

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

A Report on the Quality of Education in

**Heolgerrig Primary School
Heolgerrig Road
Heolgerrig
Merthyr Tydfil
CF48 1SB**

School Number: 6752022

Date of Inspection: 17 November 2008

by

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Heolgerrig 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 Heolgerrig Primary School took place between 17/11/08 and 19/11/08. An independent team of inspectors, led by Peter Mathias undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

| | |
|----------------|---|
| 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 **short** 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 Heolgerrig Primary School is situated in the village of the same name in the central district of Merthyr Tydfil, which is the Unitary Authority (UA). It is in a Communities First area. Most pupils live in the local area or are from neighbouring communities where there is a wide range of socio-economic circumstances and housing.
- 2 There are 160 pupils on roll between the ages of four and eleven and a further 32 full-time equivalent children who attend the nursery making in total 192 full-time equivalent pupils. This includes 40 children who attend the nursery on a part-time basis and 12 who are full-time.
- 3 Pupils represent the full range of ability. When they start school in the nursery, children's skills and experiences are generally below those found amongst children of that age.
- 4 The school reports that just over 15% of pupils are entitled to free school meals, which is below the local average of 26.3% and the all-Wales average of 17.5%. About 22% of pupils are considered by the school to have some degree of special educational needs (SEN) which is above average for a primary school. No pupil has a statement of SEN. No pupil is disapplied from the National Curriculum (NC). The local authority looks after two pupils.
- 5 English is the predominant language of 100% of pupils and 97% are of white British backgrounds. Nearly all of these are Welsh. The remainder is of mixed race. No pupil has Welsh as a first language of the home. No pupil has support in learning English as an additional language.
- 6 The school was last inspected in the autumn term 2002 when a previous headteacher was in post. The current headteacher was appointed in September 2005.
- 7 During the inspection, a member of the teaching staff, a learning support assistant and the school secretary were absent. Temporary staff took their positions.
- 8 As a result of ongoing major building works to complete a new school on the existing site, the space for outdoor play and learning has been considerably reduced temporarily. The new school is due to be completed by the end of the current school year.
- 9 Since the last inspection, the school roll has fallen.
- 10 The school holds the Basic Skills' Award (2007), Investors in People (2007), Eco-Schools silver award and the Healthy Schools award.

The school's priorities and targets

The School's Aims

- 11 The school's aims are wide and appropriate to the ages and abilities of the pupils.

The School's Mission Statement

- 12 The school's mission statement is, "Working together and enjoying learning at Heolgerrig".
- 13 The school's priorities and targets for 2008/2009 are to:
- establish and support the further development of the Foundation Phase and skills curriculum using assessment for learning effectively throughout the school;
 - develop further strategies to improve the listening/oracy and writing skills of all pupils;
 - develop further the effective use of practical activities within mathematics and science;
 - work towards the achievement of the information and communication technology (ICT) British Educational Communications and Technology Agency (BECTA) Award thus ensuring the effective use of ICT across the school;
 - develop the 'values of education' throughout the school and its cluster of schools;
 - support the development of music throughout the school;
 - review the effectiveness of history and geography schemes of work;
 - further develop design technology throughout the school;
 - review the religious education scheme of work to include opportunities for assessment and skills development, and
 - continue to develop assessment portfolios for each subject area to include samples of the development of thinking skills.

Summary

- 14 Heolgerrig Primary School has made good progress particularly lately in addressing the key issues of the last inspection which took place in November 2002. It is well led and provides a good education for its pupils.

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 |

- 15 The inspection team agrees with all of the judgements in the seven key questions made by the school (and about the standards pupils achieve and other areas of its work).
- 16 As this was a short inspection no judgements are reported on its standards of achievement in the lessons seen as no subjects were reported.
- 17 The overall quality of the educational provision for children under five is appropriate to their needs and children are making good progress towards the Foundation Phase outcomes.
- 18 Many children begin school with levels of basic skills and experiences, which are below those expected and found amongst children of their age. They make good progress in the early years and are well prepared for the next phase of their education. Nearly all reach the predictions made for them at the ages of seven and eleven. However overall, boys do not attain as well as girls.
- 19 Across the school, pupils with SEN make good progress and achieve well as a result of the well-focused support they receive. By the age of eleven, all pupils are well prepared for the next stage of their education.
- 20 In the end of key stage 1 national teacher assessments for seven-year-olds in 2008, starting from a below average base, the proportion of pupils attaining at least the expected level (Level 2) in English was just above the local education authority (LEA) and just below the national averages. In mathematics and science results were above these averages. The combined results were just above the LEA and just below the national averages.
- 21 The proportion of pupils in 2008 attaining the higher level (Level 3) in English was above local and national averages. In mathematics results at Level 3 were well above these averages. In science results were close to these averages. The combined results were just above the LEA average and just below the national average. In these assessments girls perform better than boys as they have done for some time.
- 22 When compared to schools considered to have a broadly similar proportion of pupils entitled to free school meals, the overall results were low. In these assessments in the relatively small group of pupils who were assessed, more than half of those pupils were receiving additional language support. In 2008 nearly all pupils achieved what it would be reasonable to expect of them.
- 23 In the end of key stage 2 national teacher assessment for eleven-year-olds in 2008, the proportion of pupils attaining at least the expected level (Level 4) in English was above the LEA and national averages. In mathematics and science the results were just below these averages. The combined results were above these averages.
- 24 In 2008 the proportion of pupils reaching the higher level (Level 5) in English was above the LEA and below the national averages. In mathematics at Level 5 the results were above and in science below. In these assessments in 2008 boys out-performed girls. In previous years the reverse was the case.
- 25 When these results are compared to schools considered to have a similar proportion of pupils entitled to free school meals, the overall results were low. This is because in this group of pupils one third were identified as having significant learning difficulties, which impacted on the overall performance.

From evidence available it is clear that nearly all of the eleven year olds who were assessed made at least the expected amount of progress based upon the standards they reached at the age of seven. In 2007, results were well above these similar schools. In the last four years the school has performed close to or above the local and national averages. In the 2008 national teacher assessments, the school was very close to the targets agreed with the LEA.

- 26 Standards and progress in key skills are Grade 2 (good features and no important shortcomings). Across the school standards and progress in communication in English are Grade 3 (good features outweigh shortcomings). In the early years and in key stage 1 and key stage 2, pupils listen well and write confidently for a range of reasons at levels appropriate for them. However, across the school speaking skills are limited as are pupils' reading skills. Many have limited vocabularies and speech patterns and are unsure of how to read with expression.
- 27 In communication in Welsh standards are Grade 2. In the early years children recognise and use simple words and phrases accurately. In key stage 1 and key stage 2 pupils make good progress. By the end of key stage 2 pupils write accurately in Welsh when responding to questions. However, bearing in mind the setting of the school, pupils' bilingual skills are Grade 3. While children in the early years and in key stage 1 successfully utilise their knowledge of Welsh in a range of activities and situations, this is not built upon consistently in key stage 2.
- 28 Pupils' mathematical skills are Grade 2. In key stage 1 and key stage 2 pupils build successfully on their early years experiences of investigating in their play about for example, weight and capacity and the ordering of objects. In both key stages, pupils utilise and apply their mathematical skills well in recording information and drawing graphs in science and in measuring accurately in design technology.
- 29 A particular strength is the very high standards pupils reach, particularly in key stage 2, in applying their ICT skills across the curriculum. This is Grade 1 (good with outstanding features). Building on children's confident use of ICT in the early years, by the age of eleven nearly all pupils use a wide-range of electronic equipment very well and work independently and competently.
- 30 Pupils' knowledge of the culture and heritage of Wales is Grade 2 as are their personal and social skills, their problem-solving skills and their creative skills. Nearly all pupils have positive attitudes to each other and to their learning. From the early years pupils have a secure understanding of how to improve their own learning and of the standards expected of them.
- 31 Attendance at 92.4% is just above the LA average and close to the national average for primary schools.

The quality of education and training

Grades for teaching

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

- 32 These figures are above those reported by Her Majesty's Chief Inspector (HMCI) in the Annual Report 2006/2007 (primary) where the quality of teaching was good or better (Grade 1 and Grade 2) in 80% of lessons with 14% being Grade 1.
- 33 In the early years the teaching is carefully organised to ensure that children have good opportunities to benefit from a wide range of worthwhile learning experiences.
- 34 Across the school in the best lessons the outstanding features include:
- careful explanation of what pupils should aim to achieve;
 - positive encouragement of pupils so that they all work with confidence and receive warm praise when they achieve;
 - dramatic and expressive story telling;
 - very good subject knowledge;
 - carefully constructed challenges and questions;
 - effective support to specific pupils, and
 - detailed reviews of what has been learnt.
- 35 Where teaching has some shortcomings in some lessons, these include insufficient explanation of the task and the standards expected of all pupils, particularly of boys and of the most able and missed opportunities to strengthen pupils' communication skills in English and their bilingual skills in English and Welsh.
- 36 Arrangements for assessment and its use in planning and improving learning are good with no important shortcomings. They meet statutory requirements in full.
- 37 There are reliable arrangements for teachers to agree accurately the standards pupils achieve both within the school and with other nearby primary schools, particularly in English, mathematics and science. Pupils know why they are assessed and the standards expected of them. They know what they need to do to improve. Reports are detailed and meet statutory requirements. Parents have regular easy access to teachers when necessary.
- 38 The curriculum is broad, balanced and relevant to all pupils. It meets the demands of the Foundation Phase and the NC. It complies with all legal requirements in full including those of the locally agreed syllabus in religious education. The curriculum is accessible to all and meets the needs and range of all pupils including those with SEN well. However, in some circumstances the most able are under challenged.
- 39 Provision for pupils' personal development including their spiritual, moral, social and cultural development is Grade 2. There are good arrangements in collective acts of worship, which meet legal requirements, and in lessons for pupils to pause and to consider forces outside themselves and to experience a sense of awe and wonder in a range of situations.
- 40 Pupils' moral and social development is good. The school provides good opportunities for pupils to celebrate their own cultural heritage and to appreciate the diversity of cultures in modern society. The school successfully promotes pupils' awareness of sustainable development, the conservation of resources

and of global citizenship. Arrangements for homework are effective and carefully matched to pupils' different learning needs.

- 41 Care arrangements and the guidance and support pupils receive are good. The school promotes pupils' well-being successfully. Pupils are given a good understanding of the importance of exercise and of a healthy diet. Child protection arrangements meet local guidelines and recommended good practice. There are appropriate arrangements and practices to review attendance, punctuality, behaviour and performance. There is a detailed accessibility plan in place following a comprehensive survey of the site.
- 42 The school council is active and plays a full part in expressing its views to adults in the school about a range of issues. These opinions are respected and acted upon. All pupils have a growing awareness of the democratic process.
- 43 The school promotes equal opportunities well and all pupils have the same chances to be included in all school activities. The school positively discourages the stereotyping of individuals and cultures.
- 44 There is good support for pupils with SEN and additional learning needs (ALN). The code of practice for SEN is applied consistently and met in full. Teachers utilise the school policy for SEN effectively. Individual educational plans (IEPs) are of a good quality and are regularly reviewed.

Leadership and management

- 45 The school is very well led by the headteacher who has a clear vision for the continued development of the school. There is a strong sense of purpose and commitment, which emanates from the very positive lead given by the headteacher. Staff work well together and share a strong professional obligation to each other, to their pupils and to the school in general. They carry out their duties conscientiously. The roles of subject co-ordinators are well established and they manage their subjects effectively.
- 46 The school takes careful note of national priorities and local initiatives. However, the development of pupils' bilingual skills is uneven and pupils do not always build successfully on what they already know and can do in this. Arrangements to provide teachers with time during the taught week to plan, prepare and assess are effectively organised, managed and used.
- 47 The governing body is particularly well led and informed. It plays a full part in the life of the school and has very successfully addressed issues relating to the school's budget. Financial management is rigorous. The governing body wisely helps to set the long-term strategic direction for the school and holds the professional leadership properly and constructively to account. It meets its statutory duties in full.
- 48 The process of self-evaluation is systematic and detailed. It is firmly based on first-hand evidence. The views of all those connected with the school have been sought and considered. The process is closely linked with the school development plan (SDP) and to the staff performance management arrangements. It is concise and builds on existing good practice. It is sufficiently detailed and accurate.
- 49 Day-to-day administration is efficient and good natured. Visitors are warmly welcomed into the school. The school functions smoothly and is attractive.

- 50 The accommodation is in a reasonable state of repair. Currently the previously extensive outdoor facilities and resources have been taken out of use because of the major building work going on to construct a new school on the site. There are plans in place to create similar high quality facilities and resources when the new school opens.
- 51 The school is well resourced and good use is made of them. Resources are readily available. There is a good provision of well-qualified teachers and support staff who work well together.
- 52 Bearing in mind the overall quality of education provided and the good progress many pupils make, the school gives good value for money.

Recommendations

In order to improve the school in the areas inspected the staff and governors need to:-

- R1 raise the achievement of the most able by ensuring that they are consistently challenged at an appropriate level for them;
- R2 strengthen pupils' skills in communication in English in speaking and reading and in their bilingual competence so that pupils build systematically on what they know and can do; and *
- R3 take steps to improve the relative performance of boys compared to girls at both key stages.

** Which the school has already identified as a priority.*

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

- 53 The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
- 54 Starting from a lower than average base when children enter the nursery, in the 2008 national teacher assessments for seven year olds in English, mathematics and science, the proportion of pupils attaining the expected level (Level 2) was just above the LEA and just below the national averages in English and above these averages in mathematics and science. The combined results were just above the LEA average and just below the national average. In these assessments the proportion of pupils attaining the higher level (Level 3) in English was above the LEA and national average, well above in mathematics and close to these averages in science. The combined results were just above the LEA average and just below the national average. In these assessments girls' attainment overall was better than boys as it has been over recent years.

- 55 When these results are compared with schools considered to have a similar proportion of pupils entitled to free school meals, the results in English were low compared to these similar schools. In mathematics they were below results in these schools. In science results were above. The combined results were low.
- 56 In these assessments in the relatively small group of pupils who were assessed, more than half the group were receiving additional language support. The school met its targets in science and mathematics but not in English. Overall, bearing in mind pupils' different starting points, nearly all achieved what was reasonable to expect of them. Over recent years the school's results have been consistently above the LEA average although they dipped slightly in 2008.
- 57 In the 2008 national teacher assessments for 11-year-olds in English, mathematics and science, the proportion of pupils attaining at least the expected level (Level 4) in English was above the LEA and national averages. In mathematics the results were just below as they were in science. The combined results were just above these averages. The proportion of pupils attaining the higher level (Level 5) in English was just above the LEA average and below the national average. In mathematics the results at Level 5 were above and in science below these averages.
- 58 In these assessments boys out-performed girls in English, mathematics and science. This was against the overall trend in recent years where girls have generally out-performed boys.
- 59 When these results are compared to schools with a similar proportion of pupils entitled to free school meals, the results were low in mathematics and science and just below in English. The combined results were low. This is in contrast with the results in 2007 when results were well above these similar schools.
- 60 In the group assessed in 2008, about one third of pupils were identified as having significant learning difficulties. In the last four years the school has performed close to or above the LEA and national averages. The school was very close to the targets agreed with the LEA. In these assessments, nearly all pupils made the progress it was reasonable to expect of them bearing in mind their performances at the age of seven. Pupils with SEN made good progress for them reflecting the well-organised help and support they receive.
- 61 Across the school, pupils know what is expected of them and how well they are achieving. They know what they need to do to improve. However, in some lessons the most able are not challenged sufficiently and given work which extends their learning enough. As a result they do not always make the progress of which they are capable. Overall, boys do not attain as well as girls.
- 62 The overall quality of educational provision for the under fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.
- 63 As this was a short inspection standards of achievement in individual subjects were not reported.
- 64 Pupils' achievement in the key skills is Grade 2. Standards in communication in English however are Grade 3. In the early years and in key stage 1 and key stage 2, pupils listen well and are attentive in their lessons. In the early years children are beginning to recognise that marks carry meaning and they are

beginning to form letters and to write simple words legibly. In key stage 1 and key stage 2 pupils write confidently for a wide range of reasons and in different styles, for example in history and science. However, their speaking skills are limited as are pupils' skills in reading. Many pupils do not express themselves confidently in extended sentences. They use limited vocabularies and speech patterns. In reading, children in the early years recognise the sounds letters make and are beginning to read confidently, decoding words they do not recognise. In key stage 1 and key stage 2, few pupils read with confidence and expression for their ages. Many use reference books effectively when reading in history and geography. However, a minority is unsure of how to use an index to find out information quickly.

- 65 Standards in communication in Welsh are Grade 2. In the early years many children recognise phrases and commands and make appropriate responses in Welsh. They are beginning to count in Welsh accurately. Within key stage 1 and key stage 2 pupils are keen to speak in Welsh in short phrases and when answering questions. Older pupils in key stage 2 have well-developed vocabularies which they use effectively. Listening skills in Welsh are Grade 2 in the early years and also in key stage 1 and key stage 2. Pupils listen closely to adults and to other pupils. In the early years, children recognise Welsh words on display around their classrooms. In key stage 1 and key stage 2 pupils read words, phrases and short sentence in Welsh. They respond appropriately in writing to simple questions.
- 66 Pupils' bilingual skills are Grade 3. This is because while children in the early years and in key stage 1 use Welsh confidently in their lessons and bearing in mind their starting points, nearly all make good progress, this progress is not maintained consistently across key stage 2. In some instances older pupils use their Welsh vocabularies well, for example in mathematics. However, across the key stage in general pupils do not apply their knowledge and understanding of Welsh sufficiently in their learning in other subjects.
- 67 Pupils' mathematical skills are Grade 2. In the early years children explore capacity and weight well in their play. They count washing on a washing line and place carefully objects in repeated patterns. In key stage 1 and key stage 2, pupils have a good understanding of how to collect and interpret data. In key stage 1, for example, they carefully measure the growth of sunflowers and express that information in column graphs. In key stage 2 pupils measure time carefully as they calculate the time it takes different 'spinners' to fall from different heights. They use their measuring skills well in design technology. They measure accurately when designing and making a model Celtic roundhouse in history.
- 68 Across the school, pupils' skills in ICT are Grade 1. In the early years children use the mouse confidently to create a teddy bear file. They drag and click quickly and effectively to build up the bear's face from disjointed parts of it. They use their electronic whiteboards very well, utilising the surfaces to create repeated designs. They use cameras creatively when making a record of people who help them.
- 69 In key stage 1 and key stage 2, pupils use a wide range of resources very well across the curriculum. They work independently and use their skills very effectively, for example in science and in geography. They measure heart rate

- and the effect of exercise on their bodies using sensors. They very efficiently set up files and locate information. They utilise the computer very well to make electronic presentations for example about their work in history.
- 70 Pupils' understanding of the richness of their Welsh culture is Grade 2. From the early years they build up a sound knowledge of the work of Welsh artists. For example in reception children paint well in the style of Bridget Riley. In key stage 1 and key stage 2, pupils design and make Celtic artefacts such as brooches using traditional motifs. They know some of the myths and legends of Wales. They have a good knowledge of the work of some Welsh authors, musicians and composers.
- 71 Pupils' personal and social skills are Grade 2. Across the school pupils show care, respect and concern for each other. They play and work together willingly. They are keen to learn and show sustained interest in their work. They are enthusiastic about their school and about their own contributions to it.
- 72 Problem solving skills are Grade 2. In the early years children solve practical problems as individuals and in groups, for example when playing in the station and issuing tickets for the train. In key stage 1 and key stage 2 pupils make different choices and find solutions to practical problems and challenges across the curriculum.
- 73 Pupils' creative skills are Grade 2. In the early years, children experiment freely with a wide range of media, designing and making two and three-dimensional articles. In key stage 1 and key stage 2, pupils express themselves well in art, music and dance. They show imagination when expressing their own ideas. They compose and perform music effectively and in lively ways. They illustrate their work using a wide range of materials to produce different effects.
- 74 Pupils' abilities in working with others are Grade 2. They willingly share their ideas and materials and show consideration for each other. From the early years, pupils have a good understanding of how to improve their own learning and they are familiar with their own targets and they know what to do to improve.
- 75 Pupils work together very well, which is a significant strength of the school. Boys and girls co-operate very readily and very sensibly. They treat each other with respect and consideration. They show thoughtful understanding. They ensure that all other pupils are treated equally. Pupils take advantage of the many good opportunities to work individually, in pairs and to co-operate as part of a group. They increasingly develop their decision-making, problem solving and team working skills.
- 76 Pupils have positive attitudes to learning, show a good interest in their work and nearly all pupils maintain concentration in lessons. They are well motivated and show great enthusiasm for their work and related activities. Overall, this has a positive effect on the standards they achieve and the quality of life in school.
- 77 The behaviour of pupils is good. Pupils move around school in an orderly and very courteous manner. They are respectful to their fellow pupils and adults, listening and responding appropriately to instructions and suggestions. Pupils' manners and attitudes at playtime and at lunchtime are outstanding.
- 78 Pupils are happy and participate with interest in lessons and activities. They are considerate of others and of school property and demonstrate a growing level

of self-confidence, taking an increasing degree of responsibility for their own attitudes and behaviour.

- 79 Pupils clearly understand what standard of behaviour is expected of them and fulfil these expectations at all times. The vast majority of parents correctly considers that the school achieves high standards of behaviour. There have been no exclusions during the last year.
- 80 The level of attendance has gradually improved over recent years reaching 92.4%. This is just below the national average and just above the LEA average.
- 81 There are no significant or unexplained variations in attendance levels across the school or throughout the year. Overall, the main cause of pupils' absence is holidays being taken during term time, a practice not condoned by the school.
- 82 Nearly all pupils arrive punctually at the start of school and throughout the school day sessions begin promptly. The school takes appropriate account of the requirements of National Assembly of Wales (NAW) Circular 3/99 that sets out the requirements for recording absence.
- 83 Pupils make outstanding progress in developing their personal and social skills and in their moral and wider development. The relationships between individual pupils and adults are outstanding and are evident throughout the school, which helps enable pupils to become secure and confident in their learning.
- 84 All staff help pupils very successfully become increasingly more sensitive to the needs of others, to care for those that are less fortunate than themselves and to be very aware of cultural and racial issues. Pupils are developing a very clear understanding of right and wrong. Acts of collective worship in the school and assemblies assist pupils to develop further their spirituality. Local, national and international charitable causes are very well supported.
- 85 Pupils have a good understanding of equal opportunities, adopt mature attitudes and recognise the need to treat consistently every person fairly and without any form of discrimination. Pupils have good moral values and show consideration and fair play for others.
- 86 Pupils' knowledge and understanding of the workplace and the local community is in line with their age. In lessons they discuss the different work people do and the ways in which people look after and care for their community. Pupils' involvement in numerous community activities is actively and enthusiastically encouraged. A few parents and members of the local community come into school regularly to help with school activities such as reading and library club.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

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

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

- 89 The quality of teaching is good or better, that is Grade 1 or Grade 2 in 94% of lessons. This figure is above the national picture reported by HMCI in the Annual Report 2006/2007, where the quality of teaching was good or better (Grade 1 and Grade 2) in 80% of lessons and outstanding (Grade 1) in 14% of lessons.
- 90 In the early years, teachers plan carefully to ensure that children enjoy and benefit from a good range of stimulating learning experiences. All staff work very closely in this process to help children begin school happily and make good progress.
- 91 Teachers' planning in key stage 1 and key stage 2 is well structured and sufficiently detailed to meet the different needs and abilities of most pupils. However, in some lessons teachers do not provide sufficiently well-planned work for those pupils who are the most able. As a result of this they do not always make the progress of which they are capable.
- 92 In many lessons teachers carefully explain what their pupils should aim to achieve and set out clearly what is expected of them in the time available. Pupils are regularly reminded of this and as a result they work speedily and with a sense of purpose.
- 93 Pupils are encouraged repeatedly to have confidence in themselves to achieve what is expected. They are warmly congratulated when they succeed.
- 94 In the best lessons, some of which have outstanding features, teachers very successfully hold children's attention by the dramatic and expressive way they tell a story. They show a very well-developed understanding of how to teach the sounds that letters make. They set suitably increasing challenges for children to reach and very effectively encourage all children to join in and to play a full part in their lessons. In some of the best lessons in key stage 1 and key stage 2, teachers very successfully encourage pupils to use incidental Welsh naturally and effectively so that older pupils respond without hesitation and naturally in both languages.
- 95 Where teaching has some particular strengths, all pupils, including those with SEN and the most able, are given work which extends their learning well. Teachers question vigorously to encourage pupils to think things out for themselves. They focus their attention effectively on specific pupils who need additional support. They explain clearly to all pupils why they are organising their time in this way. They give all pupils a sufficiently detailed picture of what is expected of them.
- 96 In these lessons teachers vigorously review what has been achieved in a very positive way. They show very good subject knowledge and expertise, for example when teaching and explaining new skills in ICT to older pupils and when encouraging younger children to make different types of marks and patterns in the style of a well-known Welsh artist. In these lessons, teachers are very aware of the personal needs of individual pupils and ensure that all pupils are treated equally.
- 97 Where teaching has some shortcomings, teachers do not make their expectations for their pupils explicit so that pupils lack a clear understanding of what they should aim to achieve. As a result their work is not of a high enough standard. In some lessons, teachers do not provide opportunities to extend

pupils' bilingual skills or to help pupils communicate better in English. They do not have high enough expectations of the standards boys should reach.

- 98 There is a comprehensive assessment, recording and reporting policy which, together with a well-focused marking policy, provides clear guidance and support for procedures in these areas. Teachers use evidence produced from the baseline assessments undertaken with the under-fives and standardised tests, together with NC assessments in key stage 1 and key stage 2, to identify strengths and areas for development and to set targets for individual pupils and year groups. In addition there are good systems, which include skills ladders for the ongoing assessment of pupils throughout the school in core and foundation subjects. An effective tracking system monitors the progress of pupils across the school in English, mathematics and science. Annotated collections of pupils' work to indicate the standards pupils should attain year on year in all subjects help bring an added rigour to the overall assessment process.
- 99 Assessment and recording procedures for pupils with SEN are good.
- 100 Medium-term planning identifies appropriate assessment opportunities which are well used to inform further planning.
- 101 Work is regularly marked and effectively outlines ways forward for pupils. Pupils play an active role in deciding on their individual targets for improvement. Teachers regularly provide good opportunities for pupils to reflect and to evaluate their progress.
- 102 The school has appropriate arrangements for informing those with a legitimate interest about pupils' progress and achievements and the school exchanges much relevant data with the receiving secondary school and keeps governors well informed. There are good arrangements in place for the school to agree consistently with other nearby schools in the standards pupils attain in English, mathematics and science.
- 103 Annual reports to parents comply with statutory requirements. They outline pupils' achievements effectively in all subjects. Reports contain clear targets for improvement in English, mathematics and science and in relation to more general areas for development.

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

- 104 The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
- 105 The school provides a broad, balanced and relevant curriculum that is accessible to all pupils and developing well in terms of meeting the demands of the Foundation Phase and curriculum 2008. The learning experiences meet legal requirements of the NC and the locally agreed syllabus for religious education and provide well for pupils' social, moral, spiritual and cultural development.
- 106 The school meets children's needs well in nearly all aspects of the provision for the early years and for nearly all pupils in key stage 1 and key stage 2. There

are appropriate policy documents and well-planned schemes of work for all subjects that include appropriate reference to the common requirements in the NC programmes of study. However, the provision for the most able and to raise the performance of boys have some shortcomings

- 107 There is a clear policy and appropriate strategies to develop pupils' key skills of speaking and listening, reading and writing, numeracy and use of ICT across the curriculum. However, the opportunities identified in short-term planning are often too general in nature and do not always allow for the systematic development of pupils' key skills in all subjects. The school provides good opportunities for developing pupils' creative and problem-solving skills. New initiatives to promote thinking skills are developing well.
- 108 There are well-focused learning experiences, which enable pupils to develop a range of skills relating to independent work. The opportunities for pupils to work together in pairs and groups are an important element of the provision.
- 109 The school's provision of extra-curricular activities makes an important contribution to pupils' learning and includes a range of music experiences, sporting opportunities and a well-being project. Visitors to the school, include members of the caring services, theatre groups and people from the local community who share their experiences. A variety of visits in and beyond the immediate locality, particularly in relation to the subject of history, complements and extends the curriculum. Homework is generally appropriate and well focused.
- 110 The provision for pupils' spiritual, moral, social and cultural development is good. There is a carefully planned programme for worship which is of a broadly Christian nature and which meets legal requirements. A range of visitors from the community contributes well in this context and pupils have good opportunities to contribute and to experience quiet moments of reflection. Provision to promote pupils' experiences of awe and wonder are well developed in a range of contexts including that of the local environment.
- 111 Provision for pupils' moral and social development is good. Appropriate opportunities, including those in morning assemblies are provided to reinforce caring values and to emphasise the differences between right and wrong. There are good opportunities for effective co-operation within groups in the classroom. Through the school council pupils have opportunities to shoulder responsibilities for various initiatives. Pupils' awareness of those less fortunate is raised and they contribute to good causes. These experiences contribute appropriately to pupils developing awareness of global citizenship.
- 112 There is a well-focused policy and programme for pupils' personal and social education (PSE) in place, which includes a range of effective experiences in assemblies and in discussion time. The experiences are well supported by opportunities to promote values across the curriculum and by the impact of the effective school ethos. There are also good links with the police, fire and health services in this context. The school is successful in raising pupils' awareness of the importance of healthy eating and living, through work in science and through giving pupils responsibilities for the break-time fruit shop. The school has achieved the third phase of the Healthy Schools' Award.

- 113 There is a clear Welsh ethos throughout the school. There are positive attitudes towards the Welsh language and pupils respond readily when given opportunities to use their second language. Planning to promote pupils' bilingual skills is ineffective in some classes. The culture and heritage of Wales feature prominently in what is taught and in the general life of the school. Pupils' awareness of other cultures is developed well through work in geography and religious education and through initiatives such 'the fair-trade fortnight'.
- 114 There are good positive links with parents, the local community and other schools and colleges. Visitors from the community, such as police officers and members of the fire service enrich pupils' learning experiences. The school has established good partnerships with a cluster of local schools sharing expertise and good practice. There are very effective transition arrangements with the local comprehensive school. Pupils confidently look forward to transfer to the senior school. There are good opportunities to broaden and enrich pupils' work-related education. These are successfully developed through visits to local industry and visitors from those local industries.
- 115 The school has high expectations of its pupils and strongly promotes equality in everything it offers. Any incident of stereotyping is appropriately challenged. Policies for promoting and practising equality of access, equal opportunity and racial equality are effectively and consistently implemented by all staff.
- 116 Overall, provision of education for sustainability is good. Energy conservation, paper recycling and re-using are well promoted by the school and practised by pupils and adults. In addition, sustainability is effectively promoted through the formal curriculum, notably in science and geography.
- 117 Pupils are fully involved with the Healthy Schools initiative and in an established eco-committee. There is a well-established healthy-eating programme.
- 118 Global citizenship is positively promoted through the high profile given to international charities and also through geography. The formal links with schools in other countries are developing well. Opportunities to develop pupils' entrepreneurial skills, such as buying, selling and marketing are limited.
- 119 The importance of setting regular homework is increasingly emphasised as pupils progress through the school. As they mature, pupils are encouraged to take more responsibility for their own learning, and to be actively involved with community-based activities. In discussion, pupils indicate they understand and appreciate importance of adaptability, flexibility and tolerance. Pupils respect and appreciate their surroundings.

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

Grade 2: Good features and no important shortcomings

- 120 The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
- 121 Pupils are well cared for, guided and supported. Arrangements for pupils' support are well planned and managed. The school provides a happy, safe, secure, welcoming and caring learning environment for pupils. Parents consider

pupils are happy in school, and they are satisfied with the help and guidance provided for their children.

- 122 Teachers identify and react appropriately to individual pupils' needs and the deployment of the available support staff is suitably organised to meet these needs and requirements. A wide range of available external support services and agencies is used appropriately and effectively.
- 123 Overall, relationships between staff, parents, members of the local community and pupils are strong and constructive. The school welcomes parents at any time and parents are formally invited to attend two parents' meetings per year to discuss their child's progress and any other matter related to their education. The newsletters, issued monthly to parents, inform them mainly about the dates for school events and about pupils' achievements. Parents feel they are well informed about events in the school.
- 124 The very good links with the secondary school and the well-developed transfer arrangements for pupils moving from Y6 to the high school are very effective and include tasks which link key stage 2 and key stage 3.
- 125 The school makes good use of all available specialist services, when appropriate. Support staff work effectively to identify and react to the individual needs of pupils. Topics related to health education are contained within the schools' PSE programme, which is based on the required guidelines.
- 126 Attendance registers are completed appropriately and quickly at the start of the morning and afternoon sessions. Parents are advised that all pupils are expected to attend regularly and arrive punctually. The system for monitoring attendance and punctuality is simple and effective. Procedures for promptly following up lateness or unexplained absence are appropriately implemented. The current involvement of the educational welfare officer is good and the school works closely with the service.
- 127 The school expects good standards of behaviour and does not tolerate inappropriate behaviour. Staff consistently implement the behaviour and anti-bullying policies. Pupils understand and generally adhere to the rules they have helped develop. The school's very effective systems for recognising and rewarding good standards of behaviour, attendance and achievement are understood and appreciated by pupils.
- 128 The school has clear and well-documented arrangements, which appropriately contribute to pupils' well being when in its care. Risk assessments are undertaken and appropriately documented.
- 129 Most members of the school staff are trained in emergency first aid. The school's PSE programme contains appropriate topics related to health and safety and as a result pupils have an appropriate awareness of health and safety. Good procedures are in place to fully meet the needs of pupils who are unwell or who have suffered an injury whilst in school.
- 130 Child protection arrangements follow local guidance and recommended good practice with designated named persons and a nominated governor. All staff are aware of the signs of possible child abuse and the specific procedures they must closely follow. Relevant complaint and appeal procedures are in place.

- 131 Overall, the provision for pupils with ALN is good. Pupils with SEN have access to a broad and balanced curriculum. The school has appropriate strategies to identify pupils with ALN. Assessment procedures and teacher expertise in particular are important elements in this context. The vast majority of pupils on the SEN register has been identified as having language-related needs.
- 132 The school adheres to the SEN code of practice and there is a clear policy to guide teachers' work. The special educational needs co-ordinator (SENCO) is well informed and provides appropriate leadership in terms of co-ordinating provision and in fostering links with parents and carers. The named governor is also a teacher at the school.
- 133 Staff members have received training in various aspects of SEN. There is an effective system of record-keeping in place and the SENCO, class teachers and the language support teacher in particular carefully monitor the progress of pupils with SEN. The school has well-established links with the comprehensive schools in this context. There are also good links with relevant outside agencies and the school make effective use of expertise provided when the need arises.
- 134 Individual educational plans written for pupils with SEN are of good quality, child friendly and are reviewed each term. Pupils' targets are clear and well focused and the views of parents and carers, and the pupils themselves, are taken into account in their formation and review.
- 135 A language support teacher who works part of the week in the school provides the main support, during withdrawal sessions, to meet the needs for individuals and groups in Y2 to Y6. This support is of a high quality and the majority of pupils make good progress in relation to their targets. Since September 2008 an additional learning assistant has provided good support in mathematics, during withdrawal sessions, for groups of pupils of varying abilities.
- 136 The procedures which the school adopts in ensuring that appropriate support is provided for those few learners whose behaviour might impede their progress or that of others is a good feature of its life and work. There are well-focused policies and procedures to promote good behaviour and staff have received training in this field. Rewards and sanctions have been effectively established as part of the school's approach and the general ethos of the school, with its emphasis on tolerance and respect makes a very important contribution in this context. When the need arises the support of relevant outside expertise is called upon. These arrangements work well.
- 137 The school ensures that all pupils, regardless of their social, linguistic or ethnic backgrounds, are given the same rights and opportunities. The importance of treating each other equally is often used as an assembly topic. The school successfully ensures that pupils from all backgrounds and genders are given equal opportunities and actively encourages pupils to participate in all activities. The range of activities available during and after school broadens the access for all pupils.
- 138 There is a well-established school council which meets regularly. Its views are carefully considered and acted upon. Pupils are increasingly encouraged to appreciate the democratic process and the part they should play in it.
- 139 Measures to eliminate oppressive behaviour are good. The school staff consistently implements its positive behaviour strategies and appropriately

considers bullying and inappropriate behaviour very serious matters. Any reported instances of bullying, which are very rare, are comprehensively recorded and are dealt with promptly and effectively, using the range of sanctions available, as necessary and appropriate. Arrangements to eliminate racial discrimination, oppressive behaviour, bullying and harassment work extremely well because all teachers consistently apply relevant policies and procedures and have very high expectations of their pupils in these areas.

- 140 The school has carried out a detailed review of its accessibility for the disabled. A comprehensive accessibility plan is in place. The present accommodation arrangements do not fully allow access for wheelchairs to most parts of the school and there are no designated toilets for disabled pupils and visitors. Appropriate policies for this aspect are in place. The new building will have full disabled access and facilities for pupils, staff and visitors.
- 141 The school provides a suitably wide range of activities and experiences, which enables pupils to develop a good understanding of diversity within today's society. The school frequently recognises and celebrates diversity, for example in its assemblies, religious services and in lessons.

Leadership and management

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

Grade 2: Good features and no important shortcomings

- 142 The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
- 143 The headteacher provides a very strong and purposeful lead and has made a significant contribution since her appointment in giving the school a clear sense of direction. Teachers' expectations of themselves and of their pupils are high because the headteacher sets a very good example in the way the school is organised and in the vision she shows.
- 144 Staff work well together and share a common commitment to the school. There is a common belief that all of those working in the school have potential for growth and development. Staff are well motivated and help to create a very positive ethos. All staff are conscious of their responsibilities and of ensuring that all pupils have equal access to what is taught. All the teaching staff willingly share what they do well and their particular expertise. The headteacher and subject co-ordinators monitor their subjects rigorously and consistently across the school. They are well used to help to identify areas for improvement and to inform teachers' training needs. As a result, the school functions well in an atmosphere where continuous improvement and a positive climate of teaching and learning are major priorities. There are detailed and well-constructed arrangements in place to achieve these objectives.
- 145 There are detailed plans to assess pupils' long-term achievements and to identify those pupils who are not making the progress it would be reasonable to expect of them. These are generally well used to support individual pupils and to provide information to teachers about the success of teaching and learning year on year.

- 146 The school takes careful note of national priorities and local initiatives. However, the impact of the school's plans for the development of pupils' bilingual skills is mixed. In some classes pupils do not build regularly on the skills they have. Teaching does not always provide sufficient opportunities for pupils to use English and Welsh freely and naturally in lessons and to address the under performance of boys. Arrangements for the Foundation Phase have been put into practice although their full effect is currently limited because of the major construction work continuing on the site of the new school. This has temporarily considerably reduced the outdoor facilities (for these children).
- 147 There are strong links with other schools in the area including the secondary school to which most pupils transfer and also with other providers of education. The school has managed its own initiatives well to agree standards between neighbouring schools.
- 148 The headteacher has successfully established rigorous arrangements that are used systematically for the headteacher and subject co-ordinators to observe teaching and learning. This information is effectively utilised to decide teachers' in-service training needs. Links between this process and the school performance management arrangements are effective. There are appropriate arrangements in place to support newly qualified teachers and teachers new to the school.
- 149 The governing body is particularly well led by a very experienced chair who works closely with the headteacher and other governors to determine the long-term strategic needs of the school. The governing body is very well administered and has very successfully addressed some significant issues relating to the school's budget. Financial management is strong. All governors are very committed to the school and very supportive of the progress being made in raising standards and in ensuring that the school runs efficiently. Constructive links between individual governors and subject co-ordinators ensure that all are well-informed about initiatives that have been agreed, for example in raising standards in ICT.
- 150 The governing body constructively holds the school to account. It acts well as a supportive yet critical friend of the professional leadership. Governors are well informed about the school's overall performance. The governing body meets all of its statutory duties in full.

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

Grade 2: Good features and no important shortcomings

- 151 The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
- 152 The school self-evaluation process is systematic and detailed. All professional staff have carefully evaluated their own work and have carried out detailed reviews of their subjects. These are well used as a basis for future development as well as assessments of the impact of previous initiatives. The process of self-evaluation is well used as part of the school's ongoing management process. All staff, governors, parents, pupils and the local community have been fully involved in the process. It takes careful account of a wide range of

first-hand data. Good use is made of the process to identify priorities for its improvement.

- 153 Teachers carefully and regularly measure pupils' progress and accurately predict future achievements. They carefully evaluate the performance data from national and other reliable assessments to identify strengths and areas for improvement as well as trends over time.
- 154 The school evaluation document is succinct and well organised. It is set out systematically and closely linked to the school's existing cycle for this purpose. It provides a detailed and easily understood picture of the school's strengths and areas for development. It is closely linked to the SDP, which sets out what is important to the school. These areas are logically presented and contain the necessary information to judge success. Each initiative in it is carefully costed and tracked in order to judge whether the intentions have been met.
- 155 There are strong links between the school's self-evaluation process and the staff performance management programme. The process takes appropriate account of national and local priorities.
- 156 The inspection team agrees with all of the judgements made by the school in its self-evaluation in each of the seven key questions and with the school's identification of its strengths and areas for development.
- 157 Since the last inspection in the autumn term 2002, the school has made good progress, particularly lately in addressing the key issues of that inspection.
- 158 Standards are higher now than they were and the school consistently attains above the local and national averages in the national assessments for seven and eleven year olds.
- 159 The quality of teaching observed exceeded the national picture reported in HMCI's Annual Report 2006/2007 and is better than it was in 2002.
- 160 There are now detailed and well-used procedures in place for assessment, recording and reporting and target setting. Detailed collections of pupils' work exemplify well standards pupils should achieve year on year. All subject schemes of work and subject policies are in place and are well used by teachers.
- 161 The shortcomings in the way in which the school reports and records attendance have been successfully addressed as have shortcomings detected in the annual report to parents and in the school prospectus.

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

Grade 2: Good features and no important shortcomings

- 162 The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
- 163 The school has an appropriate complement of teaching staff to deliver the curriculum. They are well deployed and have completed the necessary security checks. Teachers have appropriate qualifications and a wide range of expertise and the scheme for delegating responsibilities is good. Curriculum leaders contribute well to the development of their subjects. Good mentoring procedures are in place to support the newly qualified teacher. The school

makes good use of available classroom support staff who work very well with the teachers in the early years. All members of staff have job descriptions that give a clear outline of their responsibilities.

- 164 Resources for workforce remodelling have been effectively utilised and the restructuring of staff has focused specifically on the school's needs in a number of areas. Good use is made of the skills of the learning support assistants in teaching mathematics together with the use of drama specialists to enable teachers to have the appropriate arrangements in order to plan, prepare and assess. These arrangements work well and the time is well used. The general quality of all the staff, and the effectiveness of their deployment, is a good feature of school life.
- 165 Teachers and support staff attend a wide range of training sessions which are well linked to their individual needs as well as to the needs of the school as identified in the SDP. Some staff members have enhanced their professional development and gained recognition from relevant bodies through pursuing longer courses.
- 166 There are efficient day-to-day routines to ensure that the school runs smoothly in a good-natured way. Visitors to the school are warmly welcomed and the caretaker works hard to keep the school clean and tidy.
- 167 Overall, there is an appropriate range of resources, which are constantly being supplemented to. Resources are well used across the school to support the teaching and learning. Particularly good use is made of resources in the early years and of computers and interactive whiteboards throughout the school.
- 168 The improved budget situation helps the school ensure that the resources purchased support its priorities for development in a more effective manner. Leaders and managers conduct regular reviews to ensure that there are sufficient, suitable resources in the areas for which they are responsible. The spending on ICT, which includes the provision of 10 laptop computers in Y6 and the purchase of reading books to interest boys in particular have had a positive effect on standards.
- 169 Currently the accommodation and location have a number of shortcomings, including very restricted space outdoors because of the building work (going on.) Effective use is made of the accommodation as a whole and plans are in place to reinstate the outdoor areas. Good use is made of the space available inside the building. One of the school's strengths is the high standard of the displays, which contribute successfully to the stimulating and positive atmosphere which celebrates pupils' efforts.
- 170 The school's budget is well managed and good use is made of grants. During the last two years a deficit budget has been well addressed. The school's current spending decisions are well linked to plans for development and the headteacher and governors, together with the school support officer, monitor and review the budget and expenditure on a regular basis. Bearing in mind the overall good quality of education provided and the progress pupils make, the school gives good value for money.

School's response to the inspection

Both governors and staff are delighted with the findings of our inspection report. The inspection was carried out with meticulous attention to detail, and the team was wholly professional in its approach. We were particularly pleased with the team's skill in making everyone so comfortable with them.

It is always a joy for a school when its qualities and values are recognised and commended, and we have in our report an affirmation of the standards we achieve. As the report states standards are higher now than they were and the school consistently attains above the local and national averages in the national assessments for seven and eleven year olds. Also, that the quality of teaching observed during the inspection exceeded the national picture reported in HMCI's Annual Report 2006/2007 and is better now than it was in the previous inspection in 2002.

It gives us particular pleasure that the contribution of all members of our community, and their potential to continually develop is recognised.

Our pupils' are our greatest priority and we are happy that their good behaviour and attitude towards learning has been noted and recognised by the inspection team. This is a reflection of the strong care and guidance procedures established within the school.

Of course, there is always room for improvement and the inspectors identified a small number of areas for further development. We agree with their findings. We intend to further develop our current practice so that all pupils reach high standards of achievement. It will also be a priority of ours to further enhance pupils' key skills in English and bilingualism and to ensure sufficient and appropriate challenge is planned for boys and girls in all classes.

We are pleased that the school has been commended on its progress since the last inspection in 2002.

A copy of the school's action plan in response to the inspection recommendations will be sent to all parents. The governor's annual report will outline the progress we are making on the inspection recommendations.

Staff and governors are committed to continually striving to provide the highest quality education for the pupils of the school.

We are grateful to the inspection team for its insight and perception and we will give of our best in addressing its recommendations.

Appendix 1

Basic information about the school

| | |
|---------------------|---|
| Name of school | Heolgerrig Primary School |
| School type | Nursery and Primary |
| Age-range of pupils | 3 - 11 |
| Address of school | Heolgerrig Road Heolgerrig Merthyr Tydfil |
| Postcode | CF48 1SB |
| Telephone number | 01685 722571 |

| | |
|----------------------|-----------------------|
| Headteacher | Mrs Jill Evans |
| Date of appointment | 1 September 2005 |
| Chair of governors | Mr Paul Brown |
| Registered inspector | Mr Peter Mathias |
| Dates of inspection | 17 – 19 November 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 | 32 | 28 | 10 | 28 | 25 | 23 | 23 | 23 | 192 |

| Total number of teachers | | | |
|--------------------------|-----------|-----------|----------------------------|
| | Full-time | Part-time | Full-time equivalent (fte) |
| Number of teachers | 7 | 1 | 7.2 |

| Staffing information | |
|--|------|
| Pupil: teacher (fte) ratio (excluding nursery and special classes) | 26:1 |
| Pupil: adult (fte) ratio in nursery classes | 15:1 |
| Pupil: adult (fte) ratio in special classes | N/A |
| Average class size, excluding nursery and special classes | 27 |
| Teacher (fte): class ratio | 1:1 |

| Percentage attendance for three complete terms prior to inspection | | | |
|--|------|------|----------------|
| Term | N | R | Rest of school |
| Autumn 2007 | 92.5 | 82.6 | 91.8 |
| Spring 2008 | 91 | 85.8 | 92.2 |
| Summer 2008 | 82.5 | 85.9 | 91.9 |

| | |
|--|-----|
| Percentage of pupils entitled to free school meals | 15% |
| 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: | | 28 | |
|---|--------------------|----------|-------------------------|-------|-------|-------|
| Percentage of pupils at each level | | | | | | |
| | | | W | 1 | 2 | 3 |
| English: | Teacher assessment | School | 3.85 | 11.55 | 57.75 | 26.95 |
| | | National | 3.5 | 13.8 | 63.0 | 19.4 |
| En: reading | Teacher assessment | School | 7.69 | 7.69 | 53.84 | 30.76 |
| | | National | 4.1 | 14.9 | 55.2 | 25.5 |
| En: writing | Teacher assessment | School | 3.84 | 19.23 | 61.53 | 15.38 |
| | | National | 4.8 | 15.9 | 67.8 | 11.3 |
| En: speaking and listening | Teacher assessment | School | | 15.38 | 57.69 | 26.9 |
| | | National | 2.4 | 10.7 | 62.8 | 23.8 |
| Mathematics | Teacher assessment | School | 3.85 | 3.85 | 61.6 | 30.8 |
| | | National | 2.0 | 10.9 | 65.2 | 21.6 |
| Science | Teacher assessment | School | | 7.7 | 69.3 | 23.1 |
| | | National | 1.6 | 8.5 | 66.3 | 23.4 |

| Percentage of pupils attaining at least level 2 in mathematics, science and English according to teacher assessment | | | |
|---|-------|----------|-------|
| In the school | 76.9% | In Wales | 80.7% |

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 | | 23 | | |
|---|--------------------|----------|------------------------|------|------|-------|-------|
| Percentage of pupils at each level | | | | | | | |
| | | | 1 | 2 | 3 | 4 | 5 |
| English | Teacher assessment | School | | 3.45 | 13.8 | 58.65 | 24.15 |
| | | National | 0.6 | 3.1 | 15.6 | 51.3 | 28.5 |
| Mathematics | Teacher assessment | School | | 3.45 | 13.8 | 44.85 | 37.95 |
| | | National | 0.6 | 2.7 | 14.7 | 51.4 | 29.9 |
| Science | Teacher assessment | School | | 3.45 | 13.8 | 51.75 | 31.05 |
| | | National | 0.5 | 1.8 | 11.4 | 53.9 | 31.7 |

| Percentage of pupils attaining at least level 4 in mathematics, science, and English by teacher assessment | | | |
|--|-------|----------|-------|
| In the school | 75.9% | In Wales | 74.1% |

Appendix 4

Evidence base of the inspection

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

These inspectors visited:

- 17 lessons or part lessons;
- registrations, assemblies and acts of collective worship; and
- a range of extra-curricular activities.

Members of the inspection team had meetings with:

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

The team also considered:

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

After the inspection, the team held meetings with subject departments, senior managers and governors.

Appendix 5

Composition and responsibilities of the inspection team

| Team member | Responsibilities |
|--|---|
| Mr Peter Mathias (Registered Inspector) | Context Summary and Recommendations Appendices Key Question 5 and 6 Contributions to Key Question 1 & 2 |
| Mrs Elizabeth Halls (Lay Inspector) | Contributions to Key Questions 1, 3 & 4 |
| Mr Brinley Jones (Team Member) | Key Question 7 Contributions to Key Questions 2, 3 & 4 |
| Mrs Jill Evans (Headteacher/Nominee) | Contributions to all Key Questions |

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