

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

A Report on the Quality of Education in

**Llanhari Primary School
Aelfryn,
Llanharry
Pontyclun
CF72 9LQ**

School Number: 6742151

Date of Inspection: 27/04/09

by

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

The inspection of Llanhari Primary School took place between 27/04/09 and 30/04/09. An independent team of inspectors, led by Glyn Robert Scott undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **full** 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 (NC) 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 Llanhari Primary School is located in the village of Llanharry in the county of Rhondda Cynon Taff and on borders of the Vale of Glamorgan and the county borough of Bridgend. The village is situated in the historic Border Vale Community on a ridge between Pencoed and Pontyclun.
- 2 There are currently six classes in the school: a Nursery, a mixed Reception and year 1 class, and four mixed age classes. In total, there are 155 pupils with an additional 28 full-time equivalent children in the Nursery. Seven pupils are 'looked after' by the local authority (LA), three of whom are in private foster care. The proportion of pupils entitled to free school meals is 35%, but this belies the social and economic deprivation within the community.
- 3 Llanhari Primary School mainly serves the Llanharry 2 area, which ranks high in the Welsh Indicator of Multiple Deprivation (2008). Llanharry was a Community First area assisted by Opportunity First Funding from 2005 to 2008. This status has now been withdrawn after three years of funding.
- 4 The school has received Raising Attainment and Individual Standards in Education (RAISE) grant funding for the last three years. Children's skills and experiences on entry to the Nursery are below those expected for their age. Thirty-five per cent of pupils are on the special educational needs (SEN) register. One pupil has a statement of special educational needs. No pupils were excluded from school in the last twelve months.
- 5 There is high pupil mobility within the school year, usually linked to relocation of families and 'looked after' children.
- 6 The headteacher was appointed in September 2008. The school received its second Basic Skills Quality Mark in 2007.
- 7 The school was previously inspected in June 2003

The school's priorities and targets

- 8 The school's priorities and targets include:
 - implementing the Foundation Phase into Nursery & Reception;
 - to introduce & develop a SRF for ICT;
 - to embed and map the skills curriculum for Curriculum 2008;
 - to continue to develop the school's system of self evaluation;
 - to continue to develop strategies for supporting pupils with special educational needs;
 - to continue to raise standards of achievement in the core subjects;
 - to continue to develop multi-culturalism within the school;
 - to continue to address premises related issues:
 - a) Storage
 - b) Forest schools
 - c) Playground space.
 - To continue on-going initiatives from the previous school development plan.

Summary

- 9 Llanhari Primary School has made good progress since the last inspection. Standards are improving and there are good and several outstanding features throughout the school. The quality of teaching is good overall and has some outstanding features, as does the Foundation Phase where the school has spent a great deal of time and effort improving the outdoor environment for developing children's learning. There are also outstanding features in the school's care and protection of its pupils and in the leadership and management of the school's resources. Through its self-evaluation, it has a clear understanding of its needs for the future.

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?	1
5 How effective are leadership and strategic management?	2
6 How well do leaders and managers evaluate and improve quality and standards?	1
7 How efficient are leaders and managers in using resources?	1

- 10 The inspection team agreed with the school's self-evaluation in five of the seven key questions. In the opinion of the team, the school's self-evaluation has outstanding features, as has aspects of organisation and management of resources. In a short time and through committed teamwork, staff, governors and parents have created an outstanding learning environment for all pupils.

Standards

- 11 The overall standard of educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Foundation Phase goals.

Subjects and/or areas of learning for under-fives

Language, literacy and communication	2
Personal and social development	1
Mathematical development	1
Welsh language development	1
Knowledge and understanding of the world	1
Creative development	2
Physical development	2

- 12 Many children enter the school with limited basic skills and this is reflected in the baseline assessments, which show them well below the expected levels for their age. They do, however, make very good progress throughout their first year of schooling.
- 13 Children under-five make a very good start in acquiring basic and key skills in communication, numeracy and ICT and they are confidently developing their bilingual skills.

Grades for standards in subjects inspected.

Subjects	Nursery	Reception
Foundation Phase	1	1
	Key Stage 1	Key Stage 2
English	2	2
Mathematics	2	2
Science	2	2
Information and communications technology	2	1
Music	2	2
History	2	2
Geography	2	2
Design technology	2	2
Art	2	2
Welsh second language	2	2
Physical education	2	2
Religious education	2	2

- 14 In the 38 lessons or parts of lessons observed, standards of achievement were judged as follows:

Grades for standards in subjects inspected

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
19%	75%	6%	0%	0%

- 15 These figures compare favourably with those reported by Her Majesty's Chief Inspector (HMCI) in the Annual Report 2007/2008 (primary) where standards were good or better in 84% of lessons and 10% outstanding.
- 16 Throughout the school, pupils make good progress and achieve good standards in their knowledge, understanding and skills.
- 17 Pupils in both key stages achieve good standards in the development of their key skills. Their speaking and listening skills are good and they read confidently. Their

writing skills are also developing well. However, there is some inconsistency in the quality of presentation of work throughout the school.

- 18 Pupils show good numeracy skills both orally and in their recording. They take every opportunity to develop their information and communications technology (ICT) skills, which are often outstanding in Key Stage 2.
- 19 Pupils make good progress in using bilingual skills through the use of incidental Welsh at different times of the day. They are familiar with language patterns, which they use effectively in conversations.
- 20 Pupils with additional learning needs (ALN), including those recognised as having additional skills and talents, make excellent progress and achieve well in relation to their potential and abilities.
- 21 Statutory assessment results for Key Stage 1 in the 2008 were below the national and local averages in reading, writing, oracy, mathematics and science. When compared with pupils in schools in a similar free school meals band (FSM), pupils' results are in the lower quarter of schools. However, the inspection confirmed the school's evidence that the most pupils make good progress. The school is aware of the discrepancies and is using its pupil progress tracking system well to diagnose issues and make improvements to provision.
- 22 Pupils' attainment in the national teacher assessments at Key stage 2 in 2008 were above the national and local averages in English, mathematics and science, singly and when combined. In comparison to schools in a similar free school meals band, pupils were performing in the upper quarter of schools. However, fewer pupils reached the higher than expected level 5 in these subjects.
- 23 The majority of pupils regardless of age, gender, ability or ethnicity make good progress in their acquisition of new skills and understanding.
- 24 Pupils are very well motivated, make effective use of their time and work productively with increasing levels of independence.
- 25 Pupils' behaviour is an outstanding feature of the school. Relationships between pupils are very good and older ones are sensitive to the needs of those younger than themselves. Their behaviour and attitudes reflect the emphasis the school places on consideration, courtesy and regard for all who are involved in the school community.
- 26 The average attendance over the three terms prior to the inspection was 91 per cent. This is below the all Wales and Local Educational Authority figures. This was mainly due to unusually low autumn attendance levels. Punctuality is a problem with a few pupils. The school has procedures in place to improve future attendance and punctuality.

The quality of education and training

- 27 The findings of the inspection team match the Grade 2 judgement made by the school in the self-evaluation report.

28 The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
29%	63%	8%	0%	0%

29 These figures compare favourably with the national averages as published in the HMCI's Annual Report for 2007-8, where the quality of teaching in primary schools is reported to be good or better (grade 2 and grade 1 combined) in 84 per cent of lessons and outstanding in 16 per cent.

30 The quality of teaching of children under five is good with outstanding features. Staff have a secure knowledge and understanding of learning outcomes and plan high quality experiences within the areas of learning, including the use of the outdoor environment.

31 Across the school, good and outstanding features of teaching include:

- challenging work well-matched to the needs of all pupils;
- well organised and appropriately differentiated tasks;
- suitable time limits set for the completion of tasks in relation to pupils' abilities and understanding;
- appropriate intervention is effective in supporting pupils who need help with their learning;
- a good response by teachers to pupils' work through discussion and marking, often well linked to pupils' targets for improvement;
- a thorough knowledge and understanding of subjects;
- knowing their pupils well and meeting the needs of all pupils, including pupils with SEN and those who are more able;
- the skill with which teachers question pupils to challenge their thinking;
- good working relationships with pupils with high expectations for their behaviour and learning;
- equal treatment of pupils, irrespective of their race, gender or disability;
- plenary sessions at the end of lessons that succeed in consolidating pupils' skills and knowledge and in assessing their understanding.

32 Teachers make good use of incidental Welsh in lessons and their use of Welsh using relevant vocabulary and language patterns in subjects, such as mathematics, is outstanding. Their planning ensures that there are good opportunities to use and apply pupils' bilingual skills across the curriculum.

33 Teachers are skilled in assessing pupils' achievements and progress accurately and regularly. Continuous assessment of pupils' work to improve teaching and learning is an integral part of the culture of the school and is an outstanding feature of its work.

34 Lesson planning is well structured with clear learning outcomes, which are shared with pupils. Although the key skills for learning are included in the planning, they are not always shared with pupils so that they can focus on particular skills needed to carry out tasks.

- 35 In the early years, children are assessed on entry to the school to identify strengths and any areas of concern. This information enables the school to provide the most appropriate learning experiences and activities for the children's stage of development.
- 36 In Key Stages 1 and 2, there are effective systems for assessing pupils' achievements. Weekly assessments are based on daily assessment jottings and clearly inform the next steps in learning.
- 37 From an early age, pupils begin to suggest their own targets and negotiate these with their teacher. Individual targets recorded in their books remind pupils of the next stage of their learning in core subjects. This aspect of assessment is outstanding and succeeds in improving standards.
- 38 The school provides good quality annual reports for parents about their children's progress. Reports provide useful information about what pupils have achieved and indicate the way forward. Parents are encouraged to contribute to the reports with their own comments in response to the progress made by their child.
- 39 The curriculum complies with the legal requirements of the National Curriculum (NC) and provides religious education in accordance with the LA agreed syllabus. The overall quality of the curriculum and learning experiences offered to pupils is good. The aims of the school, as described in its prospectus, support the broad and balanced curriculum it provides.
- 40 Opportunities for the development of communication, numeric and ICT skills are clearly identified in planning. This is not shared with pupils so they are not always aware of which skills they are using. Implementing the new Skills Framework is at an early stage.
- 41 The school promotes spiritual, moral, social and cultural development very well. This provision is a distinctive feature of the school. As a result, pupils have a good sense of ownership and responsibility for their environment.
- 42 The ethos of the school is based on a mutual trust and respect between pupils and staff. Pupils' attitudes towards the school are very positive. In discussion, pupils strongly express the view that the school is a happy, caring community. The provision for sustainable development contains many outstanding features.
- 43 The school successfully promotes pupils' entrepreneurial skills throughout the curriculum. Pupils are involved in making decisions about school life through membership of the School Council and Eco committee. This decision-making process is further extended in Key Stage 2 classes who operate class councils.
- 44 The school provides high standards of care, support and guidance for pupils. These are promoted through well-structured policies and effective procedures. These clear systems offer a positive direction for pupils, helping them to be happy, secure and to achieve well. The school places a strong emphasis on developing effective partnerships with parents and carers.

- 45 Parents have the opportunity to respond to questionnaires and feel fully informed about the work and life of the school. The school makes the general safety and well-being of pupils a priority.
- 46 The quality of provision for pupils with ALN is good with outstanding features and complies with the requirements of the Code of Practice and the National Assembly Government framework for inclusive education.
- 47 The school recognises diversity and all are treated with equal dignity and respect.

Leadership and management

- 48 The leadership of the headteacher is an outstanding feature. Despite only joining the school last September, he has, with the staff and governors, set clear aims and objectives to move the school forward and improve standards. He is very ably supported by his deputy and together they have built a team of confident and committed staff who have, in a short time, introduced a number of new and challenging initiatives successfully.
- 49 The governing body is well led by an experienced chair who is ably supported by a good range of experienced and new governors. They meet all their statutory responsibilities.
- 50 The school has made good progress since the previous inspection and has met the targets set in the action plan, which addressed the key issues from the last inspection report.
- 51 The school has an excellent system of self-evaluation, which links the monitoring, and evaluation cycle to school development plan targets. The process takes good account of the views of pupils, staff, parents, governors and the local community.
- 52 The school is a very positive environment with all staff working together to expand appropriate resources and improve standards throughout the school. The effectiveness of planning for improvement is good. An outstanding feature is the efficiency of leaders and managers in developing the whole school environment to incorporate a wide range of learning experiences for the pupils and the effort of all teachers and support staff to incorporate the site into their classes' learning experiences.
- 53 Very good financial management has meant that the school has been able to realise many of its aims, especially in the development of the school as an active learning environment. This is an outstanding feature.
- 54 The school gives good value for money.

Recommendations

- 55 In order to improve the school the staff and governing body need to:
- R1 Raise standards in geography in Key Stage 2 and improve the consistency of pupils' presentation of their work throughout the school.
 - R2 Develop further a whole school approach to pupils' involvement and understanding of the key skills.
 - R3 Work with the parents and educational welfare service to improve standards of attendance and punctuality.

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

- 56 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 57 Throughout the school, pupils make good progress and achieve good standards in their knowledge, understanding and skills. While most pupils in Key Stage 2 attain the expected level 4 at the end of key stage in the core subjects of English, mathematics and science, the number of pupils attaining level 2 in key stage 1 is below national and local averages.
- 58 Pupils with additional learning needs (ALN), including those recognized with additional skills and talents make excellent progress and achieve well in relation to their potential and abilities.
- 59 Many children enter the school with limited basic skills and this is reflected in the baseline assessments, which show them well below the expected levels for their age. They do however make very good progress throughout their first year of schooling.
- 60 With this in mind, standards overall in the early years are good with outstanding features. The overall standard of educational provision for the under fives is appropriate to their needs and the pupils are making good progress towards the Foundation Phase.

Subjects and/or areas of learning for under-fives

Language, literacy and communication	2
Personal and social development	1
Mathematical development	1
Welsh language development	1
Knowledge and understanding of the world	1
Creative development	2
Physical development	2

- 61 Children under-five make a very good start in acquiring basic and key skills in communication, numeracy and ICT and they are steadily developing their bilingual skills.

Grades for standards in subjects inspected.

Subjects	Nursery	Reception
Foundation Phase	1	1
	Key Stage 1	Key Stage 2
English	2	2
Mathematics	2	2
Science	2	2
Information and communication Technology	2	1
Music	2	2
History	2	2
Geography	2	3
Design Technology	2	2
Art	2	2
Welsh second language	2	2
Physical education	2	2
Religious education	2	2

- 62 Most pupils, regardless of age, gender, ability or ethnicity make good progress in their acquisition of new skills and understanding. They succeed regardless of their social ethnic or linguistic backgrounds despite many starting from a low base. Children make good progress in their first year of school and most continue to make good progress throughout their time in the school.

- 63 In the 37 lessons or parts of lessons observed, standards of achievement were judged as follows:

Grades for standards in subjects inspected

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
19%	75%	6%	0%	0%

- 64 The figures exceed the 2010 Welsh Assembly Government (WAG) target, that the quality of learning assessed by Estyn should be Grade 3 or better in 98 per cent of lessons. The figures also exceed those in HMCI's Annual Report 2006-2007, where standards in primary schools in Wales were reported to be Grade 2 in 84 per cent of lessons and Grade 1 in 10 per cent.

- 65 Pupils in both key stages achieve good standards with no important shortcomings in the development of their key skills. Their speaking and listening skills are good and they read confidently. Their writing skills are also developing well; however, there is some inconsistency in the quality of presentation of work throughout the school. Pupils show good numeracy skills orally and in their recording. Pupils take every opportunity to develop their information and communication technology skills (ICT), which are often outstanding in key stage 2.
- 66 Pupils are making good progress in using bilingual skills through the use of incidental Welsh at different times of the day. They are familiar with language patterns, which they use effectively in conversations. They are increasing their knowledge of vocabulary that they learn and use in lessons across the curriculum. Their reading and writing skills are good; they read Welsh texts with confidence and make good use of their knowledge of sentence patterns to write a series of accurate sentences.
- 67 Statutory assessment results for key stage 1 in 2008 were below the national and local averages in reading, writing, oracy, mathematics and science. When compared with pupils in schools in a similar free school meals band (FSM), pupils' results are in the lower quarter of schools. However, the inspection confirmed the school's evidence that most pupils made good progress. The school is aware of the discrepancies and is using its tracking system well to diagnose the situation and make improvements.
- 68 Pupils' attainment in the national teacher assessments at Key Stage 2 were above the national and local levels for English, mathematics and science. However, fewer pupils gained the higher than expected Level 5. In comparison to schools in a similar free school meals band, pupils were performing in the upper quarter of schools.
- 69 In Key Stage 2 in 2008, the CSI, which is the percentage of pupils attaining at least level four in English, mathematics and science combined, was well above average, locally and nationally.
- 70 In both key stages, boys have made good progress and in Key Stage 2, boys have outperformed girls in the last two years. This does not reflect the national or local situation, however evidence from the inspection suggests that boys and girls make equally good progress overall throughout the school year.
- 71 The increased use of the indoor and outdoor environment is having a good impact on the pupils' acquisition of new knowledge and skills. This applies to pupils of all ages and abilities.
- 72 Pupils have clear targets that they discuss with their teachers and parents. This process develops well throughout the years and is an outstanding feature of the school. Pupils, by the time they reach Year 6, are responding positively to their teachers' marking and commenting on their own areas of achievement and what they need to do to progress.

- 73 Pupils are very well motivated, make effective use of their time and work productively with increasing levels of independence. They are well aware of the targets set for them and evaluate their work against their learning objectives.
- 74 Pupils' behaviour is an outstanding feature of the school. Relationships between pupils are very good and older ones are sensitive to the needs of those younger than themselves. They know what is expected of them and settle quickly in class. Their behaviour and attitudes reflect the emphasis the school places on consideration, courtesy and regard for all who are involved in the school community.
- 75 Attendance over the three terms prior to the inspection was 91 per cent. This is below the all Wales and LA figures. This was mainly due to unusually low autumn attendance levels. Punctuality is a problem with a few pupils. The school has procedures in place to improve future results.
- 76 Pupils show good progress in their ability to work independently. Their thinking and problem solving skills are well developed and their creative skills have some good features.
- 77 Pupils' personal, social, moral and wider development is an outstanding feature. They work well together and are very supportive to each other, both during lesson times and the less structured times of the day. They show respect for others and are willing to listen and appreciate differing views. Pupils take on various responsibilities outside the classroom to enhance school life. Support for charities is strong, reflecting pupils' awareness of those less fortunate than themselves.
- 78 Pupils have a good understanding of equal opportunity issues and are taught to recognise and respect the diversity of beliefs, attitudes and cultural traditions within society, although their experience of other cultures and people from different backgrounds is limited.
- 79 Pupils are well prepared for participation in the workplace and community. A wide range of representatives of outside organisations visit and contribute to the life of the school and pupils are developing a good understanding of their local community, for example, through links with the local clergy, community police and the allotment society.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

- 80 The findings of the inspection team match the Grade 2 judgement made by the school in the self-evaluation report.

81 The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
29%	63%	8%	0%	0%

82 These figures compare very favourably with those reported by Her Majesty's Chief Inspector (HMCI) in the Annual Report 2007/2008 (primary) where standards were good or better in 84% of lessons and 10% outstanding.

83 The quality of teaching of children under five is good with outstanding features. Staff have a secure knowledge and understanding of learning outcomes and plan high quality experiences within the areas of learning, including the use of the outdoor environment. Adult interaction with children is extremely effective in developing language skills and promoting children's confidence to take part in a range of learning activities.

84 In lessons, work is challenging and well-matched to the needs of all pupils. Staff set pupils appropriately differentiated tasks as individuals, pairs or groups, with extension activities planned for higher achieving pupils. Suitable time limits are set for the completion of tasks in relation to pupils' abilities and understanding. There are many opportunities for pupils to work together in pairs or groups and to take responsibility for their own learning. Teacher intervention is effective in supporting pupils who need help with their learning. Teachers respond well to pupils' work through discussion and marking, often linked to pupils' targets for improvement.

85 Teachers have a thorough knowledge and understanding of subjects and areas of learning they teach. Teachers know their pupils well and through careful questioning and assessment techniques, they succeed in providing challenging work to meet the needs of all pupils, including pupils with ALN and those who are more able. The skill with which teachers question pupils to challenge their thinking, to consolidate their learning and assess their understanding, is having a beneficial impact on improving standards.

86 Throughout the school, teachers establish good working relationships with pupils and have high expectations of their behaviour and learning. They treat all pupils equally, irrespective of their race, gender or disability. Pupils of all levels of ability, including gifted and talented and those with ALN, are well catered for.

87 Lesson planning is well structured with clear learning outcomes that are shared with pupils. Although the key skills for learning are included in the planning, they are not always shared with pupils so that they can focus on particular skills needed to carry out tasks.

88 Resources are used effectively to support the teaching and learning. Teachers and pupils make good use of the interactive whiteboards, which are very effective in promoting pupils' interest and learning. Learning support assistants are actively involved in the planning and are very well deployed to support pupils' learning. This is an outstanding feature and has a significant impact on improving pupils' standards of achievement.

- 89 There is a good range of teaching techniques and strategies to promote pupils' learning. Lessons are well structured, with a good mix of oral work, practical work, paired and group work, as well as individual tasks. Introductions to lessons often consolidate previous learning and encourage pupils to participate in discussions. Time limits for tasks are effective in ensuring that work progresses at a good pace. Occasionally, the pace of lessons slows down when pupils are unsure of their task or take too long to settle to their work. Homework is set regularly and succeeds in supporting pupils' learning.
- 90 Teachers make good use of incidental Welsh in lessons. Their use of Welsh, using relevant vocabulary and language patterns in subjects, such as mathematics, is outstanding. Their planning ensures that there are good opportunities to use and apply pupils' bilingual skills across the curriculum.
- 91 Plenary sessions at the end of lessons succeed in consolidating pupils' skills and knowledge and in assessing their understanding. Pupils are very involved in assessing their progress and set targets for improvement in English, mathematics and any other area where they feel there is a need to improve. In addition, pupils evaluate their work and benefit from discussion and suggestions for improvement.
- 92 Teachers are skilled in assessing pupils' achievements and progress accurately and regularly. Continuous assessment of pupils' work to improve teaching and learning is an integral part of the culture of the school and is an outstanding feature of its work.
- 93 In the early years, children are assessed on entry to the school, to identify strengths and any areas of concern. This information enables the school to provide the most appropriate learning experiences and activities for the children's stages of development. Baseline results form the basis of target setting and tracking of children's progress. Staff record and regularly update information on children's individual progress in the areas of learning.
- 94 Detailed observations are made of pupils' skills acquisition. Staff meet regularly to discuss individual children's progress, which ensures that activities provide the correct level of challenge to enable children to make rapid progress, whatever their ability.
- 95 In Key Stages 1 and 2, there are effective systems for assessing pupils' achievements. Weekly formative assessments are based on daily assessment jottings and clearly inform the next steps in learning. Effective plenary sessions at the end of lessons ensure that teachers know precisely what pupils have understood and what they need to learn next. Teachers use this information very well to inform their future lesson planning and to develop appropriate teaching strategies to suit individual learning styles.
- 96 NC assessments are carefully analysed and action plans are compiled and implemented. The school regularly assesses pupils' progress in core subjects using a range of standardised test materials. Pupils' progress is tracked over time and any anomalies or dips in progress are noted. The system is careful to monitor the performance of different groups of pupils, as well as boys and girls.

- 97 Statutory requirements for assessing and reporting on the NC are met. Baseline assessments are carried out for Nursery and Reception children and the results are scrutinised for pupil target setting and tracking activities. End of key stage teacher assessments are completed in line with statutory requirements. Subject portfolios contain samples of pupils' work, which have been levelled according to NC criteria. These usefully assist teacher assessment. Moderation activities take place in the school and between schools in the local cluster, all of which provide teachers with a clear understanding of NC levels of attainment.
- 98 Written and oral feedback to pupils is purposeful. Work is marked regularly and teachers use positive comments to encourage pupils' performances. They clearly identify what pupils must do to further improve or enhance their work. From an early age, pupils begin to suggest their own targets and negotiate these with their teacher. Individual targets recorded in their books remind pupils of the next stage of their learning in core subjects.
- 99 Older pupils record their own targets on target sheets. They confidently monitor and review their progress and are aware of what they can do to improve their learning. This aspect of assessment is outstanding and succeeds in improving standards.
- 100 Pupils are becoming increasingly confident in self-evaluation and in appraising the work of their peers because of the school's strategic approach to developing thinking and oracy skills.
- 101 Parents are invited to discuss their child's progress at two consultation evenings during the year, which are well attended. The school provides good quality annual reports for parents about their children's progress. Reports provide useful information about what pupils have achieved and indicate the way forward. Parents are encouraged to contribute to the reports with their own comments in response to the progress made by their child.

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

Grade 2: Good features and no important shortcomings

- 102 The inspection findings match the judgements made by the school in its self-evaluation report.
- 103 The curriculum complies with the legal requirements of the NC and provides religious education in accordance with the LA agreed syllabus. The overall quality of the curriculum and learning experiences offered to pupils is good. The aims of the school, as described in its prospectus, support the broad and balanced curriculum it provides.
- 104 The curriculum is appropriate to the needs, interests and abilities of all pupils. Grouping arrangements within classes allow all pupils equal access and have a positive effect on pupil motivation.

- 105 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Foundation Phase outcomes.
- 106 There are appropriate policies and detailed schemes of work for NC subjects, religious education and for the under-fives. 'Skills ladders' in all subjects help to ensure pupils make good progress. Two-year cycles of topics take good account of the needs of mixed age classes. Good progress is being made to review schemes of work in line with Curriculum 2008.
- 107 Provision for mixed age classes proves challenging but pupils receive appropriate learning experiences. The headteacher is seeking to redress this challenge through reorganisation of classes in the next school year.
- 108 In the Foundation Phase and Key Stage 1, continuity of pupils' progress is provided through well-planned themes. The curriculum for children in the Nursery is very well planned, offering a rich variety of stimulating experiences. The curriculum in the mixed Reception/Year 1 class meets the requirements of the Desirable Learning Outcomes for children and the NC.
- 109 Pupils have planned opportunities for learning outdoors. Throughout the school, good use is made of the school garden and nature reserve to enhance knowledge, understanding and skills in a number of curriculum areas.
- 110 The school has achieved and renewed the Basic Skills Quality Mark. It provides support through 'Catch Up' and 'Spotlight' for pupils to develop literacy and numeracy skills further. Opportunities for the development of communication, numeric and ICT skills are clearly identified in planning. This information is not shared with pupils so they are not always aware of which skills they are using. Implementing the new Skills Framework is at an early stage.
- 111 Use of interactive whiteboards in every class and the recently improved ICT suite provides pupils with good opportunities to enhance ICT skills through all areas of the curriculum.
- 112 Outstanding provision is made for pupils to broaden and enrich their learning experiences through a wide range of extra-curricular activities, visits, visitors to the school and a residential visit for older pupils. Lunch time and after school activities include a range of indoor and outdoor sports coaching, ICT, choir, gardening and Eco/Art club. A particularly good feature is that one dance club is run by a Year 6 pupil. Observations during the inspection and discussions with pupils proved that the clubs are very popular.
- 113 Year 6 pupils are involved in an educational project with the local cluster of schools. They participate in a road craft and cycling proficiency course and visit 'Crucial Crew'. Visits to sites in Wales such as Llanciach Fawr, the National Museum and Cefn Mably Farm Park further enhance pupils' learning and enriches the *Cwricwlwm Cymraeg*.

- 114 The school promotes pupils' spiritual, moral, social and cultural development very well. This provision is a distinctive feature of the school. As a result, pupils have a good sense of ownership and responsibility for their environment.
- 115 The ethos of the school is based on a mutual trust and respect between pupils and staff. Pupils' attitudes towards the school are very positive. In discussions with pupils, they strongly express the view that the school is a happy, caring community.
- 116 Acts of collective worship are well organised. Pupils respond well to reflection and prayer, listen to speakers and actively participate in singing. Music is used effectively to set the tone of assemblies. Local church leaders visit the school and take an assembly every term.
- 117 Another outstanding feature of the school is its links with parents, other partners and the local community. Parents are valued as partners in their children's learning.
- 118 There are good arrangements for parents and carers to discuss their children's progress with the staff and they are provided with a wide range of information, including a detailed prospectus and introductory leaflet. High quality weekly newsletters and an updated website keep parents and other stakeholders informed about school and community activities.
- 119 Three parent volunteers have been CRB checked and are regularly timetabled to help in the school. The Parent Teacher Association (PTA) raises funds and supports the school in a number of ways. In the questionnaires and in the meetings before the inspection, most parents expressed satisfaction with the standards achieved by their children and the values promoted by the school. All those who responded felt they were encouraged to take an active part in the school.
- 120 Intergenerational groups use the school to extend their learning. During the inspection an accredited 'Basic Food Hygiene' course was attended by ten parents. Family learning courses and 'Sure Start' Initiatives, such as 'Language and Play' and 'Number and Play' are used to promote numeracy and language skills.
- 121 Local organisations and businesses support the school in many of its activities through sponsorship. Links also exist between the local shops, the Poetry Society and a local historian. The school has good relationships with local and regional drama groups, school nurses, Eco officers and musicians who all contribute positively to the work of the school and enhance learning experiences.
- 122 Good partnerships exist with a number of local schools and colleges relating to the training of childcare students, work experience and sports leadership. The school is not involved in partnership with an initial teacher training university.
- 123 The school takes advantage of skills and facilities in local secondary schools. These range from ICT support to using facilities for a project on 'Bridge Building'. Students from Ysgol Gyfun Llanhari have become reading partners and assist the development of bilingual education.

- 124 The school's provision for work related education is well developed and successfully contributes to pupils' understanding of the world of work. There are numerous visits to places of business and work, both local and further afield. Pupils also benefit from visitors who attend school to talk about their occupations, giving a further insight into working life.
- 125 The school is highly successful in developing the bilingual competence of pupils by using incidental Welsh through the day and by introducing new vocabulary in lessons. Teachers confidently speak Welsh and encourage pupils to converse in Welsh and English. The planning ensures that there are suitable opportunities to use and apply pupils' bilingual skills across the curriculum. This enables pupils to make good progress through the school.
- 126 *Y Cwricwlwm Cymreig* is successfully promoted across most areas of the curriculum and good opportunities are provided for pupils to learn about their Welsh heritage and culture.
- 127 The school has high expectations of its pupils and strongly promotes equality of access to the curriculum. The school is committed to ensuring that all pupils have access to all the school has to offer regardless of background or circumstances. All pupils are encouraged to become involved in all games and sports, extra curricular activities or visits.
- 128 The provision for sustainable development contains many outstanding features. The school is working to achieve Green Flag status and pupils of all abilities are very aware of environmental issues and the need to live and work in a sustainable way. The Eco committee takes its work seriously and has been fully involved in ways to improve the school grounds, as have many other pupils, their efforts culminating in the creation of a beautiful and functional garden.
- 129 The school successfully promotes pupils' entrepreneurial skills throughout the curriculum. Pupils are involved in making decisions about school life through membership of the School Council and Eco committee. This decision making process is further extended In Key Stage 2 classes who operate class councils.
- 130 The school works hard to reflect national priorities for lifelong learning, successfully encouraging and preparing pupils to be independent learners, and play a full part in the life and work of their school and local community. Staff, governors and parents are fully committed to ensuring this happens and pupils' lives are enriched as a result. Pupils say that they have had a real voice in helping to improve the school.

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

Grade 1: Good with outstanding features

- 131 The findings of the inspection team match the Grade 1 judgement made by the school in the self-evaluation report.

- 132 The school provides high standards of care, support and guidance of pupils, which are promoted through well-structured policies and effective procedures. These clear systems offer a positive direction for pupils, helping them to be happy, secure and to achieve well.
- 133 The school has very effective links with support services, which further promote pupils' achievements. This includes language support for pupils with SEN, good support for children who are looked after and the effective management of the emotional and behavioural needs of pupils.
- 134 The school places a strong emphasis on developing effective partnerships with parents and carers. Parents have the opportunity to respond to questionnaires and feel fully informed about the work and life of the school. They have regular contact with teachers, both formal and informal, including parent-teacher consultations that occur twice a year. The school prospectus fully meets statutory requirements and offers a good overview of the school's aims and procedures, while the home-school agreement underpins all of this good work.
- 135 The school is successful in involving pupils in decision making through the School Council. All year groups are represented on the council and pupils feel that it has made an outstanding contribution to improving life in school, providing them with responsibilities and making them feel valued.
- 136 The induction arrangements for children as they start school are very effective. Children entering the Nursery benefit from a 'Link-Up' placement during the term prior to starting school. This enables parents to be involved in the transition arrangements and is an outstanding feature of the school. Further transition arrangements offer good support to pupils as they transfer from class to class and there are strong links with the main feeder secondary school.
- 137 The school offers high quality personal support and guidance for pupils. This includes very good provision for personal and social education, which permeates all areas of the curriculum. A network of external support includes the educational psychologist, behaviour support and medical services. Teachers successfully identify each pupil's needs and progress and ensure that appropriate support is provided. This early intervention is an outstanding feature.
- 138 The school makes the general safety and well-being of pupils a priority. There is an effective health and safety policy and staff and pupils have an awareness of health and safety issues around the school. Medical support is well documented and appropriate arrangements are in place for pupils who are unwell or who have had an accident. Risk assessments are completed as and when necessary for pupils' health and safety. The school successfully promotes healthy eating and the benefits of exercise through a range of activities that are well integrated into the curriculum.
- 139 The school has effective policies and procedures to support systems for child protection. The headteacher is the designated child protection officer. All staff have undertaken appropriate training. There are very good partnerships with outside agencies which facilitate effective child protection procedures and practices. There are appropriate procedures in place for safeguarding children.

- 140 The quality of provision for pupils with ALN is good with outstanding features and complies with the requirements of the Code of Practice and the national framework for inclusive education. The special educational needs co-ordinator (SENCo) is very efficient and in consultation with teachers, support assistants and parents, ensures high quality support for pupils and achievable targets in their individual education plans (IEPs). Record keeping is thorough, well organised and up to date. Systems for assessing and identifying the learning and behavioural needs of pupils are very good, including the use of baseline assessments on entry to the school which provide information for early intervention.
- 141 The school's assessment and tracking system is very effective in monitoring pupils' progress and identifying their specific learning needs. As a result, individual pupils are provided with the appropriate support at an early stage, including the effective use of a range of literacy initiatives. Pupils' progress is assessed regularly and monitored through meetings of ALN staff, teachers and parents, who play an important role in supporting their children.
- 142 The learning support teacher withdraws groups of pupils for extra support in language skills, which is followed up in class work. These sessions are valuable in providing extra help for pupils to achieve the targets in their IEPs or to give an extra boost to pupils' confidence in using language skills.
- 143 Pupils are very well supported in lessons and are well integrated; they are provided with appropriate tasks which allow them to work at their own pace and level of ability. There is a good range of resources and pupils make effective use of ICT to support their learning.
- 144 The school works closely with the Behaviour Support Service to provide very good support for pupils whose behaviour may impede their progress and those of others. Teachers use a range of behaviour management techniques, which are useful for classroom management and allow pupils the opportunity to learn effectively.
- 145 All pupils with ALN, including those with disabilities, are provided with equal access to the curriculum through well-planned tasks, which ensure that pupils work at the appropriate level for their abilities. Liaison between the SENCo, class teachers, ALN support staff and outside agencies is very effective.
- 146 Attendance registers are completed accurately and efficiently at the start of the morning and afternoon sessions. The school has effective procedures to monitor attendance and punctuality and is keen to ensure procedures to improve figures are rigorously pursued. Good attendance is rewarded.
- 147 There are very good procedures in place to ensure that the needs of any pupil with different social, educational, ethnic or linguistic needs would be met. The school maximises the use of any support from outside agencies that is available.
- 148 The school effectively and actively promotes gender equality and challenges stereotypes. Boys and girls work well together in the classroom and have equal access to sporting and other activities.

- 149 The school has an appropriate race relations policy. Very good measures are in place should any incident of racial prejudice occur, although the ethos of the school and the inclusive and caring environment minimises such events.
- 150 Very good measures are in place to eliminate oppressive behaviour and all forms of harassment. Monitoring is efficient and extensive and any incidents of alleged bullying are brought to the attention of the parents of all parties.
- 151 The way the school includes pupils with severe physical handicaps in all aspects of school life is an outstanding feature. The staff, both teaching and non-teaching, and all the pupils show genuine regard for the children affected. There is an appropriate and up to date disability access action plan.
- 152 The school recognises diversity and all are treated with equal dignity and respect. Cultural differences are celebrated throughout the curriculum. School assemblies are regularly conducted by local clergy. This good practice is supported by written policies.

Leadership and management

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

Grade 2: Good features and no important shortcomings.

- 153 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 154 The leadership of the headteacher is an outstanding feature. Despite only joining the school in September he has, with the staff and governors, set clear aims and objectives to move the school forward and improve standards. He is very ably supported by his deputy and together they have built a team of confident and committed staff who have in a short time introduced a number of new and challenging initiatives that are progressing successfully.
- 155 The values and aims set out to ensure that all are treated equally and that a positive attitude pervades the school, encouraging all to participate in the development of a challenging and happy learning environment. There is a strong feeling amongst the staff that all pupils should be treated equally and they have an equally strong belief in the school as a thriving and encouraging learning community.
- 156 During a short period, much has been done to improve both the internal and external environment of the school. Staff morale is high and refurbishments within the building, such as the additional development of nature areas and a productive school garden, are the result of all staff and governors' commitment to the school.
- 157 The subject coordinators work well as a team and much has been done since the last inspection to raise standards overall and to provide a vibrant learning environment for the pupils where their contributions are valued and promoted.

Subject coordinators have a number of subject area responsibilities and work in a collegiate manner to ensure that all pupils benefit from a wide and interesting curriculum. As a team, they help to prioritise the needs of the school.

- 158 There are good systems in place to track both individual pupils and the long-term progress of classes. Support staff are equally committed to the school and are well led. They all make a valuable contribution to the learning and teaching throughout the school.
- 159 The school takes good account of national and local initiatives. The school uses the RAISE grant to improve provision and has recently been involved in a pilot for assessment procedures linked to the new curriculum orders. Locally there is very good contact with local schools and especially the Welsh speaking comprehensive school nearby, who supply older sixth formers as buddy readers. This is a particularly strong feature.
- 160 The headteacher in a short time has built on the good existing procedures and these recent improvements joined with the commitment of all staff are already impacting on standards. This is an outstanding feature.
- 161 Staff are committed to developing the all round learning of all pupils and take full advantage of in-service training both outside and within the school. They have regular contact with local advisors and access many local or national grants.
- 162 The governing body is well led by an experienced chair who is ably supported by a good range of experienced and new governors who contribute fully. They work very closely with the headteacher and some have regular day to day contact with the school, especially the ALN governor who is very knowledgeable about her area of responsibility and contributes at all levels of the ALN process.
- 163 The governors have very open and good relations with the local community and there are a number of visitors who contribute to the educational development of the pupils, notably an ex-member of staff who is the local historian and who regularly visits the school. The governors have been highly involved in the refurbishment of both the inside and the grounds of the school.
- 164 As a body, they are committed to the long-term strategic development of the school and are well informed about all areas of the school, including national assessment results.
- 165 Procedures for the financial management of the school are thorough and effective. They are regularly monitored and assessed to ensure they meet the needs of the pupils. 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 1: Good with outstanding features

- 166 The findings of the inspection team exceed the judgement made by the school in the self-evaluation report owing to the outstanding features in this key question.

- 167 The self-evaluation report, produced by the school before the inspection, clearly addresses each of the seven key questions of the inspection framework. It identifies strengths and areas to improve. In two of the key questions, the inspection team's findings exceeded the Grade 2 judgements made by the school in its self-evaluation report. The team found outstanding features in Key Questions 6 and 7. In the remaining key questions, the inspection team agreed with the Grade 1 judgement for Key Question 4 and the Grade 2 judgements made for the rest.
- 168 The school's leaders are constantly striving for improvement. All their systems for tracking and monitoring pupils' achievement and progress are focused on giving pupils the best of opportunities. The impact of this commitment to the highest quality of provision is demonstrated in the improvements in standards by the end of Key Stage 2 and the value added factor when tracking pupils' progress through the school.
- 169 The school has an excellent system of self-evaluation, which links the monitoring and evaluation cycle to school development plan targets. These, in turn, are informed by budget monitoring, the performance management cycle and staff development needs. This provides a highly effective framework for evaluating standards and quality in order to plan future developments. It clearly identifies strengths and areas for further improvement. There is an outstanding culture of self-evaluation in the school, which fully involves the contribution of subject leaders, staff, pupils, parents and governors.
- 170 The roles of senior staff and subject leaders in monitoring the quality of provision and standards of achievement are extremely well established. The monitoring system enables leaders to evaluate the quality of teaching, curriculum planning and standards of pupils' work very effectively. Subject leaders are successful in monitoring and evaluating the subjects and areas of learning for which they are responsible and produce informative subject development plans, which ultimately feed into the school development plan. In addition, pupils are involved in evaluating their own work and benefit from helpful suggestions for improvement.
- 171 A detailed analysis is made of NC assessments, baseline assessments and school based tests. This information is used effectively to identify pupils who require further support and to set targets for improved standards of achievement. Pupils are fully involved in evaluating their own progress and achievements in order to set targets for improvement in English, mathematics and areas where they feel the need to improve.
- 172 The school's self-evaluation process also takes good account of the views of pupils, staff, parents, governors and the local community. Parents are encouraged to be involved in school life and to make suggestions for improvement. The school seeks the views of parents through questionnaires.
- 173 Governors make an important contribution to the self-evaluation process. They have a good understanding of their roles and are involved in monitoring standards and the quality of provision. They evaluate their own performance conscientiously through the self-evaluation process and identify training needs.

- 174 The School Council plays a vital role in the self-evaluation system by conducting surveys to find out the views of pupils on a range of issues. Regular meetings with other school councils in the cluster provide further opportunities to discuss and evaluate common interests.
- 175 Key areas for improvement are carefully identified from performance indicators and from the self-evaluation systems. These are effectively built into the school development plan, giving a clear focus for school improvement. Action plans have clear priorities and targets, actions to be undertaken, success criteria and training needs. The targets are realistic and challenging; they are constantly reviewed by leaders and governors. The headteacher's reports to governors contain detailed evaluations of progress towards achieving the targets.
- 176 Careful financial planning ensures that resources are provided to meet the school's objectives. The school's self-evaluation procedures ensure that areas for improvement are identified and targets are set for improvement, including the budgeting for appropriate resources. These actions have a very positive effect on educational provision and measurable improvements in standards. The improved resources and staff training for ICT have had a positive impact on improving skills and standards of achievement throughout the school.
- 177 The school has made outstanding progress since the previous inspection and has met the targets set in the action plan, which addressed the key issues from the last inspection report.

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

Grade 1: Good with outstanding features

- 178 The findings of the inspection team differ from that of the school. It was felt the school underestimated the efficiency of leaders and managers in developing the whole school environment to incorporate a wide range of learning experiences for the pupils and the effort of all teachers and support staff to incorporate the site into their classes' learning experiences.
- 179 The school has an appropriate number of teaching and support staff who are suitably qualified and have a range of expertise, which they regularly draw upon. The pupil/teacher ratio is high, however good use of additional support ensures that pupils receive a good level of support.
- 180 Teachers have time to plan, prepare and assess during the week and this is well organised and is used purposefully to help raise standards.
- 181 Support staff are dedicated and well deployed around the school. They are warm and caring and much appreciated by both staff and pupils. They are a particular strength of the school.
- 182 Although classrooms are small for the number of occupants, the use made of them by both the staff and pupils is good. Displays are attractive and an additional resource that the pupils use throughout lessons. The exemplary way in which pupils move about the classrooms from group to group reflect the respect

and care both pupils and staff show for their school. There is little disruption and the way in which pupils are considerate of each other's space is an outstanding feature of the school.

- 183 In addition, pupils move freely and safely about the whole school environment both inside and out and explore all areas in their learning, for example, in the school gardens, ICT suite, art and craft areas and the recently refurbished hall. The comprehensive use of all learning areas is also an outstanding feature.
- 184 The school clerk is a very experienced member of staff who has been committed to the school for a number of years. Her expertise extends beyond the day-to-day administration, to being the ALN needs and child protection governor, a role in which she excels.
- 185 The accommodation is kept clean and well maintained by the caretaker and his staff.
- 186 The school is a very positive environment with all staff working together to expand appropriate resources and improve standards throughout the school. Staff are very well deployed with very good working partnerships between teaching and support staff. The school is especially well resourced in terms of ICT equipment with interactive whiteboards in every classroom. All staff have been suitably trained and both they and the children use the equipment confidently. This is an outstanding feature.
- 187 The whole school approach to self- evaluation with staff governors, parents and pupils consulted has meant that the school has successfully set a clear direction for the school to improve standards. Very good financial management has meant that the school has been able to realise many of its aims especially in the development of the school as an active learning environment. This is also an outstanding feature.
- 188 Considering the low base from where many pupils start and the quality of education they receive in a school with a learning environment that is constantly expanding, the school gives good value for money.

Standards achieved in subjects and areas of learning

Under fives

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

Personal and Social Development, Well-being and Cultural Diversity

Nursery and Reception, Grade 1: Good with outstanding features

Outstanding features

- 190 Children make firm relationships with adults and peers creating a positive atmosphere where achievement can flourish. Children show respect for others

and are sensitive to their needs, demonstrated by their willingness to share and take turns. Children's behaviour is exemplary.

- 191 Children follow routines exceptionally well. They access resources and having made choices play confidently and concentrate well on the tasks in hand. Children use the outdoor area well and respect areas such as the plant beds and sensory garden. They tidy away the equipment they use efficiently and quickly. They settle to directed sessions quietly and behave very well in all their activities.

Good features

- 192 Children take responsibility for their personal hygiene by brushing their teeth after lunch.
- 193 Most children move confidently around their environment, working well together either independently or in partnerships or groups. They dress themselves for outdoor activities, readily asking for assistance if needed.

Language, Literacy and Communication Skills

Nursery and Reception, Grade 2: Good features with no important shortcomings

Good features

- 194 Children listen attentively as a group during directed sessions and when listening individually to adults. A notable feature is their willingness to listen to each other without interruption when working in groups and during the plenary sessions. Children respond well to instructions.
- 195 Children's speaking skills are well developed. Most children speak confidently, acquiring new vocabulary, asking and answering questions clearly and discussing ideas through their play. Some children are able to talk about their learning and assess their own performances. They converse well with their peers, adult helpers and visitors in a friendly and assured manner.
- 196 Most children gain enjoyment from early writing experiences and understand the function of writing as a form of communication. Children use mark-making tools to write letters in the sand tray. They hold pencils and crayons correctly, with some children demonstrating emergent writing skills with a degree of accuracy. Pupils in the Nursery write shopping lists in the fruit and vegetable shop, while those in Reception write appointments for the vet.
- 197 Children handle books confidently, orientating them and turning the pages carefully. They enjoy looking at books relating to the garden in the book corner without adult intervention and choose books depending on their interests and preferences.

Mathematical Development

Nursery and Reception, Grade 1: Good with outstanding features

Outstanding features

- 198 All children develop a very good understanding of mathematical concepts through play and in directed sessions. The majority of children are able to sort, count and name the number of different vegetables used in creating repeating patterns.
- 199 The majority of children are beginning to assess their own performances and discuss next steps in their learning.
- 200 A few children, in the role of a shopkeeper, develop a very good idea of the use and value of money up to five pence and apply this knowledge in role-play shopping activities. They recognise a few coins and understand the process of giving change. Some children demonstrate the use of a cash register, 'scanning' the items before totalling the bill.

Good features

- 201 The majority of children have a growing understanding of number and are able to count accurately to 10. They use this knowledge across the curriculum through successfully engaging in challenging activities, such as digging in the vegetable plot, searching for mini beasts buried in bark and counting the number of dirty dishes. Children count confidently and recognise colours in both English and Welsh.
- 202 The majority of children in the Reception class are able to record observations using symbols during a listening walk.
- 203 Most children use arbitrary measurements when filling containers such as mugs with water. During role play sessions in the Reception class, children make up measurements in their roles of vets and veterinary nurses.
- 204 Most children understand the passage of time and can describe their activities in relation to this. They demonstrate an early understanding of tall, short, heavier and lighter and have a good sense of bigger and smaller when describing vegetables in the vegetable plot.

Knowledge and Understanding of the World

Nursery and Reception, Grade 1: Good with outstanding features

Outstanding features

- 205 Children in the Nursery have a very good understanding of where food comes from and what plants need to grow. They have a good knowledge and understanding of what is required to grow their own food. They know that plants are living things, are able to name the main parts of a flowering plant, know the names of plants growing in the Nursery garden and a range of vegetables used to make 'Mr Potato Head'.

- 206 Most children recognise that dry weather, sun and wind are necessary to dry washing on a clothes line. They discuss the weather using words such as 'sunny', 'windy' and 'rainy' days. This helps them to develop an idea of past and present through recall of the weather 'yesterday'.
- 207 Children in the Nursery describe in simple terms why flowers that drink water containing food colouring change colour over time.
- 208 Children know to respect small insects and their habitats and are keen to return the plastic ones to their homes during pretend play.

Good features

- 209 Children in the Nursery are appreciative of the importance of the environment and by planting seeds understand the conditions required for their healthy growth, and experience caring for them.
- 210 Most children in the Reception class understand that there are many sources of sound and that they are heard when they enter the ear. The majority of children are able to predict what sounds they may hear during a listening walk inside and outside the school. They are able to identify that the closer they are to a sound the louder they can hear it.
- 211 A few children are able to describe some features of a motorway.
- 212 Most children in the Nursery use the interactive whiteboard with confidence, dragging pictures into place on the screen and demonstrate good mouse skills.
- 213 Children in the Nursery make choices from a range of vegetables to create a representational image of 'Mr Potato Head'.
- 214 The majority of pupils in Reception identify a range of joining materials, make choices about fastenings and give reasons for their choices.

Welsh Language Development

Nursery and Reception, Grade 1: Good with outstanding features

Outstanding features

- 215 Most children respond very well in lessons that are continually bilingual in approach. Children in both Nursery and Reception respond quickly and confidently to instructions in both languages. They also respond in both languages when asked questions about the names of fruit and vegetables or about the teddy bear.
- 216 The constant use of Welsh by teachers and support staff helps to extend the children's vocabulary.
- 217 Children are very confident in using Welsh with visitors.

Good features

- 218 Children in both the Nursery and Reception listen well in Welsh, repeating phrases and answering questions in Welsh. They understand the signs and aspects of Welsh culture they observe around the classroom and corridors.
- 219 Children in the Nursery have a growing understanding of what it is to be Welsh.
- 220 Most children in the Nursery and Reception can count in Welsh and recognise colours, some applying this knowledge across the areas of learning.

Physical Development

Nursery and Reception, Grade 2: Good features and no important shortcomings

Good features

- 221 Children enjoy playing out of doors. They share equipment, handling gardening tools with confidence while indoors they use space well. They move around the areas safely and respect each other's space. Children listen to instructions and follow simple commands, such as when preparing for activities. They use their imaginations in their play and are confident in their activities, performing safely and using space well.
- 222 Children's fine motor skills are developing well. They hold small tools such as scissors correctly with due attention to safety. They have good cutting skills when cutting paper. Pencils, crayons and paintbrushes are handled competently.

Creative Development

Nursery and Reception, Grade 2: Good features and no important shortcomings

Good features

- 223 Children in the Nursery use a range of materials to create a representational image. They are able to discuss their work in progress and when completed. Children work well individually and are involved when making facial features for a potato. Children respond positively to suggestions from adults and are beginning to appreciate the work of others.
- 224 Children in the Nursery and Reception enjoy role-play. The role-play area is a popular location and children share, discuss and co-operate well. They use appropriate language and are keen to describe their roles. They also accept responsibility for maintaining their area in good order.

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

- 225 Pupils in both key stages listen attentively and speak clearly and with growing confidence. Pupils, many of whom enter the school with limited vocabulary, make

good progress in this area both in their written and spoken English. In Y3, pupils confidently 'hot seat' situations from favourite stories taking it in turns to empathise with characters or ask questions of 'the character.' Pupils in KS2 continue to develop well and by the end of their time in the school discuss, debate and question confidently.

- 226 Pupils in KS1 develop their language understanding through a number of systems, such as 'Jolly Phonics' (letter sound programme) and apply them competently and with a growing understanding in their oracy, reading and writing.
- 227 Pupils in Y1 enjoy listening to stories and engage with the teacher when particular characters and situations 'fire' their imaginations. In KS1, most pupils show a keen interest in books and willingly share their stories with each other and adults. Reading overall in KS1 is good with no important shortcomings. Most pupils express an enjoyment in books and stories. By KS2, pupils discuss plots and characters and sequence events, making good judgements and showing an empathy with characters. Class stories are discussed and encourage a love of them. More able pupils take advantage of a number of more advanced books by authors such as Philip Pullman, Terry Pratchett, Anne Fine and Michael Morpurgo. Many read aloud with expression and clarity.
- 228 Pupils in KS1 write with growing confidence and most pupils in Y1 write their names and produce small sentence stories about their experiences.
- 229 By the end of Y2, pupils write more extended pieces and use their wordbooks to support their writing, increasing the range of writing available to them. In KS2, their writing becomes more extended and they use word processing to produce final drafts of quality. Pupils in Y6 use a wide vocabulary in producing phrases when observing video stimuli such as 'Story starters.' They use metaphors and descriptive language to enhance their stories. The majority take care with their presentation and produce pleasing work.
- 230 In KS2, pupils understand the essential aspects of good grammar and punctuation and in Y5 study the writings of such people as Samuel Pepys. They discuss the difference between historical vocabulary and that of today.
- 231 Pupils use a growing range of types of writing as they progress through the school. They write for different purposes such as, fiction, historical records, lists, instructions and for debates.
- 232 Spelling overall is good. Pupils use strategies such as wordbooks, dictionaries and thesauruses as they progress through the school

Shortcomings

- 233 Though the quality of writing at the end of KS2 is good overall and in a few cases very good, there is an inconsistency in presentation in general throughout the school.

Welsh second language

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

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

Good Features

- 234 All pupils respond very well to incidental spoken Welsh at specific times during the day. Pupils ask simple questions of each other using an appropriate range of phrases and vocabulary. They use the names of a range of colours, foods, clothing and numbers. They respond well to questions about the weather, how they feel and to a range of commands. All pupils sing a variety of hymns, rhymes and songs with confidence and good intonation.
- 235 Pupils' listening skills are good and they respond well to adults and other pupils. They listen with concentration and interest to stories in class books and respond well to questions, showing good understanding. They make good attempts to read together and confidently read the text of individual books.
- 236 Pupils have a good understanding of times in the day and can tell the time on the hour. They follow instructions appropriately when playing the game '*Faint o'r gloch Mr Blaidd?*' and respond well using correct vocabulary. They match the correct time labels to clock faces and make good attempts to tell the time of school routines using known language patterns.
- 237 Pupils use their knowledge of sentence patterns and vocabulary appropriately to write their own sentences. They write accurate sentences in response to questions about themselves, what they wear and describe the weather.
- 238 Pupils work well in pairs to ask and answer questions, often developing conversations by expressing comments in response. They hold sustained conversations showing a developing grasp of vocabulary and intonation. They respond well to questions and to commands.
- 239 Pupils read word cards and short phrases accurately, developing an increasing knowledge of vocabulary and sentence patterns. Pupils read a range of stories with confidence and good understanding. They read their own written work with appropriate accuracy and intonation.
- 240 Pupils in Years 5 and 6 use known language patterns well to ask and answer questions about food preferences. They demonstrate good knowledge of food vocabulary when using an ICT program to match labels to items of food. They show a good understanding of dialogue on a video and read the text confidently and accurately. They make good attempts to complete written sentences with food choices for meals of the day, using dictionaries when required.
- 241 Pupils write in a range of styles including dialogue, comprehension, letters and diaries. They make good attempts to write descriptions of themselves and write scripts using known sentence patterns. They successfully extend their writing and produce interesting paragraphs. Their writing is mainly accurate with appropriate

attention to spelling and punctuation. Good use is made of dictionaries to find vocabulary and to check spellings.

242 In both key stages, pupils show a positive attitude to learning Welsh. They are making very good progress in using incidental Welsh and learning new vocabulary in lessons for all subjects. They have a good awareness of Wales and its heritage through the promotion of *Y Cwricwlwm Cymreig*.

243 Pupils make good use of ICT, videos and word games to consolidate vocabulary and to record their use of Welsh.

Shortcomings

244 There are no important shortcomings.

Mathematics

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

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

Good features

245 Most pupils in Y1 know the pairs of numbers that make ten and can apply them in differing situations. They count on and count back confidently. They recognise pairs of numbers and can subtract to ten and beyond. Pupils in Y1 count forwards and backwards to 100 in tens. They enjoy number games both in oral sessions with their teachers and during interactive activities on the whiteboard, which they use confidently.

246 Also in KS1, pupils sort items and materials assuredly into differing groups depending on the instructions given. They recognise that items can be sorted into different categories and understand the mathematical language of 'larger than' 'small', 'less' and 'more'. They know how to make simple sets from items of fruit and vegetables.

247 In KS1, pupils begin to understand simple money sums and can sort coins and add and subtract them. A few provide change accurately for items up to twenty pence.

248 Pupils in Y2 and Y3 understand basic symmetry. They can find single lines of symmetry in photographs and a few pupils dissect the pictures to find further lines. They understand that certain shapes lend themselves to symmetrical processes more than others. Most pupils in Y5 and 6 apply a number of lines of symmetry to a range of more complex shapes successfully.

249 Most pupils in KS1 recognise simple two and three-dimensional shapes and understand their basic properties. They progress well in measuring using arbitrary measures or standard units to measure length and weigh capacity.

250 They use both practical and written forms to estimate and explore forms of measurement. They read time to the hour and half hour on analogue clocks.

- 251 Pupils in KS2 develop their measuring skills and apply them to problems involving area and shape. They understand area and use computer generated examples to measure and calculate the area of irregular shapes.
- 252 Most pupils in KS2 apply the principles of addition, subtraction, multiplication and division with growing confidence and with increasingly large numbers. They understand how to apply basic formulae and explore their own methods of finding solutions. By the time they reach Y6, their mental skills are good and they work confidently with three digit number activities.

Shortcomings

- 253 There are no important shortcomings.

Science

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

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

Good features

- 254 Pupils of all abilities, including those with SEN, make steady progress and achieve good standards. They acquire a sound knowledge of living things, through studying the life cycle of plants and gain a secure knowledge of inanimate objects, through the study of materials and their properties.
- 255 Pupils in KS1 accurately label parts of a plant, know that plants need light and water to grow and distinguish between living and non-living things. They identify sources of light and construct simple circuits. Through investigative activities, pupils identify forces such as 'push' and 'pull'.
- 256 Younger KS1 pupils are able to sort materials according to their properties and uses. Year 2 pupils correctly use terminology such as 'transparent', 'translucent' and 'opaque' in their enquiries as to which materials let light through.
- 257 In KS2, pupils further develop their knowledge and understanding of materials. Through an investigation of thermal insulation, lower KS2 pupils conclude that fabric is the best wrapping material. They make accurate comparisons of materials when testing for their waterproof qualities.
- 258 Pupils in Y4 and Y5 identify and describe a range of habitats in the school grounds and local area. At the beginning of their study of plants, older KS2 pupils confidently use 'concept mapping' to explain links between a group of words linked to plants using their own knowledge and skills.
- 259 In Y5 and Y6, pupils' knowledge and understanding of scientific phenomena develops well. They explain scientific phenomena and use appropriate language in their recording.

- 260 When carrying out investigations, pupils demonstrate their increasing scientific vocabulary. Y6 pupils are developing their recognition of more challenging vocabulary such as 'photosynthesis', 'nutrients' and 'pollination'.
- 261 Most pupils recognise the need for a fair test and can suggest which variables need to be constant to ensure a fair test.
- 262 Across the key stages, pupils present their findings using a variety of graphs, tables and diagrams. Pupils increasingly demonstrate the ability to analyse numerical data and consider patterns in results. Progress is enhanced through good use of ICT and links with other subjects.

Shortcomings

- 263 There are no important shortcomings.

Information and communications technology

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

Key stage 2: Grade 1: good with outstanding features

Outstanding features

- 264 In KS2, pupils use the computer for a range of school related as well as personal learning activities. They explore the internet appropriately for historical references and use spreadsheets, graphical representations and multimedia programmes with great confidence. They help with the website and support the ICT coordinator in creating a good information base for the school. Older pupils produce graphical modelling images confidently and save and load their work into individual folders.

Good features

- 265 In KS1, pupils continue to develop their skills and most can drag and drop pictures from CD-ROMs and the internet into their work and use language and mathematics games.
- 266 Pupils also produce pictures using painting and colouring programmes. They show good control and print out their work on completion. They use small controllable vehicles to increase their understanding of programming.
- 267 In KS2, pupils use data handling programmes to draw block, line and pie charts. They use word processing confidently and appropriately to support their findings.
- 268 In Y5 and Y6, pupils gain access to information and interactive programmes to support their work on the Great Plague and the Great Fire of London. They research information and select carefully facts appropriate for their knowledge and ability for use in the classroom as reference material.
- 269 Pupils' work in both key stages in ICT contributes to the general displays around the school, enhancing its appearance and aesthetic quality.

270 Older pupils use pre-programming ladders well to explore the collection of data that can enhance their understanding of computer programming.

Shortcomings

271 There are no important shortcomings.

Design technology

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

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

Good Features

- 272 Pupils make good progress in understanding the designing, making and evaluation process. Pupils carefully draw plans for their intended projects and start to consider what they will need and list the materials and tools required.
- 273 Pupils draw pictures, cut them out carefully and assemble the images effectively to create greetings cards. They explain clearly how movement will be added to the image by using levers and split pins.
- 274 Pupils successfully investigate musical instruments. They carefully evaluate the materials they are made from and decide which is most suitable according to strength and sound. They use ICT to explore images of instruments, how they are used and the materials used in their construction. They use their drawing skills well to develop designs for their own instruments and list the materials required. They make good quality products and evaluate their effectiveness.
- 275 Through their investigative work about vehicles, pupils have a good understanding of how mechanisms work, including wheels and axles. They explain clearly how they allow movement and the forces required to make them move further.
- 276 Pupils continue to make good progress and build on their knowledge and understanding of a range of designing and making skills. They competently measure, mark out, cut, shape and join a range of materials using appropriate tools, equipment and techniques.
- 277 Pupils in Y4 and Y5 successfully make a wooden frame for a ball bearing game. They have a good understanding of health and safety issues and know how to use tools and equipment safely. Pupils skilfully use a saw to cut lengths of wood for their game. They evaluate their products at each stage of construction.
- 278 Pupils in Y5 and Y6 investigate and evaluate yoghurt products. They successfully use ICT to find information about yoghurt. They work well in groups to create a new yoghurt and have a good understanding of what ingredients are required to make it. They conduct detailed surveys to research preferences and know how to use a tally system to record responses.

279 Pupils investigate properties of newspaper for their bridge building challenge. They investigate different types of bridges, produce clear designs and use newspaper rolls to construct the bridges. Pupils test the strength of their bridges using different loads and evaluate the construction to make improvements. Pupils successfully use a control box and have a good understanding of procedures to make a buzzer switch on or off.

Shortcomings

280 There are no important shortcomings.

History

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

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

Good features

281 In both key stages, the use of regular visits, role-play experiences and handling artefacts is having a significant effect on pupils' standards of achievement.

282 Pupils in KS1 show a developing sense of time and make distinctions between aspects of their own lives and life in the past. Through well-planned themes, pupils make timelines and sequence events and objects, such as irons and washing equipment.

283 Pupils eagerly explore information about the moon landing in 1969 and relate their knowledge and skills to other areas of the curriculum. By the end of the key stage, pupils begin to recognise that history may be represented in various ways and make good progress in their ability to ask relevant historical questions.

284 They are developing a good knowledge about the lives of people in Wales through studies of Welsh castles, individuals such as St. David and traditional stories such as Gelert.

285 Pupils in Y2 and Y3 describe the roles of people who lived in medieval castles and order them according to importance.

286 Most pupils in KS2 have a good understanding of the passage of time, assisted by the use of a wide range of information sources. A variety of written work is produced such as letters, diaries, newspaper accounts and descriptions. Particularly good examples are 'for sale' descriptions of Llanciach Fawr.

287 Pupils in KS2 demonstrate good factual recall of historical detail, for example, when describing Stuart houses and their visit to Llanciach Fawr. They describe the causes and consequences of events, such as the Fire of London. Pupils use ICT effectively to enhance skills and knowledge.

288 Pupils increase their knowledge and understanding of Welsh history through visits to sites such as the Museum of Welsh Life. Knowledge of local history is developed by visits to places such as St. Illtyd's Church in Llanhari. In both key

stages, a local historian enhances pupils' knowledge through guidance on local visits and regular visits to the school.

Shortcomings

289 No important shortcomings

Geography

Key Stage 1 – Grade 2: Good features and no important shortcomings

Key Stage 2 – Grade 3: Good features outweigh shortcomings

Good features

- 290 Pupils in Y1 label plans of their classroom correctly and learn to use a key. They demonstrate a secure knowledge and understanding of the location of features in and around the school when going on a 'bear hunt'.
- 291 Y2 pupils identify North, South, East and West on a signpost map of the school nature reserve. They use ICT to create pictograms and block graphs of pupils' methods of travel to school.
- 292 KS1 pupils have a good knowledge of the local area. They can easily name and describe the main features of Llanhari and explain what they are used for. Y2 pupils make simple maps of the locality and know that they live in South Wales.
- 293 In KS2, pupils make comparisons between their own area and contrasting areas, such as Cardiff Bay, and areas in economically developing countries such as Botswana.
- 294 Older pupils use a variety of maps and aerial pictures to describe detailed features of the locality, identify changes and locate the main sources of transport to other areas.
- 295 Older pupils develop their awareness of place and global citizenship through current events. For example, they make maps of China, locating Beijing during the Olympics.
- 296 Younger KS2 pupils know that glass, plastic and steel can be recycled. They are beginning to learn that some goods travel long distances to be recycled. In their investigations of environmental change, older pupils identify the ways in which humans affect the environment. They understand the potential impact sustainability issues will have on their own lives and those of others.
- 297 Knowledge and understanding is extended by visits from the Fairtrade Foundation and the good use of ICT.

Shortcomings

- 298 Pupils' skills, knowledge and understanding in KS2 are variable. The use of field studies to promote investigative work is insufficiently well developed in some classes. In discussion with some KS2 pupils, they describe geography as 'an indoor subject'.

Art

Key Stage 1 – Grade 2: Good features and no important shortcomings

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

Good features

- 299 In both key stages, pupils make good use of sketch books to record observations and ideas and to experiment with techniques.
- 300 Pupils develop their drawing skills well using pencil, pastels and pencil crayon. They make good attempts at portrait and figure drawing and understand the need for proportion in their work. They make careful observations of sun flowers and make good attempts to produce detailed drawings, making good use of the space on the paper.
- 301 Pupils are improving their painting and brush control skills. They successfully mix paint colours and explain clearly which primary colours can be mixed to produce others. They carefully investigate shades of green in a variety of plants in the environmental area and compare them with the shades of green on a paint chart. Year 1 pupils successfully use a range of tools to explore different textures in preparation for painting the fur of a bear.
- 302 In both key stages, pupils study the work of famous artists, including Welsh and local artists; they clearly explain the techniques used in their work.
- 303 Pupils study the work of local artist Alfred Sisley and have a good understanding of how the artist captures light, colour and form in his seascapes.
- 304 Pupils make good attempts to experiment with colour mixing techniques using small strokes in chalk to represent the sea. They produce effective paintings of seascapes in the style of Sisley, carefully mixing paints on a palette. They successfully use the internet to find seascape paintings and create their own picture using an art website.
- 305 Years 4 and 5 pupils study the work of Welsh artist Peter Prendergast and explore colour, texture and pattern-making in his work. They use pastels to produce attractive patterns and colours in their own work.
- 306 Year 6 pupils carefully study sections of blue flowers and petals. They successfully use shades of blue, green and yellow, using short brush strokes to create effective textures in their paintings of the flowers.
- 307 Pupils examine a variety of art, craft and design from different cultures, such as Aboriginal patterns and explore how they influence their own design ideas.
- 308 Through a study of houses and streets, pupils produce effective three-dimensional clay relief models of houses.

Shortcomings

- 309 There are no important shortcomings.

Music

Key Stage 1 – Grade 2: Good features and no important shortcomings

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

Good features

- 310 In both key stages, pupils have a well balanced range of skills in composing, performing and appraising music and have a good understanding of the musical elements.
- 311 Pupils confidently sing a wide variety of songs, hymns and rhymes in English and in Welsh. They sing in tune with clear diction and appropriate attention to breathing and the quality of sound.
- 312 Pupils follow clapping patterns and repeat them accurately, adapting to different rhythms. They can play a range of instruments in time with the music, keeping a steady beat. They correctly sort instruments into different types: those they scrape, pluck, tap or shake. They distinguish between high and low notes and are beginning to understand how to lengthen and shorten notes.
- 313 Pupils are developing their composition skills well. Pupils in Year 2 successfully compose music to reflect a picture of a sunset. They work well in groups to create sounds on a range of instruments and to compose layers of music to represent the mood of the picture. They understand the need to build layers of sound to create a thickening texture of music. They confidently perform their compositions to the rest of the class, provide thoughtful evaluations and make suggestions for improvement.
- 314 Pupils develop their performing skills very well. They sing an expanding repertoire of songs and hymns in English and in Welsh with confidence, enjoyment and with increasing control of musical elements. Pupils successfully focus their listening skills on elements such as pitch, rhythm, beat and dynamics whilst performing and composing. They skilfully sing descants and sing in two parts and rounds, listening carefully to each others' parts and to the teacher's directions.
- 315 Pupils have good listening skills and demonstrate good appraisal skills when listening to music. They show their appreciation by describing the moods and atmosphere of a piece of music. They listen attentively to the music of different composers, including the Welsh composer Karl Francis.
- 316 Pupils in Years 4 and 5 listen carefully to music to identify pitch movement of the melody. They know when the melody moves by step or by leap and that the melody is made of eight pairs of intervals. They confidently use tuned percussion to create their own melodies by rearranging the intervals. They successfully perform their new compositions with the backing track and evaluate their performances.
- 317 Musical performances are of a high standard and enhance assemblies and school celebrations. Pupils are offered instrumental tuition in brass, violin, and guitar and the extra-curricular choir, all of which succeed in enhancing their musical skills. Pupils enjoy taking part in school and community performances.

Shortcomings

- 318 There are no important shortcomings.

Physical education

Key Stage 1 – Grade 2: Good features and no important shortcomings

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

Good features

- 319 Most pupils in both key stages follow instructions well and understand the need for safety and care in physical activities. They follow rules and understand the need for warm-up and warm-down periods for their physical well being.
- 320 Pupils in KS1 know how to sequence a series of body shapes, both in floor exercises and on apparatus. When using equipment such as balls, overall they show good skills and control. They work well as individuals and in partnerships taking turns and collaborate to produce good sequences in body movement.
- 321 In KS2, older pupils demonstrate increasing body control and suppleness. They can weave in and out of small areas and interact physically with each other in complex shapes and sequences. They can apply many of these shapes to controlled activities on apparatus.
- 322 Pupils throughout the school follow an organised programme of activities in a range of sports. They learn how to evaluate and comment on each others' performances and use digital photography to record their work.
- 323 Most pupils involve themselves in sporting teams and after school activities, such as football, rugby and netball. Some pupils play representative games for the school.
- 324 Although no swimming lessons were observed during the inspection, evidence indicates that pupils make appropriate progress to achieve expected standards.
- 325 By the end of KS2, pupils are able to describe the benefits of regular exercise, and use appropriate vocabulary to describe the effects of exercise on their bodies.

Shortcomings

- 326 There are no important shortcomings.

Religious education

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

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

Good features

- 327 Throughout KS1 pupils develop an understanding of their feelings and how to regard others. They also develop a good understanding of Christianity and religion in general before they progress to the study of Judaism as an alternative religion.
- 328 Pupils are taught to reflect on issues and stories they hear. They talk about their favourite people and friendships.

- 329 They listen to and comment on old and New Testament stories and create story lines and sequence events in the life and times of Jesus. They understand that different religions have festivals throughout the year and through their art work and music celebrate the cultural experiences.
- 330 Pupils learn of the special books such as the Bible and the Torah and draw and paint some of the significant symbols from both religions.
- 331 In Y3 and Y4, pupils learn about the principles in ceremonies such as baptism and marriage. They discuss both Christianity and Judaism in greater depth and are introduced to Islam and its teachings.
- 332 In Years 5 and 6, pupils reflect on the rules of both our society and religions and they explore their emotions. They learn to empathise with other people from different countries and with different faiths. They begin to question their beliefs and ask perceptive questions on the teaching and understanding of all three religions.
- 333 Pupils visit local churches and chapels and listen to local ministers and ask relevant questions related to their studies.

Shortcomings

- 334 There are no important shortcomings.

School's response to the inspection

We are delighted that the inspection team has recognised and confirmed the considerable progress made at the school since the last inspection. Members of staff have worked hard to raise standards in all subjects. Teacher assessments at the end of Key Stage 2 indicate that pupils' attainments were above national averages in all three core subjects with the percentage of pupils achieving Level 5 higher than the local and national averages over the past two years. The report recognises that Llanhari Primary School is a good school with outstanding features that provides very good value for money.

It is also pleasing to note that no subject is judged to be unsatisfactory in either Key Stage and that 11 of the subject areas were judged to be good or very good with some outstanding features. Foundation Phase provision was also recognised as good with outstanding features and was awarded the highest grade. The report emphasises the strong team effort, the contribution of the staff, the strong support of governors and the support of parents and people from the community in creating a happy and industrious environment in which pupils are able to achieve their full potential.

The report also recognises that a good spirit of community, harmony and co-operation pervades the work of the school. The provision for pupils with special educational needs has also been recognised along with the strong emphasis that is placed on equal opportunities and social inclusion.

An action plan will be put in place to address the three recommendations made in the report. Firstly to continue to raise standards throughout the school which are good, particularly geography at Key Stage 2 and also to improve consistency in presentation. Second, to develop further a whole school approach to pupils' involvement and understanding of the key skills. Finally, the school will continue to work with parents and educational welfare services to improve standards of attendance and punctuality.

These recommendations will be addressed in the post inspection action plan and will feature prominently in the next school development plan. A copy of the school's action plan in response to the inspection recommendations will be sent to all parents. The governors' annual report to parents will report on the progress we are making with the inspection recommendations.

Appendix 1

Basic information about the school

Name of school	Llanhari Primary School
School type	Primary including Foundation Phase
Age-range of pupils	3 -11
Address of school	Aelfryn Llanharry Pontyclun
Postcode	CF72 9LQ
Telephone number	01443 237832

Headteacher	Mr. Jeremy Phillips
Date of appointment	September 08
Chair of governors/ Appropriate authority	Mr. Colin Lewis
Registered inspector	Mr. Glyn Scott
Dates of inspection	27 th April 09

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	28	27	28	20	19	19	18	24	183

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	0.3	6.3

Staffing information	
Pupil: teacher (fte) ratio (excluding Nursery and special classes)	29:1
Pupil: adult (fte) ratio in Nursery classes	9:1
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding Nursery and special classes	31
Teacher (fte): class ratio	1.1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 08	85.6	88.1	93.1
Autumn 08	82.9	84.8	87.4
Spring 09	73.7	90.2	92.7

Percentage of pupils entitled to free school meals	35%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results

End of key stage 1:

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:		19		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	5	20	65	10
		National	0	3	14	63	20
En: reading	Teacher assessment	School	0	5	20	55	20
		National	0	4	15	55	26
En: writing	Teacher assessment	School	0	5	25	60	10
		National	0	5	16	67	11
En: speaking and listening	Teacher assessment	School	0	5	20	65	10
		National	0	3	14	63	20
Mathematics	Teacher assessment	School	0	5	15	75	5
		National	0	2	11	65	22
Science	Teacher assessment	School	0	0	20	65	15
		National	0	1	9	66	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	70	In Wales	80

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

National Curriculum Assessment Results

End of key stage 2:

National Curriculum Assessment KS2 Results 2008			Number of pupils in Y6		21						
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	10	76	14
		National	0	0	0	0	0	0	16	50	29
Mathematics	Teacher assessment	School	0	0	0	0	0	5	5	67	19
		National	0	0	0	0	1	3	15	50	30
Science	Teacher assessment	School	0	0	0	0	0	0	10	74	16
		National	0	0	0	0	0	2	12	52	32

Percentage of pupils attaining at least level 4 in mathematics, science and English by teacher assessment			
by teacher assessment		by test	
In the school	85.7	In the school	n/a
In Wales	74	In Wales	n/a

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

Appendix 4

Evidence base of the inspection

Five inspectors spent a total of 11 inspector days at the school, and met as a team before the inspection.

The headteacher attended team meetings and provided additional information as the nominee on the inspection team.

The inspectors visited:

- 38 lessons or part lessons.

The team also considered:

- a selection of work by present pupils;
- comments from the pupils about their school;
- documentation provided by the school before and during the inspection; and
- responses to a parents' questionnaire, of which 97% returned were positive.

Before and during the inspection, members of the team held discussions with:

- the management committee, parents, pupils and staff;
- teachers and learning support assistants;
- representatives of the local authority.

Appendix 5

Composition and responsibilities of the inspection team

Inspector	Type	Aspect Responsibilities	Subjects
Mr. Glyn Scott	Rgl	Context, Summary, Key Questions 1, 5 and 7.	English, Mathematics Information and communication technology, Physical education and Religious education
Mrs. Liz Mayo	Team	Key Question 3	Science, History and Geography
Mrs. Eluned Evans	Team	Key Question 2, 4 and 6	Welsh, Design technology, Music, Art SEN and assessment
Mr. Ivor Petherick	Lay	Contributions to Key Questions 1, 3 and 4.	PSE
Mrs. Ruth Evans	Team	Contributions to KQ1	Early Years
Mrs. Christine Thompson	Peer Assessor	Contributions to all key questions	
Mr. Jeremy Phillips	Headteacher / Nominee	Contributions to inspection meetings and discussions	

Contractor:

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DN32 0EG

Acknowledgement

The inspection team wish to thank the headteacher, the governors, all the staff and the pupils for their co-operation and courtesy during the inspection