

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

A Report on the Quality of Education in

**Llanilltud Fawr Primary
Ham Lane East
Llantwit Major
CF61 1TQ**

School Number: 6732142

Date of Inspection: 18/05/09

by

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

The inspection of Llanilltud Fawr Primary took place between 18/05/09 and 21/05/09. 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 **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

KS1	Year 1 and Year 2
KS2	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 Fawr Primary School is situated in Llantwit Major in the Vale of Glamorgan. There are 262 pupils on roll including 26 part-time pupils within a 52 place Nursery.
- 2 The proportion of pupils having free school meals (FSM) is about 5%, which is below the local and national averages. The area is neither prosperous nor economically disadvantaged. A quarter of the pupils are drawn from a relatively prosperous area. Baseline assessments indicate that children enter the school with skills and experiences that are broadly similar to those expected for their age.
- 3 Many pupils come from the nearby Royal Air Force base and mobility is as high as 40% in some year groups. The school has experienced falling rolls over the last few years. Currently, 51% of pupils attend from outside the designated catchment area. Nearly all pupils come from homes where English is the first language.
- 4 There are currently 29 children on the Special Needs register, which is approximately 12% of the school population. This is below the Local Authority (LA) and national averages. A further 22 children are being monitored and supported by 'Catch Up' programmes and staff support. .
- 5 The school has the Basic Skills Quality Mark, which was renewed in November 2006 and is also part of Phase 4 of the Healthy Schools 'programme.
- 6 The school was last inspected in May 2003. The present head was appointed in January 2007.

The school's priorities and targets

- 7 The school's priorities and targets are to:
 - continue to develop the use of the LA assessment and target setting data to highlight whole school trends and areas for development;
 - continue to use the school's pupil progress tracking system effectively to identify individuals with specific needs and provide additional support and differentiated activities to meet their requirements;
 - organise whole school in-service education for teachers (INSET) to develop a more skills based curriculum;
 - improve the application of reading skills throughout the school;
 - to continue to develop school grounds and environment;
 - develop the school as a community-focused school.

Summary

- 8 Llanilltud Fawr is an efficient and effective school where standards are good, with no important shortcomings. The school is very well led and its overall management by the headteacher, staff and governors has outstanding features, such as in their willingness to involve all stakeholders in the aims and direction of the school.

Table of grades awarded

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

- 9 The inspection team agreed with the school on six out of the seven key questions. The inspectors found that the management and use of resources had good features but these were not regarded as outstanding features of the provision.

Standards

- 10 National curriculum assessment results for 2008 in Key stage 1 (KS1) indicated that, based on the core subject indicator (CSI), which is the proportion of pupils attaining level 2 and above in all three core subjects of English, mathematics and science, the school performed well above the national and local averages. The percentage of pupils attaining level 3 was also above the local and national averages. One hundred percent of boys achieved level 2 in all core subjects.
- 11 National curriculum assessment results for 2008 in Key stage 2 (KS2) indicated that, based on the core subject indicator (CSI), which is the percentage of pupils attaining level 4 and above in English, mathematics and science, results were

slightly above national and local averages. The percentage of pupils achieving level 5 was well above national and local averages.

- 12 In relation to similar schools, based on free school meals, the school's KS1 results in 2008 were in the top 50% of schools for all the core subjects taken together and in the top 25% for science.
- 13 In relation to similar schools in KS2, based on its free school meals percentage, the school's 2008 results at KS2 were slightly below the median range in all core subjects. However, the proportions of pupils achieving level 5 in all subjects were well above the national and local figures.
- 14 There are no significant differences between the attainments of boys and girls in both key stages. However, the school has a high mobility rate; this is an on-going situation and through its tracking systems, the school works successfully to ensure that pupils make good progress from their starting points.
- 15 In the 46 lessons or parts of lessons, standards of achievement in the subjects inspected were:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
16%	84%	0%	0%	0%

- 16 These figures represent a considerable improvement since the last inspection and are well above the national averages published by HMCI in his latest Annual Report for 2007-8, which indicates that overall standards of achievement in primary schools in Wales are 84% Grade 2 or better, and outstanding in 12%.

Subjects and/or areas of learning for under-fives

Personal and social development, well-being and cultural diversity	2
Language, literacy and communication	2
Mathematical development	2
Welsh language development	2
Knowledge and understanding of the world	2
Physical development	2
Creative development	2

- 17 All children make good progress in the Foundation Phase. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Foundation Phase outcomes.

Grades for standards in subjects inspected

Subjects	Nursery	Reception
Foundation Phase	2	2
	KS1	KS2
Mathematics	2	1
Information and communications technology	2	2
Geography	2	2
Art	2	2
Religious education	1	1

- 18 Since the last inspection, standards have improved in both key stages in information technology and especially in geography at KS2. In addition, standards in mathematics at KS2 and religious education in both key stages are good with outstanding features.
- 19 All learners, whatever their age, ability or background, make good progress through the school. Pupils with Special Educational Needs (SEN) also make good progress as do pupils with additional learning needs (ALN).
- 20 Children under five make good progress with no important shortcomings in speaking, listening, early reading and writing skills, overall bilingual competence, numeracy, information and communication technology, problem-solving and creative skills. In their personal and social education, and their ability to work together they often make outstanding progress.
- 21 Pupils in KS1 and KS2 speak confidently. As they progress through the school, they extend their vocabulary and develop outstanding skills in questioning, debating and articulating their thoughts and ideas. They listen attentively to their teachers and show exceptional listening skills in their thinking skills sessions, where they are required to listen, interpret and solve a range of problems.
- 22 Learners make good progress in their reading skills. In the Foundation Phase, they learn to handle books correctly and enjoy following stories. In KS1, pupils enjoy books and by the end of the key stage most read with confidence, understanding and fluency. By KS2 pupils continue to develop their reading skills and standards are good with no important shortcomings.
- 23 In the Foundation Phase, children undertake a variety of mark making and early writing activities. By Reception, many produce short stories and diary entries of short sentences or phrases. In KS1 and KS2, pupils' writing skills continue to develop well across a range of styles. By the end of KS2, pupils have a range of writing strategies that they use successfully across the curriculum. Though the quality of spelling and punctuation is good overall, standards of handwriting are variable across both key stages.
- 24 Pupils' numeracy skills are developing well throughout KS1 and by the time they reach upper KS2, many pupils show outstanding mental agility. Pupils are developing good ICT skills throughout both key stages.

- 25 Pupils' bilingual fluency is very good. They are happy to respond to commands, instructions and questions in Welsh. The school has numerous displays and notices in Welsh that reinforce the use of the language.
- 26 Pupils make very good progress in the development of their personal, social and learning skills. Pupils' behaviour and their attitudes to learning are major strengths of the school. Almost all pupils have good attitudes to learning. They enjoy coming to school, work hard in lessons and are eager to please.
- 27 At 94.7%, attendance for the three terms prior to the inspection is above the LA and national averages. Absences are caused mainly by illness but holidays in term time adversely affect the overall figure. A minority of pupils arrive late for school on a regular basis. This causes disruption to the planned learning in many classes and unnecessary delays in starting lessons.
- 28 All pupils have been involved in devising the school's vision statement and as a result are extremely well aware of equal opportunities.

The quality of education and training

- 29 The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
20%	80%	0%	0%	0%

- 30 These figures compare well with those reported by Her Majesty's Chief Inspector (HMCI) in the Annual Report 2007/2008 (primary) where standards were good or better in 83% of lessons and 16% outstanding. This is a considerable improvement on the quality of teaching observed in the previous inspection.
- 31 Where teaching is at least good, teachers have very good questioning techniques. They challenge and stimulate learners giving specific time limits for activities and ensuring the pupils concentrate and develop their thinking skills. Learning objectives are shared with the pupils and staff manage the behaviour of learners well.
- 32 All teachers have an outstanding relationship with the pupils based on mutual respect and have established a climate which is conducive to effective learning.
- 33 Planning overall is an outstanding feature of the school. It is thorough and lessons are very effectively structured. The additional organization and planning for the implementation of key skills is proving successful in raising standards and is an outstanding feature.
- 34 Assessment procedures are a notable feature of provision with some outstanding features. They are thorough and very well managed, fully meeting the statutory requirements.

- 35 Pupils' work is marked regularly and, in the best practice, comments are made which give further instructions as to how to improve their work. However, the practice is not consistent across the classes. The setting of homework is also not consistent throughout the school.
- 36 Teachers place great emphasis on developing pupils' independence; they give them opportunities to select their own resources and to work independently when their teacher is working with a focus group. However, the setting of personal targets for pupils to support their awareness of how they can improve their own performance is not fully developed.
- 37 The curriculum is well organized and balanced and meets the learning needs and aspirations of learners. It reflects the aspirations and needs of the pupils well by providing equal access.
- 38 The curriculum is vibrant, effective and is an outstanding feature. It is full of exciting, innovative, problem-solving and creative experiences that motivate and interest pupils who say they really enjoy learning. It encourages pupils to explore and investigate the world around them both indoors and out, in the locality and beyond.
- 39 Appropriate opportunities are provided to ensure that pupils gain basic skills and key skills. Good emphasis is placed on nurturing good quality language across the curriculum. There are effective arrangements for providing additional support and resources for pupils whose attainment levels are either low or above average.
- 40 The school's commitment to improving key skills is a strong feature. The 'mapping' system of key skills through language, personal, social and emotional, and numeracy schemes is highlighted in the school development plan for further improvement. There is an effective and comprehensive 'skills ladder' in place in all schemes. This is an outstanding feature.
- 41 Personal and social education (PSE) is a strong feature of the curricular provision. It permeates throughout all aspects of the school and has a positive impact on pupils' learning and attitudes.
- 42 Overall, pupils' social, moral, spiritual and cultural development is good. Spiritual development is well promoted in both religious and aesthetic activities and appropriate time for reflection is given in daily acts of collective worship.
- 43 Cultural awareness is well promoted through pupils' awareness of their own culture, by holding *eisteddfodau* and other special events in the area. As well as having a good awareness of overseas cultures, such as places in India and Brazil, the pupils have formed good relations with students from the International School nearby; this is an outstanding feature.

- 44 *Y Cwricwlwm Cymreig* is promoted effectively across the curriculum, especially in creative subjects such as art and music, where pupils gain valuable knowledge of Welsh and local artists. The school successfully supports and enriches pupils' knowledge and understanding of their Welsh heritage.
- 45 Through a range of curricular activities, pupils receive good opportunities to practice their skills and discuss issues of importance to them. These experiences make a significant contribution to improving their levels of achievement.
- 46 There is a wide range of extra curricular activities available, from sporting to dance clubs, music and arts appreciation clubs, gardening club, ICT, media, and science clubs, *Urdd*, and first aid and resuscitation training. Staff run these clubs and outside providers; voluntary contributors from the community make a significant contribution to these clubs.
- 47 An outstanding feature of the school is its links with the community in order to expand and enrich the pupils' learning experiences. A considerable number of local visits are undertaken, and members of the local community come to school to share their experiences with learners. The Parent Teacher Association (PTA) is an active body that involves itself in the life of the community as well as the school.
- 48 The school has a very good partnership with industry. Educational visits and visitors from the community help to raise pupils' awareness of the world of work, both past and present.
- 49 Pupils develop a very good understanding of sustainable development and an awareness of conservation issues through recycling and composting projects in the school. Pupils' awareness of global citizenship is enhanced through the school's partnership with a neighbouring international college and events such as Global Citizenship week.
- 50 The overall quality of care, support and guidance and the quality of provision for special educational needs (SEN) provided by the school is good. The school has effective procedures and arrangements in place to plan and manage care arrangements for individual pupils.
- 51 The school has appropriate arrangements for helping new pupils to school settle in quickly. Pupils who move into the area during the course of the school year are fully inducted into the life of the school and made to feel very welcome.
- 52 Early identification of needs is the overriding aim of the school's intervention policy and provision is planned according to the needs of the learner. All the support plans are written and put into action by the teaching and support teams. Pupils with additional learning needs and the more able and talented are recognised and supported well throughout the school.

- 53 The school has robust policies in place to deal with any incidents of bullying and promotes social cohesion through anti-bullying practices. Pupils are fully aware of what to do if they feel threatened or uncomfortable whilst in school and praise the attitude of all teaching and support staff in confronting any issues that arise.
- 54 The school promotes the well-being, health and safety of all on the campus well. There are effective policies for areas such as harassment and for dealing with all forms of disability.

Leadership and management

- 55 The headteacher's organization and leadership is an outstanding feature of the school. On her arrival, she along with her deputy, set about involving all stakeholders in a review of the school's aims values and direction. With the able support of a committed staff, she canvassed opinion from staff, governors, parents and learners. Families were given the opportunity to set the school mission statement and to be involved in the development of all aspects of the school through a series of questionnaires and comment sheets that were fully analysed and acted upon. This is an outstanding feature of whole school involvement.
- 56 The school takes very good account of national and local initiatives. It has invested considerably in the Foundation Phase and is developing areas to extend the practice into Year 1 and Year 2. The timetable has been adapted to introduce the skills-based aspect of Curriculum 2008.
- 57 Appropriate procedures are in place for performance management, which is now well embedded. Senior staff have responsibilities for colleagues and the headteacher monitors and supports further appraisal of staff through the year.
- 58 The governing body is a proactive supporter of the school. Governors are very knowledgeable about the running of the school through their regular attendance at full and committee meetings.
- 59 The school has outstanding self-evaluation, monitoring and evaluation processes. The headteacher and the governing body have provided strong leadership in this area. The governing body is very well-informed and knowledgeable about school improvement issues.
- 60 The school has made good progress in addressing the key issues from the last inspection. Effective action has been taken to address shortcomings in subject areas that were unsatisfactory or satisfactory, such as geography and ICT.
- 61 There are sufficient teaching and support staff who are suitably experienced and qualified to ensure the statutory requirements of the curriculum are addressed throughout the school.

- 62 The accommodation is well maintained. Benches and covered areas provide alternative areas and activities for the pupils and all ages use the areas well and safely.
- 63 Resources are well maintained and respected by the pupils. These include a good supply of books, ICT equipment, including interactive whiteboards in each class and a wide range of artefacts especially for the teaching of religious education. Subject leaders monitor their resources and regular audits are taken of individual and school needs. Decisions are taken collectively and are linked to the School Improvement Plan (SIP).
- 64 Financial management is very good. Through careful management and involvement of the governing body and finance committee, the school has turned an initial deficit into a surplus that is earmarked for teaching and learning.
- 65 The governing body and the headteacher regularly evaluate expenditure and the future needs of the school. Resources are effectively and efficiently used and the school gives value for money.

Recommendations

In order to build on the substantial progress made since the last inspection, the school needs to:

- R1** Develop pupils' awareness of target setting and how to improve their own learning.
- R2** Develop a more consistent approach to the setting of homework.
- R3** Work with parents and the educational welfare service to improve pupils' 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

- 66 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 67 National Curriculum (NC) assessment results at the end of KS1 in 2008 indicated that, based on the core subject indicator (CSI), which is the percentage of pupils attaining level 2 or above in all three core subjects of English, mathematics and science, the school performed well above the national average and local average. The proportion of pupils attaining level 3 was also above the national and local averages. One hundred per cent of boys achieved level 2 in all core subjects.
- 68 National Curriculum assessment results at the end of KS2 in 2008 indicated that, based on the core subject indicator (CSI), which is the percentage of pupils attaining level 4 or above in all three core subjects of English, mathematics and science, were slightly above national and local averages. The number of pupils achieving level 5 was well above national and local averages.
- 69 In relation to similar schools, based on free school meals percentages, in 2008 in KS1, the school was in the top fifty percent of schools in all the core subjects and in the top 25% for science.
- 70 In relation to similar schools in KS2 based on free school meals percentages, in 2008, the school was slightly below the median range in all core subjects. However, the proportions of pupils achieving level 5 in all subjects were well above the national and local figures.
- 71 There are no significant differences between the attainments of boys and girls at both key stages. However, the school has a high mobility rate. This is an on-going situation and through its tracking systems, the school works successfully to ensure that pupils make good progress from their starting points.
- 72 In the forty-six lessons or part lessons observed, standards of achievement in the subjects inspected were:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
16%	84%	0%	0%	0%

- 73 These figures represent a considerable improvement since the last inspection and are well above the national averages published by HMCI in his latest Annual Report for 2007-8, which indicated that overall standards of achievement in primary schools in Wales were 84% Grade 2 or better, and outstanding in 12 per cent.

Grades for standards in subjects inspected

Subjects and/or areas of learning for the under-fives

Personal and social development, well-being and cultural diversity	2
Language, literacy and communication	2
Mathematical development	2
Welsh language development	2
Knowledge and understanding of the world	2
Physical development	2
Creative development	2

- 74 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.
- 75 Children under five make good progress with no important shortcomings in speaking, listening, early reading and writing skills, overall bilingual competence, numeracy, information and communication technology, personal and social education, problem-solving and creative skills.

Subjects	Nursery	Reception
Foundation Phase	2	2
	KS1	KS2
Mathematics	2	1
Information and communications technology	2	2
Geography	2	2
Art	2	2
Religious education	1	1

- 76 Since the last inspection, standards have improved in both key stages in information technology and especially in geography at KS2.
- 77 All learners, whatever their age, ability or background, make good progress through the school. Pupils with SEN also make good progress as do pupils with ALN.
- 78 Pupils in KS1 and KS2 speak confidently and as they progress through the school extend their vocabulary and develop outstanding skills in questioning, debating and articulating their thoughts and ideas.
- 79 They listen attentively to their teachers and show exceptional listening skills in their thinking skills sessions where they are required to listen, interpret and solve a range of problems.
- 80 Learners make good progress in their reading skills. In the Foundation Phase, they learn to handle books correctly and enjoy following stories. In KS1, pupils

enjoy books and by the end of the key stage most read with confidence, understanding and fluency. By the end of KS2, pupils continue to develop their reading skills and standards are good with no important shortcomings. Pupils know a variety of authors with the majority of boys questioned preferring non-fiction books by choice.

- 81 In the Foundation Phase, children undertake a variety of mark making and early writing activities. In the Reception class, many produce short stories and diary entries of short sentences or phrases. In KS1 and KS2, pupils' writing skills continue to develop well across a range of styles. By the end of KS2, pupils have a range of writing strategies that they successfully use across the curriculum. Though the quality of spelling and punctuation is good overall, standards of handwriting are variable across both key stages.
- 82 Children in the Foundation Phase develop good numeracy skills and confidently sort, count and sequence in a variety of activities, both indoors and out. They recognise standard shapes and are steadily developing a good mathematical vocabulary. In KS1 and 2, pupils regularly use mathematical ideas to calculate, measure and represent their findings. They apply their skills well across a range of activities.
- 83 Pupils confidently use computers throughout the school. Children in the Foundation Phase experience language and mathematical games and interactive stories and use the mouse confidently with growing skill. In KS1 and KS 2, pupils use a range of information and communications technology equipment, including the interactive whiteboards, with confidence. They use computers across the curriculum for word processing, data collection, graphical interpretations and multi-media presentations.
- 84 Pupils' bilingual fluency is good with no important shortcomings. A comprehensive approach to the teaching of bilingual skills through a wide range of opportunities successfully encourages pupils to express themselves in Welsh. They are happy to respond to commands, instructions and questions in Welsh.
- 85 Pupils make very good progress in the development of their personal, social and learning skills. Pupils' behaviour and their attitudes to learning are major strengths of the school.
- 86 Almost all pupils have good attitudes to learning. They enjoy coming to school, work hard in lessons and are eager to please. Pupils are interested and enthusiastic about their work. They collaborate and support each other well when working in pairs and small groups and at all other times. The vast majority sustain good levels of concentration and persevere very well with their tasks.
- 87 Pupils show respect for adults and each other. As a result, there is an atmosphere of mutual respect throughout the school.

- 88 The school sets high expectations and the foundations for good behaviour are laid very effectively in the Early Years. As a result, even the youngest children know what is expected of them. They take turns, share toys well and demonstrate a good awareness of fair play. Throughout the school, pupils are friendly, polite and considerate. They show very good levels of self-discipline and relate very well to adults.
- 89 Pupils move sensibly in and around the school. Behaviour in the hall during assemblies and lunchtimes is very good. Pupils enter and leave the hall quietly and take up their places quickly. Meal times are very pleasant social occasions; pupils are very well supervised and show respect for lunchtime supervisors.
- 90 Pupils work and play together very well and relationships with each other are very good. Older pupils are sensitive to the needs of their peers and the younger ones. The Year 6/Reception buddy system is very successful: older pupils help to ease children's transition into main school. They form close friendships and help to care for them at lunchtimes.
- 91 Attendance for the three terms prior to the inspection is above the LA and national averages. Absences are caused mainly by illness, but holidays in term time adversely affect the overall rate.
- 92 There have been no exclusions for many years. Nearly all the pupils attend school regularly. The breakfast club has improved the punctuality of pupils who regularly arrived late at the start of the day. However, a minority of pupils in most classes drift in during registration and the first activity of the day. They sometimes miss the important introductions to lessons and disrupt the flow of the session.
- 93 Pupils, including those with ALN, develop very good independent, problem-solving and decision-making skills. They have been involved in devising the school's vision statement and as a result are extremely well aware of equal opportunities.
- 94 Pupils are exceptionally well prepared for effective participation in the workplace through their roles on the School Council and Eco Committee and as buddies and Junior Road Safety Officers (JRSOs).
- 95 Most pupils have an extremely good understanding of their place in the community because they participate in a very good range of projects and events as well as visits to appropriate places. This starts in the Early Years with topics such as 'People who help us'. Throughout the school, pupils take a share in the life of the school.
- 96 The School Council and Eco Committee have a high profile in the school. As a result, pupils learn about the democratic process. They develop corporate responsibilities and a strong sense of belonging in the school and wider

community through their roles. Elected members work closely with governors and outside agencies and provide valuable opinions and feedback. The Junior Road Safety Organisation conducts regular traffic surveys to help improve safety around the school.

- 97 All Year 6 pupils are involved in pastoral roles, such as reading buddies for Year 2 pupils as well as responsibilities for the children in Reception. Pupils throughout the school take their responsibilities very seriously and show great commitment to their roles.
- 98 All pupils are fully involved in many community events, such as the annual bowls tournament, Victorian Faye and the Lady Mayor's coffee morning. The gardening club has adopted a footpath and the choir goes out into the community to entertain. The school is a base for several after-school clubs run by outside providers for both adults and children and these are well patronised by the pupils.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

- 99 The inspection team's findings correspond with the evaluations made by the school in its self-evaluation report.
- 100 Good teaching is one of the strengths of the school.
- 101 The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
20%	80%	0%	0%	0%

- 102 These figures are well above those reported by Her Majesty's Chief Inspector (HMCI) in the Annual Report 2007/2008 (primary) where standards were good or better in 83% of lessons and 16% outstanding. This is a considerable improvement on the quality of teaching observed in the previous inspection.
- 103 Where teaching is at least good, teachers have very good questioning techniques and high expectations, which challenge and stimulate learners. They make good provision for creative and investigative work, which helps learners to find things out for themselves and promote life long learning. They provide purpose and direction to the learning, provide pace to the lessons and set specific time limits for activities to help to stimulate interest. They develop pupils' concentration, introduce good assessment for learning strategies and share the learning objectives at the beginning of lessons. Teachers often review them effectively during the lesson. Activities for learners develop problem-solving skills and teachers manage the behaviour of learners well.

- 104 Activities are very well planned to stimulate and challenge all abilities and to successfully promote independence in pupils' learning.
- 105 The teamwork between the teachers and teaching assistants makes a good contribution to the effectiveness of teaching. However, support staffs' involvement with children's learning during lessons is not always consistent. All teachers have an outstanding relationship with the pupils based on mutual respect and have established a climate which is conducive to effective learning.
- 106 Teachers have a good knowledge of the subjects of the National Curriculum (NC). Planning is an outstanding feature of the school. It is thorough and lessons are effectively structured. They provide learners with frequent, good opportunities to develop key skills in a variety of classroom situations. A strength of planning is the regular attention paid to developing learners' thinking and learning skills.
- 107 Throughout the school, learners are encouraged to make good use of a wide range of reference materials, including information and communications technology. They are taught to be systematic and logical, and develop good strategies for solving problems in mathematics and science. There are often outstanding features to this aspect.
- 108 The key skills are given good emphasis and are promoted across the curriculum. There is very good provision for creative and investigative work which helps pupils to find out for themselves and promotes lifelong learning. A strength of developing key skills is the timetabled sessions given to the learning of them.
- 109 The school makes effective use of a range of teaching activities to meet the varying needs and abilities of learners. Teachers place great emphasis on developing pupils' independence; they give them opportunities to select their own resources and to work independently when their teacher is working with a focus group.
- 110 Teachers set class targets that are shared with learners, and they organise learning groups effectively so as to maximise the full potential of each pupil. Staff use appropriate learning resources and materials, which challenge each learner and support them to achieve these targets. Each pupil's progress is tracked and analysed and the information used to inform future planning and provision. However, the setting of personal targets with pupils to support their awareness of how they can improve their own performance is not fully developed.
- 111 A notable feature of the school is the attention given to the teaching of bilingual skills. Basic greetings and requests are used on a regular basis. Teachers and support staff use incidental Welsh to question and give instructions, and encourage learners to respond in whole sentences.
- 112 Assessment procedures are a notable feature of provision with some outstanding features. They are thorough and very well managed by the school, meeting statutory requirements. The school has implemented an effective system for

assessing learners' progress from the time they enter school. In the Nursery, a baseline entry to school assessment is supplemented by other assessments across the areas of learning and daily written observations. There is an effective transfer of information system between classes and key stages, and there are good practices for the transfer of information to receiving secondary schools.

- 113 All staff are involved in collaborative planning which is related to NC requirements. A full range of strategies are planned and implemented. The assessment reporting and recording (ARR) co-ordinator liaises with subject co-ordinators and then all staff. Short-term planning encourages staff to be self-evaluative. All planning is retained centrally. Tasks are analysed and used to influence future planning. High quality evaluation results in appropriate changes where necessary. This is an outstanding feature.
- 114 A wide range of assessments is undertaken in the core subjects, including recognised standardised tests. These are effectively used to identify gaps in learners' knowledge and understanding and to assist in setting individual targets. However, learners do not have sufficient involvement in the steps for setting short-term targets or in the process for reviewing and assessing them. Learners' work is marked regularly, and in the best practice, comments are made which give further instructions as to how to improve their work. However, such practice is not consistent across the classes. The setting of homework is also not consistent throughout the school.
- 115 To help assessment, useful portfolios with examples of learners' work have been compiled to indicate the levels that learners can achieve in each year group. There are very good examples of moderation of learners' work in these portfolios.
- 116 Pupils are beginning to learn to be constructively critical about their own work in KS2. Detailed records are kept of the progress of pupils with SEN and targets clearly noted in independent education plans (IEPs). These pupils strive hard and successfully to reach targets within a specified time.
- 117 Reports to parents are very good. All parents are fully informed about their children's progress and achievements. Reports give a clear picture of what learners know and can do, and indicate where they need to improve. They comply with statutory requirements. There are opportunities for parents or carers to visit and discuss their children's progress. Parents' views are often consulted through questionnaires and issues are considered by the school and addressed where necessary.

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

Grade1: Good with outstanding features

- 118 The findings of the inspection team match the grade given by the school in its self-evaluation report.

- 119 The curriculum is well organized and balanced and meets the learning needs and aspirations of learners. It provides equal access to all pupils.
- 120 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.
- 121 The curriculum is vibrant, effective and is an outstanding feature. It is full of exciting, innovative, problem-solving and creative experiences that motivate and interest pupils, who say they really enjoy learning. It encourages pupils to explore and investigate the world around them both indoors and out, in the locality and beyond.
- 122 The overall quality of the educational provision is very good. The ethos and vision of the school is reflected in the daily planning and organization. Pupils are generally well motivated and eager to acquire new skills and knowledge. These enable pupils to develop a sustained interest in life long learning.
- 123 The school has been awarded the Basic Skills Quality Mark for literacy and numeracy on two occasions. It has been awarded several other awards associated with health and environmental issues, such as Healthy Schools and Eco schools.
- 124 Curriculum planning builds systematically on pupils' existing knowledge, understanding and skills. The school has an effective approach to planning. Detailed planning provides a clear structure and progression for all pupils. The additional organization and planning for the implementation of key skills is proving successful in raising standards and is an outstanding feature.
- 125 Appropriate opportunities are provided to ensure that pupils gain basic skills and key skills. Good emphasis is placed on nurturing good quality language across the curriculum. There are effective arrangements for providing additional support and resources for pupils whose attainment levels are either low or above average.
- 126 The school's commitment to improving key skills is a strong feature. The 'mapping' system of key skills through language, personal, social and emotional activities, and numeracy schemes is highlighted in the school development plan for further improvement. There is an effective and comprehensive 'skills ladder' in place in all schemes that is already impacting well on standards, especially in mental mathematics. This is an outstanding feature.
- 127 Personal and social education (PSE) is a strong feature of the curricular provision. It permeates throughout all aspects of the curriculum and has a positive impact on pupils' learning and attitudes. Staff promote good manners and respect among pupils and this has a definite bearing on their polite and

friendly approach towards each other and towards staff and visitors. They show respect for people and the school environment.

- 128 Pupils' social awareness is promoted well by their participation in campaigns to raise money for good causes and charities. Spiritual development is well promoted in both religious and aesthetic activities and appropriate time for reflection is given in daily acts of collective worship.
- 129 Very good provision is made for social development and this is evident in pupils' positive attitudes, with older ones being supportive of younger ones. The adults in the school are good role models for the values they promote. The emphasis on moral development is also very good so that pupils have a clear understanding of right and wrong. This is especially evident in the play areas and during movement around the school. This is an outstanding feature.
- 130 Cultural awareness is well promoted through the awareness of their own culture, such as by holding *eisteddfodau* and other special events. Pupils have a good awareness of overseas cultures, such as in India and Brazil. The links to the International School are positive. This area is an outstanding feature.
- 131 Through a range of curricular activities such as collective worship and the school council, pupils receive good opportunities to develop their thinking and problem solving skills and to discuss issues of importance to them. These experiences make a significant contribution to improving their levels of achievement.
- 132 There is a wide range of extra-curricular activities available, ranging from sporting clubs to dance clubs, plus music and arts appreciation clubs, gardening club, information and communications technology and media club, science club, *Urdd*, and First Aid and Resuscitation. These clubs are run a mixture of staff and outside providers. Voluntary contributors from the community make a significant contribution to these clubs.
- 133 An extensive range of experiences encompasses all aspects of the curriculum, from theatre visits and poetry workshops, developing entrepreneurship skills, and science visits to projects with Bridgend College. There are also music appreciation sessions, eco-activities and regular visits to religious places, such as a mosque and a synagogue. The school is visited by local police, medical officers, and cultural associations such as the *Urdd*. On one occasion a visitor from Patagonia spoke Welsh and Spanish.
- 134 An outstanding feature of the school is its links with the community in order to expand and enrich the pupils' learning experiences. A considerable number of local visits are undertaken and members of the local community come to school to share their experiences with learners.
- 135 Community leaders and local religious leaders who are proactive in their involvement with the school on a range of projects, some of which are linked to the twinning in France, regularly visit the school. This allows learners to respect

the diversity within their community. There are visitors to special assemblies. There are strong links with the secondary school, where learners have the opportunity to visit the school.

- 136 Links with parents are strong with frequent newsletters sent to learners' homes. Meetings with parents/carers highlight the importance of links between school and home. The school has effective arrangements for communicating with parents. There is a formal home/school agreement and the school handbook contains useful information for parents.
- 137 The school complies with statutory requirements. Parents are very supportive of the school's work and activities, and through regular curricular evenings, parents are kept well informed about the educational developments that affect their children.
- 138 *Y Cwricwlwm Cymreig* is promoted effectively across the curriculum, especially in creative subjects such as art and music where pupils gain valuable knowledge of Welsh and local artists. It supports and enriches pupils' knowledge and understanding of their Welsh heritage.
- 139 The school celebrates St. David's Day and teachers' planning includes visits to places of interest and Welsh heritage, enriching their knowledge and understanding.
- 140 Pupils work and play well together and relationships with each other are good. They work enthusiastically in pairs and small groups and through their support for charitable causes, pupils develop a clear understanding and respect for others less fortunate than themselves.
- 141 The promotion of bilingual opportunities allows pupils to make good progress in their competence, with pupils at the lower end of KS2 applying previous knowledge very well. Pupils under-five cope with the language and many are prepared to converse freely in short sentences or phrases.
- 142 Overall, the school provides very good support for the learning of Welsh at both key stages. The use of incidental Welsh by staff, plus its promotion through signs around the school and the teaching of Welsh songs, gives pupils the opportunity to develop confidence in the use of the Welsh language. Considering the linguistic background of nearly all the pupils in the school, the school meets its commitment to provide pupils with the necessary skills to become bilingual. Planning for the presentation of Welsh is well focussed in most classrooms
- 143 The school has a very good partnership with industry. Educational visits and visitors from the community help to raise pupils' awareness of the world of work, both past and present. The school has close links with Education Business Partnership (EBP) and Careers Wales and, as a result, pupils are involved in a wide range of workshops and projects.

- 144 The police, fire service and health professionals support the school's PSE programme and a small number of parents talk to pupils throughout the school about their jobs.
- 145 The school benefits materially from its links with local businesses, but as yet no staff have benefited from industrial placements to enhance their professional development and support their teaching and management skills.
- 146 The school promotes equal opportunities very well. Pupils, irrespective of their social background, gender, disability or ethnicity, are positively included in all appropriate school activities, including out of hours activities. The school makes every effort to tackle the social disadvantage of some pupils.
- 147 The school has recently gained the silver Eco School award and is working towards Green Flag status. Pupils develop a very good understanding of sustainable development and an awareness of conservation issues through recycling and composting projects in the school. They are also involved in the Climate Cops energy scheme run by a national electricity supplier.
- 148 Pupils' awareness of global citizenship is enhanced through the school's partnership with a neighbouring International college and events such as Global Citizenship week. Pupils visit the college, where they meet and discuss ideas with students from all over the world. The students in turn visit the school, to read with pupils, assist with ICT and talk to pupils about their homes and customs.
- 149 All classes, including the Foundation Phase, focus on specific countries. They learn about traditions and compare them with Wales. A notable feature is the Class 4 video link with a school in California.
- 150 The school acts in a sustainable way. For example, newsletters are sent electronically where possible. Water butts are used by the gardening club.
- 151 Opportunities for pupils to develop the skills required to support economic development are outstanding and an example of good practice. Pupils from Y2 to Y6 are involved in enterprise weeks throughout the year, they work initially in their own class groups and contribute to a range of activities such as producing and selling their own newspaper once a year. In addition they maximise profits by taking orders in advance of printing.
- 152 The School Council and Eco Committee organise regular fundraising events. For example, they plan and organise raffles, run stalls and provide refreshments for sale at Christmas and summer fairs. Children in the Foundation Phase develop their entrepreneurial skills through role-play activities.
- 153 All pupils have the opportunity to take responsibility by undertaking monitoring roles. They all help to raise money for good causes. The school attends very well to national priorities for lifelong learning and community regeneration.

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

Grade 2: Good features and no important shortcomings

- 154 The findings of the inspection team match the grade given by the school in its self-evaluation report.
- 155 The overall quality of care, support and guidance and the quality of provision for pupils with additional learning needs is good.
- 156 The school has effective procedures and arrangements in place to plan and manage care arrangements for individual pupils. The individual needs of all pupils are well catered for through effective planning and monitoring processes and by the consistent use of Individual education and behaviour plans across the school.
- 157 The views of parents, carers and pupils are regularly canvassed through questionnaires and these are acted upon by the school to form policy. This process has helped to create the inclusive ethos as set out in the school's vision statement. Parents feel that their views are listened to and that the school values their ideas for improvement
- 158 The school has appropriate arrangements for helping new pupils to school settle in quickly. Meetings are held for Reception pupils during the term before entry. The annual open evening gives all parents the opportunity to see the school's achievements for the year and to provide a continuing focus for developing the partnership between home and school. Pupils who move into the area during the course of the school year are fully inducted into the life of the school and made to feel very welcome. All pupils have access to the same play areas and this helps avoid barriers to inclusion between year groups.
- 159 More able and talented pupils and those with other ALNs have carefully planned programmes of work devised by the school that are reviewed on a regular basis by teaching and support staff.
- 160 Early identification of need is the overriding aim of the school's intervention policy and provision is planned according to the needs of the learner. All the support plans are written and put into action by the teaching and support teams. IEPs for learning and behaviour carefully set out what actions are required in the classroom and these are regularly reviewed with the pupils and parents.
- 161 The school provides additional support for pupils in literacy and numeracy. These programmes are run by trained support staff and often involve withdrawing pupils for intensive input sessions that support and reflect the work being done in the classroom. Appropriate records of progress are kept and shared with the class teacher and parent.

- 162 Learners enjoy coming to school and feel that their views on how to improve the school are listened to and are acted upon by the school management. They see the school as a welcoming place of learning where good relationships between all staff and pupils are a strong feature of day-to-day life.
- 163 The School Council works well in putting forward the views of all pupils on a regular basis. Meetings of the School Council are minuted and points for action are brought forward to the school management and governors. Pupils take their roles seriously and are proud of being involved in the decision-making process.
- 164 The school has good links with the LA learning and behaviour support services. Individual pupils receive additional care and support on a managed basis. The school has effective links with health services, such as the school doctor and the Child and Mental Health Services (CAMHSs') team.
- 165 Meetings are regularly held with the LA to ensure that the support for individual pupils is targeted to where the need is greatest. This good communication is a feature of helping pupils achieve their goals. The school has a good working relationship with the Education Welfare Officer (EWO) to help ensure attendance levels are maintained and to improve the punctuality of a minority of pupils.
- 166 Attendance is monitored closely by the school and the EWO follows up any areas of concern. A minority of pupils arrive late for school on a regular basis. This causes disruption to the planned learning in many classes and unnecessary delays in starting lessons. The school has attempted on many occasions through newsletters to draw attention of this issue to the parent body, with limited impact to date.
- 167 The school promotes the well-being and health and safety of all on the campus in an appropriate manner.
- 168 Through its PSE programme, the school has a carefully structured sequence of guided sessions, which help to prepare pupils for life as they progress through the school.
- 169 Learners are well supported by the sex education programme taught by the school nurse. Parents are fully informed of any content that is taught outside the NC and of their right to withdraw their children from these lessons. Pupils' transfer to secondary school is well organised. It involves visits to Llantwit Major Comprehensive and carrying out effective and worthwhile transition activities.
- 170 The school promotes healthy eating for all at break times and pupils on the Eco-Committee are actively involved in collecting fruit peelings and scraps for recycling and composting. The school runs a successful breakfast club from 8.00a.m. until 8.45a.m. The breakfast is free and open to all pupils. It promotes healthy eating and pupils' social development is enhanced through the games played after eating.

- 171 Lunchtime menus are health promoting. Learners enjoy the variety of choice available and the canteen works efficiently in encouraging pupils to try all the options on the menu. All pupils have appropriate access to drinking water throughout the day.
- 172 Pupils looked after by the LA have appropriate personal education plans in place and the headteacher is the designated member of staff for child protection. There is also a designated teacher acting as a deputy child protection officer. All staff have received appropriate training in child protection and safeguarding, and the school maintains the required checks on staff, governors and volunteers. There is a designated child protection governor.
- 173 The school has good links with the educational psychology service run by the LA. The educational psychologist on a regular basis sees pupils on the SEN register and parents are invited to attend these meetings and are kept fully informed.
- 174 The school has robust policies in place to deal with any incidents of bullying and promotes social cohesion through anti-bullying practices. Pupils are fully aware of what to do if they feel threatened or uncomfortable whilst in school and praise the attitude of all teaching and support staff in confronting this issue.
- 175 The school has well planned and documented procedures for dealing with race equality, disability, discrimination and equal opportunities. All pupils are encouraged and enabled to take part in the activities provided by the school.
- 176 Pupils are involved in revising the school vision statement, behaviour and anti bullying policies and devising school and playground rules.
- 177 There is a suitable accessibility plan and it takes account of the school site and buildings.

Leadership and management

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

Grade 1: Good with outstanding features

- 178 The findings of the inspection team match the judgement made by the school in its self-evaluation report. The outstanding leadership of the headteacher and deputy headteacher and staff, has involved all stakeholders in the setting of clear, realistic and relevant aims and values to take the school forward. The number of responses and the analysis of comments have resulted in aims and values that truly reflect the school's direction and stakeholders' views.
- 179 The headteacher's organization and leadership is an outstanding feature of the school. She reorganized the management roles of all staff to ensure their full

participation and commitment to developing all aspects of learning and teaching. Subject leaders meet regularly to form policy and review initiatives and as a team they contribute outstanding service to the school. Pupils also are constantly involved in discussions about the direction of the school and promote its aims very well. This is also an outstanding feature and is evident in the daily life of the school.

- 180 The school takes very good account of national and local initiatives. It has invested considerably in the Foundation Phase and is developing areas to extend the practice into Year 1 and Year 2. The timetable has been adapted to introduce the skills based aspect of Curriculum 2008, with pupils daily immersed in skill-based activities that develop their thinking and problem-solving abilities. The school is rightly proud of its links with the local community and the town 'twinning' in France.
- 181 All teaching staff have subject leadership responsibilities outlined in their job descriptions.
- 182 They provide very effective leadership for their subjects through team teaching, monitoring and evaluating the needs of the whole school as a team. They have worked to incorporate the new curriculum into the timetable and all subject leaders work closely as a team to implement the successful skills based sessions that are incorporated into the school day. This is an outstanding feature.
- 183 All staff have clear job descriptions which are reviewed annually. The headteacher meets with all staff during the autumn term to assess present responsibilities and ensure that they are clear on their roles and responsibilities.
- 184 Appropriate procedures are in place for performance management, which is now well embedded. Senior staff have responsibilities for colleagues and the headteacher monitors and supports further appraisal of staff through the year. Personal and school targets are set and linked to overall school improvement. The headteacher's targets are monitored closely by the appointed governors.
- 185 The governing body is a proactive supporter of the school. They are very knowledgeable about the running of the school through their regular attendance at full and committee meetings. In addition to their individual role of shadowing aspect of learning, they are also responsible for assessing and evaluating aspects of the Estyn key questions. Their analysis reports are presented to committees and the full governing body, and are proving invaluable to school management. This is an outstanding feature in the school. These analyses in turn feed into the school improvement plan (SIP), which is a relevant and well-planned working document.

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

Grade 1: Good with outstanding features

- 186 The findings of the inspection team match the grade given by the school in its self-evaluation report.
- 187 The school has outstanding self-evaluation, monitoring and evaluation processes. The headteacher, deputy headteacher and the governing body have provided strong leadership in this area. The governing body is very well-informed and knowledgeable about school improvement issues.
- 188 They are fully involved in making strategic planning decisions. The headteacher and governing body have a well-informed understanding of the strengths and areas for development in the school that is based on evidence of performance. Monitoring of performance in learning and teaching and the evaluation of outcomes is carried out termly in line with the needs of the school, as expressed in the SIP.
- 189 Issues relating to school performance in learning and teaching are raised and discussed with all staff during weekly staff meetings. The school knows its pupils well and makes plans to ensure that the needs of all learners are catered for on a day-to-day basis and at a strategic planning level. Self-evaluation is a continuous, on-going process in the school and culminates in an annual meeting with all staff during the summer term, where priorities for further development are determined.
- 190 Subject leaders are fully involved in the self-evaluation process throughout the school and often team-teach with colleagues to illustrate good practice and to raise standards in their subject area of responsibility. Subject leaders know their areas of responsibility well. Subject display boards reflect the range and progression of skills within each subject.
- 191 All subject leaders have a good understanding of standards in their subjects and take an active lead in curriculum development. Subject leaders make themselves available to all staff to disseminate good practice and order resources from a set budget. The information and reports from the subject leaders collected from the monitoring process are analysed by all the staff to evaluate the impact of the various learning and teaching initiatives, and this is reported to the governors.
- 192 The SIP is prioritised by the governors and staff with measurable targets and clear allocation of financial and human resources.
- 193 The school's self-evaluation report is clearly structured and based on first-hand evidence. The report follows the Estyn seven key questions framework, gives

detailed evidence of the school's performance, and is drawn from a variety of sources. Assessment data, lesson observations and school policies and practices help inform the report and ensure that it takes into account the views of the many. This collaborative approach to self-evaluation is an outstanding feature. The accuracy of the self-evaluation report is reflected in the inspection team agreeing with the school's grades in six of the seven areas.

- 194 The school goes to great lengths to make sure that the views of pupils, staff, governors and parents are clearly reflected in the self-evaluation process. An outstanding feature is the extent to which pupils and parents have been involved in developing the school vision statement, 'Together we can all achieve'. All interested parties were encouraged to take part in a competition to devise the statement. The school received a good response from the pupil and parent bodies via e-mail and written contributions and democratically devised the vision statement, which is now prevalent in all aspects of school life. Pupils, staff, governors and parents are often consulted on school initiatives via questionnaires, further generating the inclusive self-evaluation process. The school receives and acts upon advice provided by the LA education advisory service to raise standards of achievement.
- 195 The SIP is a very detailed document and is formed by the self-evaluation process. Areas for development, full costings and success criteria are included for each target area. The plan makes clear who is responsible for each area of development and when targets will be met.
- 196 The SIP's targets have success criteria attached to them. These have been arrived at by comprehensive analysis of information supplied by all stakeholders and have been carefully costed by the governing body. As a result, through termly monitoring and final evaluations, leaders and managers can show the positive impact of all actions on provision and standards. This is an outstanding feature. This is illustrated in improved provision for pupils with ALN, resulting from continued professional development (CPD) for all staff and improved standards in key skills following extensive staff training and subject specialist audits.
- 197 The school makes wise allocations of resources according to its strategic priorities. The governing body and the headteacher provide enough resources to meet the objectives as expressed in the SIP and strategically plan resource allocations for the time ahead, for example, up-grading ICT equipment across the school.
- 198 The school has made good progress in addressing the key issues from the last inspection. Actions have been taken to successfully address shortcomings in subject areas that were unsatisfactory or satisfactory, such as geography and ICT. The standard of teaching has much improved since the last inspection with 100% now being good or outstanding. The role of the subject leader has become significantly more developed in raising standards of pupils' achievements and leading curriculum development.

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

Grade 2: Good features and no important shortcomings

- 199 The findings of the inspection team differ from the school's self-evaluation in that the school graded this key question Grade 1. The inspectors found that resources and management were efficient but there were insufficient outstanding features to warrant a grade 1.
- 200 There are sufficient teaching and support staff, who are suitably experienced and qualified to ensure the statutory requirements of the curriculum are addressed throughout the school.
- 201 There is a sufficient number of support staff who work throughout all age groups in the school. They perform a number of specific roles in supporting aspects of learning, such as 'Catch-Up' and two qualified support staff cover planning, preparation and assessment (PPA) appropriately. All support staff are also provided with opportunities to develop professionally and receive specific training in the programmes.
- 202 The way in which the school has arranged planning, preparation and assessment (PPA) time works well and has a positive impact on standards. All staff receive appropriate time for PPA. Cover is provided by trained learning assistants who plan jointly with the teachers to ensure continuity. They contribute well to pupils' learning. The school has responded positively to the requirements for workforce remodelling.
- 203 The school is well resourced throughout and has adapted the external environment well for the purposes of outdoor learning. In addition, the school has invested in interactive whiteboards for each class and given staff appropriate training. Other training is linked to the school's needs and individual staff have taken the opportunity to further develop professionally and have taken grants from such bodies as the General Teaching Council of Wales (GTCW).
- 204 The accommodation is well maintained and cleaned by a dedicated staff. Playgrounds are safe and interesting areas for the pupils to use, with grass as well as hard weatherproof areas. Benches and covered areas provide alternative areas and activities for the pupils and all ages use the areas safely.
- 205 The Foundation Phase area is a lively and vibrant learning environment, which is supported by parental involvement. Children play confidently and safely in the enclosed site.
- 206 The administrative staff perform their duties admirably, helping the school to function well on a day-to-day basis.

- 207 Resources are well maintained and respected by the pupils. These range from a good supply of books, ICT equipment including interactive whiteboards in each class, and a wide range of artefacts, especially for the teaching of religious education. Subject leaders monitor their resources, and regular audits are taken of individual and school needs. Decisions are taken collectively and are linked to the school improvement plan.
- 208 Financial management is very good. The finance committee of the governing body works hard to ensure that resources are efficiently and effectively used. Decisions regarding all resources are carefully considered to ensure secure financial management of all resources.
- 209 The governing body and the headteacher regularly evaluate expenditure and the future needs of the school. Resources are effectively and efficiently used and the school gives good value for money.

Standards achieved in subjects and areas of learning

Under 5s

- 210 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

Grade 2: Good features and no important shortcomings

Good features

- 211 All children settle well into the daily routines. They self-register on entry, remove their coats and bags and gain access to equipment such as games and computers.
- 212 All children are happy and confident and share appropriately with their peers, and are polite and considerate of both their peers and their adult helpers. They show good perseverance with their tasks and concentrate well in such activities as simulating the milking of a cow. They dress themselves appropriately for indoor and outdoor activities. When they are working with food, they know to wash their hands before and after they have completed their work. All children make choices, for example when cooking animal biscuit shapes. They make their own decisions, such as when playing in the role play area, respect their peers and enjoy their experiences.
- 213 In the Reception class, children show good independent learning skills. They listen carefully to instructions and take turns to ask questions in directed sessions. They follow basic hygiene rules, when, for example, cooking bread and

making butter. They move between tasks with little disruption and understand that there are rules and responsibilities through the stories they hear and the activities they role-play, such as looking after chickens on their 'farm'.

Language, literacy and communication skills

Grade 2: Good features and no important shortcomings

Good features

- 214 Most pupils in both Nursery and Reception listen attentively during storytelling sessions and directed activities both indoors and outdoors. Many speak in full sentences when explaining their actions. They can sequence information when explaining the simple rules of board games. All children listen to stories such as 'We're going on a bear hunt' and enjoy accompanying the story with actions. They enjoy mark making with paint, pencils and crayons and show increasing dexterity when using the different materials. They handle books respectfully and enjoy explaining the pictures.
- 215 In the Reception class, they continue to listen well and they speak confidently and clearly with increasing vocabulary. They speak very well in their class assembly with all being self-assured and audible throughout the large hall. They also show good retention of information vital to the assembly presentation. All enjoy books and the more able are beginning to read with increasing fluency. They use appropriate cues such as pictures and familiar texts.

Mathematical development

Grade 2: Good features and no important shortcomings

Good features

- 216 All children enjoy their mathematical play and are making good progress. They participate confidently in mathematical songs and games and their mathematical vocabulary is expanding appropriately.
- 217 Most children enjoy outlining number shapes using a wide variety of materials from sand and paint to crayons. In the Nursery, they count confidently to five when for example playing simple board games using dice or following characters in computer stories and games. They count aloud in both Welsh and English up to five fluently. A few are able to count clearly to ten.
- 218 All children in Reception continue to develop their mathematical skills and most count to twenty and a few beyond in tens to one hundred. They use a variety of materials to help them order numbers and count.
- 219 Nursery children have some understanding of the passage of time, namely the start of school and lunchtime. Most children in the Reception class recognise the clock times for the start and end of the school day.

220 Through role-play sessions, children are beginning to understand the use of money and recognise the coins they use. Older children can order coins to ten. In the Nursery, pupils recognise regular shapes and arrange them to make pictures, such as squares for houses and circles for the sun. Older children understand the difference between two-dimensional and three-dimensional shapes. In measuring, they use arbitrary sizes such as full and empty, big and small. In the Reception class, children use simple measuring equipment such as weights and capacity when cooking. They measure height and length when building.

Welsh language development

Grade 2: Good features and no important shortcomings

Good features

221 Most children show enthusiasm in their Welsh sessions. They enjoy singing Welsh songs and rhymes and speak with growing confidence. All children respond well to praise in Welsh and answer in Welsh during registration periods. They greet each other with daily expressions such as 'bore da' and 'bore da ffrindiau'. Most children can count to five in Welsh and are increasingly developing their vocabulary by referring to colours in Welsh.

222 In the Reception class, pupils begin to speak in short phrases. They continue to widen their vocabulary, for example when talking about animals related to their theme on 'Y Fferm'. They extend their repertoire of songs and rhymes and are beginning to understand aspects of the culture of Wales, such as St. David's Day.

Knowledge and understanding of the world

Grade 2: Good features and no important shortcomings

Good features

223 Children in both the Nursery and Reception enjoy exploring their environment both inside and outside. In the Nursery, they talk of the differences in weather and know that we dress differently according to the weather. They show growing confidence in using computers for playing mathematical and language games, drawing, and following well-known stories by using the mouse. In their Farm project, they know how to milk a cow by using the simulated cow that they helped to make. They understand that using heat can cook food, which they eat and they sort different fruits and vegetables.

224 In the Reception class they continue to explore the farm theme and all children recognise that farm animals need to be cared for and fed. In their outdoor play, they solve the problem of building a safe area for chickens. They understand in their cooking that flour and water make bread and they are able to make butter

using milk and some hard work. They know how to interact well with adults and seek their support to help solve their problems.

Physical development

Grade 2: Good features and no important shortcomings

Good features

- 225 Children in the Nursery use the spaces available to them well, especially outside. They run, jump and play on bikes and pedal cars. They balance on safe areas set up for their use. They show growing dexterity when using the computer mouse and when they make animal-shaped biscuits in their cooking. In hall sessions, they warm up appropriately and follow simple instructions on how to hold or move their bodies. They can run fast and slowly and create their own body shapes on command. Most show outstanding skills during directed physical lessons.
- 226 In the Reception class, pupils continue to develop their skills both inside and outside the classroom. They dress and undress themselves for physical activities and have a growing understanding of the importance of their bodies and how to keep them clean and healthy. All children use computers and tape recorders with confidence. Most children can act as different creatures in their class assembly and know how to hold themselves when performing.

Creative development

Grade 2: Good features and no important shortcomings

Good features

- 227 All pupils enjoy singing well-known rhymes and chanting stories. When they are 'on a bear hunt' for example, they make hand and body movements to illustrate the story. They use computer drawing programmes well to create colourful pictures. They use paint in their own compositions and create specific marks such as waves and squiggles when requested. They know how to use colour to specify areas such as the sky and a grassy field. They sing songs confidently and enjoy accompanying themselves with simple clapping rhythms. With their parents, they help to create individual designs using hoops, cottons, threads and other materials. They enjoy discussing the different designs made by their friends and comment on the aspects they like.
- 228 Reception children continue to develop their creative skills through artistic activities. They paint and draw with increasing skill. They produce large colourful paintings and use their skills to draw pictures for their topic books. Children role-play successfully and in their class assembly, they speak their lines clearly and with expression. Those children playing a particular role do so with vigour and enthusiasm. All children sing songs tunefully and accompany themselves with simple rhythms, either clapping or with non-tuned instruments.

Mathematics

KS1: Grade 2: Good features and no important shortcomings

KS2: Grade 1: Good with outstanding features

Outstanding features

- 229 Nearly all pupils in Key Stage 2 (KS2) have a very good understanding of the value of numbers, including decimal places. Most have a strong understanding of multiplication and the common multiples of numbers. They are able to calculate correctly fractions and convert these to percentages. A majority of pupils show exceptional mental agility and problem-solving skills. They exhibit very good perseverance and collaboration in their work.
- 230 Pupils' understanding of tessellations is outstanding. They use ratio and percentages to create effective mosaics. Their application of mental calculations in this work is an outstanding feature where pupils offer different methods of mental calculations.
- 231 In KS2, pupils successfully interpret data that is presented in a variety of forms. They correctly interpret line, pie and bar graphs. They calculate the area of complex shapes effectively using different methods of calculations; this is an outstanding feature.
- 232 Areas of simple and more complex shapes are correctly calculated by the use of formulae. Pupils have a thorough understanding of co-ordinates, relating their work to shape and position. Taken together these aspects of their work are outstanding.
- 233 Pupils throughout the school make appropriate use of mathematical terms and explain their mathematical reasoning well. This is an outstanding feature.

Good features

- 234 In both key stages, pupils respond enthusiastically and accurately to mental arithmetic exercises, especially when they take the form of competitive games.
- 235 Pupils at both key stages use ICT to help calculate numerical problems or in creating data charts or a variety of graphical representations.
- 236 Pupils in Key stage 1 (KS1) recall a range of work learned previously according to their age and ability. They know a range of consecutive numbers and count forwards and backwards confidently.
- 237 Most pupils in KS1 are confident to talk about and use numbers in their work and play. Most pupils in upper KS1 count correctly in groups of ten and successfully add and subtract two-digit numbers. The more able pupils in upper KS1 multiply a given number by five and add three numbers well.

- 238 KS1 pupils recognise odd and even numbers and their mental work is developing well. They understand the connection between addition and subtraction. They use these skills effectively when dealing with money. By using measuring sticks, they estimate and work out the value of numbers in relation to one another.
- 239 Most pupils use correct mathematical language to describe and discuss two-dimensional shapes and use them effectively to draw pictures and patterns. They create such shapes by measuring accurately up to 10cms and cut and create shapes such as squares.
- 240 In KS2, pupils progressively develop their mathematical knowledge and understanding. By upper KS2, nearly all pupils correctly carry out calculations using the four rules of number.
- 241 By the end of KS1, pupils use several different methods to present mathematical information, including data tables and graphs. Many pupils are very quick to understand and produce their own Venn and Carroll diagrams using objects, and formal paper based presentations. This is an outstanding feature.
- 242 In KS2, pupils use a range of graphical representations to record data and use their understanding of shape to recognise symmetrical patterns. They create different types of graphs using ICT. Their evaluative work is a strong feature of their learning.
- 243 Pupils' problem solving skills are developing well in KS2. They identify geometrical features of three-dimensional shapes and describe them well. They are aware of the strategies for multiplying and dividing numbers, and use this effectively in mental work in upper KS2.

Shortcomings

- 244 There are no significant shortcomings.

Information and communications technology

KS1: Grade 2: Good features and no important shortcomings

KS2: Grade 2: Good features and no important shortcomings

Good features

- 245 In both key stages, most pupils find information from a variety of sources and discuss their learning with growing levels of maturity. Good progress is made by all pupils in finding and analysing information as they move through the school using a range of ICT equipment. A few older KS2 pupils demonstrate very good skills in the creation and communication of information using multimedia software.

- 246 In Year 1, nearly all pupils use modelling programs to dress a teddy and are developing good keyboard skills. They can use word processing programs to label worksheets on screen and some pupils record sound and the moving image with video equipment. Most pupils can save, edit and print their pictures and gain access to their own file of ICT work to show what they have achieved.
- 247 In Year 2, pupils use hardware and software purposefully and with confidence. Pupils use a paint program to create their own pictures. They 'click and drag' items and change the painting tool, size of the picture and the colour in their compositions. They use the Internet to gain access successfully to a database of answers to questions about dinosaurs. Pupils successfully use computer modelling and simulation software, such as moving a floor turtle, to navigate across the room.
- 248 In Year 3, pupils search a database and produce a chart. They search for, locate evidence about bird types and habitats, and competently analyse the information presented as part of a group activity. They copy and paste selected information onto a template and save their completed document. A few pupils add a textbox to a photographic fact sheet about a visit to the temple and change the font size of the text.
- 249 In Year 4, most use a computer control program to write repeat instructions that draw various computer-generated shapes on the screen. They can save the procedure and edit the commands to change the sizes of the shapes. They successfully save their work and have a developing understanding of the importance of checking the quality and reliability of any data stored before printing.
- 250 In Years 5 and 6, pupils have highly developed keyboard skills and make good use of desktop publishing programs to present, communicate and contrast information. Pupils prepare, design and make their own spreadsheets, enter values and produce a report. They check their work for accuracy and save it, and produce a series of bar graphs and pie charts. Pupils use the Internet responsibly to research topic work and a few pupils make very effective computer based presentations, which incorporate animations and audio clips.

Shortcomings

- 251 There are no important shortcomings.

Geography

KS1: Grade 2: Good features and no important shortcomings

KS2: Grade 2: Good features and no important shortcomings

- 252 In both key stages, nearly all pupils develop a secure knowledge and understanding of geographical terms and features, and of the character of the local area.

- 253 Outstanding features are pupils' use of ICT, communication, numeracy and problem-solving skills and the *Cwricwlwm Cymreig*. Also, the range of field trips provides a foundation for developing the necessary geographical skills.
- 254 In KS1, younger pupils identify symbols such as bridges, trees and houses accurately. Older pupils identify and place symbols of local interest, such as the school and its playing fields, on basic maps. They create maps and follow directional instructions. In a beach study, they identify physical features such as cliffs and shorelines. They use their literacy skills to compose a postcard from 'Barnaby Bear' who is on holiday in a seaside resort.
- 255 The pupils in KS1 are aware of environmental issues such as caring for the environment and the effects of deforestation. They develop numeracy and ICT skills by creating route maps from places such as Liverpool to Cardiff. They also create tables and charts following field surveys.
- 256 In KS2, pupils compare and contrast Llantwit with places in India and France. They read a map of India and can pinpoint areas and elaborate on their knowledge of the region and its people. Through their Internet based research, they appreciate and confirm that people in different parts of the world speak different languages, eat different foods and celebrate different cultural events. Pupils confidently use the interactive whiteboards to demonstrate this knowledge to other pupils.
- 257 Pupils continue to develop their geographical knowledge of the surrounding area with a wide range of educational visits and field trips, including St. Donats, Llangrannog, and study urban development in Cardiff. Pupils use a wide range of sources such as the Internet, CD-ROMs and photographs to identify and compare physical and human features.
- 258 Pupils study the impact of humans on the environment and they offer sensible solutions to prevent pollution and limit the impact of human change on the locality. Their writing is detailed when describing observations and making evaluations.
- 259 They have developed advanced map reading skills; many pupils are able to read six figure references on maps. They understand coordinates on a map and are able to interpret a key.
- 260 An outstanding feature of KS2 work is the link between fieldwork and classroom work. Pupils use the experiences gained on field trips to interpret features, observe the human effect on the environment and draw conclusions on the benefits or otherwise of human interference.
- 261 Pupils in KS2 continue to develop their geographical knowledge of the surrounding area by using aerial photographs to interpret the differences between physical and human features in their locality and other places in Wales.

- 262 Pupils use a range of skills to produce work of a very high standard that displays how well their thinking skills, social skills, numerical and communicative skills enable them to appreciate the problems of the wider world. Their work on 'Fairtrade' is very good and much of their writing reflects understanding and concern as well as offering sensible solutions.
- 263 Older KS2 pupils talk confidently of the effects rainforests have on our weather. In addition, they exhibit good knowledge of the features of a river.
- 264 They work independently at a level appropriate to their abilities and write accurately using geographical vocabulary. Many pupils demonstrate an interest in geographical enquiry.
- 265 Scrutiny of work and discussions with pupils provide good evidence that they are developing a wide range of geographical skills and a good knowledge of their location. They understand the relationship of people to the environment and the ways in which they can care for it.

Shortcomings

- 266 There are no important shortcomings.

Art and Design

KS1: Grade 2: Good features and no important shortcomings

KS2: Grade 2: Good features and no important shortcomings

Good features

- 267 In both key stages, pupils use sketchbooks well to record their observations and drawings from memory and explore their own imaginative ideas for design. Good progress is made in the skills of colour-mixing and painting skills as they move through the school. All pupils effectively evaluate their own work and that of others in order to suggest and make improvements. The high quality displays of pupils' art around the school are a key factor in maintaining good standards.
- 268 In Year 1, pupils experiment with colour tints and create their own collage from selected materials. They carefully observe the work of other artists and produce pleasing drawings and paintings of plants and flowers. They show an increasing level of concentration and application to the task when involved in the direct observation of artists' work.
- 269 In Year 2, pupils use their imaginations to make two-dimensional and three-dimensional presentations of dinosaurs. They use a variety of materials and collect information from the Internet and various websites to inform their study. They experiment with line, tone and pattern in their drawings and they make colourful mixed-media beach pictures.

- 270 In Year 3, pupils identify various textures and patterns in collected and given objects. They use an increasing variety of tools to make weavings based on a study of Llantwit beach. They produce good quality watercolours and experiment and mix paints with growing confidence.
- 271 In Year 4, pupils make decorative three-dimensional masks to illustrate Mardi Gras celebrations. They study the designs of Mary Quant and produce imaginative ideas for their own clothes. They examine the methods used by the Op Art and Pop movements to influence their own pictures and create good pattern designs using ICT.
- 272 In Year 5, pupils' observational drawing and attention to detail is good. They clearly identify ways in which the quality, detail and accuracy of their work can be improved. They illustrate a good understanding of how the visual language of line, pattern, tone and colour will influence their work whilst studying the Welsh landscape and using acrylic paints.
- 273 In Year 6, pupils produce good quality paintings based on a study of Sir Kyffin Williams. They demonstrate good indenting, cutting and rolling skills to help produce different text forms for a study on the use of advertisements. They organise reference materials to help inform their thought processes and discuss their work objectively.

Shortcomings

- 274 There are no important shortcomings

Religious education

KS1: Grade 1: Good with outstanding features

KS2: Grade 1: Good with outstanding features

Outstanding features

- 275 Throughout the school, pupils are introduced to religions through empathetic activities that are first related to themselves and their feelings. As a result, they develop a very good understanding of the customs, symbols and beliefs of people around the world.
- 276 In KS1, most children know of Christian festivals and by the end of the key stage, they have a very good understanding of Judaism and talk confidently about their beliefs. They know many of the artefacts related to Judaism, of the Torah and of Hebrew writing. Children also talk confidently about their visit to the synagogue.
- 277 By the end of KS2, most pupils, through their writings and conversations, show much empathy with people of other religions. They continue to widen their understanding of world religions, such as Hinduism, with Y3 visiting a Hindu temple. Pupils study Islam and through dialogue, role-play and extended writing, they compare and contrast religious beliefs very well.

Good features

- 278 In KS1, children consider their special events and special places and relate them to their family lives. They study the Christian festivals such as Harvest, Christmas and Easter and the youngest successfully sequence the events leading up to Christmas and Easter.
- 279 In Year 2, children study Judaism through exploring the artefacts, such as the Torah, the 'yad' and the 'kipah'. Most can explain the ritual they witnessed on their visit to the synagogue.
- 280 In KS2, the pupils continue to widen their knowledge of world religions by visits to temples and mosques. They refer to stories from the holy books and teachings of Hinduism, Islam and Judaism. Their empathetic writing increases their understanding. They study specific symbols related to these religions to get a better understanding of other beliefs and compare and contrast them with their own lives and beliefs.

Shortcomings

- 281 There are no important shortcomings.

School's response to the inspection

The staff and Governing Body of Llanilltud Fawr Primary School welcome the inspectors report following the inspection report of May 2009.

We are delighted to make the progress made in all aspects since the last inspection as it recognises the hard work and commitment of everyone associated with the school.

We are particularly pleased that teaching and learning is identified as a particular strength of the school and that planning is an outstanding feature.

The report also acknowledges the team ethos within the school and the outstanding role played by all stakeholders in the self-evaluation process. This is reflected in the school's vision statement.

'Together we can all achieve.'

The Headteacher, staff and Governors would like to thank the Inspection Team for their professionalism, fairness and the courteous way in which they undertook this inspection. Their preparation and overall approach ensured there was a rigorous examination of the school.

Appendix 1

Name of school	Llanilltud Fawr Primary
School type	Primary including Foundation Phase
Age-range of pupils	3 - 11
Address of school	Ham Lane East Llantwit Major Vale of Glamorgan
Postcode	CF61 1TQ
Telephone number	01446 792368

Headteacher	Mrs. Helen Jennings
Date of appointment	January 2007
Chair of governors/ Appropriate authority	Mr. Ian Edwards
Registered inspector	Mr. Glyn Scott
Dates of inspection	18 - 21 May 2009

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	25	29	26	26	30	40	32	30	328

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	9	3	10.5

Staffing information	
Pupil: teacher (fte) ratio (excluding Nursery and special classes)	21:1
Pupil: adult (fte) ratio in Nursery classes	8:1
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding Nursery and special classes	24
Teacher (fte): class ratio	1.1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2008	96%	93%	95%
Autumn 2008	92%	92%	94%
Spring 2009	93%	92%	95%

Percentage of pupils entitled to free school meals	5
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of KS1:

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:					30
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher assessment	School	0	0	3	62	34	
		National	0	3	14	63	20	
En: reading	Teacher assessment	School	0	0	3	59	38	
		National	0	4	15	55	26	
En: writing	Teacher assessment	School	0	0	7	72	21	
		National	0	5	16	67	11	
En: speaking and listening	Teacher assessment	School	0	0	7	62	31	
		National	0	2	11	64	23	
Mathematics	Teacher assessment	School	0	0	7	62	31	
		National	0	2	11	65	22	
Science	Teacher assessment	School	0	0	0	59	41	
		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	93	In Wales	80
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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					30			
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	7	13	27	53
		National	0	0	0	0	1	4	16	50	29
Mathematics	Teacher assessment	School	0	0	0	0	0	7	7	40	47
		National	0	0	0	0	1	3	15	50	30
Science	Teacher assessment	School	0	0	0	0	0	0	17	43	40
		National	0	0	0	0	0	2	12	52	32

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	80	In the school	n/a
In Wales	74	In Wales	n/a

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

Appendix 4

Evidence base of the inspection

Four inspectors spent 12 inspector days in the school. A peer assessor joined the team for the inspection. The nominee was the headteacher.

The inspection team met before the start of the inspection. During the inspection, they visited:

- forty-six lessons or part lessons;
- all classes; and
- registration sessions and acts of collective worship.

The inspection team held meetings with:

- staff, governors and parents before the inspection;
- the headteacher, all teachers and support, ancillary and administrative staff;
- groups of learners representing each key stage, including the school council;
- community representatives; and
- the headteacher, staff and governors after the inspection.

The inspection team also considered:

- the school's self-evaluation report;
- eighty-one responses to the parents'/carers' questionnaire;
- a comprehensive range of documentation provided by the school before and during the inspection; and
- a variety of learners' current and past work; and
- samples of learners' reports.

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.	Early Years, Religious education
Mr. Enir Morgan	Team	Key Questions 2 and 3	Mathematics, Geography
Mr. Rob Lewis	Team	Key Questions 4 and 6	Information and communications technology, Art and Design
Mrs. Caterina Lewis	Lay	Contributions to Key Questions 1, 3 and 4.	PSE
Ms. Christine Jackson	Peer Assessor	Contributions to all questions	
Mrs. Helen Jennings	Headteacher / Nominee	Contributions to inspection and liaison with the inspection team	

Contractor:

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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