

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

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

**Llandough Primary School  
Dochdwy Road  
Llandough  
Penarth  
CF64 2QD**

**School Number: 6732149**

**Date of Inspection: 22<sup>nd</sup> September 2008**

**by**

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**Under Estyn contract number: 1106608**

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

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

## Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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## Context

### The nature of the provider

- 1 Llandough Primary School is situated in the residential community of Llandough, which is near Penarth. The Local Authority (LA) is the Vale of Glamorgan. The school provides education for boys and girls between the ages of three and eleven. There are 166 full-time equivalent pupils on roll, including 20 (10 full-time equivalent) nursery children who attend on a mornings only basis.
- 2 There are two units for pupils who have severe and complex speech and language impairments. The Key Stage 1 (KS1) and Key Stage 2 (KS2) units currently provide for 18 pupils of different ages where placement in the school is determined by the LA, which provides additional funding for these pupils.
- 3 Most pupils come from the local area although a significant minority travel some distance to the school. A major source of employment in the area is the nearby large hospital. The majority of children enter the nursery with below the levels of basic skills and experiences expected for their age. About 83% of pupils speak English as a first language. Seventeen per cent have other home languages. No pupil speaks Welsh as a first language. About half of the school population do not begin and complete their primary education at the school.
- 4 The school reports that 11% of pupils are eligible for free school meals, which is just below the LA average of 11.9% and the all-Wales average of 17.5%. Nineteen pupils have statements of special educational needs (SEN) and about 10% of pupils in the main school have some degree of SEN, which is close to the national average. No pupil has the National Curriculum (NC) disapplied. No pupil is looked after by the LA. No pupil needs support because English is an additional language. No pupil was excluded in the previous school year.
- 5 The school was last inspected in the Autumn Term 2002 when the previous headteacher was in post.
- 6 The school holds the Basic Skills Quality Mark, the Eco-Schools Bronze Award and the Healthy Schools Award.
- 7 The current headteacher was appointed in January 2006 following a short period as acting headteacher. The deputy headteacher was appointed in February of the same year. One permanent member of the teaching staff was absent during the inspection.

### The School's Aims

- 8 The school's aims are to:
  - provide the best possible opportunity for all children to learn together, to work together and to play together in order that they achieve their full potential;
  -

- encourage self-esteem and self-confidence by valuing the contribution that every individual brings to our school;
- 
- praise each child for their efforts and achievements;
- 
- ensure that each individual is treated with respect and offered equality of opportunity;
- 
- encourage a sense of responsibility for themselves, our school and the wider community; and
- 
- work together towards the same goal – to achieve our best.
- 
- 
- **School's Mission Statement**
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- 9 The school's mission statement is: "All children will be given full opportunity to work together to maximise their true potential through becoming willing, independent learners within a safe, caring and stimulating environment that provides education of a good quality, reflecting national and local needs."
- 
- 

<b>The school's priorities and targets</b>
--------------------------------------------

- 10 The school's priorities and targets for 2008/2009 are:
- to develop the Foundation Phase curriculum and the teaching of the skills in all subjects;
  - to raise standards further in English, mathematics, science, information and communications technology (ICT) and the subjects of the NC;
  - to develop learning and teaching across the school;
  - to put into effect a co-ordinated and coherent approach to the teaching of the key skills;
  - to continue to implement the Healthy Schools initiative;
  - to extend the range of after-school clubs;
  - to improve attendance and punctuality;
  - to review a wide range of policies;
  - to develop the roles of subject co-ordinators; and
  - to strengthen the school's self-evaluation process.

## Summary

- 11 Llandough Primary School is a good school, which is well led by the headteacher and the deputy headteacher. It has made significant progress since its last inspection in September 2002.

### Table of grades awarded

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

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

### Standards

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

#### Grades for standards in subjects inspected

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
24%	76%	0%	0%	0%

- 14 These figures are above those reported by Her Majesty's Chief Inspector (HMCI) in the Annual Report 2006/2007 (primary) where standards were good or better in 80% of lessons and standards were outstanding in 10% of lessons. In this inspection, 100% of lessons were Grade 2 or better with nearly one in four of them having outstanding features.

### Subjects and areas of learning for under-fives

	Nursery	Reception
Language, literacy and communication	2	2
Personal and social development, Well-Being and Cultural Diversity	1	1
Mathematical development	2	2
Welsh language development	2	2
Knowledge and understanding of the world	1	1
Physical development	1	1
Creative development	1	1

- 15 The overall quality of the educational provision for the under fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.
- 16 Many children begin school with below the expected levels of basic skills and experiences. They make good progress and are well prepared for the next phase of their education. Nearly all exceed the predictions made for them at the ages of seven and eleven.

### Grades for standards in subjects inspected

	Nursery	Reception	KS1	KS2
Inspection Area	Grade	Grade	Grade	Grade
Under fives	1	1	N/A	N/A
English	N/A	N/A	2	2
Science	N/A	N/A	2	2
Information technology	N/A	N/A	2	1
Geography	N/A	N/A	2	2
Art	N/A	N/A	2	2

- 17 Pupils with SEN, including those pupils who attend the units in KS1 and KS2 for severe and complex communication impairment, make very good progress, as do pupils with English as an additional language. All are well prepared for the next stage of their education.
- 18 In the end of KS1, national teacher assessments for seven year olds, starting from a below average base, the proportion of pupils attaining at least the expected level (Level 2) in English, mathematics and science was below the LA and national averages. However, an above average proportion of pupils achieved the higher level (Level 3) in mathematics. In these assessments girls out-performed boys.
- 19 In the end of KS2 national teacher assessments for 11 year olds in 2008 the proportion of pupils achieving at least the expected level (Level 4) was very close to the national and local averages in English and above in mathematics and science. Results at Level 5 were high in all three subjects. The combined results were very close to these averages. Again in these assessments girls out-performed boys.

- 20 These results include pupils from the KS1 and KS2 units who are assessed alongside pupils in the main school. In the main school alone in 2008, pupils performed above the LA and national averages as they have done over recent years. A similar pattern is found when comparing the performance of 11 year olds in 2008 to those in schools considered to have a broadly similar proportion of pupils entitled to free school meals. In 2008, the school met the targets it had agreed with the LA.
- 21 Standards and progress in key skills are Grade 2 (good features and no important shortcomings). Across the school, standards and progress in communication in English and Welsh are Grade 2 as they are in mathematical skills. Pupils' skills in ICT however are Grade 1 (good with outstanding features) where in KS2 there are several outstanding aspects. Pupils use their ICT skills very well across the curriculum for a very wide range of reasons.
- 22 Pupils' bilingual skills and their understanding of the significant features of their Welsh heritage are Grade 2. Pupils' personal and social skills are Grade 1. From the nursery, pupils show very caring attitudes to each other and a very strong sense of community.
- 23 Across the school, pupils have a very well developed understanding for their ages of how to co-operate when working together. This is Grade 1. They also have a very clear picture of the standards they reach and how they can improve their work. This is also Grade 1.
- 24 In the early years, children's creative skills are very successfully encouraged. Overall, this is Grade 2, as are pupil's-problem solving skills. Nearly all pupils have a positive attitude to learning. They invariably behave responsibly and show respect for others. They are very conscientious and work readily in groups and independently.
- 25 Attendance at 94% is above the LA and national averages.

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

#### **Grades for teaching in the lessons seen during the inspection**

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
21%	79%	0%	0%	0%

- 26 These figures are above those reported by 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.
- 27 In the early years, teachers plan and organise very well. Children enjoy a very wide range of suitable learning experiences.

- 28 Across the school in the best lessons the outstanding features include:
- teachers' very detailed subject knowledge and confidence in demonstrating specific skills;
  - very clear introductions and very effective questioning to encourage pupils to think things out for themselves;
  - well planned strategies to include all pupils including those from different backgrounds;
  - pupils' very confident use of incidental Welsh;
  - teachers' infectious enthusiasm for the work being undertaken; and
  - systematic reviews of what has been learnt as a result of the teaching, which are well used as a basis for planning the next lesson.
- 29 Where teaching had some shortcomings in a few lessons, insufficient thought was given to extending the most able pupils by providing sufficient additional challenges for them.
- 30 Arrangements for assessment and its use in planning and improving learning are good with outstanding features. The arrangements are comprehensive and assess learners' achievements and progress in great detail. They meet statutory requirements in full.
- 31 There are rigorous arrangements in place for teachers to agree the standards pupils achieve, both within the school and with other nearby primary schools, particularly in English, mathematics and science. Pupils have a very clear understanding of why they are being assessed and what they need to do to improve. Reports are very detailed and meet statutory requirements. Parents have good access to teachers.
- 32 The curriculum provided meets all legal requirements for the NC and the locally agreed syllabus in religious education. It provides well for children in the early years and in nearly all aspects of pupils' work in KS1 and KS2. The curriculum is accessible to all and meets the needs of all pupils, including those with SEN. It is broad, balanced and generally well planned. However, in KS1 and KS2 pupils do not have sufficient opportunities to understand more about the world of work through developing links with employers.
- 33 Provision for pupils' personal development, including their spiritual, moral, social and cultural development, is Grade 2. There are appropriate opportunities in lessons and in collective acts of worship, which meet legal requirements, for pupils to be reflective and to be aware of the spiritual dimensions of life. Across the school, positive moral values are successfully developed. Pupils are successfully encouraged to share their different cultures and beliefs.
- 34 Pupils are provided with a wide range of opportunities to work together constructively and to enjoy each others' company and that of adults. There are good opportunities for pupils' cultural development and for them to appreciate

the cultural diversity in modern society. There are good arrangements to promote pupils' awareness of sustainable development, the conservation of resources and of global citizenship. Arrangements for homework are good and it is well matched to pupils' learning needs.

- 35 Pupils are well cared for, guided and supported. The school manages care arrangements and support services very effectively and gives high quality personal support and guidance for learners. The school has very detailed plans and arrangements, which support pupils' well-being very successfully. Pupils have a good understanding of the importance of exercise and of a healthy diet.
- 36 The school council is well established and its members have a growing awareness of the democratic process. Their opinions are respected and acted upon. The school promotes equal opportunities well and ensures that all pupils, including those who attend the units, are equally treated. All pupils have the same opportunities to be included in all school activities. It positively discourages the stereotyping of individuals and cultures. Child protection arrangements meet local guidelines and recommended good practice. There are detailed and appropriate policies and arrangements to review attendance, punctuality, behaviour and performance.
- 37 Support for pupils, including those in the KS1 and KS2 units, is outstanding. It is very well managed. The requirements of the code of practice for SEN are met in full.
- 38 There is an accessibility plan in place following a detailed survey of the site.

### **Leadership and management**

- 39 The headteacher has achieved much since her appointment and leads the school with a strong sense of purpose to create a constructive environment for teaching and learning. Staff work willingly together and form a cohesive and effective team. There is a positive 'can do' atmosphere across the school and relationships between adults and pupils are mutually respectful and positive. All pupils are well-treated and positively encouraged.
- 40 The headteacher and deputy headteacher work very closely together and are very hard working and committed. They effectively monitor standards and analyse pupils' progress very carefully. However, changes to the composition of the senior management team have significantly increased the already considerable workload of the headteacher and deputy headteacher and placed unnecessary additional demands upon them. It has been identified as a priority to address, but has not been resolved. The roles of subject co-ordinators, including those who manage the units, are well developed and they manage their subjects effectively. Pupils who do not have English as the first language of the home are well cared for and supported.
- 41 The school takes careful note of national priorities and local initiatives. Arrangements to provide teachers with time during the taught week to plan, prepare and assess are effectively organised.

- 42 The governing body is well led and is well informed. It constructively holds the professional leadership of the school to account and plays a full part in setting the long-term strategic direction. Governors are well informed about the standards pupils achieve. Financial management is rigorous and carefully focused on the educational needs of the pupils. The governing body meets all of its statutory duties in full.
- 43 The process of self-evaluation is thorough and well established. It is closely linked to the school improvement process and to the performance management arrangements of staff. It is sufficiently detailed and is accurate. It is an effective working tool for school improvement and is firmly based on first-hand evidence.
- 44 The day-to-day administration is efficient and the school runs smoothly. There is an advantageous provision of well-qualified teachers and support staff who work together well.
- 45 The accommodation is in a good state of repair. It is safe and attractive with considerable outdoor facilities, which help to provide a stimulating environment for learning. It is well maintained.
- 46 The school is well resourced and good use is made of resources, which are readily available. They are of good quality and quantity to support learning.
- 47 Bearing in mind the overall quality of education provided and the 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 governing body need to:

- R1 consistently increase the level of challenge for the most able pupils across the school;
- R2 improve provision for pupils to develop a greater understanding of the world of work; and \*
- R3 review the roles and extend the composition of the senior management team. \*

\* The school has already identified this 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

- 48 The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
- 49 In the 2008 national teacher assessments for seven year olds in English, mathematics and science, the proportion of pupils attaining at least the expected level (Level 2) was below the LA and national averages in English, mathematics and science. The combined results were also below the LA and national averages, as was the proportion of pupils attaining the higher level (Level 3) in English and science but above in mathematics. When these subjects were combined the results were below these averages. In these assessments, girls attained better than boys, as they have over recent years.
- 50 In the 2008 national assessments for eleven year olds in English, mathematics and science, the proportion of pupils achieving at least the expected level (Level 4) in English was very close to the national local averages and above in mathematics and science. The proportion of pupils reaching the higher Level 5 was above in all three subjects. The combined results were very close to the national and local averages. In these assessments, girls out-performed boys at Level 4 and Level 5, maintaining the trend over recent years.
- 51 These results include the performance of pupils who attend the units in KS1 and KS2 for pupils identified as having moderate to severe and complex speech and language impairment. When their results are discounted, the performance of pupils in the KS1 national assessments in 2008 in the main school was above the LA and national averages in English, mathematics and science.
- 52 In the 2008 national assessments for eleven year olds, the results, excluding those in the KS2 unit, were above the LA and national averages in all three subjects and also when these results were combined. This confirms a previous trend over recent years where results have been consistently above the national average. The school met the targets it had agreed with the LA.
- 53 When these results are compared to schools in the LA with a similar proportion of pupils entitled to free school meals, the overall picture is the same with performance being below most of the similar schools but above when these results do not include the performance of pupils in the units.
- 54 Many pupils begin school with skills and experiences that are below expected levels for their age. Nearly all pupils, including those with English as an additional language, make good progress and exceed the standards predicted for them at the ages of seven and eleven. All pupils with SEN, including those in the KS1 and KS2 units, make very good progress and nearly all reach or exceed the targets set for them. This is a result of the very well-organised help they receive.

- 55 Across the school, pupils have a very clear understanding of what is expected of them and how well they are achieving. They have a very good picture of what they need to do to improve. However, in a few lessons the most able are not challenged sufficiently and given additional work to meet their needs. As a result they do not always make good progress in lessons.
- 56 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.
- 57 Standards of achievement in the lessons in the subjects inspected were as follows:

#### Grades for standards in subjects inspected

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
24%	76%	0%	0%	0%

- 58 These figures are above those reported in HMCI's Annual Report 2006/2007 (primary) where standards were good or better in 80% of lessons and standards were outstanding (Grade 1) in 10% of lessons.

#### Subject grades for subjects inspected

	Nursery	Reception	KS1	KS2
Inspection Area	Grade	Grade	Grade	Grade
Under fives	1	1	N/A	N/A
English	N/A	N/A	2	2
Science	N/A	N/A	2	2
Information technology	N/A	N/A	2	1
Geography	N/A	N/A	2	2
Art	N/A	N/A	2	2

- 59 Overall, pupils' achievements in the key skills are Grade 2. Standards in communication in English and Welsh are Grade 2. In communication in English in the early years classes, children progress well in speaking in English. They speak confidently to an audience and are articulate when speaking to each other. Listening skills throughout the school are Grade 2. All pupils listen attentively to their teachers and also listen well to each other. The key skill of reading is good across the school. Pupils enjoy reading and read with expression, confidence and fluency. Pupils' writing skills across the curriculum are well developed. They write independently for a range of reasons, for example in science and history.
- 60 Standards in communication in Welsh are Grade 2. In the early years, children recognise simple phrases and responses. They are beginning to count in Welsh confidently. Older pupils in KS1 respond to greetings appropriately. In KS2, pupils are keen to express themselves in short phrases and in questions. Listening skills are good and are Grade 2 in Welsh in the early years and also in KS1 and KS2. Pupils listen attentively to both adults and to other pupils.

Children in the early years recognise Welsh labels and words on display. In KS1 and KS2, pupils recognise words, phrases and short sentences. Older pupils accurately read simple extracts from books written in Welsh. They write short phrases and sentences and respond in writing to simple questions. Pupils' bilingual skills follow a similar pattern and are also Grade 2 overall.

- 61 Pupils' mathematical skills are Grade 2. They are well-developed and applied across the curriculum. In the early years, children make good progress in learning how to weigh and measure. In KS1 and KS2, they have a good understanding of how to collect and interpret data they have found, for example in geography and science. They measure accurately in design technology.
- 62 Across the school, pupils' skills in ICT are Grade 1. In the early years, children use the mouse to navigate through simple programs confidently. In KS1 and KS2, pupils use a wide-range of resources very well across the curriculum. They work independently and use their skills very efficiently, for example, when analysing data in science and in geography.
- 63 Pupils' understanding of the richness of their Welsh culture is Grade 2. From the nursery onwards, they build up a good knowledge of Welsh artists. Older pupils have a good knowledge of the work of some Welsh authors, artists and craftspeople; they have a good understanding of aspects of Welsh music and dance.
- 64 Pupils' personal and social skills are Grade 1. Across the school, pupils show outstanding care and respect for each other. They have very positive attitudes when working together. They are very enthusiastic about their work and co-operate willingly.
- 65 Pupils' problem-solving skills are Grade 2. Children in the early years solve problems individually and in small groups when taking part in a wide range of practical activities. Pupils in both KS1 and KS2 confidently explore mental challenges and find solutions to them.
- 66 Children's creative skills are very well-developed for their age in the early years. In KS1 and KS2, pupils develop well in art, music and dance. They produce work of a good quality using a range of media. A particular strength in the school is the way in which pupils work very willingly together. This is Grade 1. They collaborate very effectively in pairs and in groups.
- 67 Pupils have a very clear understanding of how to improve their own learning and performance. This is Grade 1. They are very well motivated and are enthusiastic and constructive when discussing how they could build on their achievements.
- 68 Pupils make very good progress in the development of their personal, social and learning skills. Pupils' behaviour and their attitudes to learning are major strengths of the school.

- 69 The vast majority of pupils have very good attitudes to learning. Teachers provide a wide range of stimulating activities and as a result pupils enjoy coming to school. They work hard in lessons and are eager to please. Pupils are interested and enthusiastic about their work. Pupils co-operate and support each other very well when working in pairs and small groups and at all other times. The vast majority sustain very good levels of concentration and persevere very well with their tasks.
- 70 Pupils' behaviour and the respect they show to adults and each other is outstanding. Relationships are exemplary and there is an atmosphere of mutual respect throughout the school.
- 71 The school sets high expectations and the foundations for good behaviour are laid very effectively in the early years. As a result, even the youngest children know what is expected of them at this early stage of the year. Pupils are friendly, polite and considerate. They relate extremely well to adults.
- 72 Pupils move sensibly in and around the school. Behaviour in the hall during assemblies and lunchtimes is exemplary. Pupils enter and leave the hall quietly and take up their places quickly. Meal times are very pleasant social occasions.
- 73 Pupils work and play together very well and relationships with each other are very good. Older pupils are sensitive to the needs of other pupils and the younger ones. The friendship arrangements between Y6 and Y3 work well.
- 74 In discussion, the younger pupils say they appreciate the support from those older than them. Pupils say they generally get on very well. They say that bullying is not a problem and they are very aware of what to do should it occur. Pupils have a strong sense of right and wrong.
- 75 At 94%, the average rate of attendance for the three terms prior to the inspection is above the LA and national averages. Absences are due mainly to illness but holidays in term-time adversely affect the overall rate.
- 76 There have been no exclusions for four years. Nearly all the pupils attend school regularly and arrive on time at the start of the school day.
- 77 Pupils, including those with additional learning needs, develop very good independent, problem-solving and decision-making skills. They are well prepared for effective participation in the workplace.
- 78 Throughout the school, pupils take a large share in the life of the school and all pupils, including those who do not have English as a first language, feel a strong sense of duty to it..
- 79 The school council, eco-committee, Junior Road Safety Officers (JRSO) and Y6 friendship group have a high profile in the school. As a result, pupils develop a sense of responsibility and a strong sense of belonging to the school and to the wider community. Pupils have a very good understanding of their place in the

community because they participate in a very good range of projects and events as well as visits to appropriate places.

- 80 This process starts in the early years with topics such as 'People who help us'. Pupils work closely with road safety officers to develop the travel plan and Safe Route to School. As a result, the recently installed pedestrian crossing has improved safety and the flow of traffic. The school is involved in community projects such as the Best Kept Village and has recently won the junior section.
- 81 The choir and folk dancing group go out into the community to entertain. Pupils throughout the school take their responsibilities very seriously and show great commitment to their roles. They are very proud of their school.

## The quality of education and training

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

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

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
21%	79%	0%	0%	0%

- 84 The quality of teaching is good or better, that is Grade 1 or Grade 2, in 100% of lessons. This figure is above the national picture reported by HMCI in the Annual Report for 2006/2007, when 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.
- 85 In the early years, teachers plan very carefully to organise a good range of stimulating and appropriate learning experiences. They all work very closely together so that children begin school happily and make good progress.
- 86 Across the school, teachers plan effectively to ensure that their lessons are well structured and meet the different needs and abilities of nearly all pupils, including those with English as an additional language. All pupils are successfully encouraged to play a full part in their lessons. In a few cases, however, teachers do not provide sufficiently well for those pupils who are higher attainers. They do not always prepare and set more challenging work for them or expect work of a higher standard. Teachers carefully explain what is expected of their pupils and how much time there is to complete their tasks. Teachers generally show high expectations of what their pupils should achieve and successfully encourage them to reach their targets.
- 87 The best lessons have outstanding features and are found across the school. In these, teachers show considerable confidence and understanding in their

subjects, for example, in an art lesson when demonstrating expertly how to create a model in three-dimensions. They give very clear instructions and question very actively, prompting pupils to think things out for themselves. Most teachers use incidental Welsh naturally and extensively and make their lessons lively and stimulating experiences for their pupils, for example, when discussing the characters in a story pupils have been studying. They very successfully encourage pupils to be active participants in their learning and to find their lessons fun when composing and performing music.

- 88 In the most effective lessons, teachers systematically review what has been taught and use that information very well to plan for the next lesson to ensure that all pupils have a firm basis to learn more. In these lessons they are very aware of the personal needs of individual pupils and ensure that all pupils are treated equally and fairly.
- 89 In a few lessons where there are some shortcomings, the most able are not given sufficient additional challenge.
- 90 The quality of assessment and recording and reporting pupils' progress is good with outstanding features.
- 91 On entry to the nursery, staff assess children's skills and experiences. This information is used well to identify early difficulties and to target appropriate support. It forms the basis for curriculum planning for the whole class, groups and individuals.
- 92 Further assessments for younger children are carefully undertaken during the first half-term in the reception class. The results are recorded and used as part of the school's comprehensive tracking system, to predict future performance and ensure that resources are appropriately targeted. This is an outstanding feature. The progress of all pupils is carefully monitored and very good support provided.
- 93 Early years teachers regularly observe children's progress as they play. Individual progress, within each area of learning, is carefully recorded. This information is regularly collated and kept in individual books or files, which form a comprehensive picture of what each child can do. This system is working very effectively and is an outstanding feature. It is used well to set targets, which are shared with parents.
- 94 NC assessments at the end of each key stage are implemented rigorously and the results in KS1 are used as part of the ongoing pupil-tracking system.
- 95 Setting and reviewing targets for pupils with SEN fully meet the requirements of the code of practice and pupils receive good support to meet their individual needs. Pupils in the speech and language units are assessed carefully so that their small steps can be regularly measured and built upon.
- 96 Teachers have successful strategies in place to promote assessment for learning. Success criteria are set for each lesson and shared with pupils. Pupils are increasingly and effectively engaged in self-assessment and use the

means of judging success fairly and accurately in order to evaluate their work and that of others.

- 97 Pupils' work is marked regularly and comments reflect the learning objectives. Teachers' marking accurately summarises the achievements of their pupils. They nearly always give their pupils clear guidance on how they should improve. This is not always so for the more able.
- 98 In KS1 and KS2, pupils are fully involved in setting individual targets, which are recorded as learning goals. Older pupils write their own end of year reports, identifying strengths and areas for improvement.
- 99 The school's tracking system is detailed and extensive. It is successfully used to identify pupils who have made expected progress and those who have learning difficulties. However, the performance of the most able is not always highlighted enough.
- 100 There are good arrangements in place to judge standards in English, mathematics and science in Y6 as part of the transition plan for the group of schools that admit pupils to the local secondary school. This arrangement is well established and supports the school's own standardisation of these subjects. The school has produced detailed collections of pupils' work in these subjects, which help teachers to exemplify standards in them.
- 101 Regular meetings are held with parents and carers to discuss their children's progress. The quality of annual reports on pupils' progress is very good and they meet statutory requirements. They provide clear, positive judgements and celebrate pupils' achievements. Reports contain helpful guidance for parents and carers and give pupils good indications of how they can improve their work. Parents have good opportunities to make written comments and discuss reports with class teachers. All parents from all backgrounds are positively encouraged to do this.

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

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

- 102 The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
- 103 The curriculum is appropriately broad and balanced. It fully reflects the requirements of the NC and for Y Cwricwlwm Cymreig well. The curriculum is well planned for all pupils including those with SEN and for pupils who have English as an additional language.
- 104 Teachers' detailed planning includes many stimulating and relevant learning opportunities for pupils to acquire new knowledge, to develop systematically key skills and to work both independently and in groups in order to develop the skills of lifelong learning.

- 105 Comprehensive schemes of work strongly support teaching and learning across each of the key stages, including the two units. They successfully support staff in order to help them to provide nearly all pupils with every opportunity, both within the classes in the main school and within the two units, to achieve high standards. Occasionally, the most able pupils are not sufficiently helped. Those with SEN are very well included and appropriately supported.
- 106 Pupils' bilingual skills are fostered well both in class situations and generally in the overall life of the school.
- 107 The curriculum is enriched by a wide range of extra-curricular activities, including sporting activities, calligraphy, choir, folk dancing and art. In addition, the school makes very effective provision both for visitors to school and for educational visits to a variety of places, including a residential outdoor pursuits weekend for older pupils.
- 108 The school promotes pupils' personal development well. The provision for spiritual, moral, social and cultural development is good. Daily acts of collective worship comply with statutory requirements and are broadly Christian in nature. Pupils have good opportunities to say prayers and to sing hymns in both Welsh and English. There are good arrangements for pupils to appreciate the value of reflection and to appreciate a sense of awe and wonder. They are given many informed opportunities to consider moral issues and to distinguish between right and wrong.
- 109 Social development is successfully promoted through close links and a strong partnership with the community including the local hospital. The annual residential visit for Y6 supports the social development of older pupils very well.
- 110 Pupils' cultural development is well promoted through stories, music, visits to theatres and galleries and to places of religious significance. Pupils are given a good understanding of the culture of Wales and of the wider world. They appreciate the richness and cultural diversity within modern society. Provision for the development of pupils' bilingual skills in Welsh and English is strong and is having a significant impact on pupils' confidence to use both languages.
- 111 The work of the school is further enhanced by its strong partnerships with the community, including the local hospital, the Women's Institute and the Rotary Club. Wider partnerships served to support the recent development of a 'Safe Routes to School' travel plan.
- 112 The school operates an open-door policy for parents, who in turn acknowledge and appreciate the wide-ranging opportunities for becoming involved in the life of the school. This includes courses in language and play for nursery parents. Detailed newsletters, regular curriculum evenings, an active parents' association and the establishment of a support group for parents of pupils who attend the units further enhance links with parents.
- 113 Currently links with industry are Grade 3. The school has plans to address this by developing further links with industry and with other schools through an

international project. . Educational visits and visitors from the community help to raise pupils' awareness of the world of work. The school benefits materially from some links with local businesses. However, no staff have benefited from industrial placements to enhance their professional development and support their teaching and management skills.

- 114 The school promotes equal opportunities very well. Pupils, irrespective of their social backgrounds, gender, disability or ethnicity are positively included in all appropriate school activities, including all appropriate out of hours activities. The school makes every effort to tackle any social disadvantage of its pupils and to ensure that all pupils, including those who attend the units, are well supported.
- 115 Pupils develop a good understanding of sustainable development and an awareness of conservation issues through recycling projects in the school. They work successfully with the Woodland Trust to develop the outdoor environment and older pupils maintain the Early Years garden. Y6 pupils make products using recycled materials as part of their mini enterprise project.
- 116 Pupils' awareness of global citizenship is successfully raised through their work in subjects, such as geography and religious education. Fairtrade products are regularly used in lessons and mid-morning snacks. The school acts in a sustainable way and pupils are very aware of the effects of litter and pollution on the environment. Pupils are successfully encouraged to see themselves as citizens of the wider world.
- 117 Opportunities for pupils to develop skills and understand about commerce and economic development are good. Children in the early years develop their entrepreneurial skills well through role-play activities.
- 118 All pupils have the opportunity to take responsibility by taking on responsibilities. All help to raise money for good causes.
- 119 The school is very committed to national priorities for lifelong learning and community regeneration. It works closely with the local council and local groups to improve the area. The school successfully encourages volunteers to have access to training and qualifications. It willingly provides placements in the school for students from local colleges and places of higher education.

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

**Grade: 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 cared for, guided and supported very well in a very secure, supportive and happy environment. The school has a very positive ethos and every pupil is valued and included.

- 122 The school works extremely effectively with health professionals and external agencies. The parent support group for parents of children with additional learning needs is an outstanding feature. The school has a very positive partnership with parents. Their views are sought through regular meetings and questionnaires. In discussion, parents say they value the daily informal contact with all the teachers.
- 123 The school council and eco-committee provide pupils with a clear voice in the school and the community. Representatives from Y1 to Y6 and both units develop team building and negotiating skills that support their work in other areas. For example, the new pedestrian crossing has improved safety and traffic flow and initiatives such as the 'Walk to School' are successful.
- 124 Induction arrangements for the early years are very carefully planned and implemented. All children, including those who do not have English as their first language, settle very well into school life at this early stage of the year.
- 125 All pupils quickly learn the routines and settle well into school life. There are excellent procedures in place when pupils move between classes and key stages, and to support pupils who join the school at later times. The information for pupils who join the units is of an outstanding quality.
- 126 There are very good transition arrangements with the receiving secondary school. The school is involved in the local transition plan, which includes Y6 pupils undertaking projects with the secondary school.
- 127 The school provides very high quality personal support and guidance for pupils. The policy is integrated into all aspects of the school's activities and the outcome is reflected in the pupils' caring and thoughtful attitudes. The support group for parents of children with additional learning needs is an outstanding feature.
- 128 There are very effective policies and procedures in place to monitor pupils' attendance and punctuality, behaviour and performance. Pupils play a significant role in maintaining good behaviour, and devising school rules and the code of conduct.
- 129 Teachers and support staff apply policies for behaviour management consistently and all adults in the school are very good role models. All staff, including midday supervisors, are trained in assertive behaviour management strategies. Incidents of misbehaviour are dealt with promptly and without fuss. In discussion, pupils say they are treated fairly.
- 130 Pupils' behaviour is very closely monitored and, when required, appropriate action is taken to support pupils who may experience difficulties.
- 131 The school is in its third year of the Healthy Schools initiative. Pupils understand the need for exercise and the importance of eating a balanced diet. Parents support the school's 'fruit only' policy for break time snacks and all pupils have access to water throughout the day. The school is very effective in

promoting health and fitness for pupils through a wide range of extra curricular activities. These include the physical education initiative and a very good range of outdoor play equipment, which is used extensively.

- 132 All adults in the school, including the canteen staff, are very well aware of pupils with particular needs and are very knowledgeable about procedures in the event of accidents and emergencies, such as how to help pupils with identified medical conditions and allergies.
- 133 There is a comprehensive health and safety policy. Risk assessments are systematic. All staff are trained in first aid procedures and are alert to issues relating to the well-being of pupils.
- 134 There is an effective policy and strong procedures for guidance and for child protection, which meets local recommended good practice. The headteacher and deputy headteacher are nominated officers and a parent is the named link governor. Teachers and all support staff are fully aware of their responsibilities.
- 135 Provision for pupils with SEN is very good, both in the units for pupils with severe speech and language impairment and in the main school. This is a strength of the school.
- 136 Governors have agreed a robust policy and staff have implemented systematic procedures for identifying pupils with SEN. These meet statutory requirements and are in line with the Welsh Assembly Government (WAG) Code of Practice.
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- 137 Currently, there are 18 pupils in the speech and language units, all of whom have a statement for SEN. Pupils within the SEN classes benefit from very well-structured teaching and sensitive responses to their wide-ranging needs. Teachers and support staff work extremely effectively together, providing very good support for pupils, ensuring that they make very good progress.
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- 138 There has recently been a marked increase in the numbers of pupils who speak English but have English as an additional language. These pupils are well catered for and benefit from regular liaison with the Ethnic Minority Achievement Service. All pupils are offered a very good range of additional support.
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- 139 Both special educational needs co-ordinators (SENCOs) work closely with class teachers to agree detailed Individual Educational Plans (IEPs) and they review them regularly in liaison with parents.
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- 140 Staff have implemented a range of additional intervention programmes, such as 'Catch Up Reading' and 'Early Literacy' and these have proved to be very effective in supporting pupils in their early literacy skills. The policy for more able and talented pupils is currently under review and at present is inadequate.
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- 141 The school consistently promotes high standards of behaviour: this is a real strength of the school. The very few pupils presenting emotional and behavioural difficulties are well supported and monitored through detailed Individual Behaviour Plans (IBP's).

- 142 The school has well-planned and documented procedures including named staff for dealing with race equality, disability discrimination and equal opportunities. All pupils are encouraged and enabled to take part in the activities provided by the school.
- 143 There are effective policies for areas such as bullying, harassment, disability and fire prevention. Pupils participate in initiatives such as national anti-bullying week and are involved in devising the school's code of conduct and anti-bullying policy.
- 144 There are no pupils with mobility disabilities currently attending the school but there is a suitable accessibility plan and action plan that takes account of the school site and buildings. Pupils in both the speech and language units are fully integrated into school life.
- 145 The school promotes diversity and equal opportunities very well. A very good range of activities is provided for pupils through personal and social and religious education. Parents from different ethnic backgrounds are used effectively to promote children's understanding of other cultures.

## **Leadership and management**

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

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

- 146 The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
- 147 The headteacher provides a strong and purposeful lead, and has achieved much in raising standards and in improving the fabric of the school. She shows a very clear sense of direction for the school and has very effectively shared this vision with all staff.
- 148 Staff morale is high and all work constructively together as a cohesive team. All staff are conscious of their responsibilities, and for ensuring that all pupils have equal access to what is taught and to all aspects of school life. As a result, all pupils in the school including those in the units make at least the progress it would be reasonable to expect of them, although at times the most able are not challenged consistently enough.
- 149 A particular strength is the close and very effective working relationships between the headteacher and deputy headteacher, particularly in raising standards in all subjects and in assessing the progress pupils make. They have worked very successfully and sensitively with all staff to build on their strengths and to improve the overall quality of teaching and learning. However, changes to the senior management team have significantly increased the workload of the headteacher and deputy headteacher and have placed further unnecessary demands upon them.

- 150 There are detailed arrangements in place 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. Resources and support staff are carefully deployed to assist in this process. Subject co-ordinators are conscientious and hardworking and effectively review where there are strengths and areas for development within their areas of responsibility. They have good arrangements to address these systematically and to contribute to the school's improvement plan.
- 151 The school takes careful note of national priorities and local initiatives. There is a well-supported breakfast club. The school council is active and pupils are developing from this, and in other ways, a good understanding of the democratic process. Arrangements for the introduction of the Foundation Phase have been put into practice effectively. Pupils are successfully developing their bilingual skills as a result of the encouragement they receive from their teachers.
- 152 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. There are extensive and well-organised arrangements in place to make pupils aware of the importance of physical activity and its contribution to living healthily. Pupils have good opportunities to appreciate the need to look after the wider environment and to conserve resources.
- 153 The school has robust arrangements in place, which are used systematically, for the headteacher and subject co-ordinators to observe teaching and learning. This information is well used to determine teachers' in-service training needs. Links between this process and the school's performance management arrangements are effective. There are appropriate arrangements in place, when needed, to support newly qualified teachers and teachers who are new to the school.
- 154 The governing body is well led by a chair of governors with considerable experience, who is well informed. The chair provides a critical presence and a determination to ensure that the school continues to develop and to provide a high quality of education for all of its pupils. Governors are actively engaged in the daily life of the school. Constructive links between individual governors and subject co-ordinators are in place and ensure that the governing body is well informed about initiatives the school is pursuing.
- 155 The governing body positively holds the professional leadership of the school to account and takes its full part in agreeing the long-term strategic direction of the school. Governors are well informed about the school's performance in national assessments.
- 156 The school's financial management arrangements are robust and rigorously applied. They are properly focused on addressing the real needs of the school, for example, in successfully improving the structure and internal decoration of the buildings and in providing additional resources needed for IT and for the early years. 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**

- 157 The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
- 158 There are thorough procedures in place to gather information about the performance of the school based upon a wide range of data. The headteacher, deputy headteacher and subject co-ordinators are well-informed about the performance of their areas of responsibility. Subject co-ordinators carry out detailed reviews of their subjects and carefully evaluate the success of initiatives they are pursuing. Teachers systematically measure and predict pupils' progress and put that information to good use.
- 159 The process of self-evaluation has been thorough. It has included consultation with all staff and with those who have significant links with the school. Governors have been given appropriate opportunities to express their views and to take part in agreeing with the staff the self-evaluation documents. The views of pupils and their parents have also been carefully considered.
- 160 The school self-evaluation document is sufficiently detailed, well-organised and logically set out. It provides an accurate picture of the school's strength and areas for development. It is closely linked to the school improvement plan (SIP), which sets out priorities in detail. These are carefully costed and tracked in order to judge whether or not the intentions have been met and that spending has produced value for money. The school's improvement process is also closely linked to its performance management programme, which takes full account of local and national priorities.
- 161 The inspection team agrees with the school's identification of its strengths and areas for improvement. It also agrees with the judgements made by the school in its self-evaluation in each of the seven key questions.
- 162 Since the last inspection in the Autumn Term 2002, the school has made significant progress, particularly lately in addressing the key issues of that inspection. As a result, standards in the subjects inspected have improved and are all judged to be at least Grade 2. In IT in KS2, standards are now Grade 1. Provision for children under five is now of a good quality. Children in the early years have good access to a wide range of suitable learning experiences.
- 163 There is now a detailed and effective scheme of work for the teaching of the key skills. The quality of teaching across the school is higher now than at the time of the last inspection, reflecting the high expectations set by the headteacher.
- 164 Teachers assess pupils' work regularly and in detail. They use the information well in most cases to plan their lessons in order to match them to the pupils' needs. However, in a few instances teachers do not use this information well enough in order to extend the learning of the most able.

165 The self-evaluation process is robust. It is used well to inform longer-term planning for improvement. This is carefully and regularly reviewed to ensure that the school's priorities for improvement are being met successfully.

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

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

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

167 The school has a generous complement of teaching staff to deliver the curriculum. They are appropriately qualified and represent a wide range of expertise. The school invests very well in classroom support staff and the recent WAG grant, to provide additional adults in the early years, has been used to reduce the adult to child ratio in the early years classes.

168 Teachers and support staff attend a good range of training sessions as well as receiving on-site training by outside providers. Staff in the early years have recently benefited from the training modules commissioned by the Welsh Assembly Government (WAG). This had positively influenced the provision for children under five.

169 All members of staff have job descriptions, which clearly outline roles and responsibilities. Effective arrangements are in place to provide non-contact time for teachers to plan and prepare lessons and assess the work of their pupils. The workforce remodelling exercise to rationalise posts of responsibility resulted in the creation of an additional management post for teaching and learning. Due to changes in the composition of the senior management team, this post is now vacant and the responsibilities have been shared temporarily between the headteacher and deputy headteacher.

170 The school currently has a temporary administrative assistant who works hard to ensure the smooth running of the school; she is supported by an assistant who effectively performs a wide range of clerical and general duties. The caretaker, cleaners, cook and lunch-time supervisors provide high quality services and are very much part of the school's community.

171 The quality and quantity of resources are good and appropriate to the learning needs of all age groups. Subject co-ordinators manage their own budgets to purchase additional resources to enhance teaching and learning in their subject areas. Resources are well organised and easily accessible. Resources to be used outdoors are housed in secure containers, which are strategically positioned and accessible to pupils. The range and quality of resources for children in the early years is very good.

172 The accommodation is in a good state of repair and is well maintained. Since the last inspection, the teaching spaces have been improved. The addition of a demountable classroom for the nursery class has enhanced the provision for these children.

173 The large area of grounds around the school is well maintained and has extensive outdoor facilities. These include spacious grassed areas, woodland,

a football field and a designated play area for early years children. Good use is made of these facilities by all teachers to provide rich learning opportunities across many areas of the curriculum, including physical education, science and mathematics.

- 174 There are rigorous procedures to provide detailed financial information, which is well used. The school's current spending decisions are clearly linked to priorities in the SIP, which governors review regularly.
- 175 Bearing in mind the overall quality of education provided and the progress many pupils make, the school gives good value for money.

## **Standards achieved in subjects and areas of learning**

### **Under 5s**

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

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

#### **Good features**

- 176 Nursery and reception children listen attentively to adults and one another. They respond well to instructions and take part enthusiastically in stories, joining in with actions and repeated refrains.
- 177 Most children speak clearly and confidently and acquire new vocabulary very quickly. Those children for whom English is an additional language make rapid progress and benefit from targeted activities, such as the 'Chatterbox' project.
- 178 All children in both classes show a good interest in books and many are beginning to demonstrate the attributes of a reader. Children in the reception class understand the difference between single letters and words, and recognise letter shapes and sounds.
- 179 In their play, nearly all children make marks with a range of writing tools to express themselves and to record the activity. They accurately reproduce patterns with their fingers using a range of media, such as shaving foam and rice, showing increasing awareness of letter shapes. All older children are beginning to form letters and words correctly, and use emergent writing in their role-play.

#### **Shortcomings**

- 180 There are no important shortcomings.

## **Personal and Social Development, Well-Being and Cultural Diversity**

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

#### **Good and outstanding features**

- 181 All children play very happily alongside one another, share and take turns very well and very willingly. They co-operate very well in their role-play and help one another to move equipment outdoors.
- 182 Classroom routines are very well established and many children readily make very well thought out choices from the activities on offer both indoors and outdoors. They demonstrate real confidence and are very eager to engage in new experiences. Older children show very good levels of perseverance when completing tasks and maintain their concentration very well for extended periods.
- 183 Children, as demonstrated by washing their hands before handling cooking ingredients, understand the need for personal hygiene. They put on and take off their coats independently and use the lavatories appropriately without assistance.
- 184 Children are developing a very good understanding of cultural diversity and are interested in the customs of children in their class who come from other countries. They already recognise similarities and differences between children from different ethnic origins. These are regularly and positively celebrated.

#### **Mathematical development**

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

#### **Good features**

- 185 Many children in both classes are involved in counting activities in real situations, such as how many are present during registration. They join in number rhymes and songs and match numbers to objects accurately.
- 186 Any children count to 10 and onwards to a given number confidently. They compare and order two or more objects by direct observation and apply criteria consistently when sorting. They recognise when an object is different and does not belong to a familiar category.
- 187 Through their play many children demonstrate an understanding of mathematical ideas such as 'full and empty', 'big and small' and accurately match colour and shape, for example, when setting the table for a meal.
- 188 In their role-play, many demonstrate an understanding that money needs to be exchanged to buy an item. Most older children recognise coins and use these at snack time to pay for fruit.

## **Shortcomings**

189 There are no important shortcomings.

## **Welsh Language Development**

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

#### **Good features**

190 In the nursery class, most children respond accurately to commands given in Welsh. They join in simple rhymes and songs and can answer simple questions with single word answers. They repeat words and phrases given by adults and understand more words than they can speak.

191 Many children in the reception class consolidate and build on their understanding of Welsh words and phrase. Through the informed and regular use of Welsh within the classroom, they extend their vocabulary and sentence patterns. They are familiar with Welsh words and phrases from the labels within the environment and understand that these have sounds and meaning.

192 Overall, nearly all children have a positive attitude towards the language and are confident in their responses.

## **Shortcomings**

193 There are no important shortcomings.

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

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

#### **Good and outstanding features**

194 Many children very carefully observe the changing seasons and the weather at first hand in their outdoor classroom. They build up a very good knowledge of the environment around the school and describe its features. They distinguish carefully and accurately between fabricated and natural materials. They begin to record their observations using pictures and symbols. They talk at some length about their activities.

195 Nearly all children are very confident in the school environment and move freely from indoors to outdoors very reasonable making choices about materials and equipment to carry out a given task.

196 During talks by a range of visitors, many children ask interesting questions to gain information. They contribute readily to mind maps to record these sessions so that they can be referred to later.

- 197 Through their multi-cultural restaurant, they are well aware of foods eaten in different countries and use appropriate vocabulary to describe them. They appreciate that many of their friends have different ways of life and traditions.
- 198 They distinguish between old and new objects and place them on the correct pile. They offer very sensible ideas about why certain objects are old and others are new.
- 199 On a simple map of the world, nearly all children identify the country of origin accurately for those who were not born in the locality of the school. They name the countries and the languages spoken. This is an outstanding feature.

## **Physical development**

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

#### **Good and outstanding features**

- 200 Many children have, for their age, very good control of their bodies. In the outdoors, they negotiate visibly large obstacles while walking, running and riding bikes confidently and energetically. They balance carefully on low apparatus and jump over objects, landing with control and generally working safely in a space. They understand and immediately respond to instructions such as stopping when given a command.
- 201 They are well aware of their personal space and move outwards in order to make room for others to join a circle.
- 202 Most children cut and glue with accuracy and purpose and show increasing dexterity when thoughtfully manipulating and linking apparatus and building towers of blocks.
- 203 They grasp writing implements such as crayons, chalks and felt pens with fingers and thumb properly and are gaining control in using these to draw, create patterns and form letters and words with increasing meaning.

## **Creative development**

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

#### **Good and outstanding features**

- 204 All children have very good access to a very wide range of materials, which they use confidently. They make very careful choices about colours and systematically use paints to create patterns and pictures. They observe in detail their faces looking in a mirror in order to produce self-portraits.
- 205 They make very interesting shapes with salt dough, which they then paint colourfully. With adult help, they create detailed footprints in paint and leaf prints after an autumn walk.

- 206 Using natural materials, they compare textures, such as smooth conkers and spiky shells, using appropriate language to describe them.
- 207 At the music table, they very successfully explore sounds and experiment with instruments by shaking and tapping them to produce different effects. They name instruments accurately and describe the sounds they make. They are able to make choices about which instrument will make the sound they want.
- 208 In both classes, all children know a good range of songs and rhymes, joining in tunefully with clear diction. They clap a steady beat and copy a rhythmic pattern modelled by an adult accurately.

## English

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

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

### Good features

- 209 Many pupils across both key stages and including those who have English as an additional language have good skills in speaking and listening. In KS1 they listen carefully to their teachers' explanations and to the contributions of other pupils. They listen attentively to stories and display an infectious enthusiasm for retelling stories using their own words.
- 210 Nearly all pupils in KS1 speak in a variety of contexts with increasing confidence and make good use of talking partners to practise their skills of speaking for an audience. They collaborate well in discussions and make good progress in speaking for different purposes and for different audiences.
- 211 In KS2, pupils speak well in classroom discussions, often using a wide vocabulary with ease and confidence. They pose questions to develop and extend their learning and are able to justify their opinions with well-considered points of view. Teachers make good use of role-play to assist pupils in articulating mature ideas.
- 212 In KS1 pupils, including those with SEN, show an increasing ability to read fluently and accurately. They have an appropriate range of strategies for decoding unknown words and when hesitant they are able to recognise their mistakes and correct themselves using their knowledge of the sounds letters make alongside picture clues. Pupils from all backgrounds talk enthusiastically about their favourite stories and enjoy taking home their books to read with their parents.
- 213 Pupils within the KS1 unit make very good progress. They are able to recall a story accurately using appropriate language, contributing appropriately and with some expression. They reflect on the characters in a story and keep their own records of what they have read.

- 214 Within the KS2 unit, pupils use visual clues very well for identifying parts of speech.
- 215 In the main school in KS2, many pupils are able to read with accuracy, fluency and with good expression. They make good progress. By the end of KS2, most are able to discuss plot and characterisation with growing maturity, offer reasoned predictions and discuss their favourite authors. All, including those with English as an additional language, read fluently.
- 216 Older pupils demonstrate a good knowledge of a wide range of books ranging from the contemporary to the classical, from fiction to poetry. They know the work of some Welsh authors including Dylan Thomas and Harri Webb.
- 217 In KS1, many make good progress in writing and accurately use appropriate punctuation including commas, capital letters and full stops. Many correctly recognise verbs, adverbs and adjectives in their writing.
- 218 By the beginning of KS2, many pupils use speech bubbles and speech marks successfully. Older pupils develop a sound understanding of nouns, adjectives, verbs and adverbs.
- 219 They know how to use powerful language within their writing. As a result, many develop an effective story by using a range of devices including suspense, inference and a wider vocabulary.
- 220 Older pupils in KS2 write in a wide range of styles including stories and poems, factual accounts and reports, diary entries and first hand accounts. Pupils who do not have English as a first language write confidently in English in all its forms.

### **Shortcomings**

- 221 While there are no important shortcomings, a few of the most able pupils in both key stages are not sufficiently challenged when they read.

<b>Science</b>
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**Key stage 1: Grade 2: Good features and no important shortcomings**

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

### **Good features**

- 222 Many pupils in KS1 accurately distinguish between living and inanimate objects, using a wide range of different criteria. They know the life stages in humans and in some animals.
- 223 Nearly all pupils in KS1 know how to keep healthy, clean and safe. They know the importance of a balanced diet and recognise that food can be divided into

- five nutritional groups. They know that food provides energy and helps us to grow healthily.
- 224 Nearly all pupils in KS1 recognise the importance of making a test fair and of collecting information systematically, for example, when measuring how far a model car will travel. They assemble simple circuits effectively. They are beginning to appreciate the value of making predictions before they begin to carry out an investigation.
- 225 Within KS2, many know the effect of different types of drinks on their teeth, by systematically testing and observing their effects. They look very carefully and critically at how teeth work. All know the names, functions and positions of the different types of teeth.
- 226 Within lower KS2, nearly all pupils recognise the importance of constants and variables when carrying out an investigation. They are familiar with the importance of asking 'why' questions when studying insulation. They use systematic procedures to estimate the distribution of different plants in an area. They recognise the importance of and regularly use predictions when carrying out investigations.
- 227 Nearly all older pupils know, through careful experimentation, that friction is a force between surfaces. They measure 'thrust' accurately using Newtons. They set up and observe tests carefully to identify how some materials change temporarily or permanently when heated. They carry out detailed simulations of how meteors create craters when they strike the earth's surface. They carefully measure the different sizes of craters formed by objects of different masses falling from the same height. They know that the earth is part of a larger solar system and that some stars are planets, which move around the sun while others are from other systems further away.
- 228 All older pupils use a range of graphical techniques effectively to present their findings and to draw accurate conclusions from them, for example, when studying the relationship between temperature and the rate at which solid materials dissolve in different liquids. Across the key stage, many pupils use scientific language accurately and appropriately.

### **Shortcomings**

- 229 There are no important shortcomings.

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

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

**Good and outstanding features**

**Outstanding features**

- 230 Pupils in KS2 are very familiar with, and use ably, a wide range of hardware including laptops and CD-ROMS, voice recorders and Log-It boxes, digital cameras and small video cameras.
- 231 By the time they reach the end of KS2, they are very adept in using the advanced features of a visual presentation program. They insert text in different fonts and sizes, video footage and digital pictures, together with links to specific slides.
- 232 Nearly all pupils demonstrate a high level of confidence in using and applying a wide range of IT skills, together with appropriate vocabulary. They show very good recall of the skills they have learnt previously and confidently use the tools of familiar programs to review and edit their work, for example, when preparing an electronic presentation.

### **Good features**

- 233 In both key stages, most pupils log on, find their files and save their work independently to their personal account on the school's server.
- 234 Pupils in KS1 progressively develop a range of basic skills, such as using a mouse to log on and to open programs. They select icons and operate a number of facilities on the tool bar, such as the airbrush and the spray, the borders tool, the fill tool and the pen, to create self-portraits.
- 235 Pupils make good progress systematically. For example, most pupils in Y3 change the colour of script while those in Y4 edit text, change its size and its colour.
- 236 Most older pupils in KS2 use word-processing well to present a range of written work. They consistently use the Internet to search large databases to analyse, interpret and present information and most successfully manipulate images and combine text and graphics to good effect.
- 237 Most undertake their own research using both the Internet and CD-ROMs. Older pupils use IT applications carefully to monitor environmental conditions and changes, to evaluate their work and that of others across many areas of the curriculum, including music, physical education and art.

### **Shortcomings**

- 238 There are no important shortcomings.

<b>Geography</b>
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**Key stage 1: Grade 2: Good features and no important shortcomings**

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

### **Good features**

- 239 Within KS1, nearly all pupils develop a good understanding of their locality. They draw their routes to school and discuss the physical and human features

present. All older pupils in KS1 know that symbols can be used to convey more detailed information. They know that a 'key' explains what symbols mean. They use signs to indicate directions.

- 240 All older pupils in KS1 find out simple information from photographs about how other pupils live, for example, in their study of a village in Bangladesh. They know that their own area has changed, for example, they know that the post office has closed. They appreciate that their nearby country park was once a quarry and was landscaped to make it into what it is today. They use simple co-ordinates and maps to identify key features.
- 241 Within lower KS2, nearly all pupils identify accurately main features in an atlas. They use four-figure map references when locating sites, such as the sports village within Cardiff Bay. They know the position of the main towns and cities in Wales and their distances apart.
- 242 Most older pupils in KS2 have a good understanding of the human impact on the environment, for example, when debating the destruction of rain forests. They compare and contrast their own area and way of life with Chembokolli in India. They ask appropriate geographical questions when comparing their homes with those in that village. Older pupils also contrast accurately two different places in Brazil. They have a good understanding of basic issues relating to Fairtrade and to protecting the environment.
- 243 Older pupils recognise how contour lines on Ordnance Survey maps indicate the height and slope of high and low ground. They know what a key is and use it appropriately to make a plan. They construct accurate models from the information contained in maps to reflect the shape of real features.

### **Shortcomings**

- 244 There are no important shortcomings.

<b>Art</b>
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**Key Stage 1: Grade 2: Good features and no important shortcomings**

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

### **Good features**

- 245 In KS1, all pupils carefully mix primary colours to produce secondary colours. They understand the process and use the colours they create to produce interesting patterns.
- 246 Pupils investigate prints by William Morris and successfully create patterns of their own in his style. In their sketchbooks, they successfully explore tone, texture, size and proportion.
- 247 As they progress through the key stage, nearly all pupils systematically develop and improve their skills.

- 248 In lower KS2, pupils understand the term 'tone' and explain what it means to a partner. They differentiate between shades and tones and accurately identify them on a reproduction of 'La Parisienne' by Renoir. They create effective collage using shades and tones of one colour.
- 249 In their sketchbooks, pupils investigate line, which they use in a variety of ways to represent a range of feelings such as 'surprised' and 'calm'. They show a growing understanding of perspective and scale, which they demonstrate when drawing buildings in their locality.
- 250 While studying portraits, older pupils understand that facial features need to be in the correct place. They talk confidently about emotions portrayed by a portrait and understand that the eyes and mouth can change emotions. While studying a portrait of Henry VIII, they recognise that wrinkles illustrate age. Many pupils develop a good sense of proportion in their own work and use shading techniques effectively.
- 251 Throughout the key stage, pupils carefully study works by famous artists in order to understand some of their techniques. They isolate and practise these skills and successfully use them in their own work. For example, they study Ken Etheridge's painting of 'Pen Y Fan' and use his 'wet on wet' technique to produce imaginative paintings of their own.
- 252 Pupils in KS2 design sculptures, buildings and land yachts. They successfully plan and draw their designs in detail in their sketchbooks and later produce written evaluations.
- 253 Older pupils have a good knowledge of proportion and understand that the head fits five times into the body. They mark out a frame for a body shape accurately in proportion. They develop this idea by creating three-dimensional figures with wire, clay and wood-chip bark. Their final outcomes are successful and interesting.

### **Shortcomings**

- 254 There are no important shortcomings.

## **School's response to the inspection**

The head teacher, staff and governors of Llandough Primary School welcome the Estyn report following the inspection undertaken in September 2008.

The inspection report recognises that Llandough Primary School is a good school with many strengths and outstanding features. The school is pleased that it acknowledges the significant progress made since the last inspection in 2002.

We are delighted that the report reflects the hard work and commitment of all members of the school community.

It is pleasing that the report acknowledges the high standards achieved by pupils in lessons where 100% of lessons were judged Grade 2 or better with nearly one in four of them having outstanding features. This is a reflection of the quality of teaching provided.

The report also highlights the outstanding support and care for all its pupils. Relationships within school are regarded as exemplary with pupils' behaviour judged outstanding.

The head teacher, staff and governors appreciate the professional and courteous way in which the inspection team carried out a thorough evaluation of our school.

## Appendix 1

### Basic information about the school

Name of school	Llandough Primary
School type	Nursery and Primary
Age-range of pupils	3 – 11
Address of school	Dochdwy Road Llandough Penarth
Postcode	CF64 2QD
Telephone number	029 2070 2835

Headteacher	Mrs Susan Evans
Date of appointment	1 January 2006
Chair of governors/ Appropriate authority	Mr Gerry Price-Stephens
Registered inspector	Mr Peter Mathias
Dates of inspection	22–24 September 2008

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	10	20	20	25	22	24	23	22	166

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	9	2	10

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	14:1
Pupil: adult (fte) ratio in nursery classes	13:1
Pupil: adult (fte) ratio in special classes	10:1
Average class size, excluding nursery and special classes	20
Teacher (fte): class ratio	1.4:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2007	92.6	93	94.46
Spring 2008	86.2	89	94.18
Summer 2008	89.9	93.7	93.80

Percentage of pupils entitled to free school meals	11%
Number of pupils excluded during 12 months prior to inspection	0

### Appendix 3

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:			
			24			
Percentage of pupils at each level						
			W	1	2	3
English:	Teacher assessment	School	13	21	50	17
		National	3	14	63	20
En: reading	Teacher assessment	School	13	25	13	50
		National	4	15	55	26
En: writing	Teacher assessment	School	17	17	58	8
		National	5	16	67	11
En: speaking and listening	Teacher assessment	School	13	21	58	8
		National	2	11	64	23
Mathematics	Teacher assessment	School	17	21	33	29
		National	2	11	65	22
Science	Teacher assessment	School	17	13	50	21
		National	1	9	66	24

Percentage of pupils attaining at least level 2 in mathematics, science and English according to teacher assessment			
In the school	58%	In Wales	80%

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					
			20					
Percentage of pupils at each level								
			W	1	2	3	4	5
English	Teacher assessment	School	0	0	10	10	40	40
		National	0	1	4	16	50	29
Mathematics	Teacher assessment	School	0	0	0	15	45	40
		National	0	1	3	15	50	30
Science	Teacher assessment	School	0	0	0	10	50	40
		National	0	0	2	12	54	32

Percentage of pupils attaining at least level 4 in mathematics, science, and English by teacher assessment			
In the school	75%	In Wales	74%

W Pupils who are working towards level 1

**N.B.** These results include pupils who were in the units for pupils with severe speech and language impairment.

## Appendix 4

### Evidence base of the inspection

- A team of four inspectors, who were present in the school for eight inspector days, carried out the inspection with a peer assessor and a nominee from the school.
- Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school.
- Thirty-nine questionnaires were completed by parents and carefully analysed.
- Discussions were held with the headteacher, staff with responsibilities and support staff.
- School documentation and samples of pupils' work were examined.
- Forty-two lessons or sessions were observed.
- A sample of pupils' work from across the ability range in each year group was examined.
- Inspectors listened to a sample of pupils from each year group reading.
- Discussions were held with pupils about their work and about the life of the school.
- Pupils' behaviour was observed during break periods, at lunchtime and at the beginning and end of the school sessions.
- Inspectors attended assemblies and observed extra-curricular activities.
- Post inspection meetings were held with the staff and the governing body.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Peter Mathias (Registered Inspector)	Context Summary & Recommendations Contributions to Key Questions 1 & 2 Key Question 5 Key Question 6 Appendices Science Geography
Mrs Caterina Lewis (Lay Inspector)	Contributions to Key Questions 1, 3 & 4
Mrs Gill Harrison (Team member)	Contribution to Key Question 2 Key Question 7 Early Years Art
Mrs Carolyn Evans (Team member)	Contributions to Key Question 3 & 4 Special educational needs Information technology
Mrs Susan Evans (Headteacher/Nominee)	Contributions to all Key Questions
Mr Clive Evans (Peer Assessor)	Contributions to all Key Questions

### **Acknowledgement**

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

### **Contractor:**

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