pupil has a statement of special educational needs (SEN). About 30% of pupils at the school are considered to have some degree of SEN. No pupil has the National Curriculum (NC) disapplied. Six pupils are looked after by the LA. No pupil has support in English as an additional language. One pupil is from an Asian background. No pupil was excluded in the previous school year.
- 3 During this inspection, the deputy headteacher was the acting headteacher as a result of the headteacher's long-term absence due to ill-health. A temporary supply teacher has taken on the deputy headteacher's teaching responsibilities. A second temporary supply teacher has responsibility for another class as a result of the teacher's recent appointment to another school.
- 4 The school holds the Basic Skills Quality Mark.

### The school's priorities and targets

- 5 The school's priorities for 2008/2011 are to: -
  - raise standards of achievement in English, mathematics and science and to improve pupils' progress by developing key skills across the curriculum;
  - plan for the implementation of the Foundation Phase;
  - identify and implement a whole-school approach to curriculum planning for KS2;
  - improve consistency of teacher assessment throughout the school;
  - ensure that learning experiences meet the needs of children in the wider community;
  - ensure equal opportunities, guidance and support for all pupils;
  - continue to develop effective strategies for school leadership and management, including the governing body;
  - continue to develop the quality of self-evaluation and of school development planning; and
  - use all the resources available to the school wisely to provide good value for money.

### The School's Aims

6 These are wide and appropriate.

### The School's Mission Statement

7 The School's mission statement is, "Every aspect of life at Ffaldau Primary School will be utilised to maximise the potential of all the individuals involved in the school."

### Summary

8 Ffaldau Primary School provides a good education for its pupils. It is well led and since the last inspection in October 2002 it has made good progress in most aspects of its work.

### Table of grades awarded

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

The inspection team agrees with all of the judgements in the seven key questions made by the school and about the standards pupils achieve and other areas of its work.

### Standards

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	82%	6%	0%	0%

- 10 These figures are similar to those reported by Her Majesty's Chief Inspector (HMCI) in the Annual Report 2006/2007 (primary) where standards were good or better in 80% of lessons and standards were outstanding in 10% of lessons. In this inspection 94% of lessons were Grade 2 or better and 12% Grade 1. Standards observed are higher than at the time of the last inspection.

### Grades for standards in subjects inspected

	<b>KS1</b>	<b>KS2</b>
<b>Inspection Area</b>	<b>Grade</b>	<b>Grade</b>
English	2	2
Information and communications technology	2	2
History	2	2
Geography	2	3
Art and Design	2	3
Physical education	2	2

- 11 Pupils with SEN make good progress reflecting the good support they receive from their teachers and their assistants.
- 12 In the end of Key Stage 1 (KS1) national assessments for seven year olds in 2008, starting from a below average base, the proportion of pupils attaining at least the expected level (Level 2) in English, mathematics and science was below the LA and national averages in English and mathematics and above in science. Few pupils reached the higher level (Level 3) in English and mathematics. In science attainment was at Level 3 in line with schools locally and nationally. The combined results were below the LA and Wales averages.
- 13 In these assessments girls attained significantly better than boys as they have done in recent years. When these results are compared to schools with a broadly similar proportion of pupils considered eligible for free school meals the results were below those similar schools. However, care should be taken when considering these results because in the group of pupils who were assessed in 2008 at seven years of age in the school, about 30% of them were considered to be in need of SEN support for their learning difficulties.
- 14 The overall quality of educational provision for the under fives is appropriate to their needs and children are making good progress towards the foundation phase outcomes. Many children begin school with levels of basic skills and experiences below those expected for their age. They make good progress and are well prepared for the next phase of their education. By the age of eleven nearly all make the progress predicted for them.
- 15 In the end of Key Stage 2 (KS2) national teacher assessments for eleven year olds in 2008, the proportion of pupils attaining at least the expected level (Level 4) in English was below the LA and national averages. In mathematics results were just below and in science results were close to these averages. The combined results were below. In these assessments the proportion of pupils

reaching the higher level (Level 5) was low in all three subjects. The performance of boys was significantly below that of girls.

- 16 The school's results were below most of those schools considered to have a similar proportion of pupils entitled to free school meals in English and mathematics and close to those schools in science. The combined results were below.
- 17 In these assessments, although the school did not reach the targets agreed with the LA, information indicates that most pupils made at least the progress it was reasonable to expect of them based on their performance at seven years of age.
- 18 As in the KS1 group of pupils in 2008, a similar proportion of eleven year olds who were assessed were considered to have some degree of SEN and were on the SEN register.
- 19 Standards and progress in key skills are Grade 2 (good features and no important shortcomings). Across the school standards and progress in communication in English and Welsh are Grade 2. However, pupils speak and listen in Welsh better than they read and write.
- 20 In communication in English, children in the reception know how to form letters carefully and older pupils write confidently for a wide range of reasons. However, they lack a sense of pride in always presenting their written work neatly.
- 21 Across the school, pupils' standards and progress in the key skills of mathematics and information and communications technology (ICT) are Grade 2 as are their personal and social education skills (PSE) and their knowledge of how to improve their own learning and performance. Pupils' competence in Welsh and English is Grade 2 and pupils apply their bilingual skills well bearing in mind their starting points. However, their understanding of their Welsh heritage and culture (Y Cwricwlwm Cymreig) is Grade 3 (good features but shortcomings in important areas) as are their creative skills where in KS1 and KS2 pupils do not build systematically on the wide range of opportunities given and progress made in the reception class.
- 22 Attendance at 91% is close to the LA and below national averages. Nearly all pupils arrive at school punctually and lessons begin promptly. They behave well and work hard.

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

### **Grades for teaching**

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
9%	73%	18%	0%	0%

- 23 These figures are similar to those reported by HMCI in the Annual Report 2006/2007 (primary) where the quality of teaching in primary schools in Wales

- was good or better (Grade 1 and Grade 2) in 80% of lessons with 14% being Grade 1.
- 24 In the reception, teaching is carefully organised to provide children with a wide-range of suitable learning experiences. However, the limitations of the school site make it difficult for teachers to plan effectively for children to play independently out of doors.
- 25 In the best lessons, which were found in KS2, the outstanding features include: -
- teachers' very good subject knowledge allied to an infectious enthusiasm for what they are teaching;
  - careful inclusion all pupils so that they feel that they all have an important contribution to make;
  - clear instructions and high expectations;
  - clever questioning which encourages pupils to think things out for themselves and to appreciate how the different aspects of their work compliment each other; and
  - careful evaluation of what has been learnt.
- 26 Where the teaching had some shortcomings these were: -
- limited opportunities for pupils to develop their investigative skills and to work independently;
  - slow pace of learning;
  - the low expectations of what pupils could achieve; and
  - missed opportunities to encourage pupils' bilingual skills.
- 27 Arrangements for assessment and its use in planning and improving learning are Grade 2. They meet statutory requirements in full. The school uses a wide-range of reliable assessments and standardised tests well to judge pupils' progress. Annual reports to parents are of a good quality and give detailed information to parents about what their children know and can do. Parents have good access to teachers. The school works closely with other schools in the area in order for teachers to agree what standards pupils achieve, particularly in English, mathematics and science.
- 28 The curriculum provided meets all legal requirements for the NC and the locally agreed syllabus in religious education. It provides well for children in the reception although the facilities for children to play independently out of doors are limited by the nature of the site.
- 29 The curriculum is accessible to all and meets the needs of the range of pupils in KS1 and KS2 including those with SEN. It is broad, balanced and generally well planned. However, it does not give sufficient opportunities for pupils to be made aware of how the skills of commerce and industry are applied in business.
- 30 Provision for pupils' personal development, including their spiritual, moral, social and cultural development is Grade 2. Collective acts of worship meet statutory requirements and are of a mainly Christian nature. However, on some occasions

opportunities are missed to give pupils time to pause and reflect on forces outside themselves.

- 31 Pupils are given good opportunities to work together and to be constructive, for example when taking part in residential visits. They appreciate the cultural diversity in modern society well. Their understanding of their own culture and of their Welsh heritage is limited however, because they are not taught about these matters sufficiently on a regular basis.
- 32 There is good provision to encourage pupils' understanding of sustainable development, the conservation of resources and of global citizenship. There are effective and appropriate arrangements for the setting of homework, which is well-matched to what pupils are studying in their classrooms.
- 33 Pupils are well cared for guided and supported. The school actively and successfully promotes the well-being of all of its pupils. Child protection arrangements meet local guidance and recommended good practice. There are detailed and appropriate policies and practices to review attendance, punctuality, behaviour and performance. Partnerships with parents, the local community and other institutions are strong.
- 34 Across the school pupils have a good understanding of the importance of exercise and a healthy diet. They are successfully encouraged to express their opinions through a well established school council and also informally. They know that their views are respected and taken seriously.
- 35 Support for pupils with SEN and additional learning needs (ALN) is Grade 2 and is well managed. The requirements of the code of practice for SEN are met in full. Initiatives to help raise standards in literacy are well organised and impact effectively on individual progress.
- 36 There is a detailed accessibility plan following a comprehensive survey of the site. The school is very mindful to make certain that all pupils are treated equally. There are detailed policies to ensure that any issues of racism are addressed and the stereotyping of individuals and cultures is positively discouraged.

### **Leadership and management**

- 37 The acting headteacher ensures that the school runs smoothly and staff morale is high. There is a strong sense of commitment and willingness from all staff to work together and to provide a high quality education for all. They form a committed and cohesive team.
- 38 There are effective arrangements for the acting headteacher and subject co-ordinators to review the quality of teaching and learning in their areas of responsibility and the progress of initiatives they are pursuing.

- 39 The school takes careful note of national priorities and local initiatives. Arrangements to provide teachers with time during the taught week to plan, prepare and assess are effectively organised. The time set aside is well used.
- 40 The governing body is well led. The chair of governors has ensured good communication between the acting headteacher and governors in order to overcome successfully potential difficulties as a result of the current staff absences and changes. The governing body meets all of its statutory duties in full. It manages the school's finances well and plays a full part in judging the success of its strategic and spending decisions.
- 41 The process of self-evaluation is sound and based around first hand evidence. It is closely linked to the school improvement process and to the performance management arrangements for staff. It is well set out and is accurate.
- 42 Since the last inspection, the school has made good progress in addressing most of the key issues of that inspection. There is still work to do however in the provision of outdoor play opportunities for children in the reception.
- 43 Day-to-day administration is effective. The caretaking staff ensure a very high standard of cleanliness around the site. There are many attractive displays of pupils' work, which enhance the internal appearance of the buildings and help to provide a stimulating environment for learning.
- 44 The accommodation is generally in a reasonable state of repair and is accessible. The school is well staffed and resourced. Good use is made of all of these to support learning.
- 45 Bearing in mind the overall quality of education provided and the progress many pupils make, the school gives good value for money.

## Recommendations

- 46 In order to improve the school the staff and governing body need to: -
- R1 raise standards in geography and art and design at KS2 where they are currently Grade 3, the performance of boys and pupils' presentational skills; \*
  - R2 improve the outdoor learning area for children under five; \*
  - R3 increase pupils' awareness and understanding of their Welsh heritage;
  - R4 strengthen pupils' knowledge of the workings of commerce and industry; and
  - R5 take steps to raise attendance.

\* Which the school has identified as a priority.

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

## Standards

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

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

- 47 The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
- 48 In the 2008 national teacher assessments for seven year olds in English, mathematics and science, the proportion of pupils attaining at least the expected level (Level 2) was below the LA and national averages in English and mathematics and above in science. The proportion of pupils attaining the higher level (Level 3) in English and mathematics was low. In science the proportion of pupils reaching Level 3 was in line with the LA and national averages. The combined results were also below the LA and national averages.
- 49 In these assessments girls attained significantly higher results than boys as they have over recent years. Bearing in mind their abilities and experiences when these pupils begin school, they make the progress expected of them from a low base. Around 30% were on the SEN register.
- 50 In the 2008 national assessments for eleven year olds, the proportion of pupils attaining at least the expected level (Level 4) in English was below the LA and national averages. In mathematics results were just below these averages. In science results were close to most schools locally and nationally. When the results in the three subjects are combined, they were below these averages.
- 51 The proportion of pupils reaching the higher level (Level 5) was low in all three subjects. As in the KS1 results, girls performed significantly better than boys. Over recent years the school has performed close to the LA and national averages. In 2008, 28% of the small group of pupils who were assessed at eleven were considered to have some degree of SEN and were on the SEN register. The information, which the school keeps, indicates that most pupils make appropriate progress between the ages of seven and eleven.
- 52 When these results are compared to schools considered to have a similar proportion of pupils entitled to free school meals, seven year old pupils in 2008 in Y2 achieved below those similar schools in English and mathematics and close to these schools in science. The combined results were below these similar schools. In 2008 the results of eleven year olds were below these similar schools in English and mathematics and above these schools in science. The combined results were below. The school did not meet the targets set by the LA in 2008.
- 53 Many pupils begin school with skills and experiences, which are below the expected level for their age. Nearly all make the progress expected and at least reach the standards predicted for them at the ages of seven and eleven. Nearly all with SEN make good progress as a result of the well-organised and systematic help they receive. Pupils have a good understanding of what is

expected of them and how well they are achieving. They know what they need to do to improve.

- 54 Standards of achievement in the lessons in the subjects inspected are as follows.

#### Subject grades for subjects inspected

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	82%	6%	0%	0%

- 55 These figures are close to those reported by Her Majesty's Chief Inspector in the Annual Report 2006/2007 (primary) where standards were good or better in 80% of lessons and standards were outstanding Grade 1 in 10% of lessons.

#### Grades for standards in subjects inspected

Inspection Area	KS1	KS2
	Grade	Grade
English	2	2
Information and communications technology	2	2
History	2	2
Geography	2	3
Art and Design	2	3
Physical education	2	2

- 56 The overall quality of educational provision for the under fives is appropriate to their needs and children are making good progress towards the Foundation Phase outcomes.
- 57 Overall, pupils' achievements in the key skills are Grade 2. Standards in communication in English and Welsh are Grade 2. In communication in English in the reception children make good progress in speaking. They are aware of an audience and speak confidently. They listen carefully to adults and to each other. In KS1 and KS2, pupils speak confidently with a growing vocabulary and listen well. In reception children are beginning to form letters accurately and reasonably legibly. Pupils in KS1 and KS2 write well for a wide-range of purposes across the curriculum. They write well in different styles in history, geography and science. However, their presentational skills are limited and many pupils do not take sufficient care in presenting their work. They use the Internet competently in this process.
- 58 Standards in communication in Welsh are Grade 2. In the reception children respond appropriately to simple instructions given in Welsh. They recognise some words and phrases. They are beginning to count in Welsh. In KS1 and KS2 many pupils respond well to short questions and answers. They listen attentively to adults and to other pupils. Across the school, pupils' reading and writing skills in Welsh are limited. They lack confidence and the ability to read

Welsh or to respond in writing, for example when answering simple questions. Pupils' bilingual skills are better and are Grade 2. Pupils have a reasonably well-developed vocabulary bearing in mind the setting of the school and use this in Welsh freely in class and informally around the school.

- 59 Pupils' mathematical skills are Grade 2. In the reception, children are beginning to weigh and measure in a variety of activities and in their play. In KS1, pupils use their mathematical skills well when joining dot graphs in geography to illustrate the types of homes in the area. They carry out surveys about what they eat and if it is healthy. Older pupils use line and column graphs well in science, for example when measuring the absorbency of different materials.
- 60 Pupils' skills in ICT are Grade 2. In reception children use the mouse to find their way through simple programs to help them recognise words, to count and to create pictures. In KS1 and KS2, pupils use a wide range of programs confidently to reinforce their work in other subjects such as in science, history, geography and art. Within KS2, pupils quickly store and access electronic files. They present information effectively using text, graphics and pictures, for example about their area. They make well-constructed and carefully planned multi-media presentations. They compose, draft, edit and print their work accurately.
- 61 Pupils' understanding of their Welsh culture and heritage is Grade 3. There are regular opportunities for pupils to learn about their physical heritage through visits to a number of places of interest such as Legionary Museum at Caerleon and the Museum of Welsh Life at St Fagans. However, pupils across the school have limited understanding of the work of Welsh artists, composers, musicians, craftspeople and writers.
- 62 Pupils' personal and social skills are Grade 2. Pupils have positive attitudes and co-operate willingly with each other and with adults. They are considerate and show a thoughtful regard for each others' feelings. They take on responsibilities readily and carry them out conscientiously.
- 63 Pupils' problem solving skills are Grade 2. Children in reception solve practical problems sensibly when taking part in a wide range of activities and in their play. In KS1 and KS2, many pupils make sensible decisions and think things out for themselves. In the best examples, they explain logically an answer on the basis of what they have discovered for themselves.
- 64 Across the school, pupils' creative skills are Grade 3. In the reception children investigate a wide-range of media and design in two and three-dimensions. In KS1 and KS2 they respond well to musical stimuli and dance. They work creatively and they perform with expression and confidence in music. However, in KS2 pupils have limited skills in using a range of media and art and in putting their ideas into solid forms. They have limited skills in presenting their work attractively.

- 65 Pupils' willingness to work together is Grade 2. Pupils collaborate constructively in pairs and in groups. They express their thoughts and opinions freely. Across the school, many have a clear idea of how to improve their work. This is Grade 2. Pupils know their own targets and work hard to reach them. They are aware of the small steps they need to make in order to improve their work in the shorter-term as well as what is expected of them over a longer period.
- 66 Pupils show good motivation, and persevere in their work. They work well independently and in groups when given opportunities to do so.
- 67 Pupils behave well, and show respect for each other, and to adults. They are polite and courteous. This is a very positive feature of their behaviour around the school.
- 68 The school is effective in promoting equal opportunities, and all the pupils are aware that they are treated equally. They have a good understanding of the variety within society and respect individual differences.
- 69 Pupils' understanding of their local community, and the world of work is being developed effectively, and they have taken an active part in many activities within the community.
- 70 Pupils' attendance levels at 91% for the three terms prior to the inspection are close to the LA average and below the national average. The level of punctuality is good, and no pupils were seen arriving late during the inspection.

## The quality of education and training

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

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

- 71 The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
- 72 The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
9%	73%	18%	0%	0%

- 73 The quality of teaching is good or better, that is Grade 1 or Grade 2 in 82% of lessons. This figure is close to the national picture reported by HMCI in the Annual Report (primary) 2006/2007 when the quality of teaching was good or better (Grade 1 and Grade 2) in 80% and outstanding (Grade 1) in 14% of lessons.
- 74 In the reception, teaching is carefully planned so that children experience a good range of stimulating and worthwhile experiences, although opportunities

are limited for outdoor play. All adults working in the reception co-operate closely together and ensure that all children begin school happily and settle into their routines well. They make good progress.

- 75 Teachers' planning in KS1 and KS2 is detailed and well structured. It is well organised so that lessons move forward systematically and tasks are well matched to the different ages and abilities of pupils, including those with SEN and those identified as higher attainers. Pupils are made well aware of the teachers' expectations of them at the beginning of lessons and are regularly reminded of the time they have to complete their tasks. Teachers stress the importance of all pupils taking on responsibilities for their own learning and in applying the skills they have learnt in new situations. They have high expectations of their pupils and successfully encourage them to reach their targets.
- 76 The best lessons, which have outstanding features, are found in KS2. In these lessons, teachers have very good subject knowledge and make the topic of the lesson come vividly to life, for example when producing a multi-media presentation. Their own lively enthusiasm for the subject is copied by pupils, who as a result work very enthusiastically. All pupils are cleverly included in the lessons so that all feel they have important parts to play.
- 77 The teaching in the best lessons very successfully makes learning an enjoyable and rewarding experience. In these lessons teachers demonstrate expertly, for example how to produce a series of movements in a physical education lesson. They give very clear instructions and question very actively, promoting pupils to think things out for themselves. Pupils are made very aware of the links, which exist between the skills they are developing and their work in other subjects.
- 78 In these lessons, the pace of learning is brisk and a strong sense of purpose is maintained throughout the lessons. Relationships between the teacher and all pupils are very positive and pupils strive hard to please their teachers because they know that their efforts will be warmly recognised.
- 79 In the most effective lessons, teachers use a wide-range of techniques to evaluate what has been taught and to include individual pupils actively in this process. For example, in one lesson the teacher used a video camera to record pupils' work as a basis for detailed analysis and discussion with those involved.
- 80 Where teaching has some shortcomings, teachers are too prescriptive and do not encourage pupils to find their own solutions. In some lessons the pace of learning slows and teachers do not enthuse their pupils in order for them to give of their best. In some lessons opportunities are missed to use incidental Welsh and to develop a greater understanding of the local area and of the history of Wales. Teachers do not give sufficient attention to the quality of pupils' presentational skills. They are too ready to accept second best.
- 81 Arrangements for assessment, recording and reporting (ARR) are good and meet statutory requirements. Baseline assessment is administered shortly after entry to the reception class and teachers use the information well to identify children who need support and to inform provision in the areas of learning.

- 82 The tracking record monitors closely pupils' progress from reception to Y6. It is well informed by data obtained from standardised assessments administered in reading, spelling and mathematics which are well analysed and also by teachers' formal assessments of pupils' work. Information about individual pupils' progress is well managed and readily accessible.
- 83 The school has good arrangements in place for the assessment of all subjects. Teachers make effective use of the collections of assessed work in place for every subject. These examples of work have been moderated by teachers in the local group of schools and their contents contribute strongly to the consistency of judgements.
- 84 Pupils are effectively involved in their own assessment. Their targets are challenging and teachers monitor them regularly to review pupils' progress. Marking provides positive and formative feedback and pupils know well what to do in order to improve their work.
- 85 Reports to parents are of a good quality. Detailed information about pupils' progress against in all subjects of the NC is provided. This, together with insightful information about pupils' personal and social development, demonstrates how well teachers know their pupils. Parents have sufficient opportunities to discuss their children's progress and the school works well with them in order to best meet individual needs.

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

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

- 86 The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
- 87 The school provides a broad and balanced curriculum for the range of pupils, which meets legal and course requirements. As a result of the interesting learning experiences provided by visits to places of interest and the range of visitors to the school, pupils in KS1 and KS2 enjoy a broad and stimulating curriculum. It ensures that their needs are well met and that basic skills are appropriately developed.
- 88 Teachers have revised schemes of work to ensure pupils learn systematically. The curriculum builds well on pupils' existing knowledge, understanding and skills in both key stages and meets their needs and interests well.
- 89 The overall quality of the educational provision for the under-fives is appropriate to their needs and practitioners make every effort to give children opportunities for independent learning outdoors. Because of limitations in the school site outdoor activities are not fully integrated into daily provision.
- 90 There is good provision for learning experiences, which broaden and enrich pupils' learning through a range of activities both in school and off-site. A wide

variety of after school clubs, are accessible to all pupils of all ages and differing interests. These include clubs for: recorders; science; dance; tennis; eco-awareness and a choir. Pupils also benefit from the Dragon sports scheme. Y6 attend a residential course, which introduces them to outdoor pursuits. This enhances both their learning and their personal and social development.

- 91 A wide range of visitors enhances provision. There are strong links with the community, for example the garden clearance scheme which involves pupils and residents in clearing a grassed area for joint use. A good number of visits to places of interest broaden learners' experiences and include: Cardiff Bay; art galleries; historical sites; theatres and local shops.
- 92 The school provides many opportunities for the development of the common requirements of the NC. These, together with the key skills, are well planned for in all subjects and their provision is well monitored in both key stages.
- 93 The school makes a positive contribution to pupils' moral and social development. Pupils of all ages receive many opportunities to develop their social skills; older ones look after those younger than themselves while all demonstrate the ability to understand the impact of their behaviour on others and to take responsibility for their actions.
- 94 Pupils have a well-developed understanding of moral issues and apply reasoning effectively when discussing these, speaking thoughtfully, for example, about ways in which they can take responsibility for their world. They are well aware of the needs of those less fortunate than they are and help raise money for charities. Adults provide good role models and set a good example encouraging pupils to develop a positive attitude towards learning and successfully promoting basic human values.
- 95 Provision for pupils' spiritual development has some shortcomings. Pupils do not always receive sufficient opportunities for quiet reflection during worship or in lessons. Collective worship meets statutory requirements. Acts of worship are Christian in nature and pupils learn to respect other main religious traditions in religious education lessons.
- 96 The school promotes pupils' bilingual skills well. Pupils develop a growing vocabulary and knowledge of sentence patterns as they move through the school. Teachers make effective use of Welsh to develop and extend pupils' competence.
- 97 Y Cwricwlwm Cymreig is under-emphasised. Saint David's Day is celebrated and pupils visit Cardiff Bay, St Fagans and know some stories from the Mabinogion. However, their Welsh culture and heritage are not woven regularly into their daily learning experiences.
- 98 There are good links with a teacher-training establishment and students are accepted on placement from this and from the local secondary school. The mentor in the school provides good support and the school benefits from these

partnerships. Links with the secondary school are good and teachers from there visit Y6 pupils regularly before they transfer to the secondary school.

- 99 The partnership with parents is good and the school keeps parents well informed about its life and work by sending out regular newsletters and holding frequent meetings with them. In the pre-inspection meeting parents expressed satisfaction with the quality of communication with the school. Some help on a regular basis in classes and by accompanying pupils on visits. The Parent Teacher Association (PTA) organises numerous activities to raise considerable sums of money for the school and help with school events.
- 100 The school addresses social disadvantage in a positive manner. Pupils are encouraged to believe that they can succeed. All adults in the school urge all individuals, regardless of personal circumstances, gender, ethnic background or ability, to participate in the school's activities. Pupils demonstrate courteous behaviour and respect for one another, visitors and all adults who contribute to the life of the school.
- 101 The school has developed good links with a number of local businesses and other organisations within the community. It uses these links in an effective manner, to arrange visits, in order to develop pupils' and teachers' awareness and understanding of the world of work. It works closely with the local Education Business Partnership (EBP) in order to enrich the school curriculum. Individual employers have also visited the school to talk to pupils.
- 102 The school has effective policies and procedures in place to tackle social disadvantage and stereotyping. Staff members consciously avoid the gender stereotyping of pupils through effective planning and teaching that ensures equality of access and opportunity for all pupils. If required the school does use external agencies for support.
- 103 The school has an effective policy and procedures for promoting education for sustainability and global citizenship. The school has achieved its Silver Award for sustainable development and is now working towards its Green Flag. It was successful in gaining a teaching award in 2007. There is an active Eco-committee and members are very knowledgeable about the importance of sustainability.
- 104 The eco and global citizenship themes are reinforced by participating in the 'Comenius' project, where work is exchanged with European partner schools. Global citizenship is also enhanced by giving the opportunity to pupils to learn Italian.
- 105 Pupils' entrepreneurial skills are developed well through some activities such as the school's fruit and milk shop, and in planning and taking part in fund raising projects to raise money for charities. Generally these experiences are limited. Pupils do not understand how the skills of business development are put into practice to create profit.

106 The school provides a broad curriculum and experiences lay a good foundation for lifelong learning. Pupils display good skills in problem solving and working together. They have developed a good understanding of their local community through taking part in community activities. There are effective links with both the local nursery and secondary schools. There are appropriate arrangements for homework, which successfully supports pupils' work in school.

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

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

- 107 The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
- 108 The school has a well-planned and effective induction programme in place, which enables new children to settle quickly into the reception class. The school has established a close working relationship with the local feeder nursery school, and with the parents of new pupils.
- 109 The school has sound procedures to record pupil attendance and these fully meet statutory requirements set out in the Welsh Assembly Government (WAG) Circular 47/66. The school diligently monitors pupil attendance and punctuality and follow up any absences immediately. A service level agreement exists between the school and the LA for the service of the Education Welfare Officer (EWO), who formally visits the school once every three weeks to monitor attendance. Parents are constantly reminded of their responsibility to ensure that their children attend school regularly.
- 110 The school has an effective policy and procedure to eliminate oppressive behaviour, bullying and all forms of harassment. It has been successful in creating a happy climate within the school, with pupils rewarded for good behaviour. Pupils are aware of the standards of behaviour expected of them. The school has a disability access plan and a disability equity scheme in place following a detailed survey of the site.
- 111 High priority and attention is given by the school to assure the healthy development, safety and well-being of all pupils. Relevant policies and practices are in place, and are effective in ensuring the safety and well being of both staff and pupils. Risk assessments are carried out, and appropriate accident records are retained, with all members of staff aware of the steps to be taken in the event of an accident. Healthy eating and living is successfully promoted, and pupils have daily access to a fruit and milk tuck shop in the school. There is no breakfast club.
- 112 The school council is well established and is helping to promote the importance of the democratic process well. Members of the school council are confident in expressing their opinions and are providing ideas for improving the school.
- 113 The school has an effective policy and procedures in place to ensure child protection. The policy meets local guidance and recommended good practice

and all staff have been trained and are aware of the procedures to follow should the need arise.

- 114 The school succeeds in planning and managing care arrangements and services effectively and relevant policies and procedures are in place. Teachers know pupils well and are aware of their individual needs and plan as a result appropriate support. Pupils are confident to discuss their concerns with their teachers.
- 115 Valuable information is shared with the parents in the school prospectus, and regular meetings are held for parents to discuss their children's work during the year. Home/school agreements are also in place. There is a very active PTA, which raise substantial funds for the school. Parents are satisfied that their views are listened to and acted upon.
- 116 The provision for pupils with SEN and additional learning needs (ALN) is Grade 2. Individual educational plans (IEPs) and review processes fully meet the requirements of the code of practice and parents are appropriately involved. The special needs co-ordinator (SENCo), teaching and support staff work well together to ensure that all pupils with SEN and ALN are carefully planned for, supported and their progress regularly reviewed.
- 117 Staff ensure that all pupils are equally included in every aspect of school life. Individual and small groups of pupils are well supported in classes and in withdrawal areas. Effective use is made of a number of strategies to improve pupils' language and reading skills as a result of early identification of those pupils who would benefit from additional focus and support in these areas. The quality of this support and the good use of a range of resources help to develop these skills and to enable nearly all pupils to make good progress. Appropriate provision is made for those considered to be gifted and talented.
- 118 A governor makes a valuable contribution to SEN through active support and regularly monitoring provision. There is a detailed record system in place. The SENCo and teachers rigorously record and evaluate the progress for the pupils with SEN. There are good links with a wide range of relevant outside agencies and the school makes good use of the expertise provided.
- 119 The school gives effective support through its detailed policies and approaches for those pupils whose behaviour impedes their progress and that of others. The positive recognition of good behaviour and the high expectations of all staff impact positively on the behaviour of all pupils.
- 120 The school's policy and provision are effective in promoting equal opportunities for all pupils. All pupils have full access to every aspect of the daily life of the school. The school gives full consideration to pupils' varied backgrounds and operates effectively in order to provide appropriate support and guidance for pupils who need special attention.
- 121 Effective arrangements for gender equality are in place. For example, both sexes have the same opportunities to participate in all sports.

- 122 Racial equality is encouraged across all areas of activity throughout the school. A Racial Equality policy is in place together with an action plan for review.
- 123 The school recognise and actively promotes diversity. Pupils, whatever their background, are fully integrated to all areas of the curriculum and school life.

## **Leadership and management**

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

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

- 124 The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
- 125 The acting headteacher provides a purposeful and effective lead and has managed significant changes in staffing well. The school runs smoothly. Notwithstanding the long-term absence of the headteacher, staff morale is high and there is a strong sense of purpose and willingness amongst teachers and their assistants to work hard together and to raise standards further. All share high expectations of themselves, each other and their pupils.
- 126 Across the school, all permanent, professional staff work hard to give a positive lead to their subjects and to contribute to the process of improvement. There are detailed arrangements for subject co-ordinators to review progress in their own areas of responsibility and to identify areas for development. This has led to significant improvements, for example in ICT as a result of very careful planning and evaluation of how well pupils learn.
- 127 There are detailed and rigorous arrangements in place to assess pupils' longer-term achievement and to identify those pupils who are not making the progress it could be reasonable to expect of them. Resources and support staff are carefully deployed to assist in this process.
- 128 The school takes careful note of national priorities and local initiatives. The school council is active and is helping pupils to a better understanding of the democratic process. Arrangements for the introduction of the foundation phase have been put into practice although their impact is limited because of the restrictions of the site which limits easy and informal access to a well resourced outdoor play area. Pupils are successfully developing their bilingual skills as a result of the examples and encouragement they receive from adults in the school.
- 129 There are strong links with other schools in the area including the secondary school to which most pupils transfer and also the other providers of education.
- 130 There are well constructed arrangements in place for the acting headteacher and other teachers to share their ideas and expertise and to judge the success of teaching and learning. This information is well used in the process of determining teachers' training needs. Links between this process and the school's performance management arrangements are effective. There are

helpful plans in place to support newly qualified teachers and teachers who are new to the school.

- 131 The governing body meets all of its statutory duties in full. It is well led. The chair of governors is well informed and has a clear understanding of the role of the school in the local community. Regular meetings between the chair and the acting headteacher have contributed significantly to the efficient way the school functions.
- 132 The governing body has a clear sense of direction for the school and is fully aware of its long-term needs. It is well informed about the progress the school is making and the impact of initiatives it has introduced or approved.
- 133 The governing body has recently strengthened its procedures in order for it to hold the professional leadership of the school constructively to account. Governors are now increasingly well informed, for example through greater contact formally and informally with subject co-ordinators.
- 134 The school's finances are carefully managed and well focused on addressing the educational needs of the school. The school's budget is closely related to the school's performance management priorities and to the priorities set out in the SDP.

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

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

- 135 The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
- 136 The process of gathering information about the performance of the school and of identifying the school's strengths and areas for development is firmly based around the careful analysis of first hand information. The acting headteacher and subject co-ordinators are well informed about the performance of their areas of responsibility.
- 137 Subject co-ordinators carry out regular well-organised reviews in order to plan the way ahead and to evaluate the impact of initiatives they have begun. Teachers assess pupils' progress very carefully on a termly basis. The comparative performance of the school is carefully monitored. Teachers systematically measure and predict pupils' progress and put that information to good use.
- 138 The process of self-evaluation has been thorough. It has included discussion with all those connected with the school. The views of parents, governors and pupils are considered through a number of questionnaires.
- 139 The self-evaluation document is sufficiently detailed and logically constructed. It is closely linked to the SDP, which is a useful working document and it has had a significant impact on improving areas of the school and in the introduction

of strategies to improve pupils' skills in literacy. The SDP is carefully costed and progress checked in order to judge whether or not the intentions have been met and that spending had been successful.

- 140 The SDP and the school self-evaluation document are closely linked to its performance management programme, which takes full account of local and national priorities. The inspection team agrees with the school's identification of its strengths and areas for improvement. It also agrees with the judgements made by the school in its self-evaluation in each of the seven key questions.
- 141 Since the last inspection in the Autumn Term 2002, the school has made generally good progress in addressing most of the key issues of that inspection. Standards and provision in ICT have improved significantly and this now represents a strength of the school.
- 142 Acts of collective worship meet statutory requirements and are of a mainly Christian nature. However, pupils have limited opportunities in assemblies and during the rest of their life in school to reflect on their own beliefs and the beliefs of others.
- 143 Links with industry have been improved and the school now has a policy relating to this. However, links with industry and the world of work do not give sufficient emphasis for pupils to have a clear understanding of the principles of commerce and trade.
- 144 Some efforts have been made to increase the provision of outdoor play facilities for children in the reception. However, further progress is necessary for the school to meet the expectations set out as a result of the introduction of the foundation phase for children of this age.

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

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

- 145 The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
- 146 The school benefits from sufficient experienced and suitably qualified teachers and support staff who possess appropriate expertise to teach all aspects of the curriculum. There are very good relationships between teachers and their assistants and between all staff and pupils. The acting headteacher deploys staff economically and efficiently in order to make optimum use of time, expertise and experience to meet the needs of the pupils. The opportunity for workforce remodelling has been used effectively to create a management position for assessment, recording and reporting.
- 147 The school has effective procedures for promoting staff development. Teachers' individual needs are addressed through performance management and the needs of the school are determined by the priorities in the SDP. The school succeeds in achieving a good balance between the individual professional development needs of staff and those of the school.

- 148 The internal accommodation provides an appropriate setting for teaching and learning and a stimulating environment for all pupils. The outdoor environment is limited and particularly disadvantages the further development of the Foundation Phase. The attention to detail of the caretaker and cleaners is evident in the cleanliness of the school building, which is maintained to a very high standard. Its appearance is further enhanced by attractive displays of pupils' work.
- 149 All adults who work in the school are valued members of staff and contribute positively to the strong community ethos of the school. The school secretary ensures effective day-to-day administration and carries out her duties efficiently.
- 150 Learning resources are well looked after, readily accessible to all pupils and meet the demands of their learning experiences. The range of resources is carefully reviewed annually in order to ensure that it is appropriate to pupils' age and needs. Across the school enough resources of a high standard enhance the quality of work. All classrooms have a computer and effective use is made of the school's interactive whiteboards. The library is very welcoming and is well stocked with a wide range of attractive texts. It successfully promotes an enjoyment of a wide range of literature and the early development of information retrieval skills.
- 151 The school has adopted effective procedures for managing the time set aside for teachers to plan, prepare and assess in accordance with statutory requirements.
- 152 Economic, efficient and effective use is made of all available resources. Initiatives are carefully costed and developments are prioritised in line with the SDP. Expenditure is regularly reviewed in order to ensure that money is being well spent. The amount spent on pupils is in line with the national average.
- 153 Bearing in mind the overall quality of education provided and the progress pupils make, often from low starting points, the school gives good value for money.

## Standards achieved in subjects

### English

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

#### Good features

- 154 Standards in listening are good throughout both key stages. In KS1, nearly all pupils are able to take turns for extended periods and listen carefully to their teachers' instructions and to the ideas of others. In KS2 all listen attentively to their teachers and show an appreciation of the contributions of their peers.

- 155 Standards in speaking are good in both key stages. Nearly all pupils in KS1 demonstrate a growing understanding of the importance of expressing their ideas accurately by beginning to apply aspects of standard spoken English correctly. They use increasingly complex language to express themselves with growing confidence.
- 156 In KS2 pupils discuss their activities well in groups and as a class. Most pupils express their ideas with confidence and clarity and communicate well with peers and adults. All respond well to opportunities to express opinions and ideas and to engage in debate.
- 157 Standards in reading are good. Most pupils in both key stages make good progress with reading in relation to their abilities. The more able KS1 pupils read fluently and with expression when using picture books they have chosen themselves. Older pupils understand the purpose of a contents page and know that information about the book is found in the index.
- 158 Pupils in KS2 continue to make good progress in their reading using a structured reading scheme supplemented by books from the school library. Older and more able pupils read from a broader range of texts with increasing fluency and accuracy. They read for pleasure and information and know where to find reference books in the school library. They demonstrate good information retrieval skills and know well how to find specific information in reference books. They explain the purposes of a glossary and an index. They develop a preference for particular styles of writing, naming their favourite books and authors, some like poetry, raps and plays and all enjoy humour in texts. They read fluently and expressively demonstrating interest in the text.
- 159 Standards in writing are good in KS1. Younger pupils enjoy good opportunities for mark-making and move from underwriting to writing sentences independently. The more able older pupils write sentences, which are demarcated by spaces, capital letters and full stops demonstrating a basic understanding of grammar. Older pupils show enjoyment and confidence when writing freely and produce interesting, extended pieces of work. A good feature is the fiction and non-fiction class books pupils produce, which are displayed in the library and form part of pupils' reading material.
- 160 Standards in writing are good in KS2. Pupils write with increasing accuracy according to their abilities. Younger pupils in KS2 complete numerous grammar exercises competently. They use a broader range of styles including reports and poetry. They begin to develop cursive writing. They use well what they have learned about grammar during the course of their creative and extended writing.
- 161 Pupils at the end of KS2 complete numerous grammar exercises with growing accuracy, which they apply to their extended writing. They produce a wider range of writing in different forms, which are suitable for the task. These include dialogue, diary entries, letters, persuasive writing, information posters and creative writing.

- 162 A good feature of writing in KS2 is the poetry pupils compose which contains such literary devices as similes, metaphors, alliteration and onomatopoeia. Pupils produce sensitive, empathetic writing when pretending to be evacuees during the war.
- 163 In Y5 and Y6 there are good examples of well constructed creative and extended writing and book making. Pupils produce well presented fables, stories and factual writing for these books, which demonstrate a good understanding of the different conventions of writing for fiction and non-fiction. Most use paragraphs frequently and effectively. At the end of the key stage they punctuate accurately and use inverted commas correctly. They edit and re-draft their work and write well.

### **Shortcomings**

- 164 In KS2, most pupils do not always present their work neatly and apply their skills in handwriting effectively.

## **Information and Communications Technology**

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

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

### **Good features**

- 165 Pupils in KS1 know the layout of a computer keyboard. They use 'shift', 'enter' and 'backspace' confidently when entering text. They skilfully use the mouse and develop good keyboard skills. They create and colour their own pictures using painting programs and use the painting tools, for example to alter the size of the brush. They combine text and graphics well when writing about 'looking after your teeth'.
- 166 Pupils in KS1 understand how to control a programmable toy to complete a series of movements in order to find a hidden treasure.
- 167 Younger pupils in KS2 use different fonts to form an effect when producing a document. They have good skills in constructing a database and in using it to obtain information, for example when learning to identify different types of cheese. They use a simple data-handling package to make a block graph to display the data they have collected. They design a plan for an advertisement and use a digital camera confidently.
- 168 Older pupils in KS2 utilise spreadsheets to record information. For example, they draw a series of line graphs to reflect their findings in science about how mustard seeds develop. They calculate in order to indicate a mean average of their findings.
- 169 Many pupils in KS2 reorganise text on the computer screen. They check spelling and punctuation and amend it accurately. They change font, save and shut down. They create text boxes to form a newspaper report about visitors to the school who are helping them in their World War II work in history.

170 Within KS2, older pupils design high quality multi-media presentations. They organise, refine and present information through ICT very confidently. They enter text efficiently and correct and edit quickly. They enlarge and minimise text accurately. They scan digital photographs they have taken. They back-up and save efficiently. Older pupils use ICT very effectively to produce 'voiceovers' to augment their study of the local area. They use the Internet responsibly to research topic work such as that on World War II.

### Shortcomings

171 There are no important shortcomings.

## History

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

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

### Good features

172 Pupils in KS1 know the important events in their lives and how their families and themselves have changed since they were young. Nearly all of them know that fashions change from one period in history to another. They compare the style of bathing costumes today with those of 50 and 100 years ago. They contrast a visit to the seaside they have made with a Victorian day out.

173 Pupils in KS1 know something of the life of some famous Victorians such as Florence Nightingale. They compare their own household equipment and utensils with those the Victorians used. They know how much more pleasant life is now compared to then. They know from their visits to see the Rhyd Y Car Cottages and Ysgol Maestir at the Museum of Welsh Life that living conditions were hard and schools were not as they are today.

174 Pupils in KS2 have a good understanding of how Celtic settlements spread across Europe. They describe and explain some of the main features of Celtic religion and their social order. They compare Celtic organisations with those of the Roman invaders. They use source material well to build up a reliable picture of the Bodicea Revolt against the Romans and know that she appeared to be a very fierce and warlike leader.

175 As a result of their visit to the Roman Legionary Museum at Caerleon, KS2 pupils study at first hand real artefacts of the period and build up for themselves a sound understanding of how the Celts and Romans co-existed during that period.

176 Across KS2, pupils have a very detailed understanding of the main events and leaders in World War II and handle and interpret a wide-range of relevant artefacts and written evidence, for example from the school logbook about air raids. They draw accurate conclusions about life at home during this period and identify sympathetically with the experiences of evacuees. They understand why people did things and what the consequences were of those actions.

177 Older pupils use maps, pictures, photographs and newspaper articles to obtain information. They create a fact file, which they use effectively in their writing about the period.

### Shortcomings

178 There are no important shortcomings.

## Geography

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

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

### Good features

179 All pupils in KS1 have a good knowledge of their locality and speak confidently about where they live. They describe quiet and noisy places in Pontycymmer and identify its main features such as the post office, the old collieries, the lakes, river, church, chapel and the shops. They make good use of photographs to obtain information about the village and to identify the different types of housing there. They make informative posters advertising it as a tourist attraction, noting well its good features.

180 Younger pupils develop a good understanding of maps by plotting, for example, the route taken by the hen in the story 'Rosie's Walk' and the mapped route they follow around the school. They identify objects accurately from an aerial map of their classroom. Older pupils continue to develop good mapping skills and can identify Bridgend on a map of Wales. They use a key accurately to interpret information and construct their own keys for simple maps.

181 In KS1 pupils' geographical enquiry skills develop well. For example, they make observations about the school and the village. They identify which features they consider to be attractive and those which they dislike and wish to improve. They describe well the effect that the end of the coal industry has had on the locality, namely the loss of employment, which has led to the closure of several shops. They explain logically why families are moving from the area in search of employment in Bridgend and Cardiff.

182 In KS1 pupils have a good knowledge of Porthkerry, which they have visited on a field trip. They observe and collect information in the field and confidently describe the main features of this contrasting area. They use terms such as 'sea', 'rocks' and 'beach'. They identify well the major differences between Porthkerry and Pontycymmer.

183 Younger KS2 pupils make good progress in their mapping skills begun in KS1. They make simple maps with keys, which demonstrate how land is used in the locality. Pupils locate Pontycymmer, Cardiff and Bridgend accurately on a map of Wales and identify Wales on a map of the British Isles. They use atlases accurately to answer questions and make effective use of maps to plan routes.

184 Pupils at the end of KS2 undertake a survey of Bridgend and identify its major geographical characteristics, both human and physical. They give plausible

reasons for changes, for example, the redistribution of the population after factories close.

- 185 Pupils in KS2 speak knowledgeably about their locality in terms of its human and physical characteristics. They describe changes which have damaged and enhanced the locality, such as the new cycle track. They describe well how the river was de-polluted and has become, together with the lakes, a tourist attraction.
- 186 Most pupils use ICT programs effectively to interpret data collected from a traffic survey they have undertaken in the locality. They draw pi-charts and block graphs. They extrapolate information from their graphs and speak knowledgeably about the detrimental effect of traffic on the locality.
- 187 Pupils in KS2 have a satisfactory understanding of the differences between life in India and Wales in terms of food, culture and employment. They are aware of the effects of environmental change on the country and the local and global effects of, for example, deforestation.
- 188 Following a visit to Cardiff Bay, pupils know the barrage was built to prevent flooding. They identify its good and bad features and its positive influence on tourism and industry.
- 189 Throughout the key stage pupils demonstrate increasing awareness of the negative effects of human behaviour on the environment. For example, they investigate the detrimental effects of litter and develop strategies to reduce the amount of litter in the school in order to improve their environment.

### **Shortcomings**

- 190 In KS2, pupils' knowledge and understanding of a less economically developed country is inadequate and their geographical and enquiry skills are weak.

<b>Art and Design</b>
-----------------------

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

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

### **Good features**

- 191 In KS1 many pupils develop good observational skills and begin to experiment with colour, line and tone to produce drawings and paintings including effective self-portraits, good sketches of houses and bold and colourful free paintings.
- 192 Pupils in KS1 mix their own colours confidently and rinse their brushes and wipe them with a sponge before mixing a new colour. They demonstrate great pleasure and interest in the range of colours they produce and return to deepen, lighten or change a colour until they are satisfied with the result. They produce bold and very colourful images with the colours they have created.

- 193 Nearly all older pupils in KS1 experiment successfully with the elements of line, tone, colour and form. For example, they use clay effectively to produce attractive cottages and explore line and tone well when they produce pencil sketches of houses, which are of a good standard. They all use a range of media and techniques confidently when they explore colour mixing, tile printing, rubbings and effective charcoal drawings.
- 194 All pupils in KS2 produce striking self-portraits and sketches of Tudor figures in which they develop their use of line and tone. They investigate pattern and texture and produce attractive designs in the style of William Morris.
- 195 Following a visit to Cardiff Bay pupils experiment with line, tone and form to produce effective charcoal pictorial representations of sculptures they have seen. Pupils have also produced work in the style of the Welsh artist Sara-Jane Harper.
- 196 Older pupils study the work of Georgia O'Keefe and explore colour and form to produce bold, colourful abstract paintings in the style of her work, which are of a very high standard.

### **Shortcomings**

- 197 In KS2 pupils' knowledge and understanding of the work of Welsh artists is underdeveloped.
- 198 In KS2 pupils' skills in three-dimensional work are underdeveloped.
- 199 Pupils in KS2 do not develop sufficiently their exploration of the visual language of art, craft and design and they rarely use their sketchbooks for this purpose.

### **Physical education**

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

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

### **Good features**

- 200 Pupils in KS1 and KS2 understand the importance of 'warming up' before they begin an activity and realise that physical exercise can help them to become healthier. They know that it is necessary to be aware of potential dangers during physical activities and to perform safely. All dress appropriately and show good discipline.
- 201 In KS1 pupils have good control of their movements in gymnastics. They form different shapes and perform balances and rolls when building up a sequence of moments at ground level. They set out and put away their large equipment independently, safely and quickly. They construct more advanced sequences using large apparatus and have a growing vocabulary to describe what they do. They appreciate the value of stillness as well as activity.
- 202 In dance in KS1 pupils use their imaginations well to move like fireworks and to dart and jump effectively to represent different fireworks. They use space well

and avoid each other as they move sensibly. They evaluate their own performances realistically. They are beginning to develop good co-ordination in catching, throwing and striking and have a basic understanding of how to 'play' in a team.

- 203 In KS2 pupils develop complex patterns of movement in gymnastics well. They have a good vocabulary to describe the different shapes they build into their sequences. They recognise and use counterbalance as a part of a series of movements. They use the floor and large apparatus to extend their sequences imaginatively and to a good standard.
- 204 Pupils in KS2 understand the importance of striving hard to perform to the best of their abilities and very successfully show good style and control when beginning and completing gymnastic movements. They evaluate their own performances and those of others constructively.
- 205 In dance pupils in KS2 apply their knowledge of events in World War II well when comparing a series of warlike movements, which they perform well as small groups and as individuals, moving together systematically and in time to the music. They try hard and successfully to produce good quality movements extending arms and legs as far as they are able. They evaluate their performances realistically and make sensible suggestions about how to improve.
- 206 Within KS2 pupils have good techniques when catching, throwing and rolling large and small balls and using other games equipment. They have good skills in controlling objects using different parts of their bodies. Most have good hand and eye co-ordination and take part in small team games striking balls with sticks and bats. They have a growing awareness of tactics when taking part in more complex games.
- 207 Older pupils have good opportunities both within school and in out of school clubs to take part in competitive sports. By the age of eleven most pupils swim confidently and competently.

### **Shortcomings**

- 208 There are no important shortcomings.

## School's response to the inspection

- 209 The acting headteacher, staff, pupils and governors would like to thank the inspection team for the professional, thorough and rigorous approach to the inspection, and for their courtesy and sensitivity while they were with us. We found the inspection to be a positive and constructive experience which helped us to celebrate our strengths while enabling us to plan for future development in order to further raise standards.
- 210 We are pleased that the school's progress in ICT since the last inspection has been recognised, and that this now represents a strength of the school. We are also pleased that pupils' willingness to work together constructively is recognised.
- 211 We are pleased that the inspection team recognised that there are very good relationships between all staff and pupils and that pupils' behaviour is a very positive feature of the school.
- 212 This positive inspection report has been achieved by the hard work and commitment of all staff, well supported by the governing body, parents and members of the community.
- 213 The post inspection action plan will drawn up by the staff and governing body and will address all issues and recommendations from the report. The plan will be shared with all parents and carers.

## Appendix 1

### Basic information about the school

Name of school	Ffaldau Primary School
School type	Community
Age-range of pupils	4-11
Address of school	Albany Road Pontycymmer Bridgend
Postcode	CF32 8HW
Telephone number	01656 870342

Acting Headteacher	Mrs Jean Carter
Date of appointment (Acting)	1 <sup>st</sup> September 2007
Chair of governors	Rev David Mortimore
Registered inspector	Mr Peter Mathias
Dates of inspection	3-5 November 2008

## Appendix 2

### School data and indicators

Number of pupils in each year group								
Year group	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	17	18	27	25	22	11	14	134

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	1	6.5

Staffing information	
Pupil: teacher (fte) ratio	20:1
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	26.8
Teacher (fte): class ratio	1.3:1

Term	R	Whole school
Autumn 2007	90.7%	92%
Spring 2008	89.3%	91.4%
Summer 2008	86.9%	90.0%

Percentage of pupils entitled to free school meals	20.4%
Number of pupils excluded during 12 months prior to inspection	0

### Appendix 3

#### National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:		24	
Percentage of pupils at each level						
			W	1	2	3
English:	Teacher assessment	School	0	20	68	12
		National	3.5	13.8	63.0	19.4
En: reading	Teacher assessment	School	0	20	56	24
		National	4.1	14.9	55.2	25.5
En: writing	Teacher assessment	School	0	32	68	0
		National	4.8	15.9	67.8	11.3
En: speaking and listening	Teacher assessment	School	0	4	67	29
		National	2.4	10.7	62.8	23.8
Mathematics	Teacher assessment	School	0	28	64	23
		National	2.0	10.9	65.2	21.6
Science	Teacher assessment	School	0	8	64	28
		National	1.6	8.5	66.3	23.4

W Pupils who are working towards level 1

Percentage of pupils attaining at least level 2 in mathematics, science and English according to teacher assessment			
In the school	52.5%	In Wales	80.7%

National Curriculum Assessment KS2 Results 2008			Number of pupils in Y6		24		
Percentage of pupils at each level							
			1	2	3	4	5
English	Teacher assessment	School	0	0	29	38	33
		National	0.6	3.1	15.6	51.3	28.5
Mathematics	Teacher assessment	School	0	0	17	54	29
		National	0.6	2.7	14.7	51.4	29.9
Science	Teacher assessment	School	0	0	13	54	33
		National	0.5	1.8	11.4	53.9	31.7

Percentage of pupils attaining at least level 4 in mathematics, science, and English by teacher assessment	
In the school	66.6%
In Wales	75.5%

## Appendix 4

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

Four inspectors, including the school's nominee, spent the equivalent of 7 inspector days in the school and met as a team before the inspection.

These inspectors visited:

- 23 lessons or part lessons, 18 in the six subjects inspected and 5 in other subjects;
- registrations, assemblies and acts of collective worship; and
- a range of extra-curricular activities.

Members of the inspection team had meetings with:

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

The team also considered:

- the school's self-evaluation report;
- 23 responses to a parents' questionnaire;
- documentation provided by the school before and during the inspection;
- a wide range of pupils' past and current work; and
- samples of pupils' reports.

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

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Peter Mathias (Registered Inspector)	Context Summary & Recommendations Contributions to Key Questions 1, 2 & 4 Key Question 5 Key Question 6 Appendices Information technology History Physical education
Mr Gwilym Davies (Lay Inspector)	Contributions to Key Questions 1, 3 & 4
Mrs Branwen Llewelyn-Jones (Team Member)	Contributions to Key Questions 2 & 3 Key Question 7 English Geography Art
Mrs Jean Carter (Acting headteacher/Nominee)	Contributions to all Key Questions

### Acknowledgement

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

### Contractor

E.L.L.I.S. (Cymru) Ltd  
Jasmine Enterprise Centre  
Unit 1  
Treseder Way  
Cardiff  
CF5 5BQ