

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

A Report on the Quality of Education in

**Heol-Y-Celyn Primary School
Holly Street,
Rhydyfelin,
Pontypridd,
Rhondda Cynon Taf.
CF37 5DB**

School Number: 6742221

Date of Inspection: 3 June 2008

by

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Heol-Y-Celyn 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 Heol-Y-Celyn Primary School took place between 03/06/08 and 06/06/08. An independent team of inspectors, led by Huw Watkins undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a Standard inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

- 1 Ysgol Heol-y-Celyn, is a Community Primary School, situated in the socially disadvantaged area of Rhydyfelin, Pontypridd. The school is structured in a way where the education is offered either through the medium of English, or through the medium of Welsh. There are nine classes in the English stream and five in the Welsh stream. Children normally transfer to the school from local Nurseries.
- 2 The vast majority of the pupils come from English speaking homes in the local area, with over half having language problems on entry. The area is classified as a Communities First area with 41% of pupils entitled to free school meals. Having been designated as a Flying Start school, close links have been forged between the school and many other appropriate agencies. The school is currently a pilot school for the implementation of The Foundation Phase for the under 5s.
- 3 There is a high turnover of pupils within each school year with many families moving in and out of the housing association houses in the area.
- 4 The school was last inspected in the summer term of 2002.

The school's priorities and targets

- 5 The school identifies the following areas as priorities in its School Development Plan:
 - Development of key skills, including the skills curriculum.
 - Development of music, mathematics, reading, writing, speaking and listening.
 - Development of numeracy.
 - Development of history, geography and IT.
 - Implementation of The Foundation Phase.
 - Updating policies and schemes of work.
 - Obtaining Eco status.
 - Developing the role of the senior management team.

Summary

- 6 Ysgol Heol-y-Celyn is a caring school with dedicated teachers and support staff. The standard of teaching is a notable strength of the school. All children are given a very good start in school.

Table of grades awarded

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

- 7 Pupils' standards of achievement in the lessons observed was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
9 %	85 %	6 %	0%	0%

- 8 The overall quality of educational provision for the Foundation Phase Pilot (under 5s) is appropriate to their needs and the children make good progress towards the Desirable Outcomes for children's learning.

Grades for standards in subjects and areas of learning for Foundation Phase (under-fives)

Inspection Area	Under 5s
Personal and social development, well being and cultural development	Grade 1
Language, literacy and communication	Grade 2
Mathematical development	Grade 2
Bilingualism	Grade 2
Knowledge and understanding of the world	Grade 1
Physical development	Grade 2
Creative development	Grade 2

Grades for standards in subjects inspected

Inspection Area	Under 5s	Key Stage 1	Key Stage 2
Under 5s	Grade 2	-	-
Welsh Second Language	-	Grade 2	Grade 2
Mathematics	-	Grade 2	Grade 2
Information Technology	-	Grade 1	Grade 1
Geography	-	Grade 2	Grade 2
Music	-	Grade 2	Grade 2

- 9 The under 5s and pupils in both key stages succeed in achieving the targets set for them and experience success in their work, whatever their ability, social or linguistic background. Pupils with Special Educational Needs (SEN) across all key stages are making good progress in their basic and personal learning skills.
- 10 The under 5s make good progress in their communication skills. Their mathematical and information and communications technology skills are developing very well.
- 11 Key Stage 1 and Key Stage 2 pupils' standards and progress in the key skills of communication in English are good across all the subjects of the curriculum in both language streams. Pupils' standards in their key skills of communication in Welsh, is good in the Welsh stream and good features outweighing shortcomings in the English stream. At both key stages, pupils make good progress in their mathematical skills and very good progress in their information technology skills. Pupils' creative skills are good throughout the school.
- 12 In Key Stage 1 in 2007, according to teachers' assessments, 54.1% of pupils attained level 2 or above in the core subject of either Welsh or English, mathematics, and science. This compares unfavourably with an all Wales figure of 80.1% in 2006 and is benchmarked between the lowest 50% and 25% when compared with similar schools.
- 13 In Key Stage 2 in 2007, according to teachers' assessments, 54% of pupils at the school attained level 4 or above in the core subjects of either Welsh or English, mathematics and science. This compares unfavourably with an all Wales figure of 74% in 2006 and is benchmarked between the lowest 50% and 25% when compared with similar schools.
- 14 The school's attainment results have been consistently much lower than the all Wales results over the last three years with girls regularly performing better than boys.
- 15 The school has adopted learning strategies based on *Assessment for Learning*, and pupils of all ages make good progress as they increasingly acquire new knowledge and skills.

- 16 Pupils' behaviour in all areas is good. They have positive attitudes towards their work and play, and are enthusiastic and keen to please their teachers. They are usually prepared for the next stage in their education.
- 17 Throughout the school, pupils make good progress in their spiritual, personal, social and moral development.
- 18 Attendance rates for pupils of compulsory school age at the school over the three terms prior to the inspection averaged 89%. This is considerably below the national targets. The school currently works closely with the Education Welfare Officer in attempting to improve attendance rates.
- 19 Many pupils demonstrate a growing understanding of their own community although their understanding of the world of work through local community visits and other places of interest is under-developed.
- 20 Pupils throughout the school respect a variety of beliefs, attitudes and other cultural and social traditions. They have a good understanding of equal opportunities and fairness.

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
13 %	80 %	7 %	0%	0%

- 21 The quality of teaching is a particular strength of the school. Teachers generally have a good knowledge of the subjects they teach.
- 22 Outstanding features in the teaching observed include:
 - Excellent use of resources, including the interactive white board.
 - Excellent pace to the lessons.
 - Stimulating tasks.
- 23 Good features evident in lessons were:
 - Carefully planned lessons.
 - Suitably differentiated tasks.
 - Good questioning techniques that challenge and stimulate pupils.
 - Effective use of *Assessment for Learning* strategies.
- 24 In the few lessons where the quality of teaching was judged to be Grade 3, the features include:
 - Mismatch between the tasks set and the time allocated for their completion.
 - Pupils not actively engaged during learning activities.

- 25 Teachers succeed in promoting equal opportunities and in successfully challenging stereotypical images and opinions. The Welsh dimension is also successfully promoted within subjects.
- 26 The assessment policy is adhered to and provides clear guidelines that ensure that assessment meets the statutory requirements.
- 27 The school has also developed portfolios of moderated examples of pupils' work in some subjects, in order to aid assessment, although this has not yet been developed in all subjects. Much of this work has been collaboratively carried out by the family of schools in the area in some subjects.
- 28 The progress of pupils with additional and special learning needs is carefully monitored and assessed in relation to the targets in their Individual Education Plans.
- 29 Annual reports to parents on their child's progress fully meet statutory requirements. The school provides suitable opportunities for parents to discuss their child's progress.
- 30 The school meets the needs of all pupils, is equally accessible to all, including those pupils with additional and special educational needs.
- 31 The overall quality and range of learning experiences made available to pupils is good with no important shortcomings. The school ensures equality of opportunity for all, through experiences that are planned and structured carefully.
- 32 The overall quality of the provision in the Foundation Phase Pilot is good. It meets children's needs and covers each area of learning very well. The provision closely follows the principles of the Foundation Phase as stated in the Welsh Assembly Government's draft guidelines. All children are given a very good start in school.
- 33 The curriculum is supported by a broad range of interesting and enjoyable additional experiences both within the school and off-site.
- 34 Interesting and innovative experiences such as Yoga promote pupils' self esteem and have a constructive impact on pupils' social skills. After school clubs such as athletics, Tag rugby, netball or art are well attended and further develop pupils' skills and knowledge. Pupils are enthusiastic in their support of the clubs provided by the school.
- 35 Pupils' spiritual, moral, social and cultural development is promoted well through a variety of learning experiences. Assemblies make an effective contribution to pupils' spiritual development and a number of charities have been supported by the school.
- 36 The school has a caring ethos and teachers provide good role models. Pupils are encouraged to nurture respect for others, for property and to develop a sound awareness of the difference between what is acceptable and unacceptable.
- 37 Pupils are encouraged to eat healthily and are made aware of the importance of taking regular exercise.

- 38 Pupils are successfully made aware of and appreciate the many characteristics of Wales as a nation and this is reflected in much of their work displayed around the school. Pupils' awareness of other cultures is also well promoted.
- 39 The promotion of pupils' personal and social education is good. Classroom rules are clearly displayed. Structured opportunities are provided for pupils to listen to each other and to discuss concerns or sensitive issues in a supporting, caring environment. The school has good and effective systems for rewarding pupils and to promote good behaviour and positive attitudes to learning. Opportunities are provided for pupils to be responsible for various aspects of school life through membership of the school council and eco-committee.
- 40 The curriculum is enriched by partnerships with parents, the community and with other schools and colleges. Parents support the school effectively in a variety of ways and are kept well informed of school life through regular newsletters and bulletins. The school's promotion and development of pupils' understanding of the cultural heritage of Wales is good.
- 41 Good links have been established with other neighbouring primary schools. Transition links with local comprehensive schools are good but business partnership is very limited and needs to be further developed.
- 42 The school's planning and management of care and support arrangements are good with no important shortcomings. Members of staff provide pupils with good support and the positive relationships that exist are evident throughout the school.
- 43 Arrangements for welcoming children when they first come to school are good. Pupils confirm that they feel safe and happy in school and enjoy all school activities and are ready to turn to adults for help and guidance. The school responds promptly to advice and guidance in respect of pupils' welfare.
- 44 There is effective communication and co-operation between parents and the school to ensure that pupils make progress. The school prospectus is printed annually and meets the statutory requirements and the home school contract is accepted and signed by the majority of parents.
- 45 Provision for personal and social education is planned carefully and this has a positive impact on pupils' emotional and general well-being. Good arrangements are in place to ensure the health and safety of pupils and appropriate procedures are in place for child protection.
- 46 Although the school is proactive and has procedures in place for the monitoring of attendance and punctuality of pupils, with a reward system in place to encourage good attendance, those attendance rates remain below the national target. Systems to monitor and address any concerns relating to behaviour are good.
- 47 The quality of provision for pupils who have additional needs has good features and no important shortcomings and all statutory arrangements are fully met. Support staff is well deployed and provides good quality support for pupils with special educational needs.

Leadership and management

- 48 The head teacher, deputy head teacher and staff have developed shared values with regard to learning, behaviour and many other aspects of the school's work. Members of staff share a commitment to put the school's mission statement into effect and to plan and work constructively.
- 49 The role of the head teacher and school leaders in improving the quality of provision and the educational standards especially with regard to monitoring and evaluating classroom work is under-developed.
- 50 The school works in partnership with a number of agencies including initiatives targeted at pre-school children.
- 51 The arrangements for setting targets are well established and the expectations are appropriate.
- 52 Performance management procedures are diligently adhered to and the school offers the staff extensive development opportunities. The effect of the training opportunities has had a beneficial effect on the quality of teaching and in the standards pupils are achieving in some areas of the curriculum.
- 53 The governing body constructively holds the professional leadership of the school to account and takes full part in agreeing long term strategic direction for the school. The school's financial management is prudent and well organised.
- 54 The process of self-evaluation is a developing practice at the school. However this process is not embedded in the school's work and does not draw sufficiently on first-hand evidence on the quality of teaching and learning. A timetable for reviewing progress and scrutinising standards has been established and has been implemented in some areas of the curriculum, but the practice of monitoring planning and delivery of schemes of work lacks rigour.
- 55 The School Development Plan is a three year strategic document but the main priorities do not focus sufficiently on pupil achievement and what needs to be improved. As a result the plan does not provide an effective tool for school improvement.
- 56 The progress made by the school since the last inspection has good features with some shortcomings.
- 57 The school is staffed with appropriately qualified and experienced teachers who are generally suitably deployed. Effective support is also provided by the administration staff and the learning support assistants who provide a valuable contribution to many aspects of school life.
- 58 The school has a good range of resources which are sufficient to deliver all areas of the curriculum effectively. The recent investment in ICT has resulted in a significant increase in the opportunities for the pupils to develop their ICT competencies and has correspondingly improved standards in the subject. The school building is adequate, is well utilised and provides enough learning space for the pupils at the school. The outside area is also well used.

- 59 The school governing body controls the financial resources well, works within the budget to spend in accordance with the priorities set by the school and ensures that the school provides good value for money.

Recommendations

- 60 In order to develop and improve, the governors and staff need to:
- R1 continue to raise the levels of attendance and punctuality;
 - R2 develop a more rigorous and systematic approach to self-evaluation that is integral to all aspects of school life;
 - R3 incorporate the outcomes of the self-evaluation process systematically in to the School Development Plan;
 - R4 further develop the role of the curriculum leaders; and
 - R5 develop partnerships with industry.

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 3: Good features outweigh shortcomings.

- 61 The findings of the inspection team match the judgements made by the school in its self-evaluation report.
- 62 The overall quality of educational provision for the Foundation Phase Pilot (under 5s) is appropriate to their needs and the children make good progress towards the Desirable Outcomes for children's learning.
- 63 In the subjects inspected, the standards of achievement are as follows:

Grades awarded for the subjects and aspects inspected

Subjects and/or areas of learning for under-fives

Inspection Area	Under 5s
Personal and social development, well being and cultural development	Grade 1
Language, literacy and communication	Grade 2
Mathematical development	Grade 2
Bilingualism	Grade 2
Knowledge and understanding of the world	Grade 1
Physical development	Grade 2
Creative development	Grade 2

Grades for standards in subjects inspected

Inspection Area	Under 5s	Key Stage 1	Key Stage 2
Under 5s	Grade 2	-	-
Welsh Second Language	-	Grade 2	Grade 2
Mathematics	-	Grade 2	Grade 2
Information Technology	-	Grade 1	Grade 1
Geography	-	Grade 2	Grade 2
Music	-	Grade 2	Grade 2

- 64 During the inspection the standards of achievement in lessons were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
9 %	85 %	6 %	0%	0%

- 65 Pupil standards of achievement in the lessons observed were above the Welsh Assembly Government for the whole of Wales 2007, namely 98% of lessons should be grade 3 or better and 65% grade 2 or better.

- 66 The under 5s and pupils in both key stages succeed in achieving the targets set for them and experience success in their work, whatever their ability, social or linguistic background.
- 67 Pupils with Special Educational Needs (SEN) across all key stages are making good progress in their basic and personal learning skills.
- 68 The under 5s make good progress in their communication skills. They are beginning to speak with confidence. They listen well to adults and peers and have started to master early reading and writing skills. Their mathematical and information and communications technology skills are developing very well.
- 69 Key Stage 1 and Key Stage 2 pupils' standards and progress in the key skills of communication in English are good across all the subjects of the curriculum in both language streams. Pupils' standards in the key skills of communication in Welsh, is good in the Welsh stream and satisfactory in the English stream.
- 70 At both key stages, pupils make good progress in their mathematical skills and very good progress in their information technology skills.
- 71 Pupils' standards of bilingual competence throughout the school are inconsistent. Although there is evidence of the use of incidental Welsh in some classes in the English stream, with pupils using some basic language patterns, this has not yet been fully developed. Pupils' standards of bilingual competence in the Welsh stream are good.
- 72 Pupils' creative skills are good throughout the school.
- 73 In Key Stage 1 in 2007, according to teachers' assessments, 54.1% of pupils attained level 2 or above in the core subject of either Welsh or English, mathematics, and science. This compares unfavourably with an all Wales figure of 80.1% in 2006 and is benchmarked between the lowest 50% and 25% when compared with similar schools.
- 74 In Key Stage 2 in 2007, according to teachers' assessments, 54% of pupils at the school attained level 4 or above in the core subjects of either Welsh or English, mathematics and science. This compares unfavourably with an all Wales figure of 74% in 2006 and is benchmarked between the lowest 50% and 25% when compared with similar schools.
- 75 The school's attainment results have been much lower than the all Wales results over the last three years with girls consistently performing better than boys.
- 76 The school has adopted learning strategies based on *Assessment for Learning*, and pupils of all ages make good progress as they increasingly acquire new knowledge and skills. Most pupils at key stage two are able to evaluate their own work, and often work sensitively in pairs in order to help each other improve. Their capacity to work independently is also beginning to develop.

- 77 Pupils' behaviour in all areas is good. They are generally courteous and considerate towards their peers, staff and visitors and this helps create a welcoming environment.
- 78 Pupils respond well to teachers' directions and also those of the support staff. Parents are complimentary of the school's efforts to achieve and maintain these standards of behaviour.
- 79 Pupils have positive attitudes towards their work and play, are enthusiastic and keen to please their teachers. They are usually prepared for the next stage in their education.
- 80 Throughout the school, pupils make good progress in their spiritual, personal, social and moral development.
- 81 Attendance rates for pupils of compulsory school age at the school over the three terms prior to the inspection averaged 89%. This is considerably below the national targets. The school currently works closely with the Education Welfare Officer in attempting to improve attendance rates.
- 82 Punctuality at the start of the school day is a key concern for the school however there are measures in place that are showing improvement.
- 83 Many pupils demonstrate a growing understanding of their own community although their understanding of the world of work through local community visits and other places of interest is under-developed.
- 84 Pupils throughout the school respect a variety of beliefs, attitudes and other cultural and social traditions. They have a good understanding of equal opportunities and fairness.

The quality of education and training

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

Grade 2: Good features and no important shortcomings.

85 The findings of the inspection team match the judgements of the school in its self-evaluation report.

86 Forty lessons, or parts of lessons were observed and the quality of the teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
13%	80%	7%	0%	0%

87 Teaching was judged to be Grade 1 or 2 in 93% of lessons. Nationally, as outlined by Her Majesty's Chief Inspector in her Annual Report 2005-6, the quality of teaching is good or better in 79% of lessons with 17% of those lessons having outstanding features.

88 The quality of teaching is a particular strength of the school. Teachers generally have a good knowledge of the subjects they teach. They use a variety of teaching strategies and a range of relevant resources in order to offer pupils valuable learning experiences.

89 Where the quality of teaching was judged to be Grade 1, the outstanding features include:

- Excellent use of resources, including the interactive white board.
- Excellent pace to the lessons.
- Stimulating tasks.

90 Other good features evident in lessons were:

- Carefully planned lessons.
- Suitably differentiated tasks.
- Good questioning techniques that challenge and stimulate pupils.
- Effective use of *Assessment for Learning* strategies.

91 In the few lessons where the quality of teaching was judged to be Grade 3, the features include:

- Mismatch between the tasks set and the time allocated for their completion.
- Pupils not actively engaged during learning activities.

92 Overall, teachers challenge and motivate pupils successfully through the purposeful use of a suitable range of teaching techniques and strategies. By using strategies based on *Assessment for Learning*, they promote positive attitudes to learning and support pupils' efforts with consistent praise and encouragement. The good quality

of working relationships in the classrooms is a very strong feature throughout the school.

- 93 Teachers succeed in promoting equal opportunities and in successfully challenging stereotypical images and opinions. The Welsh dimension is also successfully promoted within subjects. Teaching successfully meets the individual needs of the pupils, including their language needs.
- 94 The assessment policy provides clear guidelines that ensure that assessment meets the statutory requirements. The quality of baseline assessments for children under five years of age and the use of assessments across both key stages are effective features of the assessment procedures.
- 95 *Assessment for Learning*, an effective initiative, central to the school's assessment procedures has recently been adopted. This gives pupils the opportunity to be involved in evaluating their own learning. Pupils are increasingly involved in setting their own short-term targets for improvement, which are displayed within each classroom. It also successfully informs teachers of the next steps needed to be taken in order to further develop pupils' knowledge and skills.
- 96 The school has also developed portfolios of moderated examples of pupils' work in some subjects, in order to aid assessment, although this has not yet been developed in all subjects. Much of this work has been collaboratively carried out by the family of schools in the area in some subjects. When using the portfolios of work, which have been levelled, teachers have a better understanding of the standards expected at different stages.
- 97 The progress of pupils with additional and special learning needs is carefully monitored and assessed in relation to the targets in their Individual Education Plans.
- 98 The school has also recently adopted an effective electronic tracking system in order to record each pupil's progress throughout the school.
- 99 The quality of oral feedback is helpful and teachers work closely with pupils to ensure that they understand how well they are doing and what they need to do to progress. Written comments on written work often indicate the next step that pupils have to take in order to improve the standard of their work.
- 100 Annual reports to parents on their child's progress fully meet statutory requirements. They provide informative summaries of pupils' achievements. The school provides suitable opportunities for parents to discuss their child's progress.

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

- 102 The school meets the needs of all pupils, is equally accessible to all, including those pupils with additional and special educational needs. This is achieved through a broad and balanced curriculum that meets statutory requirements including the provision for personal, social and health education and religious education.
- 103 The overall quality and range of learning experiences made available to pupils is good with no important shortcomings. The school ensures equality of opportunity for all, through experiences that are planned and structured carefully. This makes the curriculum interesting for both boys and girls. Schemes of work show progression and short term plans contain differentiated material that is matched to the particular learning needs of pupils.
- 104 The overall quality of the provision in the Foundation Phase Pilot is good. It meets children's needs and covers each area of learning very well. The provision closely follows the principles of the Foundation Phase as stated in the Welsh Assembly Government's draft guidelines. All children are given a very good start in school. They have access to a rigorously well-planned and meaningful range of learning activities, both indoors and outdoors. These allow them to make choices and become independent learners.
- 105 The school has been awarded its second Basic Skills Agency Mark. Opportunities to promote and apply learners' basic and key skills are indicated in daily lesson plans and schemes of work. During the inspection the provision for the development of the basic skills of Communication, Information Technology, Personal and Social Skills was evident. However, the development and progression of key skills across the curriculum needs to be further developed.
- 106 The curriculum is well supported by a broad range of interesting and enjoyable additional experiences both within the school and off-site. Carefully planned educational visits are made to the Millennium Centre, Welsh Assembly government, Sherman Theatre and Pontypridd Museum. These, together with residential visits to Llangrannog Urdd Camp, have a positive impact on pupils' knowledge and understanding across the curriculum. Visits to the school by theatre groups and musicians bring a particular relevance and stimulus to learning.
- 107 Interesting and innovative experiences such as Yoga promote pupils' self esteem and have a constructive impact on pupils' social skills. After school clubs such as athletics, Tag rugby, netball or art are well attended and further develop pupils' skills and knowledge. Pupils were enthusiastic in their support of the clubs provided by the school.
- 108 Pupils' spiritual, moral, social and cultural development are promoted well through a variety of learning experiences. Assemblies make an effective contribution to pupils' spiritual development. Opportunities are given for pupils to reflect on issues such as caring for others and for the natural world. A number of charities have been supported by the school, including Children in Need, Operation Christmas Child and Marie Curie.
- 109 The school has a caring ethos and teachers provide good role models. Pupils are encouraged to nurture respect for others, for property and to develop a sound awareness of the difference between what is acceptable and unacceptable. Pupils'

social skills are developed effectively through the provision of good opportunities for working together across the curriculum. Sporting and cultural activities with other schools develop pupils' appreciation of the importance of working with others in a variety of situations.

- 110 Pupils are encouraged to eat healthily, with the school promoting a fruit tuck shop and a salad bar at lunchtime. Pupils are also encouraged to take regular exercise with the school working in partnership with the local PESS officer. They are also encouraged to take care of the environment and have implemented a recycling policy.
- 111 Pupils are aware of and appreciate the many characteristics of Wales as a nation and this is reflected in much of their work displayed around the school. Pupils' awareness of other cultures is promoted through subjects such as geography and religious education, and through links with schools in Uganda, France and Germany.
- 112 The promotion of pupils' personal and social education is good. Classroom rules are clearly displayed. Structured opportunities are provided for pupils to listen to each other and to discuss concerns or sensitive issues in a supporting, caring environment. The school has good and effective systems for rewarding pupils, such as *Moving up the Rocket* to promote good behaviour and positive attitudes to learning. Opportunities are provided for pupils to be responsible for various aspects of school life through membership of the school council.
- 113 The curriculum is enriched by partnerships with parents, the community and with other schools and colleges. Parents support the school effectively through fund raising events for specific activities and resources. They are kept well informed of school life through regular newsletters and bulletins. Parental opinions are sought through questionnaires and well-established Family Learning Literacy and Numeracy programmes held in the school further strengthen links with parents. The school regularly holds consultation meetings with parents to keep them informed of their children's progress.
- 114 Visitors from the local community such as from members of the police, health and fire service impact effectively on pupils' learning and provide a range of valuable experiences from the outside world. The school has established good relationships with the nearby local Woodland Community Forest. This facility is utilised frequently and effectively by pupils.
- 115 Good links have been established with other neighbouring primary schools. Some teachers have been actively involved in creating cluster based curricular CDs such as "*Enwogion Hanes Lleol*" to enrich pupils' learning experiences. Transition links with local comprehensive schools are good and are developed through visits, sharing of information, residential visits to Ogmere and bridging units. The school provides regular training facilities for student teachers and other students undertaking vocational qualifications.
- 116 Business partnership is very limited. The school has participated in the Education and Business Partnership KNEX project, and Science and Engineering Workshops in school and improving school grounds activities at the National Botanical Gardens. No member of staff has undertaken a works experience within an industry or

business environment. The provision for pupils to develop their entrepreneurial skills is under-developed.

- 117 The school's promotion and development of pupils' understanding of the cultural heritage of Wales through the *Cwricwlwm Cymreig* is good. Pupils' awareness and appreciation of the culture of Wales is enhanced through membership of the Urdd, in which the school has enjoyed considerable success at local, county and national levels. Celebrations of St. David's Day and Goodwill day, visits to places of cultural interest and the study of Welsh artists and authors enhance pupils' learning experiences.
- 118 The provision for the promotion of children's bi-lingual skills in the Foundation Pilot Phase has good features and no important shortcomings. In the English stream, at Key Stage 1 and Key Stage 2, the use of incidental Welsh during school routines is limited and pupils' knowledge and competence in the use of the language needs to be developed further. The provision for the development of pupils' bi-lingual skills in the Welsh stream is good.

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

Grade 2: Good features and no important shortcomings.
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- 119 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 120 The school's planning and management of care and support arrangements are good with no important shortcomings. Teaching and support staff ensure that the school's arrangements are effectively implemented. Staff members know pupils well and are sensitive to their needs. They provide them with good support and the positive relationships that exist between staff and pupils are evident throughout the school.
- 121 Pupils confirm that they feel safe and happy in school and enjoy all school activities and are ready to turn to adults for help and guidance. This has a constructive impact on pupils' self-respect, confidence and behaviour. A close working relationship has been established with external welfare agencies and the school makes full use of the support available to enhance the provision and care for pupils with difficulties or special needs. These services are utilised productively and the school responds promptly to advice and guidance in respect of pupils' welfare.
- 122 There is effective communication and co-operation between parents and the school to ensure that pupils make progress. Parents receive good and regular information about school events through letters or circulars. They also provide support through raising money or volunteering to work in the school when needed. Parents are encouraged to visit the school with any concerns they may have regarding their children. Members of staff advise parents on appropriate methods to support their children at home. The school prospectus is printed annually and meets the statutory requirements and the home school contract is accepted and signed by the majority of parents.

- 123 Arrangements for welcoming children when they first come to school are good. These supported by regular visits to school by both parents and children before admission, and through the provision of relevant information to the home. Close links have been established with Rhydyfelin Nursery and Meithrin y Ddraenen Wen. These arrangements ensure that children settle quickly and become familiar with the school's routines. Arrangements for ensuring that pupils integrate into school life at a later date are equally well managed.
- 124 There are strong links between the school and other surrounding primary schools. There is also a key transition partnership in place to ensure a seamless transition for pupils as they transfer to the local secondary schools.
- 125 Provision for personal and social education is planned carefully and this has a positive impact on pupils' emotional and general well-being. Staff members are good role models for pupils and much emphasis is placed on values of right and wrong and on the raising of pupil confidence and self-esteem. Emphasis is placed on caring for others and older pupils implement the Play Pals system effectively to encourage co-operation between children at playtimes. The opportunities that pupils have to express opinions are promoted well through their participation as members of the School Council. These help them realise that the school listens to them and acts upon their views as appropriate.
- 126 Good arrangements are in place to ensure the health and safety of pupils. Some members of staff are qualified in the administration of first-aid and arrangements have been made for other members of staff to receive training in this area in the near future. Suitable risk assessments are carried out to cover a range of situations. There are appropriate procedures in place to deal with minor injuries and illnesses that may occur within the school day. The school has also developed a suitable Disability Equality Scheme and Accessibility Action Plan and the building is adequate for disabled access.
- 127 Sex education, substance misuse and the importance of healthy living are promoted well through topics within the curriculum and through visits from the school nurse, dental health service and the community police. Pupils have benefited from participation in initiatives such as *SAFE* and *Stick It*, in conjunction with police and fire service. The school promotes healthy living effectively. Fruit is available for pupils during break times, they have access to drinking water throughout the day and a salad bar is included as part of the school's healthy lunches. The provision of play equipment ensures that opportunities to be active are available at playtimes and lunchtimes.
- 128 Although the school is proactive and has procedures in place for the monitoring of attendance and punctuality of pupils, those attendance rates remain below the national target. Efforts to improve figures are rigorously pursued by the school in conjunction with the Education Welfare Officer. Parents are regularly reminded of the importance of punctuality and regular attendance. A reward system is in place to encourage good attendance.
- 129 Systems to monitor and address any concerns relating to behaviour are good. Teachers and other members of staff apply policies for behaviour management consistently. Pupils are aware of prominently displayed class rules. Effective reward

systems further encourage good and acceptable behaviour. Staff members have received behaviour management training and the school works closely with parents and appropriate agencies to support pupils who experience any difficulty in school.

- 130 Appropriate procedures are in place for child protection and there are two members of staff and a school governor with designated responsibilities for this area.
- 131 The quality of provision for pupils who have additional needs has good features and no important shortcomings and all statutory arrangements are fully met. There are good and effective procedures for the early identification of pupils with special educational needs. Their progress is tracked, assessed and monitored meticulously throughout the school by the special needs co-ordinator, the Catch-up and Spotlight teachers. Support staff is well deployed and provide good quality support for pupils with special educational needs.
- 132 The recently revised individual educational and behaviour plans are imaginatively compiled to be child friendly. The realistic educational targets set to encourage pupils to improve are very clearly documented on their individual educational plans. Pupils' work is regularly reviewed and parents are invited to be closely involved in the process. Following such reviews learning objectives are appropriately modified to take account of the progress made.
- 133 The school is effective in diagnosing the needs of pupils who have been identified as needing to improve their literacy and numeracy skills particularly at the end of key stage 1 and the beginning of key stage 2. Such timely intervention ensures that pupils' learning is well supported according to needs through Catch-Up, Dyfal Donc and Spotlight strategies and sessions. These initiatives enable pupils to make measurable and sound improvements over a period of time.
- 134 The school's provision for pupils whose behaviour impedes their own and others' progress is good. Behaviour targets are carefully and efficiently monitored through Individual Behaviour Plans. Pupils understand their targets and where they need to improve. They are given strategies to help them develop self-esteem through the support of external agencies such as On Track and P.A.T.H.S.

Leadership and management

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

Grade 3: Good features outweigh shortcomings.

- 135 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 136 The head teacher, deputy head teacher and staff have developed shared values with regard to learning, behaviour and many other aspects of the school's work. The staff shares a commitment to put the school's mission statement into effect and to plan and work constructively.
- 137 The role of the head teacher and school leaders in improving the quality of provision and the educational standards pupils achieve especially with regard to monitoring and evaluating classroom work is under-developed. The school's capacity to reflect critically on what is being done and what can be improved is also under-developed.
- 138 The school's policies promote equal opportunities and this was evident in the day-to-day practices of the school.
- 139 The school takes careful account of many national priorities and local initiatives. The school has been piloting the foundation phase and is very well placed to develop aspects of the provision during the next academic year. There are well-supported breakfast clubs and after school clubs. The school is actively promoting healthy diets and lifestyles although there needs to be a greater emphasis on promoting pupils' fitness. The school Council and eco-committee are both active and play important roles within the school contributing positively to the quality of life at the school. The school's focus on self-evaluation needs to be developed further.
- 140 The school works in partnership with a number of agencies including initiatives targeted at pre-school children e.g. Flying Start. Links with training colleges have also been established and make a good contribution to the life of the school.
- 141 The arrangements for setting targets are well established and the expectations are appropriate.
- 142 Performance management procedures are diligently adhered to and the school offers the staff extensive development opportunities. The effect of the training opportunities has had a beneficial effect on the quality of teaching and in the standards pupils are achieving in some areas of the curriculum.
- 143 The extent and the quality of the induction and early professional development of newly qualified teachers are appropriate and meet the areas identified in their Career Entry profile.
- 144 The chairman of the governing body provides very good leadership and he is extremely supportive of all aspects of school life. The school's governors are diligent and hard working and succeed in fulfilling their legal and regulatory requirements

appropriately. However the lack of a full governing body does hinder its effectiveness and as a consequence the work load and the responsibilities placed on the present members is too onerous.

- 145 Links between governors and some subject areas have been established and links between named governors and specific classes is an innovative and interesting development. However, it is too early to evaluate the impact these links have had on the general provision.
- 146 The governing body constructively holds the professional leadership of the school to account and takes a full part in agreeing the long term strategic direction for the school. The school's financial management is prudent and well organised.

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

Grade 3: Good features outweigh shortcomings.
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- 147 The findings of the inspection team do not match the judgement made by the school in the self-evaluation report. A number of shortcomings were identified although these were outweighed by the good features.
- 148 The inspection team agrees with the school grades in its evaluation in of six of the seven key questions. For key question six, the inspection team awarded a grade three compared with the school's grade two.
- 149 The process of self-evaluation is a developing practice at the school. The leaders and managers use a range of approaches in order to gather information regarding performance. These include the analysis of pupil data, the monitoring of the effectiveness of intervention and support programmes and the use of end of key stage National Curriculum results to monitor whole school performance. However the self-evaluation processes are not embedded in the school's work and do not draw sufficiently on first-hand evidence of the quality of teaching and learning. As a consequence, this has had limited impact on the standards achieved by the pupils.
- 150 Parents' and pupils' views have been sought through the use of questionnaires and this contributes positively to the self-evaluation processes.
- 151 A timetable for reviewing progress and scrutinising standards has been established and has been implemented in some areas of the curriculum. However the practice of monitoring planning and delivery of schemes of work lacks rigour. There are examples of strong leadership and guidance in specific areas e.g. SEN, IT and the Foundation Phase. The reporting of findings after evaluating a subject or aspect of the provision to the governing body is not practiced at the school.
- 152 The current self-evaluation report identifies the school's strengths and areas where improvements are needed. It draws on a range of evidence including judgements based on performance data. The school governors and staff were fully involved in compiling the report. The inspection team agreed with the school's self-evaluation in six of the seven key questions, in the remaining question a lower grade was awarded.

- 153 The School Development Plan is a three year strategic document. The plan for the current year identifies actions, responsibilities, time schedules and costs for each of the main areas of development. The main priorities do not focus sufficiently on pupil achievement and what needs to be improved and specific performance indicators by which progress can be measured. As a result the plan does not provide an effective tool for school improvement.
- 154 The progress made by the school since the last inspection has good features with some shortcomings. Standards in mathematics, information technology, geography, music and Welsh as second language have improved and the school's work in developing assessment for learning is a very good feature. The deployment of support staff has also been effective. However the school still needs to implement rigorous and effective self-review procedures and this is a significant shortcoming.

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

Grade 2: Good features and no important shortcomings.
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- 155 The findings of the inspection team match the judgement made by the school in the self-evaluation report. Although Key Questions 5 and 6 are graded three, Key question seven is graded two because of the effective use of support staff and the good range of resources available to the staff and pupils.
- 156 The school is staffed with appropriately qualified and experienced teachers who are generally suitably deployed. Effective support is provided by the administration staff that ensures the smooth day-to-day running of the school.
- 157 PPA time for teaching staff is organised and implemented effectively with very good use being made of Higher Level Teaching Assistants to deliver aspects of the curriculum.
- 158 The school learning support assistants provide a valuable contribution to many aspects of school life. Their contribution in helping to facilitate the implementation of the Foundation Phase is a particularly strong feature of the provision.
- 159 The school has a good range of resources that are sufficient to deliver all areas of the curriculum effectively. The recent investment in ICT has resulted in a significant increase in the opportunities for the pupils to develop their ICT competencies and has correspondingly improved standards in the subject.
- 160 The school building is adequate, is well utilised and provides enough learning space for the pupils at the school. The school has an extensive outside area that needs to be developed further to provide more learning opportunities and a more stimulating environment for the pupils.
- 161 The school views staff development as a priority and every effort is made to ensure staff have access to appropriate and relevant training. This is a very good aspect of the life of the school.

162 The governing body, under the clear leadership of the chair, along with school managers control the financial resources well and work within the budget to spend in accordance with the priorities set, ensuring that the school provides good value for money.

Standards achieved in subjects and areas of learning

Foundation Phase

Grade 2: Good features and no important shortcomings.

- 163 The overall quality of provision for children in the Early Foundation Phase Pilot is good. It meets children's needs well and they are making good progress.

Personal and Social Development, Well-being and Cultural Diversity.

Grade 1 : Good with outstanding features.

Outstanding features.

- 164 Children in the Foundation Phase are most eager to take part in new experiences. They explore new learning skills, opportunities and resources with enthusiasm.
- 165 The children display outstanding features in their behaviour patterns, self-control and co-operation with other children and adults and as they work independently throughout their tasks.
- 166 Their understanding of their own and other cultures is excellent. Children clearly understand that other cultures such as those of Japan, Mexico and India have different food, clothing, ways of living and beliefs to that of Wales. Studies and activities during multi-cultural weeks' activities enhance children's awareness of cultural diversity.

Good features

- 167 Younger children settle well into the routine of the school and are developing a high level of independence as they participate in a wide range of well-structured and stimulating activities. They maintain an interest in their play and activities for extended periods and socialise well with each other and with adults. They display an increasing interest in the exploration of the indoor and outdoor classroom. Children are courteous and they play harmoniously together displaying an increasing awareness of the needs of others within the class. They have a good understanding of the need to take turns and share equipment and they co-operate positively during activities such as using bikes or cars. They take responsibility for their own personal hygiene, washing their hands before their morning snack of fruit and milk and after using the toilet.
- 168 Older children are happy and confident within both class and school environment. They are attentive and interested in both structured and independent activities and welcome the opportunities to make choices and have new experiences with enthusiasm. Children take responsibility for dressing and undressing themselves with the minimum of fuss such as when preparing for any physical activities or outdoor experiences. They are keen to tidy the indoor classroom and outdoor area at the end of activities.

- 169 Older Foundation Phase children listened sensitively to the Bible story about the creation, reflecting quietly and with an increasing sense of awe about the wonders of the natural world and the need to show respect for the environment.
- 170 When talking and discussing their feelings about “*My special self*”, older Foundation Phase children display the ability to express their emotions and reflect on how they feel and are beginning to accept the views of others. Children realise the importance of care, concern and respect for all living things. The respect children show towards each other and adults is rewarded by being placed on the class “Calon Caredigrwydd” and children strive hard to see their names on the display.
- 171 All Foundation Phase children are beginning to be aware of the need to follow a healthy eating pattern.

Shortcomings

- 172 There are no important shortcomings.

Language, literacy and communication skills.

Grade 2: Good features and no important shortcomings.

Good features

- 173 Younger Foundation Phase children listen attentively in all situations. They enjoy listening to stories and sharing books. Children respond well to questions and instructions, taking turns to speak and are eager to talk to adults and to each other about their experiences. An example of this was when discussing the homes of the various mini beasts found during their *outdoor welli day*. Children’s speaking skills also develop well through imaginative role-play in the *Pentre Bach* or *Flower Shop*. They use appropriate language relevant to the different scenarios. They are able to correctly recall a variety of nursery rhymes and verses. Children enjoy their mark marking in a wide variety of media to form letters correctly and make good use of high quality materials that are provided for them. Younger children make good progress in learning, understanding and speaking Welsh.
- 174 Older Foundation Phase children listen well to others and respond to what they say. They take turns to speak clearly and audibly using a wide range of vocabulary. They welcome the opportunity to talk with adults about their experiences and when engaged in their activities. They display interest in the contents of books and use pictorial clues to follow a story line. They have good awareness of sounds of different letters and use these skills effectively when undertaking reading activities. Many of the children read simple texts with understanding showing the ability to retell the story or predict events from pictorial clues. Their emergent writing skills are developing well with some children writing their own words independently.

Shortcomings

- 175 There are no important shortcomings.

Mathematical development

Grade 2: Good features and no important shortcomings.

Good features.

- 176 Children entering the Foundation Phase quickly develop a good understanding of mathematical concepts through singing number rhymes and songs, and they use number as part of their daily routine. Opportunities are taken during the day to count, compare, sort, match, order and sequence objects or colours. Most children correctly count objects up to five and some to ten. Most correctly recognise shapes such as a circle, cube or square and use mathematical vocabulary such as *big/small* correctly by placing objects in their correct size according to their properties.
- 177 Most children accurately estimate and predict using non –standard measures as they play or take part in baking activities. They pour and fill with confidence and use comparative language such as full/empty, heavy/light when playing with sand or water. They extend their understanding of positional vocabulary as they take part in soft play sessions or during their outdoor activities. All Foundation Phase children recognise and use coins in their play and in their activities in the “biscuit shop”.
- 178 Older children understand the passing of time in the context of their own lives and are well aware of the daily routines of their class and understand the relationships between units of time, and read the time to the hour. They recognise and confidently name a range of two and three-dimensional shapes and they correctly identify similarities and differences in patterns and objects and use problem solving skills well to predict heaviest and lightest objects contained in a “feely bag”. Older children extend their understanding of directional change as they programme Bee Bot to make a path to the animal shop.
- 179 At an appropriate level, older Foundation Phase children become aware of being *Buzzing Mathematicians* and understand the relationships between symbols and numbers as they communicate their findings in an oral and written manner. They successfully completed a bar graph of their findings of the variety of hair colour found within the class.

Shortcomings

- 180 There are no important shortcomings.

Bilingualism

Grade 2 : Good features and no important shortcomings.

Good Features.

- 181 Children in the Foundation Phase join in enthusiastically with Welsh songs and rhymes and are beginning to use appropriate Welsh sayings as they respond to questions relating to the register, dinner choices or when working on different activities.

182 Children show good understanding of instructions given in Welsh and they react appropriately. They confidently name colours, numbers and days of the week. They are beginning to ask and answer simple questions about themselves and their friends.

Shortcomings:

183 There are no important shortcomings.

Knowledge and understanding of the world.

Grade 1: Good with outstanding features.

Outstanding features.

184 Children's awareness of the importance of sustainability is outstanding. Their motto of Reduce, Re-use and Recycle is an integral part of their daily routines.

185 The confident and independent use of ICT by all Foundation Phase children has outstanding features. Children use the computer mouse competently and change programmes, save and print their work without adult supervision.

Good features

186 All children clearly understand the importance of healthy eating for their well-being and of the need for variety in diet to encourage growth and development. Children have a good understanding of the passage of time and know the names and main characteristics of the seasons.

187 Throughout the Foundation Phase, children develop a good understanding of their local environment through their work outdoors and in the local community woodland. Children develop good investigative skills and become aware of and understand the conditions needed for all living things to grow. Their study of the growth of plants and vegetables planted in their garden and within the classroom, the development of frogspawn in the pond, the African snails in the classroom and the Painted Ladies cocoons all enhance their understanding of the living world.

188 Visitors such as a policeman and a mother with her new baby come to the school to talk about their work. Children's extended role-play skills such as in their Bob the builder corner enable them to develop a further understanding of different workers and occupations.

189 Children enthusiastically experiment with a wide range of materials. They choose appropriately when deciding on the most suitable waterproof footwear for their outdoor activities. They understand well that materials change under certain conditions and describe the changes that occur when making jelly. Children's senses are also well developed through activities such as a listening walk.

Shortcomings

190 There are no important shortcomings.

Physical development

Grade 2: Good features and no important shortcomings.

Good features

- 191 All children in the Foundation Phase classes greatly enjoy their indoor and outdoor activities and confidently use the available space to move around safely and confidently with increasing control and co-ordination of their body movements. Their hand-eye co-ordination is developing well as they learn to catch and throw balls.
- 192 Younger children quickly develop their fine motor skills with early mark-making activities. They extend their skills of rolling and moulding as they confidently use play dough and clay to produce artefacts relating to their thematic work. They handle small equipment such as jigsaws, scissors, brushes and marking resources with increasing confidence, dexterity and accuracy.
- 193 The spatial awareness of children is well developed and they understand the concepts of behind, above and below appropriately when playing on soft play equipment.
- 194 All the younger children's skills of pedalling, pushing and pulling are good as they enjoy playing on large toys. Older children consolidate these skills and they work confidently in differing directions and various heights.
- 195 The fine motor skills of older Reception class children are developing well through their use of a variety of media to make attractive and colourful class friezes. Manipulative skills are further developed through the use of construction toys such as bricks, malleable materials and junk boxes and recycled material to build their own models of a scarecrow.

Shortcomings

196 There are no important shortcomings.

Creative development

Grade 2: Good features and no important shortcomings.

Good features

- 197 Children effectively compose music to relate sounds to pictures of animals and objects in the environment on tuned and untuned instruments. Most maintain a steady beat. They sing a variety of songs in tune and with enjoyment and create their own music instruments from household boxes to accompany their singing. Children explore ways of using their bodies expressively in dance and perform sequences of

movements to music. During dance sessions older children learn how to use their bodies creatively to express a range of feelings such as their “Dragon dance” during their Chinese celebrations.

- 198 Younger children explore and experiment with different colour, media and texture. They mix colours confidently for different purposes and create objects from materials such as potatoes, rice and pulses to depict a potato man or snail collages. They produce attractive collages from nature using leaves and twigs.
- 199 Older Foundation Phase children use art packages on the computer with skill and dexterity to draw pictures of themselves. Their observational skills are developing well as when producing still life drawings of flowers emulating the style of Van Gogh.

Shortcomings

- 200 There are no important shortcomings.

Welsh second language

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

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

Good features

- 201 In key stage 1, pupils listen attentively and respond well to everyday classroom commands. They ask and answer questions about the weather and how they are feeling. They are able to use appropriate vocabulary in role play situations.
- 202 They read simple words and phrases from flash cards combining them correctly to form simple dialogue. Their pronunciation and intonation is good. The majority are beginning to write simple sentences using the vocabulary learnt.
- 203 At the lower end of key stage 2, the majority of pupils listen attentively and respond well to oral tasks. They express their feelings using simple phrases and are able to respond correctly to a range of basic questions about themselves and their friends. The majority are able to read simple passages with confidence and fluency.
- 204 At the top end of key stage 2, many pupils are able to converse in situations familiar to them using a diverse range of words using mutations appropriately. They are able to read simple passages within their experience and write in a range of forms with confidence. Most pupils increasingly complete a range of written tasks including shopping lists, menus, letters, post cards and descriptions. Their pronunciation and intonation is invariably good and they use an increasing range of phrases and sentence patterns.

Shortcomings

- 205 There are no important shortcomings.

Mathematics

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

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

Good features

- 206 Pupils at both key stages can talk confidently about mathematics using the correct vocabulary, and use appropriate IT programmes to record their work.
- 207 Most key stage 1 pupils can select the next number in a row up to 999 and explain their choice. The majority can find different ways of making a simple number using addition, subtraction and multiplication rules. Their understanding of place value is developing well and most year two pupils are able to explain this concept to a suitable standard.
- 208 The majority of pupils at key stage 1 can collect information and represent their data using tables and graphs. They are confident at reading and interpreting a variety of tables and graphs including bar graphs and pictograms.
- 209 At lower key stage 2, the majority of pupils recall the multiplication facts to a suitable standard and are able to use this information when solving simple problems. Some understand the meaning of inverse operations, particularly when dealing with simple fractions. Most are able to use their previous understanding of number in order to solve new problems.
- 210 Pupils' comprehension of place value is generally developing well at upper key stage two. The majority can explain the similarities between decimals, percentages and fractions.
- 211 Many older pupils can use the four rules of number in order to solve money problems.
- 212 Most pupils are able to confidently interpret data by using a variety of graphs and tables in order to solve numerical problems. They can also talk confidently about probability, using vocabulary such as *impossible*, *certain* and *likely*, correctly. They are able to plot these words on the probability line and explain their responses.
- 213 The majority of the older pupils can use a protractor in order to measure angles. They can generally predict the size of an angle to the nearest twenty degrees. They understand and confidently use the words *acute*, *obtuse*, *reflex* and *right angle*, in order to describe different angles.

Shortcomings

- 214 There are no important shortcomings.

Information technology

Key stage 1: Grade 1: Good with outstanding features

Key stage 2: Grade 1: Good with outstanding features

Outstanding features

- 215 Pupils at both key stages have highly developed IT skills for their age and ability. They use and apply those skills confidently both within IT lessons and also across other areas of the curriculum. The majority are able to describe articulately what they are doing, using appropriate vocabulary.
- 216 At key stage 1, the majority of pupils are able to load the computer, open files, complete, print and store their work unaided.
- 217 At key stage two, many pupils are able to compare programmes and give reasons for choosing particular software for given tasks.

Good features

- 218 Key stage 1 pupils are able to use a variety of programmes for different tasks. Their word-processing skills are well-developed, as are their creative IT skills. They can generally generate and communicate their ideas using text, tables and pictures e.g. designing and writing a message on a postcard.
- 219 They can select different fonts, and size of print, and manipulate their texts into columns and boxes using appropriate programmes.
- 220 Pupils are also confident to explore modelling programmes within a variety of contexts e.g. when exploring living things.
- 221 At the upper end of key stage two, pupils are confident to use IT equipment in order to communicate and present their ideas e.g. making electronic presentations on Cardiff Bay. They can confidently vary their presentations using hyperlinks, special and sound effects. They use their word-processing skills effectively to compile questionnaires and their skills using spreadsheets for compiling shopping lists.
- 222 Pupils' skills in analysing and interpreting data are also well developed in IT.
- 223 The confidence of older pupils at key stage 2 is also increasing in their use of the e-mail for different audiences. Some send their work to the teacher via e-mail and get it returned with comments for improvement.
- 224 They are able to enthusiastically describe work completed on databases, changing variables in order to solve problems.

Shortcomings

- 225 There are no important shortcomings

Geography

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

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

Good features

- 226 At key stage 1, many pupils are able to construct models of their immediate environment based on their own video clips and relate the models to simple map work. The pupils' understanding and knowledge of complex concepts is a very good feature.
- 227 Many pupils in key stage 1 can identify different modes of transport and which modes are appropriate for specific journeys. They are able to identify places and significant features on a map of Wales for example the M4 motorway and main towns and cities within their experience.
- 228 There is good continuity and progression in the pupils' mapping skills. The majority are able to measure, locate, find directions and recognise symbols on maps with increasing competency as they move through the school. There is also good progression in the pupils' ability to draw sketch maps.
- 229 At the lower end of key stage 2, many pupils are able to identify and classify the main features of their local area and compare and contrast these features with the port of Roscoff in Brittany.
- 230 Many pupils in key stage 2 are able to consider the changes that have occurred to their local area by undertaking first hand observations and suggest improvements in the provision for the elderly, tourists and the minimisation of pollution and vandalism.
- 231 The more able pupils at the top end of key stage 2 can identify and locate many of the more important features in Wales including the counties and main towns. They are able to explain why and how the land use of their local area has changed over the last fifty years and the importance of the river Taff, the canal and the railway as thoroughfares to transport the area's products to Cardiff docks and beyond.
- 232 Many pupils are able to glean relevant information from reference sources and present their main findings giving clear reasons regarding their own development proposals for Cardiff Bay.

Shortcomings

- 233 There are no important shortcomings.

Music

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

Good features

- 234 The quality of singing is good in both key stages. Pupils display enjoyment when they sing hymns in morning assemblies and sing tunefully with awareness of pitch and dynamics. They know a good range of songs and pupils across both key stages show an increasing ability to sing rounds in two parts, sustaining their parts well as dynamics and tempo vary.
- 235 Pupils in key stage 1 display a good sense of duration of notes as they experiment with recognising *long* and *short* sounds from a variety of different stimuli. They can keep a steady beat and create simple and interesting compositions based, for example, on the changes in the seasons. They are beginning to develop an awareness of some terms of music elements such as pitch, dynamics and tempo to compose sound accompaniment to the song "Noah's Ark" using tuned and untuned instruments.
- 236 They work well collaboratively when composing their own group melodic compositions based on the lullaby "Si hei lwli 'mabi" using tuned and untuned percussion instruments. Pupils in key stage 1 use ICT very effectively to compose and record their work.
- 237 Younger key stage 2 pupils display a good sense of rhythm as they correctly clap and perform a series of more complex 4 beat patterns. They play a widening range of tuned instruments with increasing dexterity and control and can improvise and compose simple tunes based on the pentatonic scale.
- 238 Most pupils can accompany a simple song on xylophones or glockenspiels, reading notes and playing accordingly. Pupils composed appropriate sounds to symbolise noises in space after listening to "Atmosphere" by Ligati and appraise the music to describe the feelings generated by such music. Pupils are increasingly confident in their use of terms of music elements.
- 239 Older key stage 2 pupils explore texture within music and compose and perform effective accompaniment to convey the emotions generated by a selection of World War 2 songs. They read music notation with increasing confidence as they begin to play the recorder and incorporate musical elements in their performances. Pupils are aware of drone and ostinato as a means of accompaniment to songs as when they perform "Cadi Ha".
- 240 Pupils throughout both key stages appraise their performances and those of others making positive suggestions in order to improve compositions and performances. Performances by visiting Brazilian musicians and a Brass trio enhance pupils' understanding of music from different traditions and cultures.

Shortcomings

- 241 There are no important shortcomings.

School's response to the inspection

The governors and staff have considered the outcomes of the inspection and are very pleased that the findings acknowledge that Ysgol Heol-y-Celyn has many strengths – especially its teaching and learning and the care it shows its pupils and that these have improved from the last inspection.

The Inspectors found that the quality of teaching was a major strength and well above the all Wales target. This reflects the hard work carried out by the teachers and the subject leaders to ensure consistency of lesson delivery across the school. In addition the care and support systems have been recognised as good. It is acknowledged that the children participate well in school activities and quality-learning experiences are good or very good.

We were very pleased that the Inspection team found that behaviour and attitudes were good.

An action plan will be put in place to address the issues highlighted in the recommendations and as much of the work has already begun, we are confident that these issues will be addressed. Strategies to improve attendance have already been implemented and will be regularly monitored to ensure the effectiveness.

The Governing body will ensure that a more rigorous and systematic approach to self-evaluation will be developed within the school to improve on the strengths of the school further.

A copy of the school action plan will be sent to parents.

Everyone in the school would like to thank the inspection team for the very professional and friendly way the inspection was conducted. The inspection gave everyone involved with the school a positive sense of achievement.

Appendix 1

Basic information about the school

Name of school	Heol-Y-Celyn Primary School
School type	Nursery and Primary
Age-range of pupils	3 – 11 years
Address of school	Holly Street, Rhydyfelin, Pontypridd, Rhondda Cynon Taf.
Postcode	CF37 5DB
Telephone number	01443 490750
Headteacher	Mr G. Alun. H. Rees
Date of appointment	February 2004
Chair of governors/ Appropriate authority	Mr John Morgan
Registered inspector	Mr Huw Watkins
Dates of inspection	June 3 rd – 6 th 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	22.5	46	30	34	42	53	44	55	326.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	15	0	15

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	24.5:1
Pupil: adult (fte) ratio in nursery classes	5.625:1
Pupil: adult (fte) ratio in special classes	5:1
Average class size, excluding nursery and special classes	24.5
Teacher (fte): class ratio	23.5:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2008	91.4%	90.9%	89.9%
Autumn 2007	89.5%	89.8%	89.9%
Summer 2007	73.0%	80.3%	87.1%

Percentage of pupils entitled to free school meals	41
Number of pupils excluded during 12 months prior to inspection	5

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:					38
Percentage of pupils at each level								
			D	W	1	2	3	
Welsh	Teacher assessment	School	0	0	0	100	0	
		National	0.2	1	10.1	63.5	25.1	
We: oracy	Teacher assessment	School	0	0	0	100	0	
		National	0	1	11	64	24	
We: reading	Teacher assessment	School	0	0	0	66.7	33.3	
		National	0.2	2.3	15.4	59.1	22.9	
We: writing	Teacher assessment	School	0	0	0	91.7	8.3	
		National	0.2	2.6	19.1	66.2	11.8	
English:	Teacher assessment	School	0	0	68	32	0	
		National	0.4	3.4	13.1	62.7	20.4	
En: reading	Teacher assessment	School	0	8	56	36	0	
		National	0.4	3.8	13.9	54.9	26.8	
En: writing	Teacher assessment	School	0	4	64	32	0	
		National	0.4	4.9	14.4	68.4	11.8	
Mathematics	Teacher assessment	School	0	0	35	51	14	
		National	.3	2	10.4	63.9	23.2	
Science	Teacher assessment	School	0	0	38	62	0	
		National	0.3	1.6	8.6	65.5	23.9	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	54.1	In Wales	80.1

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2007			Number of pupils in Y6								51
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	12	31	52	6
		National	0.3	0	0	0.5	0.6	3.9	15.9	48.2	30.4
Welsh	Teacher assessment	School	0	0	0	0	0	6	28	56	11
		National	0.7	0	0	1.0	0.9	3.9	17.8	50.2	25.3
Mathematics	Teacher assessment	School	0	0	0	0	0	12	29	58	2
		National	0.3	0	0	0.5	0.5	3.2	14.4	47.5	33.4
Science	Teacher assessment	School	0	0	0	0	0	8	35	54	4
		National	0.3	0	0	0.5	0.3	1.8	11.5	51.8	33.8

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by teacher assessment			
In the school	54.0	In Wales	74.0

- D Pupils who are exempted 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 12 inspector days in the school. A team meeting was held prior to the inspection.

The head teacher was the Nominee.

Inspectors visited:

- 40 lessons or part lessons
- All classes
- Acts of collective worship
- A range of extra-curricular activities

Members of the inspection team had meetings with:

- Staff, governors and parents before the inspection began
- Senior managers, teachers, other members of staff and groups of pupils during the inspection
- The school's school improvement officer

The team also considered:

- The school's self evaluation report
- 54 responses to the parents'/carers' questionnaire
- A comprehensive range of documentation provided by the school before and during the inspection
- A range of pupils' work

The inspection team also held post inspection meetings with the head teacher, staff and governors

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Huw Watkins Registered Inspector	KQ 1,2. Mathematics, IT
Clive Phillips Team Inspector	KQ 5,6,7. Welsh 2 nd Language, Geography
Eleri Honour Team Inspector	KQ 3,4. Under 5s, Music
Deris Williams Lay Inspector	Contributions to KQ 1,3,4,7
Alun Rees Head Teacher	School Nominee

Contractor:

Partneriaeth Dyfri Partnership
Awel Tywi
Llandovery
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SA20 0EX

Acknowledgement

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