

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

A Report on the Quality of Education in

**Llanilltud Faerdref Primary School
St Illtyd's Road, Church Village, Pontypridd,
Rhondda Cynon Taff, CF38 1DB**

School Number: 6742118

Date of Inspection: 12/05/08

by

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Llanilltud Faerdref 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 Llanilltud Faerdref Primary School took place between 12/05/08 and 14/05/08. 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 **Short** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Llanilltud Faerdref School is situated in a semi-urban settlement close to the main road in Church Village linking Pontypridd and Llantrisant. Pupils come from a wide variety of backgrounds which is representative of the cross section of social housing and a number of privately owned estates.
2. The number of pupils on roll is 193 with a 30 place nursery. The school is a pilot school for the Foundation Phase.
3. The school has a small number of pupils from minority ethnic groups. None of the pupils are from Welsh speaking backgrounds. There are at present 38 pupils on the special needs register with one pupil holding a statement.
The number of pupils entitled to free school meals is 25%.
4. The school has the Basic Skills Quality Mark 2 and has achieved the ECO Green Flag for the second occasion.
5. The school was last inspected in 2002 and the present headteacher was appointed in September 2004.

The school's priorities and targets

- to raise standards in children's grammar and to improve comprehension skills
- To further develop the outdoor environment as a learning resource for all learners in the Foundation Phase
- to develop teaching methods using practical apparatus to embed strategies and consolidate concepts in mathematics
- to raise awareness of Health and Safety issues and to establish good practices in the school
- to further develop the role of link /subject governors in the working life of the school
- to improve pupils reading abilities in Welsh and raise standards in Welsh
- to raise standards in IT using graphics
- to raise levels of attendance.

Summary

6. Llanilltud Faerdref Primary School is a school that encourages its pupils to succeed. There is positive ethos built on respect for each other and the importance of doing ones' best. The whole school community from staff governors, pupils and parents make this a positive and confident school community.

7. The school has for the past four years been piloting the Foundation Phase of education. All stakeholders have referred to the positive benefits that the phase has brought to the school. Improvements have been seen in the confidence and self esteem of pupils which in turn has continued to further impact on improvements in behaviour and learning. One parent referred to the fact that her two sons come home from school enthused by the discoveries they have made.
8. Progress since the previous inspection has good features and no important shortcomings. The grades awarded by the inspection team matched those of the school in five of the seven key questions. While outstanding features were observed in key question one, these were not sufficient to warrant a Grade 1.

Table of grades awarded

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

Standards

9. Standards of attainment and achievement are good with no important shortcomings, throughout the school.
10. Children in the Foundation Phase pilot make very good and often outstanding progress. The provision meets their needs and they exhibit a confidence that comes from very good interaction between the children and adults who provide a stimulating and challenging atmosphere. Children's communication skills are particularly strong and they are developing well as independent learners. They interact well with each other and their personal and social skills are also developing well.
11. In their speaking and their listening skills children are showing a growing confidence that has outstanding features. Their skills in reading are also

developing extremely well and by the end of the Foundation Phase the majority achieve outstanding results in their reading. Their skills in writing and numeracy have good features and no important shortcomings. Pupils' information and communication technology ICT have good features that outweigh the shortcomings of lacking complete confidence in the use of computer hardware and software.

12. In KS2 pupils communication skills are very good overall. They speak confidently and debate well as they progress through the school. They listen attentively and by the time they leave the school the majority reach and many exceed their appropriate reading levels. Their writing is good as are their numeracy skills. They speak confidently in mental mathematics sessions. In Information and communication technology, although pupils access the computer using language and mathematical programmes, overall they are not as confident in the wider range of ICT skills.
13. Pupils with additional needs, including those with SEN make very good and in some cases outstanding progress. The outstanding support ensures that pupils' basic skills are addressed with reading being a particular strength ensuring that the majority of pupils with early reading difficulties achieve their goals before they leave the school for the comprehensive. More able pupils are recognised and targeted for extra support. One pupil is at present studying for this year's GCSE mathematics examination. The SENCO, headteacher and governing body SEN committee monitor the progress of pupils requiring additional support regularly and well.
14. From the earliest stage of their learning pupils are involved in Welsh and their Welsh heritage. Learners' bilingual competence is good throughout the school. Pupils have a very good understanding of their own heritage and show good knowledge of the culture of Wales through y cwricwlm Cymreig. They study the works of Welsh artists and contemporary Welsh heroes and talk confidently about their industrial heritage.
15. Pupils' personal and social skills are an outstanding feature of the school. These begin with the excellent start they receive in the nursery which helps to build their self-esteem and strengthens their relationships with adults and their peers. They are polite and have a positive and caring attitude. As they grow through the school this continues with pupils maturing into friendly and respectful members of the school community.
16. Children's ability on entry is generally below the national averages. However, good systems are in place to track pupils throughout the school and additional support of a very high standard adds good value to the pupils learning.
17. Pupils from the Foundation Phase have been disapplied from the National assessment procedures. However the school tracks pupils' progress well through the foundation phase outcomes and results show that the children are progressing well.

18. Pupils' results in KS2 over the previous three years have been consistently above average national and local levels for teacher assessment. Trends show good progression over these years. In addition where there have been concerns about particular cohorts the school has tracked these pupils to show the value that they have added to the pupils learning.
19. Pupils behaviour overall is exemplary. Children in the Foundation Phase work well together and with their adult support staff. They learn very quickly to share and respect each others' views and needs. This attitude continues throughout the school with older pupils caring for younger pupils and showing a clear understanding of class and school rules that they have instigated. The school's council have had considerable input to the rules and their placement around the school.
20. Pupils from the youngest to the oldest have a good attitude to their learning they are well motivated and they show an enthusiasm for their own learning.
21. Levels of attendance averaged 92.0% over the last three terms and currently stand at 92.5%. This does not quite meet the figure of 93% set by the Welsh assembly government. However, most pupils are punctual at the start of the day with few instances of lateness.
22. Pupils' personal, social and moral development is good. Relationships between staff and pupils are very good and pupils develop a good sense of moral and spiritual issues through class lessons and collective worship.
23. Pupils show a growing maturity in their understanding of equal opportunities and are well prepared to take an active role in the school and their community.

The quality of education and training

Grades for teaching

24. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
38%	54%	8%	0%	0%

25. The team found the quality of the teaching overall to have good features and no important shortcomings. The consistency of teachers' planning, teaching and subject knowledge has a very positive impact on standards achieved by pupils in all year groups. In a number of lessons observed there were outstanding features.
26. The quality of teaching assessed is above the target set for teaching to be grade 2 or better in 80% of lessons by 2010 and also well above the national picture as reported in HMCI's Annual Report in 2006-07 where the quality of teaching is reported to be good in 69% of lessons with 17 % having outstanding features.

27. Outstanding features in teaching observed were:
- high levels of subject knowledge and expertise provided by the deployment of specialist staff
 - very good relationships between staff and pupils
 - very high skills and strategies with regard to gaining and maintaining pupils' interest
 - very adventurous approaches to learning which encourages flexibility in lessons
 - very effective planning, organisation and management for a wide range of visual, auditory and kinaesthetic activities
 - very purposeful and effective intervention when pupils need help to complete their tasks
 - stimulating activities and very good pace of lessons
 - very effective use of plenary sessions
28. Shortcomings were noticed in the development of pupils understanding during the lessons and the insufficient challenge for some more able pupils.
29. The school uses a range of assessment procedures including standardised tests very well to track pupils' progress. The quality of the baseline assessment undertaken in the nursery class, and after children have commenced full-time education in the reception class is of a high standard. Very good use is made of the evidence produced. This aspect of the school's work is well led by the headteacher and assessment coordinator. A high quality policy document is in place, including a clear marking policy. The school has developed a thorough but manageable system of assessment, which is used effectively to match activities to pupils' needs.
30. Overall teachers provide good feedback to pupils during lessons. Plenary sessions are used to support self assessment by pupils. All staff set targets with the pupils, however not all pupils can recall their specific targets and they are not readily accessible to them. Marking is good overall, however there is inconsistency in feedback to help the pupils progress to the next stage of their learning.
31. The school makes very effective provision for a broad, balanced and relevant curriculum. It is carefully planned, building on existing knowledge and understanding, with enriching links between areas of learning and curriculum subjects.
32. The school's arrangements for the care support and guidance of pupils is good with outstanding features. Staff know the pupils and understand them very well and play an extremely important role in the pastoral care of pupils. There is exceptionally close liaison with a wide range of relevant agencies in order to secure the best support possible for pupils with additional learning, emotional or behavioural needs.
33. The school has very clear, well documented policies and procedures that contribute effectively to pupils' well-being.

34. The very well structured personal and social education programme is an outstanding feature of the school and has a very positive impact on these aspects of pupils' development.

Leadership and management

35. The headteacher's leadership of the school is outstanding. He has set clear aims and objectives during a time of change with the introduction of the Foundation Phase pilot. Through his guidance the school has adapted well to the changes. He has organised an effective and experienced senior management team who are helping to drive up standards and set important benchmarks for the new approaches.
36. All Staff have a shared vision of the school and confidently embrace change. The positive changes that are driving up standards in the Foundation Phase are affecting similarly positive approaches to learning and teaching throughout the school.
37. The school's mission statement of care/share/believe/achieve is clearly reflected in all aspects of the school. All stakeholders are involved in ensuring that all pupils' needs are met. There is a strong team spirit throughout the school with all staff sharing expertise and experience with assurance. Learning support assistants share in this philosophy and contribute considerably to the learning process.
38. The school has set out clear targets for development and has involved all stakeholders. Pupils' personal targets, set with teachers, are developing appropriately. The school development plan reflects an organised and structured approach to achieving set targets and these are regularly reviewed and progress monitored by staff and governors.
39. The governing body is a well informed and a proactive group who fully support the school in its development. They help to monitor the progress of the curriculum as individuals and collectively as a governing group. They meet regularly and ensure that the statutory requirements are met.
40. Self- evaluation is well embedded in the school and the involvement of all stakeholders is evident in the well produced self- evaluation report. During the self- evaluation process views are sought from governors, parents, pupils and the community. These views are collated and provide a basis for the whole school evaluation document produced by the school. The school has addressed the key issues from the previous inspection well.
41. The school has sufficient well qualified and experienced teachers and support staff to meet the needs of all pupils. Teaching and support staff make a valuable contribution to the school and have adapted to the recent changes well. They have helped to ensure the success of the Foundation pilot and are adapting the whole school curriculum accordingly.

42. The school provides a bright and stimulating atmosphere both within the building and outside. The school has invested a great deal in the Foundation Phase, where the quality of equipment and resources in the 'outdoor classroom' for nursery and reception children, in particular, are very good. In addition the grounds have been extensively modified to provide stimulating learning experiences for all pupils.
43. The headteacher and governors plan the budget well and ensure the effective and efficient use of resources. Considering the considerable changes that have taken place in recent years the school functions well and gives good value for money.

Recommendations

44. In order to continue to raise standards and improve the quality of education further, the school should build on the findings of its self evaluation report to develop a further three year school development plan placing particular emphasis on:
 - R1 Developing a more consistent approach to marking and all forms of assessment including pupils self assessment procedures.
 - R2 Improving the provision for the development of pupils' wider range of skills in using Information and communication technology across the curriculum.

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.

A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

45. The findings of the inspection team differed from the school's self evaluation. Though outstanding features were recognised they were insufficient to give the school a grade 1.
46. Standards of attainment and achievement are good with no important shortcomings, throughout the school. Pupils especially those in the Foundation Phase pilot make good and some very good progress. All pupils throughout the school make good progress regardless of their social, ethnic or linguistic background.
47. Children in the Foundation Phase pilot make very good progress and often outstanding progress in the nursery. The provision meets their needs and they exhibit a confidence that comes from very good interaction between the children and adults, who provide a stimulating and challenging atmosphere. Children's communication skills are particularly strong and they are developing well as independent learners. They interact well with each other and their personal and social skills are also developing well.
48. Children show a growing confidence in their speaking and listening skills actively engaging in their own learning. They listen attentively to their adult support staff and speak confidently about their work. Their reading skills are developing well and by the end of the Foundation Phase standards of reading are very good. Skills in writing and numeracy are good overall. Pupils' information and communication technology skills have good features that outweigh shortcomings. Children's confidence in using the computers is developing; however they are not wholly confident in the use of the computers beyond a limited range of programmes. Children in the Foundation Phase are developing well in their bilingual skills confidently interacting with their teachers.
49. Pupils with additional needs, including those with SEN make good and in some areas outstanding progress. The outstanding support ensures that pupils' basic skills are addressed with reading being a particular strength ensuring that the majority of pupils with early reading difficulties achieve their goals before they leave the school for the comprehensive. More able pupils are recognised and targeted for extra support. One pupil is at present studying for this years GCSE mathematics examination.
50. In KS2 pupils continue to develop very good skills in speaking and listening. Reading is particularly outstanding with the majority of pupils achieving and in some cases significantly exceeding appropriate levels. Pupils writing skills are good across a range of genre and their numeracy skills are developing well with pupils showing good mental skills. Although pupils access the computer using language and mathematical programmes, overall they are not as confident in the wider range of ICT skills.

51. Learners' bilingual competence is good throughout the school. Pupils respond well to the school's programme for promoting bilingualism, and many are eager to display their increasing confidence in speaking and reading simple sentences.
52. Throughout the school pupils have a very good understanding of their own heritage and show good knowledge of the culture of Wales through y cwricwlm Cymreig. They study the works of Welsh artists and contemporary Welsh heroes and talk confidently about their industrial heritage.
53. Children's ability on entry is generally below the national averages. However, good systems are in place to track pupils throughout the school and additional support of a very high standard is adding good value to the pupils learning. Their progress especially in reading is a strength of both provision and standards attained.
54. Due to the involvement of the school in the Foundation Phase pilot there is no comparative data for key stage 1 pupils in 2007. Children involved in the Foundation Phase have been disapplied from the national curriculum and all its assessments. However the school has applied its own assessments when children reach the end of the Foundation Phase using levels indicated in the Foundation Phase outcomes. Children achieve well in line with expectations.
55. Pupils' results in KS2 over the previous three years have been consistently above national and local levels for teacher assessment. Trends show good progression over these years. In addition where there have been concerns about particular cohorts the school has tracked these pupils to show the value that they have added to the pupils learning. Boys do not perform as well as girls in the overall core indicators mainly due to their performance in English. However both genders do well in reading with the majority exceeding their actual age in standardised reading tests.
56. When benchmarked against schools in a similar free school meals band the school has in the past three years been in the middle to upper quartile in the core subject indicators.
57. Through the development of the Foundation Phase pupils continually develop their knowledge and understanding. Stimulating activities challenge the children and they in turn show a growing confidence and a desire to learn. The influence of new approaches is also evident in KS2 where pupils understanding and confident approach to new experiences is developing well.
58. A particular strength is all the pupils' attitude to their learning. There is a very good work ethic present in all classes. They enthusiastically participate in a wide range of interesting and challenging activities. However pupils understanding of the targets set with them and for them is inconsistent. They have a growing understanding of the use of the key and basic skills in the process of their own learning and help to assess their own development.

59. Pupils' personal and social skills are an outstanding feature as is their behaviour. Approaches to learning in the Foundation Phase start in the outstanding nursery provision. A wide range of visual, auditory and kinaesthetic approaches to learning engage the children's support and behaviour is very good throughout the phase. Their attitudes and behaviour towards all aspects of their learning are of a very high quality. This continues into KS2 where pupils are polite and responsive during lessons and generally around the school. The headteacher and staff have high expectations of pupils' behaviour and pupils respond positively to their calm, supportive and consistent approach.
60. Pupils are well motivated, eager to learn and have positive attitudes to learning. They work with enthusiasm, make good use of lesson time and maintain both effort and concentration well. This contributes significantly to the pupils' good standard of work.
61. The high standards of behaviour and the levels of courtesy and respect pupils demonstrate are very good. This is reflected well in every aspect of school life.
62. Levels of attendance averaged 92.0% over the last three terms and currently stand at 92.5%. Most pupils are punctual at the start of the day with few instances of lateness.
63. In the Foundation Phase children demonstrate a good capacity to study independently, Pupils throughout the school work well together and collaborate well. The older pupils have a good knowledge of learning skills and increasingly deploy their skills to good effect, including the skills to maintain life long learning.
64. Pupils show exemplary development in their personal, social, moral and wider development. They are kind and considerate to each other with older pupils supporting the younger children. The playground is a lively and stimulating environment for all and older and younger pupils play safely side by side. This is an outstanding feature.
65. Pupils develop a clear understanding of equal opportunities issues and develop both respect for and a sound understanding of the diversity of cultures within society. From the earliest stages pupils of both genders play and work confidently together.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

66. The findings of the inspection team match the school's self- evaluation of grade 2 with good features and no important shortcomings.

67. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
38%	54%	8%	0%	0%

68. The team found the quality of the teaching overall to have good features and no important shortcomings. The consistency of teachers' planning, teaching and subject knowledge has a very positive impact on standards achieved by pupils in all year groups. In a number of lessons observed there were outstanding features.

69. The quality of teaching assessed is above the target for teaching to be grade 2 or better in 80% of lessons by 2010 and also well above the national picture as reported in HMCI's Annual Report in 2006-07 where the quality of teaching is reported to be good in 69% of lessons with 17 % having outstanding features.

70. Outstanding features in teaching were:

- high levels of subject knowledge and expertise provided by the deployment of specialist staff
- very good relationships between staff and pupils
- very high skills and strategies with regard to gaining and maintaining pupils' interest
- very adventurous approaches to learning which encourages flexibility in lessons
- very effective planning, organisation and management for a wide range of visual, auditory and kinaesthetic activities
- very purposeful and effective intervention when pupils need help to complete their tasks
- stimulating activities and very good pace of lessons
- very effective use of plenary sessions.

71. Shortcomings were noticed in the development of pupils understanding during the lessons and the insufficient challenge for some more able pupils.

72. Teachers in the Foundation Phase have developed a very good knowledge of the requirements needed to make the phase a success. They employ a wide variety of approaches and regularly formally and informally assess progress and adjust the very good planning systems appropriately. All facilities are used both indoor and outdoors to stimulate and develop learners.

73. In KS2, staff take full advantage of the approaches piloted in the Foundation Phase and the systems they are employing to encourage pupils to learn about their own learning are developing very well. In upper KS2 for example there are outstanding examples of involving pupils in solving how to experiment in science and debates in class are lively and well considered.

74. The nursery including the outdoor area is particularly well used by all nursery staff to provide a wide ranging and challenging approach to learning.

75. Learning support staff, throughout the school, provide very good support in all areas of learning. Their contribution for example to pupils reading has resulted in outstanding levels of reading ability through the school. This includes helping less able readers to achieve their targets. Teachers and support staff work well together.
76. Planning in the Foundation Phase is a particular strength of the school and evaluated regularly to enhance both short term and long term assessment systems. Staff daily assess progress to inform future planning and meet the needs of the children in their care.
77. The quality of assessment, recording and reporting has good features and no important shortcomings. The school uses a range of assessment procedures including standardised tests very well to track pupils' progress. This aspect of the school's work is very well led by the headteacher and assessment coordinator. A high quality policy document is in place, including a very clear marking policy. The school has developed a very thorough but manageable system of assessment, which is used effectively to match activities to pupils' needs. The school fully meets the statutory requirements for recording and accrediting learners achievements.
78. The quality of the baseline assessment undertaken in the nursery class, and after children have commenced full-time education in the reception class is very good. Very good use is made of the evidence produced.
79. Overall teachers provide good feedback to pupils during lessons. Plenary sessions are used to support self assessment by pupils. All staff set targets with the pupils, however not all pupils can recall their specific targets and they are not readily accessible to them. Marking though good overall is inconsistent in regard to feedback to pupils to help them progress to the next stage of their learning.
80. Parents appreciate the regular opportunities to discuss their child's progress. They state that staff are approachable and give relevant feedback to them. Reports to parents comply with statutory requirements and provide appropriate information on pupils' progress through the year and indicate targets for the coming year.

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

Grade 1: Good with outstanding features

81. The inspection team agree with the judgement of the school in its self-evaluation report.
82. The outstanding features of the provision include the enriching curriculum which is presented to all pupils, the very effective partnerships which the school enjoys, and the school's links with the community and the school's high quality

response to initiatives such as provision for raising awareness of sustainable development.

83. In the Foundation Phase effective planning draws together the areas of learning in a curriculum that is increasingly skills based, and provides successful opportunities to learn through practical experiences. The school has made very good progress through its planning for nursery, reception, and KS1 as a whole, using the guidelines for the Foundation Phase, set out by the Welsh assembly Government, and giving an increasing emphasis on direct experience through play. Provision in the nursery is particularly outstanding.
84. The school makes very effective provision for a broad, balanced and relevant curriculum. It is carefully planned, building on existing knowledge and understanding, with enriching links between areas of learning and curriculum subjects. Detailed schemes of work and their implementation are kept under regular review. Learning is progressive and suitably differentiated for individual needs across the school. The curriculum complies with statutory requirements and provides access for all and meets the needs and interests of the pupils.
85. Provision for key skills is developing well in teachers' medium and short term planning. At present these are expressed in general terms, and the school acknowledges that further refinement to integrate specific skills into classroom tasks is a priority for the implementation of curriculum 2008. A progressive programme for developing bilingualism is very effective, and is complemented by a range of opportunities to put bilingualism into practice.
86. Provision for the Cwricwlwm Cymreig is a very good feature. Pupils are taught about the achievements of contemporary Welsh heroes as well as those in history. They take part in the celebration of local hymn writer John Hughes, study Porthcawl as a contrasting area in geography, and are aware of their industrial heritage in the mining industry of South Wales. Pupils are also aware of diversity. The school has a partner school in Uganda, under the sponsorship of PONT, and the geography and RE curriculum provide many opportunities to further learners' understanding that people living in other countries have different customs, and have to adapt their lifestyle to different environments.
87. Participation in the Llanilltud Park project and their efforts to raise money to 'send a cow', are two of many examples of promoting pupils' awareness of citizenship successfully and establishing an understanding of their responsibilities to the community and the world. They are involved in a wide range of fund-raising activities for charities such as Children in Need and Jeans for Genes. Through the School Council, they have an awareness of the benefits of democracy, and the need for those with responsibility to listen to the needs of others. They make presentations confidently to the governing body GB, and make suggestions and requests.
88. Promotion for the understanding of the importance of sustainable development is part of school life. The school has an Eco committee and recycles on a daily basis, and pupils are aware that reusing material, composting and conserving energy are ways in which they can look after the planet for future generations.

It is working towards its third Green flag this year.

89. PSE is provided very effectively through circle time. Plenty of opportunities are provided for pupils to assume responsibilities. Class rules have been agreed by pupils, and the school council has taken responsibility for school rules. Provision for promoting equality is robust.
90. Provision for spiritual, moral and cultural development is good with outstanding features. Daily collective worship provides good opportunities for reflection. Pupils have a clear understanding of what is right and wrong, and the need to conform within the school community to ensure a good quality of life. The annual school eisteddfod and celebration of St David's day raises pupils' awareness effectively of their Welsh culture and heritage, and KS2 pupils have participated in the Haverfordwest Young Musicians Festival and the music festival at Llandaff Cathedral.
91. The school provides an outstanding range of opportunities for out-of-school learning that enrich the curriculum. Visits to a wide range of places including museums, heritage sites and theatres consolidates learning, and a residential experience for older pupils in Dan y Wenallt outdoor centre gives pupils opportunities to develop independence.
92. Visitors to school, including those made by authors and storytellers such as Shoo Rayner and Michael Harvey, local clergy, representatives of Cardiff Blues and Cardiff City FC and the police liaison officer, make a valuable addition to the taught curriculum. Learning is also enriched by the teaching of Welsh by the athrawes fro and from peripatetic music teachers, sporting activities and church links. The school organises computer, sewing, sports and craft clubs after school, and a lunch-time Eco club.
93. Links with industry are good and the pupils' awareness of work related issues are well developed in the Foundation Phase. In KS1 pupils know about their local shops and businesses and KS2 pupils organise a tuck shop, run stalls at the Parent Teacher Association fetes and take part in the Bryn Craft Fayre. One member of staff has worked in industry for a term under the sponsorship of Education Business Partnership.
94. The school has very strong links with parents and the community. The very active parent teacher association organises fund-raising and social events which provide generous financial support. Parents help with the organisation of after-school clubs.
95. Pupils have opportunities to participate in a variety of ways within the local community. The school has forged very strong links with local business and industry which prepares learners for effective participation in the work place.
96. The Little Folk play group meets in the school, and a mother and toddler group uses the school premises on Fridays. Pupils perform their Christmas productions for the community, and sing at the local homes for the elderly. The school has effective links with the local library and lifelong learning centre.

97. Communication with parents is excellent. The school prospectus is of very good quality, and provides useful information about the school. Regular letters keep parents well informed about school life. The curriculum news booklet gives valuable information about topics and subjects being taught as well as a list of things being collected by the school. Curriculum afternoons are held to inform parents of different aspects of the curriculum.
98. There are strong links with the cluster schools and the receiving secondary school. Pupils are involved in the physical education and school sport (PESS) project. They are involved in inter-school sports and visit the secondary school for curriculum based activities several times before starting in September.
99. The school provides good quality support for students from Coleg Morgannwg and Bridgend College, and the very well established partnership with UWIC gives opportunities for students' teaching practice.
100. There are sound curricular links with local business and industry which promotes pupils' awareness of the work place very well. The work of the School Council in the local Partnership-Park Project is an outstanding feature.
101. Pupils' awareness of the need for sustainable development is very well promoted through recycling and healthy eating projects. The school has formed an Eco Committee which meets regularly and involves Staff and Governors in their activities. The school has received its second Green Flag Award. In addition an outstanding feature is the joint park regeneration project with the community police and a nearby primary school.
102. The use of incidental Welsh by teachers across the school is good overall and as a result pupils' bilingual skills develop well. In the best lessons teachers use Welsh across the curriculum and throughout the lesson. Teachers take a proactive approach to the development of pupils' bilingual skills, which encourages a positive attitude to bilingualism.
103. The school is proactive in combating social disadvantage and stereotyping and successfully presents pupils with equality of access and opportunity across the full range of its provision.
104. The school provides a wide range of opportunities to develop entrepreneurial skills and the skills to support economic development. This is also an outstanding feature of provision. Opportunities include the running of the Tuck Shop and the School Councils management of its budget. The school is also involved in a wide range of fund raising projects.
105. The school's provision reflects national priorities to promote life long learning skills and suitably raises pupils' awareness of community regeneration and the impact of social and economic changes in society.

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

Grade 1: Good with outstanding features

106. The inspection team's findings match the judgements made by the school in its self-evaluation report.
107. The school's arrangements for the care support and guidance of pupils is good with outstanding features. All members of staff have contributed to the comprehensive range of detailed policies that have been established. They therefore know and understand them very well and play an extremely important role in the pastoral care of pupils. There is exceptionally close liaison with a wide range of relevant agencies in order to secure the best support possible for pupils with additional learning, emotional or behavioural needs.
108. The school is outstandingly successful in making pupils feel happy and secure. In a recent questionnaire, 99 per cent of pupils said that they feel safe in school, 97 per cent of them know what to do if they have a problem and 98 per cent think that adults listen to them.
109. Parents are very much involved with the school and greatly appreciate its 'open door' policy. The head teacher is available for twenty minutes every morning, without an appointment, should any parents have a concern that they wish to discuss. They receive copies of some of the school's policies and also attend meetings to discuss certain issues, such as behaviour, so that the school can take their views into account. This is an outstanding feature.
110. The School Council provides an excellent forum through which pupils express their views about various aspects of school life. Individual councillors report very effectively on suggestions made by members of their own class and the Council, in turn, reports to the governing body. Members of the Council discuss ideas about how to spend their budget very responsibly. They have initiated a number of improvements, most notably in relation to the school grounds.
111. Induction arrangements for children starting school for the first time are very well organised so that they can settle in as quickly as possible. Parents receive helpful information about ways in which they can prepare their child for school. A range of planned activities also help induct pupils into their new classes at the start of each new academic year. Pupils in year 6 benefit greatly from the extensive arrangements made to ease transition from the primary to the secondary school.
112. The very well structured personal and social education programme is an outstanding feature of the school and has a very positive impact on these aspects of pupils' development. It is extremely well planned and delivered through many subjects, assemblies, 'circle times' and visitors. The school's close links with the police community liaison officer are highly effective in helping pupils understand important issues such as the safe use of medicines and the avoidance of harmful substances.

113. Pupils' punctuality, attendance and behaviour are carefully monitored. Parents understand the school's policy and the vast majority of them comply with it. Pupils devise their own class and school rules which are clearly displayed on the walls. They, and their parents, understand the rewards and sanctions policy. Pupils' performance is tracked closely as they move through the school so that any who need additional support are quickly identified.
114. The school has very clear, well documented policies and procedures that contribute effectively to pupils' well-being. Pupils grow fruits and vegetables in the 'eco garden' and are encouraged to eat healthily through the provision of the fruit tuck shop. Regular health and safety checks are carried out and there are two fully qualified first aiders. The school does all that it can reasonably be expected to do to safeguard the pupils in its care.
115. The policy and procedures for child protection are very up-to-date and well understood by teachers and members of the support staff. There are two designated Child Protection Officers; the head teacher and Special Educational Needs Co-ordinator (SENCo). All members of staff have received recent training in child protection matters.
116. The provision for meeting special educational needs in the school is an outstanding feature. The school also complies with SEN requirements and implements the recommendations of the SEN code of practice. The SENCO, headteacher and governing body SEN committee monitor the progress of pupils requiring additional support regularly and well.
117. An outstanding feature of the special needs department is the involvement of all interested parties in the review system including local education support staff, social services and parents. Reviews are extensive and ensure that the all pupils' specific needs are met.
118. Individual education plans (IEP's) are set with the pupils and have challenging but achievable targets. Pupils and parents are involved in the termly reviews and parents are asked for comments at the end of these reviews.
119. The SENCo leads special needs particularly well involving all staff in regular evaluation of IEP's to ensure that all pupils get the best provision possible. More able pupils are also given additional support to assist them in reaching their full potential.
120. The school has employed an additional teacher to support literacy development within the school. She is ably supported by learning support assistants and, together, through activities such as the Catch-up reading programme and Spotlight maths, they provide outstanding support which results in the majority of pupils reaching and in some cases exceeding their personal targets.
121. Pupils with special learning needs have outstanding support throughout the school. Additional staff are employed by the school to ensure that all pupils' specific needs are met. Staff from the local comprehensive school are also providing support for one pupil who is entered for GCSE mathematics. Pupils

regardless of gender, race or disability are given an outstanding start in their learning.

122. Arrangements to encourage pupils to behave well are extremely effective. This is evident in the very good standards of behaviour of pupils during lessons and around the school. The few pupils who find it less easy to behave well all the time are well supported and monitored. The wide range of personal and social skills involved in the Foundation Phase enhances the behaviour of all pupils and this permeates through the school.
123. The school has a very effective Equal Opportunities Policy that helps to promote pupils' understanding of equality very well. There is a very positive policy of inclusion and all pupils, regardless of their background, ability, race or gender have full access to the curriculum and to all extra curricular activity. Assessment procedures are used to ensure that pupils' specific needs are met.
124. The school is proactive in developing pupils' understanding of racial equality and the importance of good race relations based on mutual respect. Pupils understand the need for respect and support for diversity in a global society.
125. There are clear policies to promote high standards of behaviour and well considered strategies to prevent bullying, discrimination and all forms of harassment.
126. The school takes effective steps to avoid placing pupils, including those with physical disabilities at any substantial disadvantage. The school complies with the requirements of the special education needs and Disability Act 2001. Its disability and equality scheme and the accompanying action plan are in place and regularly reviewed by the governing body.
127. The school ensures that all pupils are treated equally and are fully integrated into the life and work of the school. Clear policies exist on race equality, equal opportunities and diversity and are reviewed regularly. The awareness of the importance of racial equality is developed through assemblies, personal and social education, and an appropriate range of reading material. Pupils very successfully develop an understanding and appreciation of the contribution of others. Boys and girls are treated equally and given the same opportunities to become involved in all activities.

Leadership and management

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

Grade 1: Good with outstanding features

128. The findings of the inspection team match the judgement made by the school in its self-evaluation report. The grade differs from the grade given to Key Question 1. In the opinion of the inspection team the school's management of

the Foundation Phase pilot has resulted in outstanding aspects of good practice which has impacted positively on standards.

129. The headteacher's leadership of the school is outstanding. He has set clear aims and objectives during a time of change with the introduction of the Foundation Phase pilot. Through his guidance the school has adapted well to the changes. He has organised an effective and experienced senior management team who are helping to drive up standards and set important benchmarks for the new approaches.
130. The school's mission statement of care/share/believe/achieve is clearly reflected in all aspects of the school. All stakeholders are involved in ensuring that all pupils' needs are met. All Staff have a shared vision of the school and confidently embrace change. The positive changes that are driving up standards in the Foundation Phase are affecting similarly positive approaches to learning and teaching throughout the school.
131. The Foundation Phase is a particular strength of the school and has received praise and support from parents and governors. The Foundation phase team are well led and all contribute to the good and often very good standards observed.
132. In addition to the Foundation Phase, the school is proactive in taking account of local as well as national priorities. The school has a strong relationship with the pre school pilot scheme that is housed within the school. The school is very conscious of its contribution to the environment and has received the Eco green flag for the second time.
133. Governors are involved through subject areas and there is a clear structure that ensures that initiatives are monitored and evaluated by all. The management and planning processes introduced for the Foundation Phase are an outstanding feature of school planning.
134. There is a clear teaching and learning policy which is implemented throughout the school, evaluating performance and informing future planning. This is an outstanding feature. Members of senior staff appraise their colleagues and the performance of all staff ensures that people feel valued and they are being developed professionally. This has had a very positive impact on the development of all staff and in particular the support staff. Throughout the school as well as the Foundation Phase they are contributing to the raising of standards. Newly qualified teachers have benefited greatly from the support and guidance of their colleagues. The arrangements for performance management, for the headteacher and all staff, are well embedded and meet statutory requirements.
135. Governors are very well informed through specific sub committees that meet regularly and report back to the full governing body. An outstanding feature of the school is the involvement of governors in their individual links with the school as well as their commitment to the body as a whole. The governors are enthusiastic and highly motivated. All statutory obligations are met and

monitored. Through their regular involvement in the school through meetings with individual staff as well as full body meetings they work closely with the headteacher to develop the school's strategic planning.

136. There is a strong team spirit throughout the school with staff sharing expertise and experience with assurance. The governors are well informed by the headteacher and they meet regularly and consider all aspects of their role not least the financial management of the school. They meet all their statutory requirements.
137. Governors are proactive in supporting the headteacher and his staff in driving the school forward. They are involved in the planning of expenditure and in the regular monitoring of its use. The school has made bold decisions in its introduction of the Foundation Phase and the collective support of all staff and governors is showing improvements throughout the school. The initiatives are having a positive impact on the school's overall progress and provide a clear direction for the future.

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

Grade 2: Good features and no important shortcomings

138. The findings of the inspection team do not match the judgement made by the school in its self-evaluation report as although outstanding features were identified they were insufficient to warrant a Grade 1.
139. Self evaluation is well embedded in the school and the involvement of all stakeholders is evident in the well produced self- evaluation report. The headteacher along with his senior staff rigorously analyse data on performance and summative assessment is a particular strength of the school. The analysis clearly informs the self evaluation document and results in a well constructed school development plan which is appropriately costed and with clear monitoring procedures.
140. During the self evaluation process views are sought from governors, parents, pupils and the community. These views are collated and provide a basis for the whole school evaluation document produced by the school. The inspectors agreed with the school in five of the seven key questions. The school has made honest judgements on its performance and though the team found outstanding features throughout the whole school, some areas of management in the school though developing well were not regarded as outstanding.
141. The school has achieved much success in the introduction of the Foundation Phase and in- school training is spreading the positive learning experiences that have arisen from the pilot. Staff throughout the school are introducing good learning to learn experiences for the pupils and overall they are developing well.

142. The school has set out clear targets for development and has involved all stakeholders. The school development plan reflects an organised and structured approach to achieving set targets and these are regularly reviewed and progress monitored by staff and governors. Pupils' personal targets, set with teachers are developing appropriately. The school has made good progress in addressing the key issues from the previous inspection.
143. The school has extensive documentation to show that they constantly analyse learning experiences. The general provision clearly demonstrates the positive impact of its provision in the school and the maintenance and improvement of the high standards observed in the school.

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

Grade 2: Good features and no important shortcomings

144. The inspection team's findings match the judgements made by the school in its self-evaluation report.
145. The school has sufficient well qualified and experienced teachers and support staff to meet the needs of all pupils. There is a good mix of experienced and more recently qualified teachers. Staff are suitable role models for both boys and girls throughout the school.
146. Members of the support staff work very closely with teachers and their contribution is highly valued. The deployment of the support staff is an outstanding feature throughout the school.
147. The school provides good opportunities for teachers and support assistants to develop their professional knowledge and skills. This has enabled assistants in the Foundation Phase, for example, to extend their understanding of ways in which children learn through play and other practical experiences. Performance management is well established so that all members of the teaching and support staff reflect on their practice and work towards targets for improvement.
148. The school has effective procedures for covering teachers' planning, preparation and assessment time in accordance with statutory requirements. The quality of provision is well maintained during this time.
149. The school administrative staff perform their duties very effectively and efficiently. The caretaker is involved in the outstanding Eco aspects of the school and also has an additional role in supporting special needs. Catering staff and cleaning and mid day staff contribute to the pleasant ethos of the school.
150. The overall quality, quantity and range of resources to support learning are good. Teachers use resources effectively during lessons to advance pupils' knowledge and understanding. The school has invested a great deal in the Foundation Phase, where the quality of equipment and resources in the

'outdoor classroom' for nursery and reception children, in particular, are very good.

151. The library is reasonably well stocked with both fiction and non-fiction books and clearly organised. It provides an attractive area for pupils to enjoy a book or engage in independent research.
152. There is a computer suite with adequate provision for delivering the curriculum and a couple of computers in every classroom. The school has one electronic interactive whiteboard. It recognises the need to extend the provision of information and communications technology (ICT) equipment. However, the ICT resources currently available are under used, or not used to best effect. The planned upgrading of ICT provision is currently delayed, pending necessary preliminary work inside the building .
153. There is adequate accommodation for the number of pupils on the school roll. The building is clean, bright and well maintained, although some classrooms become very hot at certain times of the day.
154. The school has made a great commitment to developing its grounds. These are spacious and attractive with a well maintained playground and large field. There is a very wide range of play equipment, planters, seating areas and playground markings which provide stimulating opportunities for work and play. Pupils are very proud of their 'eco garden', which is fully utilised. The grounds, and the dedicated outdoor area for the under fives, are used very creatively by members of staff to further develop pupils' learning.
155. The school plans and budgets systematically for all expenditure according to its priorities for development. It ensures that sufficient funds are ear marked for future planned projects, as well as keeping a five per cent contingency fund to allow for unseen circumstances, in line with the recommendations of the Audit Commission.
156. The governing body reviews its finances once a term. All spending plans are stringently monitored and the use of resources reviewed so that the school gives good value for money. Systems to monitor expenditure are in place and involve governors, administrative staff and LEA support. The school's last auditors report confirms a high quality of financial management.

School's response to the inspection

On behalf of the governors it is pleasing to note that the inspection findings recognise that Llanilltud Faerdref Primary School is a positive and confident school community.

We are pleased that the inspectors recognised that the standards achieved by the learners and the quality of teaching in this school, both of which have outstanding features, are even better than previously. The report recognises that the Foundation Phase is successful in developing the confidence and self-esteem of the pupils and that this in turn has impacted on improvements in behaviour and learning. We are pleased that all children with additional learning needs make very good, and in some cases, outstanding progress and that the outstanding support they receive in basic skills has been recognised. We take pride in the fact that the school's arrangements for the care, support and guidance of pupils is good with outstanding features and that pupils are well motivated, eager to learn and have positive attitudes to learning. The school is also pleased that inspectors recognise the exemplary development in pupils' personal, social, moral and wider development.

As a school we see this report as a focus to move the school forward so that we can build on the many achievements that have been identified to date.

An action plan will be put in place to address the recommendations in this report which will be acted upon vigorously by all in the school community. We intend to measure our progress towards achieving these recommendations by means of a thorough on-going process of training, review, monitoring and self-evaluation.

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 in addressing the inspection recommendations.

Appendix 1

Basic information about the school

Name of School	Llanilltud Faerdref Primary School
School type	Community
Age-range of pupils	3-11
Address of school	St. Illtyd's Road Church Village Pontypridd Rhondda Cynon Taff
Post-Code	CF38 1DB
Telephone Number	01443 204626
Headteacher	Mr Nigel Vaughan
Date of appointment	September 2004
Chair of Appropriate Authority	Miss Margaret Williams
Registered Inspector	Mr Glyn Scott
Dates of inspection	12 th -14 th May 2008

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	29	27	18	22	24	18	28	27	193

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	9	1	9.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	1:15
Pupil: adult (fte) ratio in nursery classes	1:8
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	24
Teacher (fte): class ratio	1.7

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2007	89%	91%	92%
Spring 2007	87%	95%	91%
Autumn 2007	90%	92%	91%

Percentage of pupils entitled to free school meals	25%
Number of pupils excluded during 12 months prior to inspection	1

Appendix 3

National Curriculum Assessment KS2 Results 2007							Number of pupils in Y6					28	
Percentage of pupils at each level													
			D	A	F	W	1	2	3	4	5		
English	Teacher assessment	School	0	0	0	0	0	14	10	39	36		
		National	0	0	0	1	1	2	16	48	30		
Mathematics	Teacher assessment	School	0	0	0	0	0	9	25	43	42		
		National	0	0	0	1	1	3	14	48	33		
Science	Teacher assessment	School	0	0	0	0	0	0	17	32	50		
		National	0	0	0	1	0	2	12	52	34		

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by teacher assessment		by test	
In the school	75%	In the school	N/A
In Wales	74.12%	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

4 inspectors spent a total of 7 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:

- 24 lessons or part lessons at the school.

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. Around 99% of responses were positive.

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

- the management committee, parents, pupils and staff;
- teachers and LSA's;
- mainstream school teachers;
- representatives of the local authority.

Appendix 5

Composition and responsibilities of the inspection team

Inspector	Type	Aspect Responsibilities	Subjects
Mr Glyn Scott	Rgi	Context, Summary, Key Questions 1, 2 quality of teaching, 5, and 6. SEN	N/A
Mrs Stephanie James	Team	Key Question 4 and 7	N/A
Mrs Rhiannon Harris	team	Key question 2 (assessment) and 3	N/A
Mr P. John Foley	lay	Contributions to 1, 3, and 4.	N/A
Mr Paul Samuel	Peer assessor	Contributions to LEFS and GEFS	N/A
Mr Nigel Vaughan	nominee	Support of school and inspection team.	N/A

Acknowledgement

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

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