

INSPECTION UNDER SECTION 10
OF
THE EDUCATION (SCHOOLS) ACT 1996

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

School Number: 574/2118

Date of Inspection: 10 to 14 June 2002

Registered Inspector

Ms. L. J. Davies
W129/13002

Under ESTYN contract number: T/258/01P

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CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term “Reception” (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year “Year 1” (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13 the year group who attain the age of 18 during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key stage 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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1. CONTEXT

The school and its priorities

Llanilltud Faerdref primary school is located in the small town of Church Village, some three miles from Pontypridd in the county of Rhondda Cynon Taf. During the period of the inspection, there were 235 full-time pupils on the school roll, including 29 children who receive full-time nursery education. The school reports that 25% of pupils come from relatively prosperous backgrounds, another 25% from economically disadvantaged backgrounds and the remainder from backgrounds that are neither prosperous nor economically disadvantaged. Pupils are mainly from English speaking homes and represent the full range of ability. Approximately 29% of pupils qualify for free school meals. Currently, 24% of the school population are identified as having special educational needs (SEN). There are no pupils subject to the provision of a statement of special educational needs.

The school has strong links with parents and the community. It has well-established mechanisms for self-evaluation and target setting which are included in the school development plan (SDP). Main priorities are:

- developing strategies to reduce the difference in attainment of boys and girls in Key Stage (KS)1 and specific year groups in KS2;
- monitoring of creative writing, history, geography and Welsh;
- provision for SEN.

2. MAIN FINDINGS

The main findings of the report

This is a successful school with many significant educational and social strengths.

- The quality of the educational provision for the under-fives is appropriate to their needs. Pupils are making good progress towards the six Desirable Outcomes for Children's Learning.

Language, Literacy and Communication Skills	Good
Personal and Social Development	Good
Mathematical Development	Good
Knowledge and Understanding of the World	Good
Physical Development	Good
Creative Development	Good

In Key Stage (KS)1 and KS2, pupils' overall standards of achievement are good. Standards in the different subjects of the National Curriculum (NC) and religious education are as follows:

	KS1	KS2
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Mathematics	Good	Good
English	Good	Good
Science	Good	Good
Welsh as a second language	Good	Satisfactory
Design and technology	Very good	Very good
Information technology	Good	Good
History	Good	Good
Geography	Good	Good
Art	Good	Good
Music	Satisfactory	Satisfactory
Physical education	Good	Good
Religious education	Good	Good

- The quality of teaching is good overall. Of the lessons observed, 37% were satisfactory, 58% were good and about 5% were very good. All lessons are well planned and managed. Good teaching is typified by clear expectations, appropriate pace and effective plenary sessions. Pupils listen attentively to their teachers and follow instructions carefully, but they do not always have enough opportunities to develop skills of independent learning.
- The curriculum is broadly based and balanced. It is supported by clear and well structured documentation. A strength of the school is the very good quality of its planning for the development of key skills across the curriculum. Occasionally, time is not used to best effect when lessons are overlong. A very good range of extra-curricular activities and team games enhances the curriculum. Arrangements for personal and social education are good.
- Standards in spiritual development are satisfactory. Standards in moral, social and cultural development are good. Fostering strong moral and social values is a particular strength of the school. Pupils' understanding of the Welsh culture is good and they have an appropriate knowledge of the richness and diversity of other cultures.
- The overall quality of pupils' behaviour is good and contributes to the good standards achieved. Pupils have a positive attitude to learning and they arrive for school punctually. Overall, attendance levels are good, but a small number of pupils are withdrawn for holidays during term time.
- The support and guidance provided to pupils to further their welfare and educational development are very good. The school has been successful in creating a caring, friendly environment in which all pupils feel valued. Detailed policies are in place for promoting the health and well being of pupils and for child protection.
- The school's partnership with its parents, the community, schools and other institutions makes a very good contribution to pupils' standards of achievement. The school's partnership with industry is satisfactory.
- The provision for pupils with special educational needs (SEN) is good. Pupils are well supported and make satisfactory or better progress towards the targets which are set. The class for pupils with moderate learning difficulties (MLD) is well managed and all pupils in the class benefit from being fully integrated into the life of the school.

- The headteacher provides purposeful and committed leadership that promotes and sustains improvement. There is a well-established culture of self-evaluation in the school that includes effective planning for improvement. Target setting is a regular feature of schoolwork. The day-to-day administration of the school is very good.
- There is a good range of resources to support the curriculum. Information technology (IT) resources are very good. Resources are neatly stored, and easily accessible. Staffing levels are appropriate, but the deployment of staff to teach Welsh is not used to best effect at present. Space within the building and the school grounds are well used.
- Governors are well informed about their responsibilities and are committed to improving standards and provision for pupils. There is a well-organised committee structure for all the main areas of responsibility. The school budget is managed effectively.
- Progress in addressing most of the key issues for action identified in the previous inspection has been very good. Safety issues have been thoroughly addressed and the general education provision has been improved. Good standards have been maintained and standards have mostly risen in the aspects and subjects which were previously satisfactory or unsatisfactory.
- In the light of pupils' standards of achievement, the quality of leadership, the management of resources and the quality of overall provision, the school provides good value for money.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards of achievement

Pupils under-five years are making good progress in all aspects of their work. The children are learning to work and play together effectively.

- Standards in English are good overall in KS1 and KS2. Standards in reading in both key stages are good. In KS1, standards in oracy are good. Pupils listen well and express themselves with increasing fluency. Standards in writing are satisfactory. Most pupils have an appropriate understanding of basic punctuation, but they rarely write at length. A few pupils at the top of the key stage have very good writing skills. In KS2, standards in oracy are satisfactory. Pupils listen intently and are ready to answer questions; a small number of pupils' attempts extended responses. Standards in writing are good. Presentation of work and handwriting is very good.
- Standards in mathematics are good in KS1 and KS2. Pupils' understanding of place value is good and they work confidently on written computations. Most pupils understand the key mathematical concepts and present information using a variety of graphs. Pupils use a range of mental strategies effectively.
- Standards in science are good in KS1 and KS2. Pupils undertake a good range of practical investigations and their understanding of a fair test develops progressively through the key stages; they are developing good skills in accurate observation and prediction.
- Standards in Welsh as a second language are good in KS1 and satisfactory in KS2. In design and technology, standards are very good in both key stages. Standards are good

in both key stages in IT, history, geography, art, physical education and religious education. In music, standards are satisfactory in both key stages.

- In the core subjects of English, mathematics and science, the standards achieved in the NC assessments, indicate that the school is an improving school. In KS1, there has been a consistent level of attainment, similar to local and national averages, over the last three years. There has been a good pattern of improvement from 1997 to 2001 in KS2, where attainment compares very favourably with both local and national averages. NC assessment results also indicate that, generally, boys are lower attainers than the girls.

3.2 Standards Achieved in Key Skills across the Curriculum

Standards in key skills across the curriculum are good overall.

- The under-fives make good progress in applying their developing skills of early literacy, early numeracy and the use of information and communications technology (ICT) within and across the six areas of learning.
- In KS1 and KS2, pupils listen attentively and respond well to instructions. Overall, their oracy skills across the curriculum are satisfactory. For the most part, they readily answer questions and often provide relevant comments. Although a significant number speaks confidently, others are reticent when partaking in class discussions. They work well co-operatively and share ideas.
- Throughout KS1 and KS2, pupils make good use of their reading skills across the curriculum according to their age and ability. They use books and other texts proficiently as sources of information and pleasure.
- Pupils in KS1 and KS2 tackle an increasing range of written work in the different subjects of the curriculum. A substantial number produces good pieces of descriptive and factual writing to support their learning experiences, using correct spelling, syntax and punctuation.
- Numeracy skills are translated well into other curriculum areas. Pupils produce frequency charts, handle data and use graphs to represent visually the results of experiments, for example in science at KS2 and co-ordinates showing where certain features are situated in the village in their geography study in KS1.
- Displays throughout the school bear witness to the good use made of ICT across the curriculum. These include the word processing of poems and captions in English, data handling and graphical representations in mathematics and a good variety of computer generated artwork. However, insufficient use is made of the Internet to develop the skill of research to support their work across the curriculum.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

Pupils' moral, social and cultural development is good. Their spiritual development is satisfactory.

- Pupils respond well to the provision for the development of their spiritual, moral, social

and cultural development and the general ethos of the school is positive and caring.

- Whole-school collective worship sessions and religious education lessons contribute appropriately to pupils' knowledge and insight into values and beliefs. During these periods and other cross-curricular sessions, there are insufficient opportunities for pupils to reflect on their experiences in a way that develops their spiritual awareness.
- Fostering and developing strong moral and social values is one of the school's strengths. Pupils gain insight into these values by means of the stories and the presentations they experience in lessons and during whole-school collective worship sessions. Pupils' relationships with each other are good; they are courteous towards members of staff and welcoming to visitors.
- All staff who work in the school contribute to making it a happy and caring community, where emphasis is placed on fostering social attitudes based on friendship, respect for others, for the environment and for the local community. Pupils regularly collect money for good causes and many take advantage of a variety of extra-curricular activities, which effectively promotes aspects of their social development.
- Prominent attention is given to Welsh culture in the life and work of the school. Pupils' sense of heritage is enhanced through their contributions to community activities and their visits to local places of interest. Respect is shown towards the cultures of others through the work undertaken in many aspects of the curriculum.

4.2 Behaviour and attitudes

Pupils' behaviour and attitudes towards learning are good and have a positive impact on their progress and the standards they achieve.

- Pupils have positive attitudes to learning and most work with sustained concentration and commitment.
- There is a happy and organised atmosphere in the school. Pupils are respectful of one another and happy and relaxed in their relationships with adults.
- Pupils and parents appreciate and enjoy the system of rewards used consistently to promote good behaviour by all staff, including mid-day supervisors.
- Pupils understand and respond well to school rules. They relate well to one another during breaks and at mid-day and are happy to take their turn in the playground games provided.
- The school has effective measures in place to deal with bullying. No incidents of bullying or other discriminatory behaviour were seen during the inspection.

4.3 Attendance

Overall, pupils' attendance is good and supports their learning and their standards of achievement.

- Pupils enjoy attending school. Most are punctual and the school day and sessions start promptly.

- Condoned parental absence is a significant factor when attendance figures fall below 90%. Holidays taken during term-time also contribute.
- All absence is rigorously monitored and appropriate action is taken when the school has concerns. This includes strategies tailored to individual cases and the involvement of specialist help including the Educational Welfare Officer (EWO) if appropriate.
- The school is making good progress towards achieving its target attendance rate of 95%.
- Registration procedures are efficient and meet requirements.

5 QUALITY OF EDUCATION

5.1 Quality of Teaching

The quality of teaching is good in 58% of the sessions or lessons inspected, including about 5% where it is very good; it is satisfactory in the remainder.

- Relationships based on trust, to be found in all classes, ensure that the learning environment is conducive to pupils' learning. Pupils are encouraged to work together and to respect each other's work.
- Management of lessons is effective and good support is given to pupils as they work to complete their tasks. Individual lessons are planned with care to provide varied experiences for the pupils; these are linked appropriately to NC requirements in the vast majority of subject areas. Clear educational aims are set and lessons are sequenced in a logical manner.
- Good teaching is typified by clear expectations, appropriate pace, and careful planning containing a variety of activities matched to the educational aims of the lesson. These aims are discussed with the pupils at the beginning of each lesson and plenary sessions ensure consolidation of what they have learnt. Texts which older pupils study are carefully chosen to hold the interest of boys and girls. Teachers sometimes use drama techniques to good effect.
- Where teaching is satisfactory, some of the above attributes are present, but at times insufficient attention is given to providing a challenge for the most able pupils; the resources and methods used are not sufficiently varied and stimulating. Time is not utilised to best effect in some lessons.
- The quality of teachers' questioning is generally good. Appropriate emphasis is placed on open-ended questions, encouraging pupils to think and to extend their understanding. Encouragement to extend oral responses is not as well developed. Occasionally, older pupils are encouraged to carry out their own investigations, but there are too few opportunities for pupils to develop their own research skills using a variety of information sources.

5.2 Assessment

The overall quality of provision for the assessment, recording and reporting of pupils'

achievement and progress is good.

- Procedures begin with a suitable baseline assessment and regular assessments of the development of the children under five years of age are made. The information is used to plan the curriculum so that progress towards the desirable outcomes is maintained.
- Arrangements for the statutory assessments in both key stages are good and the school prepares its pupils well for their Year 6 NC assessments.
- Teachers keep a close check on pupils' daily performance, using the information they obtain to help plan subsequent lessons and, on occasions, when they realise that pupils may not fully know or understand critical information, to modify what they intended to teach during the lesson.
- Pupils who fail to make progress in any areas of learning or who have behavioural difficulties are quickly identified for placement on to the school's SEN register. These procedures are good.
- Marking is generally good and, in many cases, helps pupils to know how they can improve and how well they are doing. However, this good practice is not consistent throughout the school.
- Teachers are skilled and knowledgeable at setting NC levels and follow the national criteria closely. The arrangements for the assessing and recording of pupils' achievements and progress are very good.
- The use of information within the NC profiles and the *My Best Work Book* is being used effectively to track pupils' progress. Pupils value their *My Best Work Book*, particularly as they get to choose pieces of work to put into the book in addition to the formal assessment tasks. This is a special feature of the school. It is in its early stages of development and has yet to make an impact upon standards.
- Pupils' reading records are consistently used and have a positive effect on standards in reading.
- The quality and usefulness of reports issued to parents are good, particularly in KS2. The reports provide helpful information about children's academic and other achievements and set future targets for pupils. Currently, these targets are insufficiently used for purposes of pupils' self-assessment.
- The school encourages parents to come into school to discuss their child's work. The parents value the formal meetings held during the school year to discuss their children's progress.
- The school analyses the results of NC tests well. The headteacher is aware of strengths and weaknesses in pupils' performance and trends in attainment over a period of time are carefully highlighted. The school makes good use of this data to set challenging whole-school targets in English, mathematics and science in both key stages. However, less use is made of the data available in other areas, for example in the analysis of the differences in the performance between boys and girls.

5.3 Curriculum

The curriculum provided is good overall. The school offers an appropriately broad and balanced curriculum linked to the Desirable Outcomes for Children's Learning for the under-fives, and covering all the subjects of the NC for pupils in KS1 and KS2.

- The school has a useful curriculum map which the headteacher and senior management team (SMT) oversee. All subject areas have useful individual curriculum maps.
- The school has a wide range of policies and detailed schemes of work. These provide a good basis for planning the teaching and learning in each year group. Schemes have been updated and revised to meet the requirements of Curriculum 2000.
- The quality of whole school planning for the development of key skills across the curriculum is very good. Key skills maps have been produced in all subject areas and opportunities for the development of key skills are consistently identified in teachers' planning.
- The time allocation for some sessions is overlong when pupils have too few opportunities to be active participants in their own learning and to develop independent learning skills.
- The quality of the curriculum provided for children with SEN in mainstream classes and the MLD class is good. No pupils receive a modified curriculum and there are no disapplications.
- Homework is used to good effect to support school-based learning.
- Arrangements for personal and social education within the school are good. Pupils are encouraged to take on some responsibility for a range of simple classroom tasks during the day. Often, older pupils support younger ones during break-times. The school has a very positive behaviour policy and a system of rewards and sanctions, which has a marked effect on attitudes within the school. The school's sex education policy is clear and sex education is delivered in a sensitive and informative manner.
- The extra curricular activities provided by the school positively enrich the curriculum and are strength of the school. A large number of pupils attend a range of after school and lunchtime clubs. Some children receive violin, guitar and piano tuition after school.
- The school's social inclusion practice is good. Pupils in the MLD class are integrated with their cohort whenever possible and peers from their year groups spend time within their class. Each child within the school has equality of access to the curriculum and the school seeks to ensure that all possibilities to maximise and improve the learning opportunities presented to every child are explored.

5.4 Support and guidance

The quality of personal support and guidance for pupils and the procedures for promoting their well being, health and safety are very good. The arrangements for educational guidance are good.

- The staff provides very good personal guidance and teachers know their pupils well.

The pupils quickly settle into the school and become part of a secure community. There is a positive ethos based on good, caring relationships. This ensures the pupils are confident in seeking help when needed.

- Very good procedures and routines are in place for the supervision of pupils throughout the school day. Very good use is made of the playgrounds and, through the markings on the surface of the play-yard, younger and older pupils have their own spaces to play. This adds to pupils' safety and confidence. During the mid-day meal, pupils conduct themselves well and demonstrate responsibility, independence and good manners.
- The quality of educational guidance is good. In KS1, very good use is made of verbal comments and praise. In KS2, it is most effective in the daily contacts between staff and pupils but, in some instances, less effective through teachers' marking where teachers' comments fail to focus sufficiently on helping pupils to improve.
- Very good procedures are in place for implementing the child protection policy. The school is a safe place for children. The agreed procedures for health and safety are very effectively followed with suitable checks on equipment and fire drills each term. Risk assessments are made in all areas. Good records are kept of accidents and any incidents of concern are reported to parents.
- The good quality of the display of pupils' work provides both recognition of pupils' efforts and clear guidance on the standards expected. The colourful and attractive outdoor murals brighten the exterior and make the way into the school both attractive and inviting.
- The school has very good procedures to deal with bullying, sexism and racism.
- Appropriate aspects of health education are part of the curriculum. The school obtains good support from a range of health and education agencies and the school's close links with the local social services and with a range of other professions are a very good feature of the school. The staff values these contacts and the advice they provide.

5.5 Provision for pupils with SEN

The overall quality of provision for pupils with SEN is good and has improved since the last inspection. The school's procedures for implementing the SEN Code of Practice are good. Currently, there are 55 pupils on the SEN register, which represents 24% of the school population. There are 22 pupils at Stage 2 and 23 at Stage 3. There are no pupils in the school subject to the provision of a statement of SEN.

- The SEN register is well maintained and pupils with learning difficulties promptly identified. The progress of all the pupils identified with SEN is frequently and effectively monitored. Individual educational plans (IEPs) are good. Appropriate reviews of both the school's IEPs and those of the Local Education Authority (LEA) learning support services teacher are undertaken regularly. There is good involvement of the school staff, the parents and the pupils.
- The school's procedures comply fully with the new Code of Practice and the school is aware that its current SEN policy is out of date and requires a revision in the light of the new Code of Practice.

- The SEN co-ordinator undertakes the role effectively and there are good links with the designated governor and supporting agencies. Support staff carries out their various roles effectively.
- The additional provision provided by the language support teacher is good and the pupils benefit greatly from attending the withdrawal classes. The links between this service and the class teachers are good.
- In withdrawal groups, a very good rapport is established through the positive use of praise and encouragement. The tasks are well matched to the pupils' needs and both interesting and challenging approaches to learning are used. These help ensure the pupils enjoy their work and have a positive attitude to learning. Individual pupils with particular difficulties are well catered for and, in some cases, special withdrawal sessions are organised using volunteer helpers, who follow specific programmes.
- All pupils with SEN are very well integrated, especially those attending the special class for pupils with MLD. All staff provides additional support, differentiation and use appropriate techniques to ensure that pupils with learning difficulties fully benefit from the whole curriculum. A number of pupils from the MLD class successfully integrate with mainstream classes for some lessons and pupils from mainstream classes also benefit from time spent in the special class.
- The headteacher has recently completed a thorough audit of the building in the light of the new Disability Act and is making the governors aware of the implications of his detailed findings. Currently, access into two temporary classrooms is poor and the school's only disabled toilet is fully in use as a girls' toilet.
- The school has very good links with the educational psychologist, advisory teachers for pupils with sensory difficulties and a range of personnel from the social services and health departments.

Provision in the class for pupils with moderate learning difficulties

- Eight pupils from Y3 to Y6 are taught in this class. These pupils are drawn from the local area. Because of their learning difficulties, the LEA has placed them in this class. In line with LEA policy, they are entered on the school's SEN register under Stage 3.
- The class is well managed with successful procedures that ensure the pupils overcome their previous histories of learning difficulties. The quality of learning resources is good and these are used effectively to promote progress.
- The pupils experience a suitably modified, broad and balanced curriculum. As a result, pupils make good progress in relation to their capabilities across all subjects.
- Good use is made of regular assessments to check pupils' progress and inform the planning of future learning targets. The school arranges a frequent review of all pupils, to which parents are invited. These reviews are well supported by appropriate LEA staff.
- The LEA's policy whereby pupils are placed into the special class provision in the

school without the protection of a statement is unsatisfactory and does not comply with statutory requirements.

5.6 Partnerships with parents and community, schools and other institutions

Overall, the school's partnerships with parents and community, schools and other institutions are very good.

- Parents and community members make an extensive and very good contribution to school life, which has a positive impact on pupils' development, and the standards they achieve. About twelve parents regularly do computer work with pupils while others deliver a reading recovery programme. The Helping Hands group regularly carry out refurbishing and painting tasks and individuals also help with trips.
- Parents value the good quality information provided including the regularly updated prospectus, newsletters, annual report and parent's evenings. They are confident they can raise any questions or concerns with staff and find the school welcoming.
- The Parent Teacher Association (PTA) receives strong support from parents and the community for fund-raising totalling about £3000 per year. This is used to enhance provision and enrich pupils' experiences. A substantial donation of £7000 was made towards the new computer suite.
- The school has very good links with the community, which is also used as a resource. These include visits to a local church, close involvement with a community art group and an open day once a year when all community members can visit school during a typical day.
- The school, in partnership with a nearby college, makes considerable efforts to inform parents about what their children learn through computer and family literacy courses and also holds meetings concerned with KS2 NC. Assessments. A very small number of parents would like more curriculum information.
- Supportive arrangements, enhanced by the on-site mother and toddler playgroup, are in place for pupils joining the school
- There is very good liaison with its receiving secondary school, including a series of visits by pupils from Y6 and work in mathematics, science and English, which pupils start in Y6 and finish in Y7.
- The school has appropriate partnership to provide initial teacher training placements.

5.7 Partnership with industry

Overall, the school's partnership with industry is satisfactory and has a positive impact on pupils' standards of achievement, provision and curricular and extra-curricular experiences.

- The school's strategies for work-related education and their impact on the quality of provision are satisfactory. However, the school does not have a policy, which consistently develops this throughout the school.
- The school continues to develop a partnership with a building company through which

pupils from both key stages have monitored stages of building work linking it to course work. The school has also benefited from improvements to the grassed nursery play area.

- The school has a good relationship with the Educational Business Partnership (EBP) enabling, for example technology workshops for KS1 and KS2, and pupil visits to a power station.
- There is no staff development through partnerships with industry or commerce.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

The quality of self-evaluation and planning for improvement is good.

- The school has well established and effective processes for self-evaluation among staff and governors.
- The school is aware of its strengths and weaknesses and this knowledge informs the SDP and identifies a way forward. Teachers contribute to the process by reviewing the seven key areas that define the work and life of the school. The headteacher, SMT and a number of co-ordinators have undertaken first-hand observations to ascertain the quality of the standards achieved by pupils and of the school's educational provision. This has resulted in further subject development being identified and has effectively informed staff training needs.
- The ongoing programme for monitoring has had an effective impact on pupils' learning in subject areas such as science and literacy. As yet, the role of some co-ordinators in the monitoring system is under-developed.
- Good procedures are in place to evaluate children's progress in the core subjects. NC test results are analysed and the data obtained is used to inform future teaching and learning. Aspects of the school's performance are compared against local and national benchmarking evidence. This evidence is used to set qualitative and quantitative targets that are included in the SDP. The school has identified the underachievement of boys as a priority for development, but has yet to arrive at strategies that will seek to address this problem.
- The SDP is a useful and effective management tool. It provides a sound basis upon which to take the school forward. It is regularly evaluated, reviewed and revised in the light of current information. The range and nature of the priorities identified for improvement are informed and appropriate and suitably detailed.

6.2 Leadership and Efficiency

The quality of leadership and management in the school is good.

- The headteacher provides the school with purposeful leadership and a clear sense of direction. All documentation for the school is of a good standard and is well organised.

- The headteacher offers leadership that fosters and supports improvements. There is a strong spirit of teamwork, and a commitment to providing a good range of education opportunities for all pupils combined with the pursuit of high standards.
- The day-to-day administration and management of the school are very effective. The school runs smoothly, to the benefit of the pupils, the teachers and the parents. The secretary is an asset to the school. The headteacher and teachers are accessible to parents.
- The governing body and headteacher administer the budget efficiently. Appropriate steps have been taken to evaluate the effect of expenditure decisions in order to secure the best value for money.
- The school is managed well by a governing body that carries out its duties conscientiously. Governors are well informed about their responsibilities and are committed to improving standards and provision for pupils. A number of detailed curricular and management documents have been produced. These are reviewed on a regular basis and signed and dated by the chair of the governing body.
- The governing body has established a number of sub-committees. Members of these committees have visited the school to observe the quality of the teaching and learning and presented a report to the governing body.
- The governors receive regular oral and written information from the headteacher about curricular issues and the school's self-evaluation arrangements.
- Curriculum responsibilities have been distributed appropriately between members of staff. The teachers who are subject co-ordinators make an important contribution to the work of the school by producing guidelines and schemes of work. Their role in the direct monitoring of standards is developing appropriately; most co-ordinators have monitored their own subject areas by observing lessons in both key stages.
- Minutes are kept of staff meetings and decisions are recorded.

6.3 Staffing, Accommodation and Learning Resources

Generally, the provision for staffing, accommodation and learning resources is good.

- The school is suitably staffed for the number of pupils on roll and the teachers' initial qualifications are appropriate for the ages they teach.
- Effective procedures have been established to ensure that staff development training meets the needs of the school and the teachers themselves. Teachers have attended a good range of training courses, including some extended courses and these have had a positive effect on certain aspects of the work. Teachers have taken advantage of in-service training (INSET) courses to attain certain levels of competency in Welsh as a second language, but there are deficiencies in the deployment of staff in order to make the best use of their various levels of expertise in this subject area. Staff expertise in music is limited.
- All staff co-operate closely as members of a team. The teachers' aides and nursery assistant contribute effectively to children's learning. The canteen staff and mid-day

supervisors provide good support for the life and work of the school.

- Displays in classrooms and corridors are of a good standard and contribute to the effectiveness of the learning. All areas of the school are kept spotlessly clean.
- There is adequate or better space for pupils and the accommodation provides at least satisfactory facilities for all aspects of the curriculum and outdoor play. At present, the school library is situated in the hall and is not always accessible. There are plans to rectify this situation in the near future.
- The secure, outdoor play area is of good quality; it is attractive and has stimulating features. The space available for play is extensive and well maintained. The school has an extra facility in terms of an easily accessible hall near the school building. Good use is made of it for extra-curricular activities such as football and netball practice.
- The school's learning resources are good for most areas of the curriculum and very good for design and technology and IT. The provision of a discrete room for art and design and technology enhances the provision overall and the newly established and well resourced computer suite enables all children to have access to a range of learning opportunities in IT. There are deficiencies in the range of Welsh reading books.
- Teachers and support staff generally make good use of the available resources; they are neatly stored and easily accessible.

7. SUBJECTS AND AREAS OF LEARNING

Provision for the under- fives

The Early Years unit is a bright and purposeful environment for learning. The educational provision for the under-fives is appropriate and successfully promotes learning in the desirable outcomes for children's learning. Children of both nursery and reception age achieve good standards in all six areas of experience and learning.

Good features

Language, literacy and communication skills

- For the most part, children of nursery age speak clearly and can articulate their needs easily. They are making appropriate progress towards acquiring essential vocabulary, phrases and simple sentence patterns. Children in reception build upon their language acquisition, increasing their vocabulary, adding to and varying their sentence patterns. Children are appropriately developing simple oracy skills in Welsh.
- The under-fives enjoy stories and rhymes and listen with interest to their teachers and to each other. They re-tell stories with good sequence, recalling the main features. Pupils are making good progress towards early reading. Children in nursery are beginning to match sounds to letters, while reception age children have made a start on the school reading scheme and are beginning to acquire simple spelling strategies.
- Pupils at nursery practice their emergent writing skills in both formal and play situations. Reception pupils underwrite and some are beginning to write simple sentences independently.

Personal and Social Development

- The under-fives are secure and comfortable in their environment. They are familiar with everyday routines and settle into their activities easily. They get along well with each other and enjoy interaction with adults. They socialise naturally during lunchtime and use cutlery appropriately.
- Most children maintain interest and concentration when involved in appropriate tasks. They understand the need to share equipment and tasks and tidy up co-operatively after activities.
- Most of the under-fives dress and undress themselves for physical education with minimum adult help. They understand the need to ask for help at times and will do so when involved in imaginative play in the dressing up corner.

Mathematical Development

- Children in nursery know a variety of number songs and rhymes and join in enthusiastically. They confidently make and sort sets of objects and are beginning to know that number is a property of a set. They thread beads successfully to make patterns and are beginning to repeat a given pattern.

- Children of nursery age acquire knowledge of simple measures such as full and empty, long and short, heavy and light through their activities with water and sand. They develop a growing knowledge of positional language through weaving activities, play on large apparatus and reading along and joining in with books such as *We're going on a bear hunt*.
- Reception children build upon their knowledge of number and are acquiring the mathematical language appropriate for their age. Most carry out simple addition sums. Some are progressing towards an understanding of subtraction. They recognise and name a number of simple shapes, for example square, triangle, rectangle and circle. They understand the use and purpose of money through their experiences in the Café corner and recognise some coins for their value.
- Reception children produce simple graphs of their favourite foods on the computer and are beginning to interpret these graphs simply. They learn the appropriate language for making comparisons.

Knowledge and understanding of the world

- The under-fives are developing a growing understanding of the passage of time. Nursery children know the sequence of their day. They talk simply but animatedly about coal mining following their study of the work of Nicholas Evans in art. Reception children have studied 'long ago' and compare and contrast sepia photographs and spectacles with those of today.
- Children in both nursery and reception enjoy new experiences and approach them with confidence and curiosity. They investigate whether wet or dry sand is better for building structures and what other colours they can make with their colour paddles.
- The under-fives are confident when working at the listening stations or computer. They are developing increasing control when using the mouse; they move objects on a screen and use an art program to create simple line drawings.
- They have knowledge of where they live and have walked through their village and produced a simple map. They name features within their village that are different to those found at the seaside. They have knowledge of some professions and what people do for us.

Physical development

- The under-fives are developing good gross motor skills. In the hall, nursery children show a growing control, confidence and co-ordination as they move around in different ways in free space. They listen to their teacher and respond appropriately to her signals.
- Both nursery and reception children have access to a soft outdoor play area where they benefit from using a good variety of sit-and-ride and climbing equipment. They handle wheeled toys confidently within the space available.
- Children develop their hand-eye co-ordination and their fine manipulative skills as they play with and handle small apparatus and toys, thread beads and are given experience of weaving. They use scissors appropriately and are developing good pencil control.

Creative development

- Children at both nursery and reception enjoy their music making. They recognise and name a variety of musical instruments and know how they are played. They use instruments to create simple sound effects for stories. They sing known songs and jingles enthusiastically.
- Children are developing a good knowledge of colour through their colour mixing experiences; they show a preference and explain their reasons. They have had experience of a wide range of materials including paint, charcoal and salt dough as they print, model and create collages.
- In the Café corner and during outdoor play, children enjoy role-playing activities and have a good range of costumes and materials.

Shortcomings

- Occasionally, in some teaching sessions, children are sedentary for too long a period.
- At times, when engaged in free choice activities, children insufficiently accelerate their acquisition of language and mathematical concepts.

English

Overall, standards of achievement in English are good in KS1 and KS2. In KS1, standards in oracy and reading are good and standards in writing are satisfactory. In KS2, standards in oracy are satisfactory and standards in reading and writing are good.

Good features

- Most KS1 pupils express themselves effectively for different purposes and with increasing accuracy and they talk fluently with each other and with adults. Their ability to follow instructions is good.
- Pupils discuss and respond perceptively to the stories they read together. A significant number reads well; they read aloud to others and independently, with appropriate understanding and expression. The others read at a level that is in keeping with their ability.
- Pupils' writing skills are developing satisfactorily. They write descriptive passages and record factual information; they have an appropriate understanding of basic punctuation and their spelling is developing well. A small minority of the more-able pupils in Y2 is developing very good writing skills.
- In KS2, standards in oracy are satisfactory. Pupils in all classes are attentive listeners. They discuss aspects of their work with adults using relevant vocabulary and terminology. A few pupils across the age ranges expand on their oral responses to questions.
- Pupils read independently at levels appropriate to their age and ability. A substantial

number reads aloud fluently and with good expression. When faced with unfamiliar words, pupils can decode accurately. Pupils show good understanding of the texts they read and discuss characters, plots and their preferences for types of literature. Older pupils use dictionaries competently.

- Pupils reach a good standard of writing; they write for a wide range of purposes, including letters, instructions, diaries, poems and dialogues. Pupils in Y3 are developing the skills of paragraphing and using apostrophes correctly. The older pupils further develop these skills. Overall, pupils' knowledge of spelling patterns and punctuation is good.
- Most pupils' handwriting is fluent and legible; presentation of work is good and often very good

Shortcomings

- In KS1, the writing produced by pupils tends to be too short and is not sufficiently varied in content.
- In KS2, pupils' insufficiently extend their oral responses; their skills in evaluating and discussing their ideas and the opinions of others are limited.
- Pupils' creative and imaginative writing is insufficiently developed.

Mathematics

Standards of achievement in mathematics are good in both key stages.

Good features

- In KS1, pupils have a good grasp of basic number processes. Younger pupils recognise patterns in number, make sensible estimates and add single digit numbers with apparatus accurately.
- Pupils effectively sort objects into sets according to given criteria. They understand that number is a property of a set and not its contents. They are confidently developing appropriate mathematical language, for example full, empty, heavy, light, odd, even, less than and more than. They identify and name a variety of two-dimensional shapes and some three-dimensional shapes, for example cube and cuboids. By the end of the key stage, they know the properties of many shapes and talk accurately about sides, corners and faces.
- In Y2, pupils build upon their knowledge of number and count confidently to 100. They have a developing knowledge of the tables and how they are built up. They add, subtract and multiply confidently and are beginning to understand the concept of division as sharing.
- They measure accurately and realise the importance of standard measures. Pupils tell the time accurately in hours and half-hours. They recognise the time on analogue and digital clocks and change from one to the other. They recognise and name simple fractions such as halves and quarters.

- As they progress through KS2, pupils apply their knowledge of number effectively to investigative and problem solving situations. They confidently arrive at their own strategies for problem solving and share their processes with their peers.
- Older pupils show a quick recall of table facts. They use the four rules of number confidently and accurately. They are adept at using the calculator to check their work and to correct errors.
- Pupils build upon their knowledge of shapes and their properties. A significant number confidently talks about vertices, faces, and lines of symmetry and carry out tasks involving rotational symmetry. They collect data and present their information in a variety of graphical forms, including Venn diagrams, complex pie charts, bar and line graphs.
- Pupils have a good understanding of angles and identify, measure and construct right, acute, obtuse and reflex angles. They have a growing understanding of the principles of probability and the relationships between fractions, percentages and decimals. They correctly use mathematical terms such as a mean, median and co-ordinates.

Shortcomings

- At times, in some classes, the more-able pupils are insufficiently engaged in relevant extension work.
- In some classes, pupils do not respond quickly enough to mental activities.

Science

Standards of achievement in science are good in both key stages.

Good features

- In both key stages, pupils' understanding of how to set about undertaking an investigation, predicting likely outcomes and writing about their findings is a very good feature of pupils' work.
- In KSI, younger pupils recognise living things distinguishing them from non-living things and things which have been manufactured. They discuss the weather and ask questions, record their findings and present them in the form of simple graphs, charts and pictures. Pupils distinguish soft and loud sounds and know what materials are likely to make such sounds
- Pupils in Y2 make good progress when they investigate different materials to discover which are magnetic and which are not. Pupils also have a good knowledge and understanding of the concept of reversibility and non-reversibility when they experiment with ice and boiling water. Pupils develop good skills of predication and observation and learn to make notes of what they observe. Older pupils are confident in their use of a fair test and understand how to sort out the variables involved and which to alter and which should remain unchanged.

- Pupils continue to make good progress in Y3 when they observe the effects of light; they know the difference between the terms opaque, translucent and transparent. They undertake experiments to find out which rocks are porous comparing the results obtained from, for example chalk, slate, marble granite and limestone. This work is well recorded in a systematic and scientific manner.
- In Y4, pupils explore the effects of heat on substances and undertake experiments in which solids are dissolved in water and begin to understand what happens when evaporation takes place. They understand the food chain and know that animal habitats are different. They write up their experiments accurately, using correct terminology.
- Pupils in Y5 and Y6 make good progress. They undertake experiments with sound and study the mechanisms of the ear. They have a good knowledge of vibration and pitch. Pupils formulate a hypothesis and explain it. They use good scientific language and know the difference between solids, liquids and gases. In Y6, pupils investigate which types of surfaces snails like to move over best and predict with confidence and evaluate their findings carefully. They have a good understanding about the differences between snails and other creatures and make informed decisions about which forms of graphs best suit their purposes.
- Pupils in the MLD unit show a good understanding of how to make electric circuits and make good progress in their understanding of conductors. They know that they must take care when they use electricity.

Shortcomings

- In some lessons, there is too little content to cover the allocated time of the lesson. Because of this, pupils' learning proceeds at too leisurely a pace.

Welsh (second language)

Standards of achievement in Welsh as a second language are good in KS1 and satisfactory in KS2.

Good features

- Pupils in KS1 participate enthusiastically in lessons. They use familiar sentence patterns to ask questions of each other and give simple answers. They understand and use simple commands and they respond well to stimuli, displaying their knowledge of verbs. Pupils benefit from singing a range of appropriate songs, which consolidate language patterns and vocabulary.
- Pupils' reading is at an early stage of development, but from Y1 onwards they read competently from flash cards and sentence captions. The more-able pupils read class-reading books with good pronunciation and understanding. Pupils' writing activities are linked appropriately to their oral work. Differentiated work sheets meet the needs of the more- and less-able pupils.
- In KS2, the younger pupils make good progress in speaking and listening, and build upon the foundations laid in KS1. They use a more extended range of vocabulary and sentence patterns.

- Standards are satisfactory on the whole in the remainder of the key stage. Pupils respond to questions about the weather, time, their hobbies and what they are able or not able to do using appropriate verbs. They are familiar with using a short range of question forms. Pupils across the age ranges are confident in expressing their own likes and dislikes; some older pupils extend their responses appropriately. When given the opportunities, pupils take part in paired activities and role-play.
- Pupils read short extracts and dialogues under teachers' guidance and their understanding of meaning is developing. They write the taught sentence patterns to describe, and to ask and answer questions.
- Although the use and range of incidental Welsh varies from class to class, all teachers use relevant commands and simple phrases during the school day. Pupils respond appropriately, showing a good understanding of what has been said.

Shortcomings

- In some classes in KS2, pupils' progress in using a range of sentence patterns and vocabulary is limited and their participation in paired activities and role-play lacks fluency and confidence.
- In KS2, pupils are insufficiently developing their ability to read storybooks and to write in different forms such as letter writing, diaries, and postcards.

Design and Technology

Standards of achievement in design and technology are very good in both key stages.

Good features

- Very good attention is paid to the design process throughout the school. It is this that ensures that all pupils successfully develop skills, knowledge and understanding about all aspects of the NC for design and technology.
- In KS1, younger pupils learn to make a hinge and how structures can be strengthened. They use this knowledge when they make vehicles from plastic containers. They make good use of their knowledge about suitable materials when they design and make decorative tablemats.
- In Y2, when pupils make a pair of spectacles, they demonstrate skills of measuring accurately, cutting out two similar shapes and making a hinge. Some pupils work in pairs confidently and others use a computer program to draw their designs at the planning stage. Pupils understand particularly well that they have to think about the shapes, draw accurately to size and finally evaluate what they have achieved. They extend their knowledge of food technology when they design and make a bread snack. Pupils begin to learn about pulleys and respond well to making an object using a pulley.
- In KS2, pupils continue to make very good progress and the challenges set become more difficult and complex, as pupils get older. In Y3, pupils' knowledge of pulleys is extended. They learn about the uses of a cam and design interesting pop-up models

using cams. They work well with fabrics and research and make various types of puppets. In Y4, pupils experiment with structures when they design and make bridges. They solve the problems of design when they make a game using ball bearings and they develop their knowledge and understanding of linkages and levers. Good use is made of visits to exhibitions to widen pupils' experiences.

- Pupils make a vehicle with a chassis, which incorporates a gear and this work is effectively extended in Y5 when they design and make models of fairground rides. Pupils consider how to design a product for a purpose. In this mini-enterprise project, pupils pay good attention to the types of packaging of their product and what information is necessary to be printed on the packaging for the consumer.
- Pupils continue to make very good progress in Y6. Very good design skills are demonstrated when pupils research different designs of wallpapers and decide on patterns taken from marine life. Pupils design and make a motorised vehicle controlled by a computer; they solve problems of gearing and wiring electric motors and how to connect the model vehicle to the controlling computer. They use skills of strengthening and joining materials together and consider the final finish to the design.
- Y5 and Y6 pupils follow a design brief carefully and complete a range of completed designs, fully recording the steps taken and stating clearly the problems resolved and what changes they might make if they undertook the design again. During this process they review carefully what is commercially available, use a wide variety of materials and finish their design to a very good standard.

Shortcomings

- There are no significant shortcomings.

Information technology

Standards of achievement in information technology are good in both key stages.

Good features

- In KS1, pupils demonstrate increasing competence in word processing and build systematically upon their expertise. They use the mouse confidently and with good control; they can select from menus and use the save and printer function. .
- Pupils draw lines and curves using the appropriate pencil, brush and flood fill tools and use a number of different art programs to produce illustrations for topics they have studied. They are developing an increasing knowledge of a variety of software programs and use them confidently to produce computerised maps of towns, for example, moving objects around as they decide to refine their maps.
- A significant number of pupils are beginning to collect, collate and input data to display results of their work in graph form.
- Pupils understand how a programmable toy works and use and program a *Roamer* effectively.

- Younger KS2 pupils change fonts, size and colour, delete, type over, move sentences around and arrange stories in sequential order. They use their skills to present their written work competently. Older KS2 pupils design and produce their own book covers and use their skills to present work in science and poetry, and to create their own designs.
- In KS2, many pupils can access the Internet for images and cut and paste what they retrieve to present it effectively in their work. They read text directly off the screen.
- Pupils construct diagrams from data that they input and modelling work is developing well.
- Older pupils construct a branching database and interrogate it appropriately. Many design a simple computer program.
- Pupils in KS2 keep their own disks of work. When retrieving their work, or when adding new work to their disk, they do so with confidence.

Shortcomings

- Insufficient use is made of the Internet in the development of research skills to further enhance children's learning in other curricular areas.
- The use of electronic mail by pupils to contact other schools and to exchange information is in the planning stage, but as yet is under-developed.

History

Standards of achievement in history are good in both key stages.

Good features

- Pupils in both key stages show an appropriate awareness of chronology, in their own lives in the case of younger pupils, and within aspects of the periods studied in the case of older pupils. They generally have good recall of knowledge and facts from their current and previous work
- In both key stages, the uses of artefacts, photographs, and out-of-school visits to places of historical interest contribute positively to developing the pupils' skills of historical enquiry.
- In KS1, through the opportunities pupils have to discuss stories about historical characters, for example William Morgan, Mary Seacole and Grace Darling, pupils begin to develop a good recognition of why people did things, and what happened as a result. They compare aspects of their own lives with a person from an older generation who lives in the community
- Pupils' knowledge and understanding of events from the past and the different ways in which historical events can be recorded and presented is developing well through their study of the Bayeux tapestry and the Battle of Hastings.

- In KS2, younger pupils are making good progress in understanding what life was like in other times. They effectively use a range of sources to investigate historical topics, for example in Y3 pupils analyse a census report to investigate the differences between the rich and the poor, and in Y4, pupils discuss causes and their effects after watching a video presentation.
- By means of a visit to the Rhondda Heritage Park, pupils consolidate their knowledge of local history, as well as becoming aware of different kinds of evidence and the way they contribute to our knowledge of the past. They have good skills in recording historical information.
- Older pupils display an increasing depth of knowledge and understanding of the periods studied. A substantial number of pupils' projects on Victorian times and the Second World War are detailed and informative, making good use of IT facilities. They describe events, people and changes. Pupils are beginning to select and organise information independently to produce structured work making appropriate use of dates and terms.

Shortcomings

- Pupils' knowledge of chronology across the periods studied is insufficiently developed.

Geography

Standards of achievement in geography are good in both key stages.

Good features

- In KS1, mapping skills are established early. Pupils understand what a map is, they can locate Wales on a map and they are developing simple compass skills. Their awareness of the local area develops well. Good use is made of aerial photographs to identify physical features. They use relevant geographical terms in describing the area and refer to nearby towns and villages.
- By means of a field trip to a nearby seaside village, pupils develop a good understanding of a range of geographical skills. They identify different types of houses and employment, and they discuss and record pleasant and unpleasant aspects of the area. They are beginning to understand the importance of looking after the environment. They develop good skills in recording their findings appropriately.
- In KS2, pupils develop a good awareness of the influence of landscape and climate on living conditions by studying a country that contrasts with Wales.
- Overall, pupils' development in mapping skills and the use of atlases is good across the key stage. They read and interpret a variety of maps and aerial photographs well, making appropriate use of symbols and key, scale, co-ordinates and grid references.
- In KS2, younger pupils study local and national weather patterns and make and record information in graphs and charts. They discuss aspects of conservation, justifying their opinions in simple terms.
- In Y5, by means of their study of rivers and an associated field trip, pupils make very

good progress in observing, collecting and recording a variety of geographical information. They have a sound knowledge of where some of the important rivers of the world are located and how these rivers influence people's lives. They discuss confidently the effect of pollution and environmental issues.

- In Y6, the programme of study is extended through deepening pupils' understanding of their local area and community within the wider context of Wales. They begin to develop a better and fuller understanding of the wider world through their global studies. Most pupils make very effective use of IT to gain additional information about the capitals, countries and population of the world.

Shortcomings

- There are no significant shortcomings.

Art

Standards of achievement in art are good in both key stages.

Good features

- In both key stages, pupils use a good variety and range of different media including paint, textiles, pastels, printing and weaving and have created many collages in their experiments with tone and texture. They have experience of colour mixing at both key stages.
- Pupils talk appropriately about line, tone, texture, light and shade and how they can be used to best effect to produce texture and depth in their work.
- Pupils benefit from the opportunities to work with artists. Pupils in KS2 have worked with Art factory personnel to produce very effective murals outside the school.
- When studying the work of famous artists, pupils respond and imitate well. A jungle mural in the style of Henri Rousseau combines the techniques of collage, printing, paper folding and colour mixing effectively. Work carried out by pupils in the genre of Welsh artists is of a consistently good standard.
- All pupils in KS2 have art sketchbooks, which contain varied examples of work undertaken. Pupils are encouraged to work as an artist and older pupils in KS2 have completed a *My Artist's Workbook* that contains planning, sketches and notes undertaken prior to a project.
- Pupils know the difference between two-dimensional and three-dimensional work and explain it appropriately. Older pupils have a developing understanding of perspective.
- Pupils make decisions about their own work and that of others, and suggest how this work could be improved.
- The art activities pursued in the after school art club are planned and purposeful. Pupils attending the art club have produced colourful stained glass images.

Shortcomings

- Drawings are not annotated or dated in individual sketchbooks and they are not used to best effect by pupils to assess their own progress.

Music

Standards of achievement in music are satisfactory in both key stages.

Good features

- By the end of KS1, most pupils distinguish between long and short notes and have an appropriate understanding of dynamics, timbre and pitch. They confidently name a variety of percussion instruments, recognise the sounds they make and relate them to sounds in the world around them. They make sensible efforts to appraise their performances. They sing enthusiastically and in tune.
- In KS2, the pupils learn to compare different musical styles. For example, they compare modern music with that of Victorian Christmas music and the music listened to in Britain with that of America. They extend their knowledge of dynamics and learning about musical forms such as operas and musicals. They sing traditional Welsh folk songs as well as a variety of songs from different countries, knowing that songs often have verses and choruses.
- The pupils undertake some appraisal of music and learn about rhythms and musical patterns when they play percussion instruments.
- The LEA's peripatetic music teachers visit the school regularly and a number of pupils are learning to play musical instruments, for example violins. The guitar club also provides pupils with further opportunities to perform.
- The school has a well established tradition of school concerts and pupils' musical and social development is extended through these experiences. Singing in the school assemblies and in the singing lessons is enthusiastic and tuneful.

Shortcomings

- Pupils' progress in composing and their ability to evaluate their own work is limited.

Physical Education

Detailed schemes of work for both key stages ensure that pupils experience all aspects of physical education over a period of time. No dance or swimming lessons were observed. Gymnastics and athletics lessons were observed. The evidence from these lessons, the evaluation of curriculum plans and the observation of extra-curricular games activities indicates that overall standards of achievement in physical education are good in both key stages.

Good features

- In both key stages, pupils are aware of good practice and the importance of safety. They pay good attention to warming up activities at the beginning of lessons.
- Pupils generally work at a brisk pace and benefit from the intervention of teachers, which supports the development of skills. They act on suggestions as to how to improve their work and make good efforts to refine their performances as individuals, in pairs and as a team
- KS1 pupils respond well to the teacher's instructions. They move lightly on their feet, make effective use of space and display increasing control over their bodies. They move in various ways in a disciplined manner. They work energetically and their awareness of quality of movement is developing appropriately.
- In KS2, younger pupils are developing well in basic athletic skills as they practice relay running and ball handling. They are beginning to effectively develop team skills.
- In gymnastics, older pupils display good movement skills, with a large number of them planning and performing well, displaying control and skill in linking sequences on the floor. They effectively explore and use different levels and concentrate well as they perform on the large apparatus. They land smoothly and correctly. A significant number of pupils display very good gymnastic skills, including inventiveness and imagination in their movements.
- A large number of pupils participate in a wide range of extra-curricular activities where the skills developed have a positive impact on standards. The extra-curricular activities include cricket, rugby, soccer, netball, cross country running, gymnastics and athletics.
- Good standards are attained in competitive games. Pupils have been successful in sports competitions such as netball, rugby and football.
- Pupils make good use of the procedures for using and storing apparatus safely and they benefit from the good indoor and outdoor provision that is available in the school.

Shortcomings

- Pupils do not always observe the performance of other individuals in enough detail to analyse and emulate a good performance.

Religious Education

Standards of achievement in religious education are good in both key stages.

Good features

- In KS1, pupils have a good knowledge and a developing understanding of celebrations such as weddings and christenings and talk about how people feel on such occasions. They are beginning to develop an appreciation of the religious origins of these celebrations. Pupils confidently describe some celebrations, special books and places of

worship belonging to other religions.

- Pupils have a good awareness of the Bible as a special book for Christians and know some stories from the life of Jesus. They are developing an understanding of the meaning of worship and prayer. They know a variety of prayers, which they recite during the school day.
- Pupils in KS2 develop a broader perspective as they study other aspects and religions in greater depth. They begin to appreciate and to celebrate diversity in culture and religion and that other communities have the same motivations as their own. They are familiar with the main features of a church and the use of significant features within it .
- As they progress through KS2 pupils develop a greater understanding of the meaning and significance of prayer. They appreciate that other religions pray too and have studied and compared the prayer patterns in Islam to their own.
- Older pupils' understanding of the Jewish faith is good; they describe the main features of the faith and share their knowledge sensitively and confidently showing good understanding.
- Most pupils detail the main characteristics of the life of a Christian. They describe many of the main characteristics of religious leaders. They study the life and teachings of Jesus; they are beginning to evaluate his unique characteristics and to relate them to the living conditions of ordinary people.

Shortcomings

- Pupils insufficiently discuss and reflect on aspects taught in order to arrive at their own responses.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

The school has responded in detail to the key issues identified in the previous inspection report. The vast majority of the recommendations in the report have been successfully implemented.

- The safety issues raised in the previous report have been thoroughly addressed.
- In KS1, standards in geography have risen from unsatisfactory to good in KSI. In IT, standards have risen from unsatisfactory to good in both key stages. Shortcomings have been addressed in mathematics and standards have improved from satisfactory to good. In subject areas where there were no major shortcomings, namely English, science, history, art, physical education and religious education, standards have remained good overall. In KSI, standards have improved from satisfactory to good in Welsh as a second language and have remained satisfactory in KS2. In music, standards have remained satisfactory in both key stages. Some shortcomings noted in the last inspection are still to be addressed in these two subject areas. In design and technology, standards have risen from satisfactory to very good.
- Short-term planning has been improved in order to identify clearly what pupils will learn and how the work is to be matched closely to pupils' ability.
- Curricular planning for pupils under five years of age has been amended to reflect the six areas of learning.
- Effective procedures are now implemented for monitoring, evaluating and improving the quality of teaching and learning and the standards achieved. Subject areas or aspects, which have not yet been monitored, are included as targets in the SDP.

8.2 Key Issues for Action

In order to further enhance the generally good standards of achievement the school needs to:

- maintain the good standards that are achieved and build on the achievements that are satisfactory through giving attention to the noted shortcomings throughout the subject report;
- address the shortcomings in teaching that have been noted in Section 5.1;
- deploy teachers more effectively in KS2 in order to secure better progression in the teaching of Welsh as a second language;
- continue to develop the existing good practice in the areas of self-evaluation and the setting of targets, focussing clearly on implementing strategies for action.

APPENDIX

A. Basic Information About the School

Name of School	Llanilltud Faerdref Primary
School Type	LEA maintained
Age-range of pupils	3-11
Address of school	St. Illtyd's Road, Church Village, Pontypridd
Post-Code	CF38 1DB
Telephone Number	01443 204626
Chair of governors	Mrs M Williams
Headteacher	Mr M. D. Lewis
Date of appointment	April 1993
Registered Inspector	Ms L. J. Davies
Dates of Inspection	10-13 June 2002

B. School data indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	TOTAL
Number of pupils	29	29	30	32	23	29	32	31	235

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

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	28 :1
Pupil: adult (fte) ratio in nursery classes	15 :1
Pupil: adult (fte) ratio in special classes	8 :1
Average class size, excluding nursery and special classes	28
Teacher (fte) : class ratio	1 :1

Percentage attendance for three complete terms prior to the inspection				
	R	KS1	KS2	Whole school
Term 1	95%	95%	91%	94%
Term 2	93%	94%	92%	93%
Term 3	95%	94%	93%	94%

Number of pupils excluded during 12 months prior to inspection.	0
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C. Results of National Curriculum assessments

NATIONAL CURRICULUM ASSESSMENT RESULTS END OF KEY STAGE 1: 2001

National Curriculum assessment KS1 Results: 2001			Number of pupils in Y2: 22					
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH	Teacher Assessment	School		9	14	55	23	0
		National		4	14	64	18	0
EN: Reading	Teacher Assessment	School		9	14	55	23	0
		National		4	14	57	25	0
	Task/Test	School		9	9	55	23	0
		National		4	14	56	26	0
EN: Writing	Teacher Assessment	School		9	14	55	23	0
		National		5	14	70	11	0
	Task/Test	School		5	18	73	5	0
		National		6	11	74	9	0
EN: Speaking and listening	Teacher Assessment	School		5	18	55	23	0
		National		3	12	64	21	0
MATHEMATICS	Teacher Assessment	School		5	14	41	41	0
		National		2	10	65	23	0
	Task/Test	School		9	9	41	41	0
		National		2	7	63	27	0
SCIENCE	Teacher Assessment	School		5	14	50	32	0
		National		2	11	70	17	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment.			
In the school	77	In Wales	80

D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum

A Pupils who have failed to register a level because of absence

F Pupils who have failed to register a level for reasons other than absence

W Pupils who are working towards level 1

NATIONAL CURRICULUM ASSESSMENT RESULTS
END OF KEY STAGE 2: 2001

National Curriculum assessment KS2 Results: 2001			Number of pupils in Y6: 27									
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
ENGLISH	Teacher Assessment	School	0	0	0	0	0	7	19	48	26	0
		National	0	0	0	1	1	6	19	48	25	0
	Test/Task	School	0	0	4			4	7	59	26	
		National	2	1	1			5	14	47	30	
MATHEMATICS	Teacher Assessment	School	0	0	0	0	0	7	8	52	33	0
		National	0	0	0	0	1	4	20	47	28	0
	Test/Task	School	0	4	0			4	11	37	44	
		National	0	2	1			4	18	42	32	
SCIENCE	Teacher Assessment	School	0	0	0	0	0	7	15	52	26	0
		National	1	0	0	0	0	3	15	52	29	0
	Test/Task	School	0	0	0			4	15	48	33	
		National	0	2	0			2	13	51	31	

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:	79%	In the school:	82%
In Wales:	76%	In Wales:	77%

Scores for each level are not available.

- 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

D. The Evidence Base of the Inspection

The school was inspected for a period of three and a half days by three professional inspectors and one lay inspector. A total of 11 inspection days were spent at the school.

Prior to the inspection:

- Questionnaires were distributed to all parents. The 63 questionnaires returned were analysed and full account taken of the information provided.
- A meeting for parents was held. 25 parents attended.
- Meetings were held with the headteacher, staff and governors.
- School documentation and samples of pupils' work were examined.

During the inspection:

- 67 lessons or parts of them were attended, sharing the time fairly equally between the classes. During these sessions, work in all the subjects of the NC and religious education was evaluated.
- Inspectors listened to a sample of pupils from each year group reading.
- Discussions were held with pupils about their work and about the life of the school.
- Pupils' behaviour was observed during break periods, in the dining area and at the beginning and end of school sessions.
- Inspectors attended assemblies and observed some extra- curricular activities.
- Discussions were held with the headteacher, staff with responsibilities and support staff.

After the inspection:

- Meetings were held with the headteacher, the staff and the governing body.

E. Composition and responsibilities of the Inspection Team

Name	Role	Aspects	Subjects
Lisa J.Davies	Registered Inspector	1.0 2.0 3.1 4.1 5.1 6.2 6.3	English, Welsh (L2) history, geography, physical education.
Joy Mitchell	Team Inspector	3.2 5.3 6.1	Under-fives, mathematics, IT, art, religious education.
Roger Baker	Team Inspector	5.2 5.4 5.5	Science, design and technology, music.
Sandy Mewes	Lay Inspector	4.2 4.3 5.6 5.7	

The inspectors wish to thank the governing body, staff and pupils of Llanilltud Faerdref Primary School for their co-operation and assistance before and during the inspection.