

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

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

**Garth Primary School  
Mission Road  
Garth  
Maesteg  
Bridgend  
CF34 0ND**

**School Number: 6722129**

**Date of Inspection: 22 September 2008**

**by**

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Garth 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 Garth Primary School took place between 22/09/08 and 24/09/08. An independent team of inspectors, led by Linda Jane Williams undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

## Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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## Context

### The nature of the provider

1. Garth Primary School is a community school situated in the small village of Garth, two miles south of Maesteg. The catchment area served by the school is a mixture of privately owned homes and a large estate of predominately council-owned housing.
2. Bridgend Local Authority (LA) controls admission to the school. Children are admitted to the nursery for a full time or part time placement, the term following their third birthday.
3. At the time of the inspection there were 228 pupils on roll, including 27 nursery children. Numbers have remained stable over recent years. Baseline assessment undertaken within the first term in the reception class indicate that the majority of children are of average ability but a significant minority have low baseline scores. Pupils represent the full range of ability.
4. English is the home language for 99 per cent of the pupils. One percent of pupils speak English as an additional language (EAL), and the first language for these pupils is Polish. No pupils speak Welsh as their first language.
5. Sixty two pupils are identified as having special educational needs (SEN). In line with LA policy no pupils have formal statements of SEN. Approximately 25 per cent of pupils are entitled to free school meals which is above the LA and national averages. No pupils have been excluded from the school in the last twelve months.
6. The school has been awarded the Eco School Green Flag, the Basic Skills Quality Mark on three occasions and phase three of the Healthy Schools Awards.
7. At the time of the inspection the deputy head teacher had been acting head teacher for 3 weeks, pending the appointment of a permanent head teacher. The school was last inspected in November 2002.

### The school's priorities and targets

8. The school's mission statement is 'Moving forward together'; and the school's overall aim is to create a happy, caring environment, where the children can take advantage of the best facilities available, to enable them to make the most of their abilities.
9. The school's current priorities are :-
  - To improve standards in mathematics, writing, music and Welsh second language.
  - To improve the quality of the curriculum.
  - To continue to improve information communications technology (ICT) capability and provision.
  - To develop the school's involvement with sustainable development.
  - Continue to respond to the introduction of the Foundation Phase.

## Summary

10. Garth Primary School is a good school, where strong leadership and effective teaching have continued to raise standards, particularly at key stage 2, since the last inspection.
11. The inspection team agreed with the school's self-evaluation in five of the seven key questions. In the other key questions a lower grade was awarded.

### Table of grades awarded

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

12. Pupils' standards of achievement in the lessons observed during the inspection are as follows: -

Grade1	Grade 2	Grade 3	Grade 4	Grade 5
14%	73%	13%	0%	0%

13. These figures are above the national picture reported by HMCI in his latest annual report 2006-2007, where standards are good or better in 80 per cent of lessons, including 10 per cent of lessons with outstanding features.

### Areas of learning for under-fives

Personal and social development, well-being and cultural diversity	Grade 1
Language, literacy and communication	Grade 2
Mathematical development	Grade 2
Welsh language development	Grade 1
Knowledge and understanding of the world	Grade 2
Physical development	Grade 2
Creative development	Grade 2

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

### Grades for standards in subjects inspected

Subject	Key Stage 1	Key Stage 2
Welsh second language	1	1
Mathematics	2	2
Information and communications technology	2	2
Design and technology	2	2
Physical education	2	2

15. Throughout the school standards in the key skills of communication, numeracy, ICT and bilingualism are good. Good standards are also achieved by pupils when using their creative skills. Pupils' problem solving skills are outstanding.
16. When the school's results are compared with similar schools, on the basis of free school meal entitlement, the results for 2007 were considerably lower than the results for 2006. However, results at the end of each key stage in 2007 were significantly affected by a large number of pupils with SEN in the year groups involved.
17. National Curriculum assessment results at the end of key stage 1 in 2008 were significantly above the national average of 81 per cent. The number of pupils achieving the higher than expected level 3 was above the national average in all subjects. At the end of key stage 2 in 2008, results were at or slightly below the national averages. The percentage of pupils reaching the higher than expected level 5 was below the national average in all core subjects.
18. Pupils with SEN achieve well compared with the targets set for them. The more able pupils in key stage 2 however do not always achieve their full potential.
19. At 91 per cent the average rate of attendance for the three terms prior to the inspection is below the LA and national averages. Most pupils attend school regularly, but many arrive late at the start of the school day. Late arrivals frequently disrupt lessons, which adversely affects pupils' education and progress they make.
20. Pupils make good progress in their personal, spiritual, social, moral and wider development. Their behaviour and the respect they show to adults and each other is always good and sometimes very good. The school has high expectations and there is an atmosphere of mutual respect throughout the school. Pupils have an extremely good understanding of the world of work and their place in the community.

## The quality of education and training

### Grades for teaching

21. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
19%	66%	15%	0%	0%

22. These figures are above the national picture reported by HMCI in his latest annual report 2006-2007, where the quality of teaching is grade 2 or better in 80 per cent of lessons, including 14 per cent of lessons where the quality of teaching has outstanding features.
23. The quality of relationships between adults and pupils within the classrooms are an outstanding feature. The level of respect between teachers and pupils is exceptional and has a very positive effect on pupils' learning. In the lessons where shortcomings were observed these included occasions when activities lacked differentiation, particularly a lack of challenge for the more able pupils in key stage 2.
24. The quality of provision for the development of pupils' spiritual, moral, social and cultural development is good. The curriculum for key stage 1 and key stage 2 provides good access to a range of learning opportunities for all pupils, including those with SEN and those learning English as an additional language. Overall the curriculum meets the needs and ability range of the pupils.
25. Outstanding features in the learning experiences provided for pupils include the variety of extra curricular activities the school provides; the effective work-related education; and the promotion of sustainable development. The school has begun to develop provision for the outdoor learning for children in the Foundation Phase and makes good use of the limited facilities available.
26. Within the good quality of care the school provides for pupils, outstanding features were identified which include the high quality personal support and guidance for pupils; and the way in which the school works in partnership with parents, taking very good account of their views. Pupils' attendance and punctuality is very carefully monitored. As yet, the school has not achieved its target for attendance and there are no incentives to improve punctuality.
27. The quality of provision for pupils with additional learning needs is also an outstanding feature. The special needs co-ordinator works very closely with teachers and parents to ensure the early identification of pupils' needs. The progress of pupils with SEN is monitored exceptionally closely and parents are involved regularly in assessing pupils' progress and setting new targets for development.
28. The school has clear and well-documented procedures that contribute to the safety, health and well-being of the pupils in its care. However, some health and safety concerns identified by the inspection team have been drawn to the attention of the school.

29. There is an effective policy and sound procedures for child protection. However, a small number of staff have not yet been included in appropriate training to fully inform them of their responsibilities.

### **Leadership and management**

30. In the absence of a permanent head teacher, the acting head teacher and senior management are providing strong leadership. They are well supported by all staff, who work together as a very close team, with high expectations and a shared sense of purpose. Subject co-ordinators have clear responsibilities which they undertake conscientiously. They work very closely with colleagues and provide very effective leadership.
31. The school takes good account of national priorities and plays a prominent role in the work undertaken as part of the consortium of neighbouring schools. This has included a number of successful initiatives to support the transition of pupils to the local high school.
32. The quality of support and direction given by the governing body is good. Governors are very supportive and meet their responsibilities effectively. The governing body ensure statutory requirements are met, through a range of suitably constituted committees. It discharges its duties very well.
33. The process of self-evaluation is well established and the current self-evaluation report is accurate and comprehensive. Clear links are evident between self-evaluation and the School Development Plan. The School Development Plan is used effectively, and recent improvements in standards, particularly in mathematics and oracy, are the direct results of actions taken by the school.
34. All key issues identified in the last inspection have been addressed, in line with the action plan prepared by the school. As a result, the school has made significant and measurable improvement since the last inspection, particularly in raising standards in key stage 2.
35. The overall provision for staffing, accommodation and resources is good. There are enough suitably qualified, committed, and experienced teachers to deliver every aspect of the curriculum. Well-qualified and enthusiastic support assistants, including the language support teacher, make a significant contribution to pupils' learning.
36. The school is well resourced for all subjects and the accommodation is adequate for the number of pupils on role, despite some of the classrooms being rather cramped for the larger classes.
37. The governing body carefully monitors the budget. Although the school has started to prepare for the new Foundation Phase, budget constraints have hampered the development of the outdoor classroom for younger pupils. Overall, the school provides good value for money.

## Recommendations

38. In order to maintain and improve the current good standards, staff and governors should: -
- R1 Ensure greater challenge for able pupils in key stage 2 to ensure they achieve their full potential.
  - R2 Continue to develop outdoor learning for children in the Foundation Phase.  
\*\*\*\*
  - R3 Implement strategies to improve punctuality; and continue efforts to improve attendance.
  - R4 Ensure all staff receive appropriate training in Child Protection issues; and address the health and safety issue brought to the attention of the school.

\*\*\* This recommendation had been identified by the school prior to the inspection.

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 with no important shortcomings

39. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
40. Pupils' standards of achievement in the lessons observed during the inspection are as follows: -

Grade1	Grade 2	Grade 3	Grade 4	Grade 5
14%	73%	13%	0%	0%

41. These figures are above the national picture reported by HMCI in his latest annual report 2006-2007, where standards are good or better in 80 per cent of lessons, including 10 per cent of lessons where standards are outstanding.
42. As the school received a standard inspection, five subjects and the areas of learning for the under fives are reported on.

#### Areas of learning for under-fives

Personal and social development, well-being and cultural diversity	Grade 1
Language, literacy and communication	Grade 2
Mathematical development	Grade 2
Welsh language development	Grade 1
Knowledge and understanding of the world	Grade 2
Physical development	Grade 2
Creative development	Grade 2

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

#### Grades for standards in subjects inspected

Subject	Key Stage 1	Key Stage 2
Welsh second language	1	1
Mathematics	2	2
Information and communications technology	2	2
Design and technology	2	2
Physical education	2	2

44. Baseline assessment undertaken within the first term in the reception class indicates that the majority of children are of average ability, but a significant minority have low baseline scores. The records maintained by the school

show that children in nursery and reception make good progress during their time in the early years and achieve well.

45. The school sets challenging targets for improvement in the core subjects, which are agreed annually with the LA. Whole school targets are firmly based on the individual targets set for pupils. In the majority of instances targets are achieved.
46. Throughout the school, pupils' standards in the key skill of communication are good. In the early years, children make good progress in developing their early writing and reading skills. Pupils in key stages 1 and 2 continue to achieve good standards when they write in a range of different styles and for different purposes, supporting their work across the curriculum. They also develop their reading skills well. The vast majority of older pupils read very confidently, both to obtain information and for pleasure.
47. Pupils throughout the school listen well to their teachers and to other pupils. Most pupils speak well and older pupils express themselves fluently and clearly using appropriate vocabulary.
48. Children under five, and pupils in key stages 1 and 2, are making good progress in developing their skills in information and communication technology (ICT) and numeracy across the curriculum. Similarly, their creative skills are developing well. Pupils' problem solving skills are outstanding.
49. As they move through the school, pupils make good progress in acquiring bilingual competence. Their knowledge of Welsh culture and heritage, *Y Cwricwlwm Cymreig*, is also good.
50. When the school's results at the end of key stage 1 are compared with similar schools, on the basis of free school meal entitlement, the school was in the top 50 per cent for English and science in 2006, with results in mathematics being in the top 25 per cent. However, in 2007, the school was in the lowest 50 per cent for English and science, and the lowest 25 per cent in mathematics.
51. Results at the end of key stage 2, when compared with similar schools show that in 2006 the school was in the top 50 per cent for all the core subjects. In 2007 results for mathematics and science were in the lowest 50 per cent, and for English in the lowest 25 per cent. Results at the end of each key stage in 2007 were significantly affected by a large number of pupils with SEN in the year groups involved.
52. National Curriculum assessment results at the end of key stage 1 in 2008 show that 96 per cent of pupils achieve level 2 or above in each of the core subjects of English, mathematics and science. Results are significantly above the national average of 81 per cent. The number of pupils achieving the higher than expected level 3 was above the national average in all subjects.

53. At the end of key stage 2 in 2008, the number of pupils achieving level 4 or above in English and science was slightly below the national average, whilst the results in mathematics matched the national figure. The percentage of pupils reaching the higher than expected level 5 was below the national average in all core subjects.
54. Pupils' progress in learning is good overall. The trend towards continuous improvement in recent years, and the way most pupils who enter school at a low baseline achieve and acquire new knowledge and skills is good. They work productively, develop ideas and increase their understanding well as they progress through the school.
55. Data provided by the school indicates that pupils, regardless of their social, ethnic or linguistic background make good and sometimes very good progress from their start points. Results over past years indicate that boys and girls achieve equal success, including those in the early years classes. Pupils with SEN achieve well compared with the targets set for them in their individual education plans. However, the more able pupils in key stage 2 do not always achieve their full potential.
56. Pupils generally have a good understanding of the work they are doing and review their own individual progress to see what they need to improve further. Learners' capacity to learn independently is progressing appropriately through the development of their thinking skills.
57. Pupils, in relation to their varying abilities, achieve the realistic targets set for them and the vast majority make good progress towards fulfilling their potential and moving on to the next stage in their learning. In lessons, pupils begin working immediately on tasks that have been set and do not waste time. This establishes good working practices for the future. They demonstrate many good skills necessary to maintain lifelong learning.
58. In all classes pupils are highly motivated and work with enthusiasm. They manage their time well and complete their work in the allotted timescale. Pupils listen attentively and ask thoughtful questions, so that they are clear what is expected of them. They work effectively as individuals, and co-operate and share ideas when working in pairs or small groups. This has a positive effect on standards of work and progress.
59. Pupils' behaviour, and the respect they show to adults and each other, is always good and sometimes very good. The foundations for good behaviour are laid very effectively in the early years. As a result, even the youngest children know what is expected of them at this early stage of the school year. Pupils move sensibly in and around the school and demonstrate a high degree of maturity.
60. In their responses at the pre inspection meetings and questionnaires, parents and governors report that pupils have a strong sense of caring and respect for each other. Their behaviour in the community, and on visits, is often complimented.

61. At 91 per cent the average rate of attendance for the three terms prior to the inspection is below the LA and national averages. Absences are caused mainly by illness, but the overall rate is adversely affected by family holidays in term time and the persistent non-attendance of a very small number of pupils.
62. Most pupils attend school regularly, but many arrive late at the start of the school day. Late arrivals frequently disrupt lessons, which adversely affects pupils' education and the progress they make. There have been no fixed term exclusions in the last twelve months and no permanent exclusions for ten years.
63. Pupils work and play together well and relationships with each other are generally very good. Older pupils are sensitive to the needs of their peers and the younger ones. For example they support the youngest children in the dining room. Parents report that pupils form very strong bonds and the younger children value the support.
64. Playground Peacemakers lead activities in the playground at break times and lunchtimes. They willingly man the Friendship Bench to ensure that no one is friendless at playtime.
65. All pupils make good progress in their personal, social and wider development. They have a strong sense of right and wrong and a very sound understanding of equal opportunity issues because the concept is firmly embedded in the culture of the school. They show good understanding of other beliefs and cultures, demonstrating a high level of respect for those from other backgrounds. Through their support for charitable causes, they develop a clear understanding and respect for others less fortunate than themselves.
66. Pupils have an extremely good understanding of the world of work and their place in the community because they participate in a good range of projects and community events as well as visits to appropriate places.
67. The school council and eco committee, have a very high profile in the school. As a result pupils develop corporate responsibilities and a strong sense of belonging in school and the community. They regularly monitor and evaluate their progress on initiatives such as traffic management.
68. The school's Meaningful Work programme enables pupils in key stage 2 to take responsibilities and contribute to the life of the school. They make formal applications, produce CV's and independent references and attend interviews for jobs such as librarians, shop assistants, lunchtime helpers and Playground Peacemakers. Pupils throughout the school take their responsibilities very seriously. They show great commitment to their roles and are proud of their school.

## The quality of education and training

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

#### Grade 2: Good with no important shortcomings

69. The findings of the inspection team match the judgement made by the school in the self-evaluation report.

70. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
19%	66%	15%	0%	0%

71. These figures are above the national picture reported by HMCI in his latest annual report 2006-2007 where the quality of teaching is grade 2 or better in 80 per cent of lessons, including 14 per cent of lessons where the quality of teaching is outstanding.

72. Where the quality of teaching was judged to be grade 1, the outstanding features include:-

- Brisk pace and defined time limits, ensuring very good pace to learning.
- An excellent variety of teaching methods used.
- Increasingly challenging activities forming the basis of lessons.
- Teacher's subject knowledge is exceptional and very well used to help learners develop their skills.
- Very clear learning objectives used at the start and revisited at the end of sessions, so that pupils are able to reflect constructively on their learning.

73. Good features in lessons include:-

- Learning outcomes shared with pupils at the start of sessions.
- High expectations clearly communicated to pupils.
- Good use of appropriate subject language, with explanations where needed.
- Strong links to previous learning, and good links to other subjects.
- A clear focus on the development of skills.
- A good range of resources, used effectively to motivate and interest pupils.
- Well planned opportunities for pupils to develop their own ideas and interests.
- Good use of the plenary session to discuss achievements, and for pupils to evaluate what they have found difficult.

74. In the lessons where shortcomings were observed these included occasions when pupils' independence is restricted by over use of support; and activities which lack appropriate differentiation, particularly a lack of challenge for the more able pupils in key stage 2.

75. In the early years classes, teaching is consistently good or better, with all opportunities to develop children's independent learning skills fully exploited.

Planning is successfully being developed to incorporate the philosophies of the Foundation Phase.

76. All teachers demonstrate good subject knowledge and are well informed concerning recent developments, including the Curriculum 2008 and the Foundation Phase.
77. The quality of relationships between pupils and adults within the classrooms are an outstanding feature. The level of respect between teachers and pupils is exceptional, and has a very positive effect on pupils' learning. Teachers have very high expectations in terms of pupils' self-discipline. They display a strong commitment to the raising of standards within the school.
78. Teachers take every opportunity to promote equality of opportunity. They successfully communicate high expectations that all boys and girls will work together co-operatively. They ensure that all pupils are treated fairly and with respect.
79. Teaching assistants provide extremely effective help and guidance for individuals and groups of pupils, in all areas of the curriculum. They show good initiative and sensitivity in their dealings with pupils.
80. The school successfully meets the language needs of pupils who are learning English as an additional language. All teachers show a good awareness of these pupils' needs, and plan carefully to ensure they are able to fully access all learning opportunities.
81. The promotion of bilingualism is a good feature of the school. Pupils' ability to use the Welsh language is well developed, and this is a reflection of teachers' active encouragement and purposeful use of the language in classes.
82. Suitably detailed planning of lessons is undertaken regularly in all year groups. Teachers plan very effectively to include all pupils with SEN and pupils who are learning English as an additional language. In a few instances planning for the more able in key stage 2 is good, but this is inconsistent across the key stage.
83. The rigorous system of assessment, recording and reporting is a strong feature. The school has well established guidance strategies on whole school procedures such as marking, which enables pupils to improve their work, and ensures the transfer of information from class to class.
84. The identifying of assessment criteria in most subject areas and schemes of work enables staff to develop planning with the utmost effect on learning. A recently established tracking system identifies progress, in particular for those who have SEN, although it is not yet used sufficiently to ensure challenge for able pupils.
85. Very good analysis of the results of assessment is carried out and enables the school to identify pupils' strengths and weaknesses. This information is used

well to provide information for parents and other interested parties, such as outside agencies and secondary schools. Assessment procedures are thorough and very well managed by the school, they fully meeting the statutory requirements.

86. Staff work closely together to ensure that the assessment of pupils' work accurately reflects the levels of the National Curriculum, strengthening the quality of assessment particularly in key stage 2. To support teacher's assessment, there are useful portfolios in many subjects where examples of pupils' work have been compiled to indicate the levels that pupils can achieve in each year group. A number of portfolios contain very good examples of the moderation of pupils' work.
87. Pupils are involved in planning and setting their own targets. They are well informed through careful marking of their work and discussion of targets. Pupils are encouraged to determine their own targets, after consulting with their teachers.
88. The school works hard to ensure that all parents are fully informed about their child's progress and achievements. Annual reports to parents are good. They give a clear picture of pupils' achievements and indicate where pupils need to improve. A strength of the school is its willingness to take on board parental suggestions as to improvement targets for their children.

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

**Grade 2: Good with no important shortcomings**

89. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
90. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes. The school has begun to develop provision for the outdoor learning for children in the Foundation Phase. It makes good use of the limited facilities available to extend children's experiences and learning.
91. The curriculum for key stage 1 and key stage 2 meets statutory requirements. It provides good access to a range of learning opportunities for all pupils, including those with SEN and those learning English as an additional language. Overall the school meets the needs and ability range of its pupils.
92. The school has an effective approach to planning. Detailed planning provides a clear structure and progression for all pupils. Curriculum planning builds systematically on existing knowledge, understanding and skills. The school has been awarded the Basic Skills Quality Mark for literacy and numeracy on three occasions.

93. Appropriate opportunities are provided to ensure that pupils gain basic and key skills. Particular emphasis is placed on nurturing good quality language across the curriculum.
94. Personal, social and emotional education is a strong feature of the curricular provision. It permeates throughout all aspects of the curriculum and has a positive impact on pupils learning and attitudes.
95. The learning experiences provided by the school to broaden and enrich pupils' learning are an outstanding feature. An extensive range of extra curricular activities are provided through after school activities, as well as lunchtime clubs. The activities offered are very varied and are designed to offer an experience for all. They extend the curriculum very effectively.
96. The curriculum is enhanced by an exceptional variety of educational visits and by visitors to the school. These experiences are used very effectively to reinforce different aspects of the curriculum.
97. The school works very effectively with parents, who are valued as partners in their children's learning. Events aimed at ensuring that parents are informed and equipped to help their children at home are held regularly. The Parents' Association is active and involved in many areas of school life. Parents' views are sought, considered and acted on when appropriate.
98. Strong links exist with other providers of education, including the cluster of local primary schools, the nearby high school and schools further afield. Students from colleges of further education are also provided with placements throughout the year.
99. Through a range of curricular activities and periods such as collective worship and circle time, pupils receive good opportunities to practice their skills and discuss issues of importance to them. Pupils have opportunities to develop corporate responsibilities and school improvement ideas, particularly through their roles on the school council. These experiences make a significant contribution to improving their levels of achievement. Year 6 pupils take part in outdoor pursuits and develop team building and problem solving skills well through residential visits.
100. *Y Cwricwlwm Cymreig* is promoted effectively across the curriculum, especially in creative subjects such as art and music, where pupils gain valuable knowledge of Welsh and local artists. *Y Cwricwlwm Cymreig* supports and enriches pupils' knowledge and understanding of their Welsh heritage. The school celebrates St. David's Day and teachers' planning includes visits to places of interest promoting Welsh heritage, enriching pupils' knowledge and understanding. The promotion of bilingual opportunities is good.
101. The quality of provision for the development of pupils' spiritual, moral, social and cultural development is good. Social and moral provision is developed through a good quality programme of personal and social education, including

the use of circle time and the involvement of pupils in the life of the school as a community, for example as Playground Peacemakers and as members of the school council.

102. Appropriate opportunities are planned to ensure that pupils develop their understanding of cultures other than their own and good opportunities are provided to support pupils' spiritual development. Assemblies are purposeful and enjoyable occasions during which pupils contribute sensitively. The schools arrangements for collective worship fulfill statutory requirements.
103. The school's provision for developing pupils' understanding of sustainable development and global citizenship is outstanding. This aspect is very well planned and managed. Pupils take part in a wide range of environmental projects. The eco committee has a clear action plan for future initiatives and the school has gained the Green Flag award. Energy saving and recycling initiatives make a very positive contribution to pupils' personal development and also supports links between the school and the community.
104. The school's partnership with industry is an outstanding feature. The school has a nominated person responsible for developing and maintaining industry links. There are very strong links with the Education Business Partnership. As a result, three teachers have benefited from at least one industrial placement in a variety of settings, which enhances their professional development and supports their teaching and management skills. The school has gained a prestigious award for its commitment to this area.
105. Pupils benefit from carefully planned and realistic visits to work places. A wide range of visitors and workshops help to develop pupils' understanding of the world of work and types of jobs, as well as raising their aspirations. The school benefits materially from its links in terms of manpower and resources, for example to improve the environment and donations.
106. Opportunities for pupils to develop skills required to support economic development are very good. Role play activities are used effectively to develop entrepreneurial skills in the early years. All pupils have the opportunity to take responsibilities by undertaking monitor roles and through their jobs on the Meaningful Work programme.
107. Older pupils raise funds for good causes and year 6 pupils run the fruit tuck shop. The skills of key stage 2 pupils are further developed as part of the transition programme with the local high school. For example, they design and make goods for sale at the secondary school's summer fete.
108. The school attends very well to national priorities for lifelong learning and community regeneration. The school is at the heart of the community. Facilities such as the ICT suite are used by the community on two evenings a week. Family learning projects are very well supported and valued by parents, children and family members. Many volunteers access further training and gain qualifications. A small number obtain jobs in the school. As a result pupils see adults as life long learners.

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

##### **Grade 2: Good with no important shortcomings**

109. The findings of the inspection team do not match the judgement made by the school in the self-evaluation report. Outstanding features were identified, particularly in the provision for pupils with additional learning needs, but there were insufficient to award a grade 1 for the overall key question.
110. Garth Primary is an inclusive community. All pupils, regardless of gender, or social, educational, ethnic and linguistic background, are well supported and guided, and blend harmoniously together. All staff know the pupils well and strive to ensure that they all have equal opportunities to take part in all activities. In particular the quality of provision for pupils who are “looked after” and pupils with SEN is exemplary.
111. Pastoral care is given a very high priority, with all teaching and support staff fully involved. Arrangements are comprehensive and understood by all. The involvement of the school in a multi agency support network in the local area is a strong feature of provision.
112. There is a climate of mutual trust, respect and confidence throughout the school. Pupils say they are happy and secure and know who to go to if they have any concerns. In particular, the actions taken by the school to improve behaviour have been so successful that other schools visit to discuss the good practice.
113. The school works in very close partnership with parents to support and guide pupils in their learning. Parents’ views and opinions are seen as very important, and are sought, considered and acted upon. Many parents and other family members work in the school to support learning, and their contribution is valued. This is an outstanding feature.
114. The school council is effective and comprises of democratically elected members from each class. The council meets regularly and other pupils are aware that they can bring matters to the attention of their elected members.
115. The views of pupils are also seen as important and valued. The school council and eco committee, have been given good opportunities to influence the work of the school by, for example, introducing recycling into the school, and initiating and running a healthy tuck shop. Of note are the strenuous efforts of the eco committee to try to deal with the serious congestion in the school car park.
116. Induction arrangements for the early years are carefully planned and implemented. The Language and Play programme, and flexible intake arrangements, are very valuable initiatives. As a result, children quickly become familiar with the staff. There is a seamless transition between home and school. Children are very well supported and settle quickly into school life.

117. Effective procedures, including a “special friend”, are in place to support pupils who join the school at a later stage. All pupils quickly learn the routines and settle well into school life. Transition activities are used effectively when pupils move between classes and key stages. There are well established transition arrangements between key stage 2 and key stage 3. The school is involved in a comprehensive transition plan.
118. The provision for pupils’ personal, social and health education is a strength of provision and an outstanding feature. A new scheme of work is delivered through assemblies, lessons and “Circle Time” activities; the local link police officer delivers advice to pupils on various personal and social issues, such as drugs and alcohol awareness, and behaviour; and the school nurse contributes to the programmes of sex education and personal hygiene. Recently, a group of nurses delivered a 6-week programme to years 5 and 6, which was of great benefit to their personal and social development.
119. Pupils’ behaviour is very closely monitored and when required action is taken to support pupils who may experience difficulties. The school has been successful in changing attitudes of pupils previously excluded from other schools and units. In discussion at the pre inspection meeting, governors report that the parents and carers are very grateful for the school’s work and support for their children. Pupils’ achievements, in terms of effort and behaviour, are reported regularly in the Garth News.
120. Pupils’ attendance and punctuality is very carefully monitored. The school sets targets and operates a first day response to absence. Pupils with full attendance are rewarded termly and at the year end. The school works very closely with the Education Welfare Officer and other agencies to support a very small number of families that give concern in terms of attendance and welfare.
121. The school regularly provides parents with attendance figures and reminders about the detrimental effects of lateness and absenteeism on pupils’ learning through the Garth News. But despite the school’s best efforts, including securing car parking facilities at the nearby rugby club, many parents still bring their children to school later than the stipulated time. As yet the school has not achieved its target for attendance and there are no incentives to improve punctuality.
122. In discussion, pupils say that bullying is not a problem and they know what to do should it occur. Incidents and outcomes of anti social behaviour are recorded appropriately. Pupils have responsibilities as trained Playground Peacemakers to help resolve conflicts and ensure that no one is friendless at playtimes and lunchtimes.
123. The school has clear and well-documented procedures that contribute to the safety, health and well being of the pupils in its’ care. Risk assessments and audits are regularly undertaken. Two staff members are qualified first aiders and all other staff have been suitably trained. All accident, and medicines policies are fully implemented. However, some health and safety concerns

identified by the inspection team have been drawn to the attention of the school.

124. The school has successfully obtained healthy eating awards and effectively promotes healthy eating and lifestyles. Pupils are encouraged to make healthy choices at lunchtime from the good range of healthy foods available. Pupils also have good opportunities to learn about the importance of healthy eating and good hygiene as part of aspects of the curriculum.
125. There is an effective policy and sound procedures for child protection. The acting head teacher and a senior teacher are the nominated officers, supported by a nominated link governor. Teachers are fully aware of their responsibilities and there is brief guidance in the staff handbook. However a small number of staff have not yet been included in appropriate training to fully inform them of their responsibilities.
126. The quality of provision for pupils with additional learning needs is an outstanding feature of provision. The special needs co-ordinator works very closely with teachers and parents to ensure the early identification of pupils' needs.
127. The progress of pupils with SEN is monitored exceptionally closely and parents are involved regularly in assessing pupils' progress and setting new targets for development. The overall quality of support, and the liaison between teachers, parents and any relevant agencies is extensive, thorough and supportive. This is another outstanding feature of provision.
128. Very good support is provided for pupils whose challenging behaviour threatens to impede their own and others progress. The school is very effective in drawing on the wealth of agencies in the community who can support pupils, such the local behaviour support team.
129. The school is pro-active in working with the LA to prepare a plan aimed at securing equal treatment for disabled learners. The plan is comprehensive and indicates clearly what has already been done, and what needs to be done in the future to accommodate such pupils.
130. The school has well planned and documented procedures for dealing with race equality and equal opportunities. All pupils are encouraged and enabled to take part in the activities provided by the school. There are effective policies and named persons for areas such as bullying, disability, racial equality and ethnic diversity, including guidance on pastoral support and dietary needs.
131. The way in which the school promotes diversity and equal opportunities is outstanding. The school has established links with Spain, Italy and Belgium as part of its involvement in the Comenius project, which supports the development of work with schools in other countries. Teachers make reciprocal visits. Pupils exchange letters and emails and are involved in

projects that portray issues such as parental involvement in school. This is an outstanding feature.

132. A exceptional range of activities are provided for pupils through personal and social education and across the curriculum that enable them to develop a good understanding of diversity and equal opportunities.

## Leadership and management

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

#### Grade 2: Good with no important shortcomings

133. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
134. There are clear values, aims, objectives and targets, which are promoted by all staff, including non-teaching staff, and by the governors. These ensure a very caring ethos and a commitment to equal opportunities, which is evident in the life of the school.
135. In the absence of a permanent head teacher, the acting head teacher and senior management are providing strong leadership. They are well supported by all staff, who work together as a very close team, with high expectations and a shared sense of purpose.
136. Subject co-ordinators have clear responsibilities which they undertake conscientiously. They work very closely with colleagues and provide very effective leadership. The impact of the work of co-ordinators is reflected in the improvement in standards since the last inspection. The special educational needs co-ordinator also provides strong support for all staff, particularly in the development of pupils' basic and key skills.
137. Specific targets for whole school development are included in the School Development Plan. Targets are challenging and realistic, successfully providing a clear focus for raising standards and developing provision.
138. The school takes good account of national priorities. It has achieved national awards that support the development of basic skills, the Eco School's Green Flag and phase three of the Healthy School's awards. The school is successfully introducing the Foundation Phase.
139. The school plays a prominent role in the work undertaken as part of the consortium of neighbouring schools. This has included a number of initiatives to support the transition of pupils to the local high school. For example, 'bridging' units in each of the core subjects have been developed to support continuity in the curriculum and common approaches are supported through the use of the Building Learning Power project. The school also works very closely with other providers of education, including colleges of further education.
140. All staff, including support staff, have clear areas of responsibility, appropriately outlined in job descriptions. Procedures in place for undertaking the performance management of teaching staff are well established, and effective in supporting the areas for development detailed in the School Development Plan. Effective systems are also in place to manage and

improve the performance of non-teaching staff. Support staff work closely with teachers, and receive constructive and regular feedback on their performance.

141. All staff are involved in extensive on-going training, and are very well supported by the management of the school. Strong links are evident between staff training and many of the good features identified during the inspection, including the effectiveness of a project aimed at improving pupils' oracy skills, and the development of pupils' problem solving skills.
142. The quality of support and direction given by the governing body is good. Governors are well acquainted with the school and co-operate effectively with the head teacher and school in order to set a strategic direction. The governing body has a good understanding of its roles and responsibilities.
143. All governors have specific links to either subject co-ordinators or the staff responsible for early years and SEN. These links are effective in ensuring that governors are well informed about provision and standards in the school.
144. The governing body ensures statutory requirements are met through a range of suitably constituted committees. It discharges its duties very well.

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

**Grade 2: Good with no important shortcomings**

145. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
146. The process of self-evaluation is well established within the school. All staff and governors have a good understanding of the process and are fully involved in reviewing all aspects of the school's performance. A range of groups and committees, particularly the school council, are used to allow pupils to voice their opinions on school improvements. The views of parents are sought both informally and through the parents' association, with the views of the community voiced through the governing body.
147. Subject leaders are knowledgeable about the areas for which they have responsibility. They currently evaluate the quality and standard of teaching and learning, through the monitoring of teachers' planning and examples of pupils' work and a carefully planned programme of lesson observations. Good use is made of the information gained through monitoring to plan for improvement.
148. The current self-evaluation report is generally accurate and comprehensive. The report draws on first-hand evidence of the quality of teaching and learning, as well as performance data and trends over time. Areas where improvements are needed are clearly identified. Strong links are evident between self-evaluation and the School Development Plan.

149. The School Development Plan is a three-year strategic document which identifies actions, responsibilities, time schedules, cost and success criteria for each target. Progress in achieving targets is reviewed each term and reported to the governing body. Targets not met are modified and included in the development plan for the following year. Appropriate resources are allocated to ensure that targets are achievable. Recent improvements in standards, particularly in mathematics and oracy, are the direct results of actions taken by the school.
150. The inspection team agreed with the school's self-evaluation in five of the seven key questions. In the other key questions a lower grade was awarded.
151. All key issues identified in the last inspection have been addressed, in line with the action plan prepared by the school. As a result, the school has made significant and measurable improvement since the last inspection, particularly in raising standards in key stage 2.

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

#### **Grade 2: Good with no important shortcomings**

152. No outstanding features were identified within this key question. Consequently, the findings of the inspection team do not match the grade 1 judgement made by the school in the self-evaluation report.
153. The overall provision for staffing, accommodation and resources is good.
154. There are enough suitably qualified, committed, and experienced teachers to deliver every aspect of the curriculum. The school makes good use of teacher's specialist expertise, for example, the exchange of teachers for physical education, music and Welsh. Teachers new to the school are well supported. Staff are effectively trained and deployed to enhance teaching and learning.
155. Well-qualified and enthusiastic support assistants, including the language support teacher, make a significant contribution to pupils' learning. Volunteer helpers and students are welcomed into the school community and also make a valuable contribution. The school clerk oversees the efficient daily running of the school.
156. The school is good at accessing support from the community, for example, by arranging for a year 7 teacher from the local comprehensive school to deliver physical education lessons, and arranging for a group of nurses to deliver part of the personal and social programme.
157. The school is well resourced for all subjects, with resources readily accessible to pupils. It makes sure that effective and economic use is made of all new resources purchased. ICT has been a recent priority and the improved standards, of both staff and pupils, are seen as a measurable success.

158. The school has responded fully to the requirements for workforce remodelling and for reducing teacher's workload. The way in which the school has arranged planning, preparation and assessment cover for teaching staff has supported the raising of standards, particularly in Welsh as a Second Language.
159. The accommodation is adequate for the number of pupils on role, despite some of the classrooms being rather cramped for the larger classes. It provides an attractive, clean and well-maintained environment, enhanced by colourful displays of pupils' work. Good efforts are made, particularly by the eco-committee, to improve the outdoor environment, through plantings and the purchase of outdoor furniture. The locality is well used for field and other study trips.
160. The governing body, in order to ensure that priorities set out in the School Development Plan are met, carefully monitors the budget. A few minor shortcomings identified in the most recent auditors' report have been appropriately addressed. Grants into the school are used wisely, as are funds raised by the parents. A business partnership grant was used effectively for the development of the school grounds.
161. Although the school has started to prepare for the new Foundation Phase, budget constraints have hampered the development of the outdoor classroom for younger pupils.
162. Overall, there has been significant improvement in the school since the time of the previous inspection; pupils attain good standards of achievement, due to the skilful teaching, learning and leadership at the school; care, support and guidance of pupils with additional needs are outstanding; and the school is well resourced. When all these factors are taken into account, the school provides good value for money.

## Standards achieved in subjects and areas of learning

### Under 5s

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

### Personal and social development, well-being and cultural diversity

#### Grade 1: Good with outstanding features

##### Outstanding features

164. All children under five relate exceptionally well to each other and to adults. They show an outstanding level of care, respect and affection for their peers, playing well together and readily sharing their equipment.
165. All children have a very good understanding of the routines in the early years classes, and show an outstanding level of independence. They move quickly and quietly between activities, both indoors and outdoors, and respond quickly to direction.

##### Good features

166. Children's ability to concentrate for long periods of time is good. They become very involved in the tasks, which are prepared for them and are eager to learn. This supports their learning and enables them to benefit in full from the activities they engage in.
167. Most children are successfully developing their independence in dressing and undressing themselves for physical activities. They put on their own painting aprons and outdoor clothes when necessary, asking for help when they need it. They show a good awareness of issues related to personal hygiene.
168. All children confidently experiment with new learning opportunities. They display a sense of awe and wonder when, for example, they consider what may be in the Bear's cave.
169. Older children are beginning to develop a positive understanding of their own and other cultures.

##### Shortcomings

170. There are no important shortcomings.

## **Language, literacy and communication skills**

### **Grade 2: Good with no important shortcomings**

#### **Good features**

171. Most children listen well to adults and to their peers, particularly during whole class times and story sessions. They respond confidently to questions and follow instructions accurately.
172. All children speak as well as they are able to. Many reception children speak clearly and confidently, expressing their opinions well. They use a good range of descriptive vocabulary when discussing where they are going and what they are doing on a Bear Hunt.
173. Children's early writing skills are developing well. They show a good understanding of the functions of writing, particularly when writing in the role play area. They enjoy writing and reception children take great care with the formation of their letters.
174. The development of children's early reading skills is good. Nursery children handle books with great care, turning the pages appropriately and discussing the pictures with a good awareness of detail. Reception children make good progress in developing their skills. The vast majority are beginning to read a simple text accurately and a few correctly sequence pictures to recreate the story of the Bear Hunt.

#### **Shortcomings**

175. There are no important shortcomings.

## **Mathematical development**

### **Grade 2: Good with no important shortcomings**

#### **Good features**

176. All children under five show a good awareness of number when working independently. Many nursery children count accurately and confidently to five. Reception children exploring higher numbers and many show a good understanding of numbers to twenty. Most accurately match the number of their ticket to the number of their chair, and successfully identify 'one more' and 'one less'.
177. Children in nursery and reception make good progress in developing their early mathematical concepts when they work with the sand and water. Their understanding of full/empty; more/less etc. is well developed.
178. All children make good progress and are successfully developing their awareness of number through a wide range of songs and rhymes. Most recognise and recreate basic patterns independently, using a range of apparatus.

### **Shortcomings**

179. There are no important shortcomings.

## **Welsh language development**

### **Grade 1: Good with outstanding features**

#### **Outstanding features**

180. All children in the early years make very good progress and enjoy exploring the Welsh language. They confidently respond in Welsh during whole group sessions. They use simple words, greeting and expressions very accurately. Their pronunciation of many children in nursery and reception is exceptionally clear.

181. Children show they understand an extensive number of instructions, by responding quickly and purposefully in a range of situations.

#### **Good features**

182. Most children in reception listen attentively to a story read in Welsh. They handle books written in Welsh as a reader, and a few accurately read the story from memory.

### **Shortcomings**

183. There are no important shortcomings.

## **Knowledge and understanding of the world**

### **Grade 2: Good with no important shortcomings**

#### **Good features**

184. Children under five talk confidently about their homes and where they live. All children in reception have a good knowledge about the work people do. They name a large number of people who help them, both in school and in the wider world.

185. The majority of reception children confidently name a range of fruits and show good observational skills when examining them. Nursery children enjoy using magnifying glasses to explore a selection of leaves and a few correctly identify differences between the leaves they have found.

### **Shortcomings**

186. There are no important shortcomings.

## **Physical development**

### **Grade 2: Good with no important shortcomings**

#### **Good features**

187. Children under five understand the need to warm up their bodies before exercise. They show a good awareness of their own bodies when they run, walk and jump. The majority of children in reception demonstrate good body control when they perform a range of movements, including walking on their toes and taking long steps. During games lessons, they show good spatial awareness.
188. All children in nursery and reception handle small tools, such as paintbrushes, pencils and icing tubes, with good control and are developing their skills well. They throw and catch small balls accurately. During outdoor activities, they skilfully manoeuvre a range of wheeled vehicles, following a chosen path and avoiding other children.
189. Many children understand the importance of diet and rest. They are developing a good knowledge of healthy and unhealthy foods.

#### **Shortcomings**

190. There are no important shortcomings.

## **Creative development**

### **Grade 2: Good with no important shortcomings**

#### **Good features**

191. Children in nursery and reception enjoy musical activities and this has a positive impact on the good progress they make. Most know and can recall a good range of songs and rhymes. The most able maintain a steady beat.
192. During dance lessons, most children use a good range of appropriate movements in response to a range of music. They carry out instructions for actions well and perform with enjoyment. They move imaginatively and in time to the music, as they imagine walking through the long grass.
193. Children under five enjoy and use a good range of materials to create pictures and models. Many are beginning to handle paint skilfully when painting and making patterns. All children in reception consider carefully the resources they will use to decorate their biscuits, and to create a bag in which to take the finished article home.
194. All children confidently assume a role when they play on the bus or in the house of the three bears. The level of their imaginative play is good.

#### **Shortcomings**

195. There are no important shortcomings.

## Welsh second language

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

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

### **Outstanding features**

196. Pupils' positive attitude towards learning Welsh is an outstanding feature which impacts greatly on the standards they achieve. Most of pupils pronounce Welsh words and phrases well as they answer and ask questions individually and recite poems and phrases from books together.
197. Most key stage 1 pupils successfully build on the good start in the early years by developing new vocabulary and simple phrases very well. More able pupils write short sentences enthusiastically about the weather and 'Tedi Twt'.
198. Almost all pupils' recall of previously learnt vocabulary and phrases is outstanding in both key stage 1 and key stage 2, as is their ability to use these in new contexts and combinations.
199. Many pupils in upper key stage 2 achieve exceptional standards in their ability to read and write in Welsh. They compose their own poems about their holidays, and read their written work clearly and accurately.

### **Good features**

200. All key stage 1 pupils sing jingles and songs clearly and with enthusiasm. They respond well to oral stimuli and follow simple instructions and commands accurately.
201. Most know a wide range of vocabulary, especially colours and number. They can offer a range of words in response to a game. They use a wide variety of greetings and respond correctly to a range of commands.
202. In lower key stage 1, pupils progress well with their writing skills because they obviously enjoy writing for a range of purposes. Spelling is often accurate.
203. Pupils in upper key stage 1 accurately discuss the weather and describe the appropriate clothes to wear. They can also talk and write sentences about members of the family. Their knowledge of sentence patterns and vocabulary is reinforced effectively by recording them in writing. Some pupils are able to ask longer questions such as 'Ble rwyd ti'n byw?'
204. In key stage 2, many pupils progressively develop their range of vocabulary. They confidently engage in dialogues, asking and answering questions correctly. They successfully adapt familiar phrases for different situations.
205. Most lower key stage 2 pupils complete sentences and write familiar oral patterns with reasonable accuracy. By upper key stage 2, pupils extend their spoken Welsh well by adding descriptive words to their sentences or joining two short phrases together to make a longer sentence.

206. Key stage 2 pupils' written work shows imagination and thought. The standard of spelling is good and stories are imaginative.

### **Shortcomings**

207. There are no important shortcomings.

## **Mathematics**

**Key stage 1: Grade 2: Good with no important shortcomings**

**Key stage 2: Grade 2: Good with no important shortcomings**

### **Good features**

208. All pupils in key stage 1 and key stage 2 respond enthusiastically and accurately to mental arithmetic, especially when they take the form of learning games.
209. Most key stage 1 pupils are able to recall a range of work learnt previously according to their agreed ability. They use a good range of consecutive numbers and count forwards accurately and confidently.
210. All key stage 1 pupils are confident to talk about and use number in their work and play. Most pupils in upper key stage 1 count accurately in groups of 10, and successfully add or subtract 2 digit numbers. A minority can recognise odd and even numbers. They understand the connection between addition and subtraction. They use these skills effectively when dealing with money.
211. Key stage 1 pupils accurately use sticks and number grids to calculate the value of number in relation to one another. They use the interactive whiteboard and ICT well, when calculating place value and addition work. They use correct mathematical language in relation to number work.
212. Key stage 1 pupils develop good foundations for problem solving situations, such as calculating the rise in cost of goods at a local supermarket. Most pupils show good understanding of the subject; they can respond and give quick and accurate responses to a range of mathematical concepts. Work is neatly recorded.
213. In lower key stage 2 problem solving skills are developing well. Pupils are aware of the strategies for multiplying and dividing numbers, and use them effectively in mental work. Many lower key stage 2 pupils correctly name several 2 dimensional shapes and describe their properties. The majority of older key stage 2 pupils have an outstanding understanding of the measurement of angles.
214. Key stage 2 pupils progressively develop their problem solving skills and have acquired a sound understanding of the place value of digits and of decimal places. They have a good understanding of multiplication and the common multiples of numbers. Much evidence points to the good understanding of

data interpretation. They correctly understand co-ordinates, relating this work to shape and position.

### **Shortcomings**

215. There are no important shortcomings.

<b>Information technology</b>
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**Key stage 1: Grade 2: Good with no important shortcomings**

**Key stage 2: Grade 2: Good with no important shortcomings**

### **Good features**

216. All key stage 1 pupils use a range of ICT equipment confidently. When using a computer, they understand how to use the start button to open programs, and use the mouse accurately to select and use a range of tools. They show a good level of independence when printing and saving their work.

217. When using an art program, all key stage 1 pupils independently select a range of geometric shapes to create pictures in the style of Mondrain. They confidently select and use colours to enhance their creative work. They are aware of how to add text to pictures, and use good keyboard skills to type in the required information.

218. Pupils in key stage 1 and key stage 2 progressively develop their ability to use the internet. Older pupils in key stage 2 understand the importance of accuracy when inputting information and instructions into the computer.

219. Pupils' keyboard skills develop well as they move through key stage 2. Most pupils confidently use a search engine to locate photographs and format them appropriately. Most pupils quickly and accurately locate and open programs; highlight text in order to delete it; insert alternative text; and use drop-down menus and scroll bars.

220. In order to create multi media presentations based on 'The Ghost of Morfa Collery' all older pupils in key stage 2 plan their task carefully, showing a good awareness of audience. They successfully combine a variety of information and media when creating, refining and developing their ideas. They manipulate text and pictures, creating a good range of effects to enhance their presentations.

### **Shortcomings**

221. There are no important shortcomings.

## Design technology

**Key stage 1: Grade 2: Good with no important shortcomings**

**Key stage 2: Grade 2: Good with no important shortcomings**

### Good features

222. All pupils in key stage 1 and key stage 2 have a good understanding of the process of designing, making and evaluating the effectiveness of their finished product. The quality of their investigative work is good overall. Their finished products are imaginative and creative, and usually match their designs very well. They are adept at devising control mechanisms and have a sound knowledge and understanding related to the joining of materials.
223. They make good use of their mathematical and ICT skills, and use a technological vocabulary to describe their tasks, expressing their own views and ideas in their detailed writing. They display a good awareness of health and safety issues, and the need for hygienic procedures when handling food.
224. Pupils in key stage 1 experiment, shape, assemble and rearrange a range of suitable materials to make a sailing boat. Most pupils make good decisions how they can improve their designs and what they need to change to make their boats sail effectively. They carefully record in their own detailed writing, how they assemble their materials and test their product.
225. Later, when recording their evaluations how well their boats float, they think creatively and imaginatively. They observe carefully, reflecting thoughtfully on the quality of their own work and where they could have improved or changed their designs.
226. Younger pupils in key stage 2 apply their thinking skills well when choosing appropriate materials and tools to design and make a cardboard teddy. They successfully use levers and linkage to create moveable parts. All pupils modify and change their designs. When designing a pulley system to open and close curtains, they use a sophisticated vocabulary, with terms such as "pivot fulcrum, linkage and load".
227. When designing and making musical instruments that use recycled materials, year 6 pupils investigate, disassemble, and evaluate a good range of musical instruments in order to evaluate and learn how they function. Before making their own instruments, they carefully consider the materials and components to be used, the intended purpose and people's needs, recognising that users have preferences and views. They properly consider sustainability.

### Shortcomings

228. There are no important shortcomings.

## Physical education

**Key stage 1: Grade 2: Good with no important shortcomings**

**Key stage 2: Grade 2: Good with no important shortcomings**

### Good features

229. All key stage 1 pupils demonstrate good spatial awareness and increasing control of the way their bodies move, as they travel using safe and defined pathways and spaces. They sit quietly and reflect sensibly on the skills to be developed throughout the lesson.
230. Key stage 1 pupils display good awareness of the need for exercise as part of a healthy lifestyle and work hard to improve the quality of their performance. All pupils thoroughly enjoy vigorous warm-up activities.
231. Most pupils in key stage 1 co-operate successfully with a partner to send a large ball, moving appropriately into a good position to catch the ball. They listen to and follow instructions diligently.
232. Improvement is shown in their ability, by the end of the lesson, to send chest passes well to a partner and to strike a large slow moving ball with each hand in turn. All pupils discuss thoughtfully how to improve their ball skills and share their ideas with the rest of the class.
233. When younger pupils in key stage 2 build on this knowledge, they persevere well to develop their basketball skills, showing some understanding of where they need to improve.
234. All pupils engage enthusiastically in dance sessions after exploring the sounds of Morse code. They listen attentively, before discussing and communicating their own ideas for a dance. As they develop dance sequences, they successfully create and perform forceful solo dances, using the Morse code signals as a stimulus.
235. Older pupils work as a cohesive team to plan a pathway across a "swamp". They demonstrate good problem solving skills in their physical activities, as they collaborate to complete the challenge. They display skilful movements as they cross the apparatus, and support each other well to maintain their balances.
236. All year 6 pupils display interesting body shapes and levels in their gymnastics work, making and sustaining gains in their learning, and consistently working near or at their capacity. They recognise and implement quality aspects in their movements, such as posture, control and head, limb and digit position.
237. They link at least four balances fluently, using their "thinking time" productively to create and plan imaginative sequences of movement from mat to mat. They incorporate a good technical vocabulary into their planning, such as "front/back lunge, flips, travelling, spin and tension".

### Shortcomings

238. There are no significant shortcomings.

## School's response to the inspection

We would like to thank Mrs. Linda Jane Williams and her team for their professional, rigorous and thorough undertaking of our recent inspection. We would also like to thank them for their courtesy, sensitivity and positivity during their three days with us. The inspection has proved to have been a valuable and positive learning experience for the whole school and has confirmed the secure self-evaluation we already have in place. The process has provided a platform on which to build further, and will enable the school to continue to move towards our shared vision.

We are extremely pleased that our pupils have been recognised as being well behaved, with good manners and we are immensely proud that the relationship between staff and pupils has been noticed as one that is built upon trust and respect. We are pleased that the care and support systems we have in place have also been recognised as good with some outstanding features.

We know that the improvement made since the last inspection is a true reflection on how hard the teaching, non-teaching, ancillary staff, children, governors, parents and the community have worked to continue to raise standards and provide the best opportunities for the children of Garth Primary School. We are delighted that many aspects of the school have been noted as good or good with outstanding features.

We acknowledge the report as an accurate reflection of our school and as a whole school shall address the recommendations made in the report. These recommendations will take priority in the post inspection action plan.



## Appendix 1

### Basic information about the school

Name of school	Garth Primary School
School type	Nursery and Primary
Age-range of pupils	3 to 11 years
Address of school	Mission Road Garth Maesteg Bridgend
Postcode	CF34 0ND
Telephone number	01656 815590

Acting Head teacher	Mr Colin Smith
Date of appointment	1 <sup>st</sup> September 2008
Chair of governors/ Appropriate authority	Mr Mal Reeves
Registered inspector	Mrs Linda Jane Williams
Dates of inspection	22 <sup>nd</sup> - 24 <sup>th</sup> September 2008

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	27	33	29	30	33	17	34	25	228

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	10	1	10.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	24:1
Pupil: adult (fte) ratio in nursery classes	8:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	29
Teacher (fte): class ratio	1.3:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn term 2007	91%	91%	92%
Spring term 2008	86%	91%	92%
Summer term 2008	89%	91%	92%

Percentage of pupils entitled to free school meals	25%
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:		33		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	3	67	30
		National	0	4	13	63	20
En: reading	Teacher assessment	School	0	6	6	64	24
		National	0	3	11	63	23
En: writing	Teacher assessment	School	0	3	9	73	15
		National	0	5	14	69	11
En: speaking and listening	Teacher assessment	School	0	0	0	72	28
		National	0	4	14	55	27
Mathematics	Teacher assessment	School	0	0	3	67	30
		National	0	2	11	63	24
Science	Teacher assessment	School	0	0	3	64	33
		National	0	2	10	65	23

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	88%	In Wales	81%

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

### National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2008			Number of pupils in Y6		30						
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	10	16	60	14
		National	0	0	0	0	1	4	16	50	29
Mathematics	Teacher assessment	School	0	0	0	0	0	0	20	64	16
		National	0	0	0	0	1	3	15	50	30
Science	Teacher assessment	School	0	0	0	0	0	0	16	67	16
		National	0	0	0	0	0	2	12	53	32

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by teacher assessment	
In the school	70%
In Wales	75.5%

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

## Appendix 4

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

Four inspectors spent a total of 10 inspector days in the school and met as a team before the inspection. A peer assessor also played a full role as a member of the inspection team.

These inspectors visited:

- 41 lessons or part lessons;
- all classes;
- acts of collective worship; and
- extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents;
- senior managers, teachers and support staff; and
- pupil groups, including the School Council, Eco Council and Playground Peacemakers.

The team also considered:

- the school's self-evaluation report;
- 12 responses to parents' questionnaires;
- comprehensive documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and current work, over all year groups.

The inspection team also:

- held discussion with pupils about their work; and
- observed pupils' behaviour throughout the day.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mrs Linda Jane Williams Registered Inspector	Context Summary and recommendations Contributions to Key Questions 1, 2, 5 and 6 Under Fives Information and communication technology
Mr Enir Morgan Team Inspector	Contributions to Key Questions 1, 2 and 3. Mathematics Welsh second language
Mrs Kay Andrew Team Inspector	Contributions to Key Questions 4 and 7. Design and technology Physical education
Mrs Caterina Lewis Lay Inspector	Contributions to Key Questions 1, 3 and 4.
Mr Colin Smith Nominee	Contributions to all questions by providing information.
Mrs Kathryn Sage Peer Assessor	Contributions to all questions.

#### **Contractor:**

Evenlode Education Ltd  
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#### **Acknowledgement**

The inspection team would like to thank the head teacher, staff, governors, pupils and parents of the school for their co-operation and courtesy throughout the inspection.