

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

A Report on the Quality of Education in

**Llansannor C.I.W. Primary
Llansannor
Cowbridge
Vale of Glamorgan
CF71 7SZ**

School Number: 6733365

Date of Inspection: 16 March 2009

by

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Llansannor C.I.W. 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 Llansannor C.I.W. Primary took place between 16/03/09 and 19/03/09. An independent team of inspectors, led by Jeffrey John Beecher 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:

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

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Context

The nature of the provider

1. Llansannor and Llanharry CIW Primary School is a denominational primary school, serving the Rectorial Benefice of Cowbridge and the parish of Llanharry. The school is situated to the north of Cowbridge in the Vale of Glamorgan. The social and economical backgrounds of the pupils are neither advantaged nor disadvantaged. Around 2 per cent of pupils take up their entitlement for free school meals, this is well below the LA average of 11.9 per cent and the all Wales average of 17.5 per cent. Children's baseline attainment on entry to reception is above the local education authority average.
2. The school provides education for pupils aged three to eleven. There are currently 212 pupils on roll, a figure that includes 34 children in the nursery. Children are admitted to the nursery on a part time basis after their third birthday. Most children live within the defined catchment area, although a significant number live outside this area; many travel to school by bus or taxi. A significant number of the school population do not begin and complete their education at the school.
3. There are 23 per cent of pupils identified as having additional educational needs, this is slightly above the Wales average. One pupil has a statement of educational needs and one pupil is looked after by a neighbouring local authority.
4. The school has achieved a number of awards including the Basic Skills Award, twice, the third leaf of the Healthy Schools Award and the Eco-Schools Bronze Award.
5. During this inspection a number of teachers were covering for long term absence, sickness and maternity leave.
6. The school was last inspected in February 2003.

The school's priorities and targets

7. The school pride's itself on being a 'Caring' and an 'I Can' school, the school's aims have recently been revised by the children.
8. The school's major priorities for 2008 – 2009 include:
 - To review approaches to teaching and learning.
 - To further develop assessment procedures.
 - To promote the welsh language.
 - To review the key stage 2 curriculum.
 - To continue to successfully introduce the Foundation Phase.
 - To continue to work towards obtaining the 'Green Flag'.

Summary

9. Llansannor Primary School is a good school that has made outstanding progress since the last inspection. It is welcoming, happy and caring and provides good support and guidance for its pupils.
10. The head teacher provides good leadership and a purposeful sense of direction. All staff within the school both teaching and non-teaching work together closely and have a clear commitment to raising standards. There are clearly set aims which are shared by the pupils, staff, parents and local community.

Table of grades awarded

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

11. In the lessons observed for the subjects inspected, pupils' standards of achievement were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4%	89%	7%	0%	0%

12. These percentages compare well to those reported in the most recent report from Her Majesty's Chief Inspector for Education and Training where standards are Grade 2 or better in 84 per cent of lessons and Grade 3 in 15 per cent of lessons.

13. Pupils' standards of achievement in the subjects inspected are as follows:

Inspection Area	Key Stage 1	Key Stage 2
Design and technology	2	2
English	2	2
Mathematics	2	2
Music	2	2
Science	2	2
Welsh second language	2	3

14. Pupils with additional learning needs, including those with special educational needs (SEN), make good progress and achieve well. They cope well with the work they are given, they enjoy their lessons and they have positive attitudes to learning.
15. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Foundation Phase outcomes.
16. Children under five make good progress in the key skills of reading and writing. Their progress in developing speaking and listening skills through the medium of English is outstanding. Children's progress in bilingual competence and numeracy skills is good with no important shortcomings. Outstanding progress is made in their development of information and communications technology (ICT), problem-solving, personal and social education and creative skills.
17. In key stages 1 and 2, pupils make good progress with no important shortcomings in the key skills of reading and writing. Their progress in speaking and listening skills through the medium of English is outstanding, whilst overall, good features outweigh shortcomings in the development of their bilingual competence. Pupils' sense of belonging, as well as their knowledge of the heritage, literature and the creative arts of Wales is particularly striking. Their progress in ICT skills is outstanding, numeracy problem-solving, personal and social and creative skills are good with no important shortcomings. When working collaboratively, pupils make outstanding progress.
18. In the key stage 1 teacher assessments for 2008, results in English and science were well above national and local averages, whilst those in mathematics were above both. The Core Subject Indicator, which is the percentage of pupils attaining at least level two in English, mathematics and science in combination, exceeded national and local averages.
19. When the 2008 key stage 1 results are compared with schools in a similar free school meal band, the results place the school in the top twenty five per cent for English and Science and the bottom fifty per cent for mathematics.
20. In the key stage 2 teacher assessments for 2008, results in English and mathematics were below national and local averages, those in science were above the national and local averages. The Core Subject Indicator which is the percentage of pupils attaining at least level four in English, mathematics and science in combination was below both local and national averages. When compared with similar schools, results place the school in the bottom twenty five per cent for mathematics and English and in the bottom fifty per cent for Science. The Core Subject Indicator is in the bottom twenty five per cent.
21. Although results at key stage 2 have been above the national average in recent years, those in 2008 have been affected by a significant mobility factor,

with a substantial number of pupils joining the year group who also had SEN. For example, of the eight pupils who joined the year group over the course of key stage 2, 75 per cent of these were identified as having SEN. Inspection evidence shows that their achievement was good in relation to their prior attainment on entry and their individual special needs. However, a high percentage of the remaining number of pupils attained level 5 in English, mathematics and science, and this represents very good attainment and achievement for these pupils and very good value added.

22. All pupils in school, regardless of their age, ability or ethnicity, make good progress in their acquisition of new skills, knowledge and understanding, their overall achievement is good. A strength of the school is the good progress pupils make in their personal, moral, social, and cultural development, their spiritual development is good overall.
23. Pupils' behaviour and the respect they show to adults and each other is outstanding. Relationships are exemplary and there is an atmosphere of mutual respect throughout the school.
24. At 94.3 per cent the average rate of attendance for the three terms prior to the inspection is above the LEA and national averages and is in line with similar schools.

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	79%	7%	0%	0%

25. These percentages compare favourably to those reported in the most recent report from Her Majesty's Chief Inspector for Education and Training where teaching is Grade 2 or better in 83 per cent of lessons and Grade 1 in 16 per cent of lessons.
26. Teaching is much improved since the previous inspection, where a large percentage of teaching was judged to have had shortcomings, some of which were important.
27. Although a number of teachers during the inspection were covering for staff who were absent or on long term sick they made a positive contribution to pupils' learning.
28. Where lessons have outstanding features, pupils are engrossed in their activities because work is so interesting and challenging, there are excellent productive relationships and lessons move on at a very good pace so no time is wasted.
29. In the vast majority of lessons where teaching was judged to be good teachers display a secure subject knowledge and develop pupils basic and key learning

skills very well, including bilingualism. They employ a good range of teaching strategies to help boost pupils' learning. They plan well and share learning objectives thoroughly and consistently to ensure that pupils know exactly what they are supposed to be doing.

30. In the very few lessons which have some shortcomings, teachers manage the lessons at too slow a pace, sometimes by talking too long at the beginning of lessons. They do not have sufficient, well-planned resources to hand and valuable time is wasted in organising them, good opportunities to develop pupils bilingual skills are missed.
31. The quality of teaching in the early years is consistently good or better, ensuring that children get a very good start to their school life. In particular, teachers plan for good quality, well resourced, role-play, which enhances children's enjoyment and learning. This is an outstanding feature.
32. Occasionally, teachers do not check closely enough to see what pupils have been taught previously, and work that has been taught before is repeated, particularly in science, losing valuable learning time and affecting progression and continuity in pupils' learning.
33. Procedures for assessment, recording and reporting is good overall. There have been many improvements since the time of the previous inspection. Teachers assess and evaluate pupils' achievements fairly, accurately and regularly and this is helping the school to raise pupils' standards. All statutory requirements are fully met.
34. Arrangements for reporting to parents are excellent. Teachers, pupils and parents meet together to discuss progress, identify where improvements can be made, and set targets for future development. This gives parents a much wider insight into how their children are progressing and has empowered pupils to take more responsibility for their own learning.
35. The quality of the early years' curriculum is outstanding and provision includes a very wide range of stimulating and relevant experiences both within and outside the classroom.
36. The curriculum in key stage 1 and 2 is good and meets the needs of the range of pupils on roll. The planning of the curriculum has good features that outweigh shortcomings. Although the curriculum is broad balanced and adaptable, the system for planning and reviewing subjects in line with curriculum 2008 has not been fully implemented. Plans and schemes have only been partially revised and adapted to meet the needs of the school. In some subjects such as science and Welsh there is insufficient continuity and progression across key stage 2.
37. Learners' experiences are broadened and enriched through the provision of an outstanding range of out of hours activities which have a positive effect on standards. Pupils' spiritual, moral social and cultural development is promoted well.

38. The school has a strong Welsh ethos and *Y Cwricwlwm Cymreig*, the Welsh dimension in the curriculum, features very prominently in the life and work of the school. The school is steadily developing its capacity to promote pupils bilingual skills. Although these skills are well promoted in early years and key stage 1 there are insufficient opportunities provided for pupils to develop their Welsh language skills across the curriculum in key stage 2.
39. Good provision is made to ensure pupils well being whilst at school. Care, support and guidance are good. The provision for pupils with additional needs is good with no important shortcomings and meets the requirements of the Code of Practice for Wales. Support for pupils with additional needs has a high profile in the school and pupils of all abilities are positively welcomed. Many late entrants to the school who have not succeeded in other schools often make good progress.

Leadership and management

40. The head teacher provides purposeful leadership and management. He is committed to the school and strives for pupils to achieve their best. He gives clear direction to the life and work of the school and successfully promotes shared values about behaviour and the importance of good relationships linked to good achievement. The head teacher is supported well by two assistant head teachers, although the role of the deputy head teacher is underdeveloped.
41. The Governing Body is very supportive of the school and carry out their duties well. They have a clear understanding of their roles and responsibilities and act as a 'critical friend', holding the school to account for its work.
42. The school has put in place good self-evaluation procedures. The school self-evaluation report is comprehensive, it identifies strengths and clearly details the evidence sources for the judgements.
43. Overall, there is a well structured system for gathering information that is used effectively by leaders in the school for strategic planning. Although the school displays a positive, self-critical culture, the approach to monitoring the work of the school by senior leaders is not always rigorous enough in identifying areas for improvement.
44. The inspection team matched the findings of the school's self-evaluation report for two of the key questions. In the other five key questions, the inspection team judged that the school had over-estimated the number of outstanding features.
45. The school has an appropriate number of teachers and support staff to deliver a broad curricular experience effectively and to support children who have additional learning needs. All staff are suitably trained and well qualified and are good role models for their pupils.

46. Learners have good access to a wide range of resources, both within the school, and out in the locality and the wider world. The school provides a stimulating and comfortable setting for pupils' education. It is very clean, attractively decorated, and imaginatively developed. This is due in no small measure to the dedication and effort of parents, pupils and staff.
47. Due to the outstanding improvement in many areas of the school since the time of the previous inspection, which include, the standard of teaching and learning and pupils' achievement in subjects, in addition to the care, support and guidance that pupils receive, when all these things are taken into account, the school now gives good value for money.

Recommendations

48. In order to improve further, the school should:
- R1 *Address the shortcomings in the standards of Welsh 2nd language and the promotion of bilingualism across key stage 2.
 - R2 *Develop the curriculum in key stage 2 to reflect the changes in the revised national curriculum 2008 and to ensure continuity and progression.
 - R3 Build on the current good practice in monitoring and evaluation to ensure more rigour and challenge in identifying areas for development.
- * Aspects of these recommendations are already being prioritised by the school.

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

49. The findings of the inspection team match the judgement of Grade 2 made by the school in its self-evaluation report.
50. In the lessons observed for the subjects inspected, pupils' standards of achievement were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4%	89%	7%	0%	0%

51. These percentages compare well to those reported in the most recent report from Her Majesty's Chief Inspector for Education and Training where standards are Grade 2 or better in 84 per cent of lessons and Grade 3 in 15 per cent of lessons.
52. Pupils' standards of achievement in the subjects inspected are indicated in the earlier table in this report.
53. In the key stage 1 teacher assessments for 2008, results in English and science were well above national and local averages, whilst those in mathematics were above national and local average. The Core Subject Indicator, which is the percentage of pupils attaining at least level two in English, mathematics and science in combination, exceeded national and local averages.
54. When the 2008 key stage 1 results are compared with schools in a similar free school meal band, the results place the school in the top twenty five per cent for English and science and the bottom fifty per cent for mathematics.
55. In the key stage 2 teacher assessments for 2008, results in English and mathematics were below national and local averages, those in science were above the national and local averages. The Core Subject Indicator which is the percentage of pupils attaining at least level four in English, mathematics and science in combination was below both local and national averages. When compared with similar schools, results place the school in the bottom twenty five per cent for mathematics and English and in the bottom fifty per cent for Science. The Core Subject Indicator is in the bottom twenty five per cent.
56. Although results at key stage 2 have been above the national average in recent years, those in 2008 have been affected by a significant mobility factor, with a substantial number of pupils joining the year group who also had SEN. For example, of the eight pupils who joined the year group over the course of key stage 2, 75 per cent of these were identified as having SEN. Inspection

evidence shows that their achievement was good in relation to their prior attainment on entry and their individual special needs. However, a high percentage of the remaining number of pupils attained level 5 in English, mathematics and science, and this represents very good attainment and achievement for these pupils and very good value added against their assessments at key stage 1.

57. In teacher assessments at Key Stage 1, boys continue to outperform girls and attain better results at levels 2 and 3 this is opposite to the national trend. In recent years at the end of Key Stage 2, girls have outperformed boys, however for 2008, boys assessment results were better overall.
58. Pupils with additional learning needs, including those with SEN, make good progress and achieve well. They cope well with the work they are given, they enjoy their lessons and they have positive attitudes to learning.
59. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Foundation Phase outcomes.
60. Children under five make good progress in the key skills of reading and writing. Their progress in developing speaking and listening skills through the medium of English is outstanding. Children's progress in bilingual competence, numeracy, problem solving and creative skills is good with no important shortcomings. Outstanding progress is made in their development of information and communications technology (ICT) and in their personal and social education.
61. In key stages 1 and 2, pupils make good progress with no important shortcomings in the key skills of reading and writing. Their progress in speaking and listening skills through the medium of English is outstanding, whilst overall, good features outweigh shortcomings in the development of their bi lingual competence. Pupils' sense of belonging, as well as their knowledge of the heritage, literature and the creative arts of Wales is particularly striking. Their progress in ICT skills is outstanding. Numeracy, problem-solving, personal and social and creative skills are good with no important shortcomings. When working collaboratively, pupils make outstanding progress.
62. All pupils in school, regardless of their age, ability or ethnicity, make good progress in their acquisition of new skills, knowledge and understanding, their overall achievement is good. A strength of the school is the good progress pupils make in their personal, moral, social, and cultural development, their spiritual development is good overall.
63. Pupils know where they need to improve their work and how to do it because they discuss this regularly with teachers. They do not keep copies of their targets with their work however, and say that because of this, sometimes, they forget what they are and need to ask their teachers.

64. Pupils' behaviour and the respect they show to adults and each other is outstanding. Relationships are exemplary and there is an atmosphere of mutual respect throughout the school. Throughout the school pupils are friendly, polite and considerate.
65. All age groups play very well together in the playground. They use the various areas very well and enjoy a variety of activities. Older pupils are sensitive to the needs of their peers and the younger ones: some pupils feel they would like more outdoor play equipment.
66. At 94.3 per cent the average rate of attendance for the three terms prior to the inspection is above the LEA and national averages and is in line with similar schools. Absences are caused mainly by illness, but despite the school's efforts, holidays in term time account for about one third of absences. Parents are aware that holidays are treated as unauthorised absences.
67. There have been no exclusions for many years. Most pupils attend school regularly and arrive on time at the start of the school day but a small number in most classes arrive late.
68. The progress pupils make in their spiritual, moral, social, cultural and wider development is good overall. Excellent relationships are an outstanding feature, enabling pupils to express and explore their views openly. Pupils very successfully develop their personal values, together with a respect for, and an understanding of, the values of others. They are very enthusiastic to broaden and develop their own understanding of moral and social issues. Through active participation in lessons, assemblies, the school council and extra-curricular activities, pupils very successfully develop the skills to work as part of a team and as members of the school community.
69. The school's Responsible Jobs programme is an outstanding feature. It helps to strengthen the school's links with parents and enables pupils in key stage 1 and 2 to take on responsibilities. Jobs and job descriptions are advertised. Pupils make formal applications and are interviewed by a panel of adults and pupils for the posts.
70. Pupils are very well aware of equal opportunities issues because they have recently been involved in re writing the school aims to ensure inclusion for all. They have a very good understanding of the world of work and their place in the community because they participate in a very good range of projects and events and visits to appropriate places.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

71. The grade awarded by the inspection team matches the grade awarded by the school in its self-evaluation report.
72. The quality of teaching in the lessons observed in the inspection was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	79%	7%	0%	0%

73. These percentages compare favourably to those reported in the most recent report from Her Majesty's Chief Inspector for Education and Training where teaching is Grade 2 or better in 83 per cent of lessons and Grade 1 in 16 per cent of lessons.
74. Teaching is much improved since the previous inspection, where a large percentage of teaching was judged to have had shortcomings, some of which were important.
75. Where lessons have outstanding features, pupils are engrossed in their activities because work is so interesting and challenging, there are excellent productive relationships and lessons move on at a very good pace so no time is wasted. Teachers engage in very challenging and rigorous questioning with pupils and are very well prepared with appropriate resources.
76. In the vast majority of lessons where teaching was judged to be good teachers: display a secure subject knowledge and develop pupils basic and key learning skills very well, including bilingualism. They employ a good range of teaching strategies to help boost pupils' learning, plan well and share learning objectives thoroughly and consistently to ensure that pupils know exactly what they are supposed to be doing. Teachers focus well on individual need and give praise readily.
77. In the very few lessons which have some shortcomings, teachers manage the lessons at too slow a pace, sometimes by talking too long at the beginning of lessons. They do not have sufficient, well-planned resources to hand and valuable time is wasted in organising them, good opportunities to develop pupils bilingual skills are missed.
78. The quality of teaching in the early years is consistently good or better, ensuring that children get a very good start to their school life. The new Foundation Phase has been introduced sensitively and purposefully. In particular, teachers plan for good quality, well resourced, role-play, which enhances children's enjoyment and learning. This is an outstanding feature.

79. Teachers show commitment and dedication to their roles and welcome new training. Good teamwork is evident between all teachers and support staff. In key stage 2 however, some teachers, although they have accessed relevant training, still lack some confidence in promoting pupils' bilingual skills.
80. Lessons are often fun for the pupils because interesting and practical learning objectives and activities are well communicated to them. Teachers know their pupils well and interact with them, sensitively and skilfully. They treat all pupils equally and respectfully, whatever their race, gender or disability. In the main they effectively challenge pupils to give of their best in order to improve their knowledge and understanding. They help them to extend their thinking to develop new ideas and evaluate and improve their work.
81. The quality of assessment, recording and reporting is good overall. There have been many improvements since the time of the previous inspection. Teachers assess and evaluate pupils' achievements fairly, accurately and regularly and this is helping the school to raise pupils' standards. All statutory requirements are fully met.
82. Assessment arrangements in the Foundation Phase are very good, with staff meeting every day to discuss planning, teaching roles and assessment. Daily ongoing assessment information is carefully gathered and used well to inform future planning.
83. Assessment procedures for pupils who have additional learning needs is good and helps teachers and support staff to prepare work that is at the right level for these pupils.
84. Co-ordinators are currently updating portfolios of levelled work in their subjects to help teachers moderate their own work. They are not finished and as yet, their impact is not fully realised. Arrangements for the standardisation and moderation to strengthen the accuracy of teacher's assessment at Key Stage 2 and Key Stage 3 are developing well.
85. Plenary sessions are generally used productively to assess how well pupils have progressed in the lesson. The quality of marking is good and teachers have developed consistent procedures for feedback to pupils.
86. The quality of reporting to parents is excellent. Teachers, pupils and parents meet together to discuss progress, identify where improvements can be made, and set targets for future development. This gives parents a much wider insight into how their children are progressing and has empowered pupils to take more responsibility for their own learning. All information is carefully recorded and progress is checked at future meetings. This is more than would normally be seen in schools and is an outstanding feature.
87. Written reports to parents are excellent. They are detailed and give a very good picture of what pupils know and can do, and where they need to improve. Parents are invited to regular meetings, but are also welcomed into the school at any time to discuss their children's needs.

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

Grade 2: Good features and no important shortcomings

88. The findings of the inspection team do not match the grade 1 judgement made by the school in the self-evaluation document. Although there are some outstanding features in the school's provision, the inspection team identified some shortcomings in this key question.
89. The school caters efficiently and effectively for a wide range of pupils' needs often using a good range of well planned practical experiences to enrich the curriculum. In particular, the very effective use of visits and visitors enhance the curriculum and impact positively on standards in the classroom. Overall the curriculum provides a broad range of interesting experiences that are equally accessible to boys and girls are well differentiated to meet the needs of all abilities.
90. The overall quality of the educational provision for under-fives is appropriate to their needs and pupils are making good progress towards the Foundation Phase outcomes. The quality of the early years' curriculum is outstanding and provision includes a very wide range of stimulating and relevant experiences both within and outside the classroom. The curriculum involves well planned whole class, group and individual activities which motivates children of all abilities to learn. The planning for the development of children's learning particularly outdoor learning and the key skills across the Foundation Phase is outstanding.
91. The planning of the curriculum has good features that outweigh shortcomings. Although the curriculum is broad balanced and adaptable, the system for planning and reviewing subjects in line with curriculum 2008 has not been fully implemented. Plans and schemes have only been partially revised and adapted to meet the needs of the school. In some subjects such as science, Welsh and some foundation subjects there is insufficient continuity and progression across key stage 2.
92. There is good well planned provision for the progressive development of basic and key skills across key stage 1 and key stage 2 and this permeates all areas of the curriculum. There is outstanding provision to develop listening speaking and ICT skills across the curriculum. The school has received recognition from the Basic Skills Agency for its work. Curricular provision meets the statutory requirements of the Welsh Assembly Government.
93. Learners' experiences are broadened and enriched through the provision of an outstanding range of out of hours activities which have a positive effect on standards. These contribute very well to pupils' personal and social development. Pupils participate enthusiastically in very wide range of sporting activities as well as clubs such as French, Spanish and choir. One of the outstanding features is that many of these clubs are accessible to learners of

all ages with some taking place at lunchtime. Children from the early years happily engage in a variety of activities in gardening club for instance. The school makes outstanding use of the locality and community for some very good out of school learning.

94. Learning experiences successfully promote pupils' spiritual, moral social and cultural development. There are very good relationships between all members of the school community with staff providing very good role models and pupils showing their well developed ability to be thoughtful and supportive of each other.
95. Pupils' moral awareness is actively developed in the curriculum, with many opportunities to discuss moral dilemmas in lessons and circle time. In the Foundation Phase there is outstanding provision for moral development where children discuss their feelings and show clearly they know right from wrong. Many opportunities are provided for pupils to take responsibility and show initiative. Pupils are actively involved in helping others and many charities both locally and internationally benefit from their support. Personal and social education is carefully incorporated into the curriculum through the provision of structured opportunities for discussion of moral issues.
96. Pupils' spiritual and cultural development is good. There are many well planned opportunities for pupils to develop an appreciation of their own cultural heritage and those of others. Visits and visitors make a significant contribution to cultural development, particularly to their knowledge of the culture of Wales.
97. Overall, daily acts of collective worship make a good contribution to pupils' spiritual, moral social and cultural development and meet statutory requirements. At times, pupils' ability to reflect on issues and to empathise with others when sharing emotive issues is less evident.
98. Parents are very supportive of the school and are strongly encouraged to be involved in their children's learning and the life of the school. They are kept very well informed through regular newsletters and the recently established web site. Termly curriculum information sheets provide useful information about topics being taught. They are invited to attend meetings and consultations. Their views are formally recorded.
99. A number of parents provide valuable support in school, for example through the long established Toe to Toe reading programme and other in class activities such as the Godly Play. This has a positive impact on pupils standards of achievement. Many parents support the family days held twice a year over the weekend. They help with projects such as painting murals and erecting climbing equipment in the early years as well as the development and maintenance of school grounds. The very active Parent Teacher Association (PTA) organises fundraising and social events that often include the children.
100. The school has very good well established links with schools in the cluster group, particularly with the receiving secondary school. It is involved in the

transition action plan which is currently being implemented to support continuity and progression between the phases. There are developing links with a neighbouring primary school.

101. There are established partnerships with initial teacher training institutions and colleges of further education. It provides good quality training and work experience for student teachers and child care students.
102. The school has strong links with the parish and plays an active part in the community. Pupils support local events such as the Best Kept village.
103. The school has a strong Welsh ethos and *Y Cwricwlwm Cymreig*, the Welsh dimension in the curriculum, features very prominently in the life and work of the school. The school is steadily developing its capacity to promote pupils bilingual skills. Although these skills are well promoted in the Foundation Phase and key stage 1 there are insufficient opportunities provided for pupils to develop their Welsh language skills across the curriculum in key stage 2.
104. 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 all appropriate out of hours activities. The school makes every effort to tackle the social disadvantage of its pupils.
105. Pupils develop a very good understanding of how they care for the environment, energy and water conservation and waste minimisation through recycling and compost projects in the school. The Eco Committee has representatives from Reception class to Year 6, with Eco Helpers in each class responsible for energy saving measures.
106. Pupils have a very good understanding of global citizenship. The school supports three schools in Nepal through fundraising events and recycling school uniforms. It has recently been successful in its bid to join the Comenius project.
107. Opportunities for pupils to develop skills required to support economic development are very good. The school attends very well to national priorities for lifelong learning and community regeneration. Pupils become increasingly independent as they move through the school and are very well prepared for the next stage of their education.

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

Grade 2: Good features and no important shortcomings

108. The findings of the inspection team do not match the judgement of Grade 1 made by the school in its self-evaluation report because the team did not identify sufficient outstanding features to award a Grade 1 overall to this key question.

109. The school effectively plans for and provides a happy, welcoming and caring environment for pupils to learn and play. Pupils are well guided, cared for and supported. In discussion, members of the school council as well as many pupils express high levels of satisfaction with the care given by the school. The vast majority of parents consider pupils are very well looked after by the school. Staff know their pupils and their families well and are sensitive to their needs. They monitor and support their social development, educational progress and their individual welfare very well. Teachers identify and react constructively to individual pupils' needs and support staff are well deployed to support them in class. External support services are used appropriately and effectively.
110. There is an extremely positive partnership with parents. Their views are sought through regular meetings, consultations and questionnaires. In November parents and their children are invited to meet their teachers to discuss and agree targets for learning. Nearly all parents and children attend this consultation. Their views are formally recorded. This is an outstanding feature. Parents are invited to a further meeting in the summer term following receipt of their child's annual report. Around half of the parents at the pre inspection meeting felt that this meeting is too late and would appreciate a meeting in the spring term, the inspection team judge that this would be more beneficial.
111. The School Council and Eco Committee are well established and democratically elected. They provide pupils with a persuasive voice in the school. Representatives from Reception to Year 6 develop team building and negotiating skills that support their work in many areas.
112. The induction arrangements for new pupils joining the school are outstanding. The family atmosphere and the very well developed induction arrangement helps younger children joining the school settle very rapidly and happily. One of the strengths of the provision is the support given to late entrants to the school with pupils reporting that all members of the school community make every effort to ensure that they feel at home. The links with the receiving secondary school are developing very well and pupils express high levels of confidence in their next stage of education.
113. The school makes very good provision for personal and social education and this aspect permeates all areas of the curriculum with areas such as health and the environment being particularly well developed. Pupils work and play in a happy supportive atmosphere where they feel secure and valued by staff. They readily turn to adults for help and are listened to with respect.
114. There are very effective policies and procedures in place to monitor pupils' attendance and punctuality, behaviour and performance. Pupils' attendance and punctuality are very carefully monitored. The school operates a second day response to absence. It sets targets and works with the Educational Welfare Office (EWO) when necessary.

115. Teachers and support staff apply policies for behaviour management consistently and all adults in the school are very good role models. Pupils' behaviour is very closely monitored and when required appropriate action is taken to support pupils who may experience difficulties. Arrangements to encourage pupils to behave well are extremely effective.
116. The school makes every effort to ensure the healthy development, safety and well-being of pupils. There is a detailed policy and set of procedures to promote health and safety, including risk assessments, which are monitored and implemented consistently by the head teacher and members of staff. Pupils understand the need of exercise and a balanced diet. They appreciate the out of hours sports and gardening clubs but some would like more outdoor play equipment.
117. There is an suitable policy and well documented procedures for child protection that meet the latest government recommendations. The SENCO is the nominated officer and the head teacher is her deputy. There is a named link governor. All staff are fully aware of their responsibilities. All regular volunteers undertake Criminal Record Bureau (CRB) checks.
118. The provision for pupils with additional needs is good with no important shortcomings and meets the requirements of the Code of Practice for Wales. Support for pupils with additional needs has a high profile in the school and pupils of all abilities are positively welcomed. Many late entrants to the school who have not succeeded in other schools often make good progress here.
119. In the early years children with additional needs are generally identified quickly and assessed carefully. The process of diagnosing and tracking pupils' individual needs is generally good with staff keeping full records of pupils' progress. The school's assessment of pupils with specific learning difficulties, in particular is effectively developed. At times, however, the information gathered is not always easily available to clearly demonstrate individual pupils' progress.
120. The additional support provided by the school, which makes a generous contribution from their own budget, is generally good. The withdrawal support for small groups and individuals is effective in ensuring progress particularly in improving reading and writing standards, however the work set is not always sufficiently well linked to the classroom curriculum. A strength of the provision is the non teaching support given to individuals and groups both in class and in withdrawal groups. Pupils benefit from staff having a good understanding of their needs. A number of strategies to help improve pupils' reading and writing skills such as *Catch Up* and *Toe by Toe* are very effective in raising standards. The daily voluntary support given a team of parents to individual pupils is outstanding.
121. Overall the individual programmes given to pupils with additional needs are of good quality and well matched to pupils needs. These plans are often well developed as useful documents and well used by classroom teachers to include as targets in lessons. However at times, the targets set in the

programmes are not sufficiently specific to be easily measurable and for pupils to make optimum progress. Parental involvement in their children's targets is only partly developed.

122. The school has very well developed strategies to deal with pupils whose behaviour impedes their progress. One of the outstanding features is the very good progress pupils with behaviour problems make due to the very effective strategies used by the school. Pupils who have behaviour plans and targets make very good progress and improve their behaviour rapidly.
123. The values promoted by the school are of the highest order. Every individual pupil is respected and treated equally regardless of their background. The school has well developed policies for equal opportunities and diversity and these are evident in many areas of school life. The very good relations between all members of the school community ensure all members of the school feel valued.
124. Adults promote gender equality well during the school day, in particular through sports teams and other extracurricular activities. Gender stereotyping is often discussed in lessons with teachers encouraging pupils to discuss and think about issues.
125. There is suitable disability accessibility plan and clear action plan that takes account of the school site and buildings.

Leadership and management

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

Grade 2: Good features and no important shortcomings

126. The findings of the inspection team do not match the judgement of Grade 1 made by the school in its self-evaluation report because the inspection team did not identify outstanding features in this key question.
127. The head teacher provides purposeful leadership and management. He is committed to the school and strives for pupils to achieve their best. He gives clear direction to the life and work of the school and successfully promotes shared values about behaviour and the importance of good relationships linked to good achievement.
128. He is supported well by the two assistant heads whose managerial skills have been effectively developed in recent years both through experience within the school and external training, however the role of the deputy head teacher is underdeveloped. Overall the leadership team are good role models for other members of staff and pupils, they are effective, meet regularly and its members are committed to raising standards of achievement.
129. The aims of the school successfully promote equality of opportunity and respect for all. This is evident in the life of the school with signs clearly displayed throughout the school encouraging visitors to support this aspect of the school's work.
130. The school takes good account of national priorities. It has achieved the Basic Skills Quality Mark and promotes the importance of healthy lifestyles, sustainability, and global citizenship very well. The innovative way in which the school has successfully introduced the Foundation Phase is an outstanding feature of the school. Although developing Curriculum 2008 has been earmarked as a priority in the school improvement plan, to date, not enough work has been undertaken in this area.
131. Staff with leadership and management roles, have a good understanding of their responsibilities for improving standards and the quality of provision. Staff work well together as a team, and staff meetings are held regularly. Co-ordinators are in place for all subjects, the early years and other major aspects of learning and they take a coherent and consistent approach to the management of their area of responsibility and its resources.
132. The work of the Governing Body is good with no important shortcomings. Governors have a clear understanding of their roles and responsibilities. The Governing Body is well led and organised and it is supportive of the head teacher and members of staff. It also acts as the school's 'critical friend', holding the school to account for its work. Governors play a full part in

shaping the strategic direction of the school and they bring invaluable professional experiences to their roles.

133. The head teacher and members of staff keep governors well informed about the work of the school through written and oral reports. Governors receive inputs from subject leaders and pupils at meetings and they make good use of the information they gather to inform their debates and to arrive at considered decisions.
134. Governors fulfil their statutory responsibilities well.

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

Grade 2: Good features and no important shortcomings

135. The findings of the inspection team do not match the judgement of Grade 1 made by the school in its self-evaluation report because the school over estimated the number of outstanding features in this key question.
136. The school has put in place good self-evaluation procedures. The school self-evaluation report is comprehensive, it identifies strengths and clearly details the evidence sources for the judgements.
137. Overall, there is a well structured system for gathering information that is used effectively by leaders in the school for strategic planning. Although the school displays a positive, self-critical culture, the approach to monitoring the work of the school by senior leaders is not always rigorous enough in identifying areas for improvement.
138. The school works exceptionally hard to involve all members of the school community in the self-evaluation process. It canvasses the views of governors, parents and the school council. There is also very effective involvement of the wider community, through consultation with representatives of various support agencies. This is an outstanding feature of the school's self-evaluation process.
139. Overall, leaders display a determination to improve aspects of the school's provision further. Good progress has already been made, for example, in teaching and learning ICT and in providing pupils with regular creative and investigative experiences. All staff are involved in analysing school performance data and the quality of their interpretations has had a positive impact on the identification of pupils' needs.
140. The inspection team matched the findings of the school's self-evaluation report for two of the key questions. In the other five key questions, the inspection team judged that the school had over-estimated the number of outstanding features and there were some shortcomings in certain areas.

141. The School Development Plan is a well-organised working document in which targets are clearly stated and prioritised. Success criteria are evident and realistic priorities are well supported with a careful allocation of suitable resources. There is a good focus on the need to continue to improve pupils' standards of achievement.
142. The school has responded well to the key issues identified in the previous inspection report and made outstanding progress since the last inspection. Because of well focussed self-evaluation, the quality of teaching and standards of achievement within the curriculum are now good with some outstanding features.

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

Grade 2: Good features and no important shortcomings

143. The findings of the inspection team do not match the judgement of Grade 1 made by the school in its self-evaluation report because the school over estimated the number of outstanding features in this key question.
144. The school has an appropriate number of teachers and support staff to deliver a broad curricular experience effectively and to support children who have additional learning needs. All staff are suitably trained and well qualified and are good role models for their pupils. They are enthusiastic, dedicated, and work together well as a cohesive team to plan and prepare lessons.
145. It is to their credit and hard work that the quality of teaching, learning and pupils' standards has improved considerably since the time of the previous inspection. The administrator is well organised and ensures the smooth day-to-day running of the school.
146. Workforce remodelling arrangements are good. Teachers' planning, preparation, and assessment time is well organised and makes a good contribution to pupils' learning and standards. New teachers to the school say they have been inducted quickly into the staff team and have been given very good support and guidance.
147. All support staff, including a number of supply teachers covering for absence, are deployed effectively, so that they make the best use of their time and expertise. This enables them to make a good contribution to pupils' learning.
148. Learners have good access to a wide range of effective resources, both within the school, and out in the locality and the wider world. In order to ensure good value for money, subject co-ordinators carefully monitor resources. The school is particularly good at sourcing the support of craft workers and artisans. A woodcutter, artists and a willow maker, for example, made interesting and imaginative contributions to the development of the school grounds. Pupils say they look forward to the fortnightly visits of the local library van.

149. ICT has been a recent priority and the increased knowledge of staff and improved standards of pupils are both seen as a measurable success for the school. Teachers use the interactive white boards with some skill to support work in subjects across the curriculum.
150. Extra funding for training and resources has been obtained from grants. Recently funding for the "Read a Million Words" initiative, for example, enabled staff to buy more reading books. The school greatly values the financial and other support parents and other family members give to the school.
151. However, there are too few Welsh books to properly help pupils in key stage 2 to further develop their Welsh language reading skills. The library is tucked far away from the teaching areas and is not easily accessible to pupils. It is not well stocked and many of the books are shabby. This means that pupils miss out on opportunities to develop their research and investigative skills, and also in having a comfortable place where they can visit to read, in English and Welsh, for pleasure.
152. The school provides a stimulating and comfortable setting for pupils' education. It is very clean, attractively decorated, and imaginatively developed. This is due in no small measure to the dedication and effort of parents, pupils and staff, although some health and safety concerns about the site were brought to the attention of the head during the inspection.
153. The whole site has undergone a transformation in recent years with extension work to the building, and extensive, well-developed gardens. All classes now have access to the outside. There are well-resourced outdoor classrooms for children in key stage 1 and provision for the foundation phase and early years in particular is outstanding. The relatively new playing field is well used.
154. Staff make good use of all inside accommodation, which is of good quality, and enhanced throughout with attractive examples of pupils' work. There are some shortcomings, however, that staff work diligently to overcome. There are no storage areas in the classrooms, and the extra teaching areas outside the classrooms have become cramped with resources and equipment because of this. There are no extra teaching areas for music or ICT, and the hall is small.
155. The governing body manages the school budget prudently and maintains a very close overview of all expenditure in the school, in order to ensure that priorities in the school improvement plan are met. The head and senior management team regularly evaluate spending decisions. A large deficit has been eradicated. Shortcomings identified in the most recent auditors' report have been dealt with.
156. There has been outstanding improvement in many areas of the school since the time of the previous inspection, including the standard of teaching and learning and pupils' achievement in subjects. The care, support and guidance that pupils receive are also very good. When all these things are taken into account, the school now gives good value for money.

Standards achieved in subjects and areas of learning

English

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

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

Good Features

157. In both key stages, pupils speaking and listening skills develop extremely well across the school. Pupils of all abilities listen very carefully to their teachers' explanations and to other pupils' contributions. They listen attentively with interest and are very eager to contribute to discussion.
158. Younger pupils speak very confidently and generally clearly when answering questions and explaining their thinking in class. The more able speak at length and very coherently when describing aspects of the story of *The not So Scary Witch* for instance.
159. Older pupils listen very attentively and contribute willingly to class discussions speak in a variety of contexts and read their work confidently to the class. They use a very good range of vocabulary when describing The Minotaur with the more able fluently describing their interpretation of the story. Pupils undertake role-play confidently. Year 3 dramatise the story of *King Midas* with confidence, demonstrating good understanding of the characters in the story.
160. In key stage 1, standards in reading are good and pupils of all abilities make good progress across the key stage. They read aloud with good levels of understanding and expression paying good attention to punctuation. More able pupils read with a high degree of fluency. Pupils write for a good range of purposes, making good progress from emergent to independent writing. Pupils often write easily retelling stories as in *The Magic Harp* substituting characters and sequencing events correctly.
161. In key stage 2, standards in reading are good with no important shortcomings. Pupils including those with additional needs read aloud well. Most pupils have good understanding of the basic skills and have well developed strategies for dealing with unfamiliar words. Pupils of all abilities pay good attention to punctuation when reading. Older more able pupils read widely and they have a number of favourite authors. They are confident in discussing plot and character. They read silently at speed with good understanding of the text or read aloud fluently with good levels of expression. Older pupils use well developed reading skills in their investigation of famous people from the 1960s. They research efficiently and show proficient levels of understanding of the range of information presented on the internet.
162. In key stage 2, pupils write for a good range of purposes. They develop and use a range of styles to produce good examples of letters, newspaper articles, poems, stories and other narrative writing. Pupils' creative writing is of good

standards with the effective use of drafting and redrafting. In poems on snow and *What Wales means to me* make good use of similes and metaphors.

163. Older pupils produce writing which is varied in content, well structured and of good quality. Pupils of all abilities make good progress in understanding and using the conventions of grammar through the key stage. Pupils use their writing skills well across the curriculum, for note taking, writing instructions or for writing empathetically in history or factually about living things in science.
164. Standards in spelling are generally good. Pupils use appropriate strategies for spelling words and make good use of dictionaries.
165. Pupils' handwriting develops well across the school. Pupils write neatly and fluently using a legible script.
166. Pupils in both key stages use their word processing skills effectively to make first draft, edit and make best copies of their stories and poems.

Shortcomings

167. There are no important shortcomings.

Welsh second language

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

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

168. When incidental Welsh is spoken during the course of the day, most pupils throughout the school demonstrate good understanding of straightforward instructions and questions and generally enjoy opportunities to speak in Welsh.
169. In key stage 1, most pupils listen attentively. They listen carefully to each other when asking and answering questions when working in pairs. They listen well to stories in Welsh demonstrating good understanding of the vocabulary. Their familiarity with spoken word is developing well, they pronounce well and understand a good range of everyday vocabulary and use basic sentence pattern confidently. Older more able pupils use variety of speech patterns fluently and easily, asking and answering questions about a range of topics with assurance.
170. In key stage 1, most pupils make good progress with their reading and writing skills across the key stage. Younger pupils recognise and read basic vocabulary accurately. Older pupils read unseen simple books about *Y Tywydd* easily with good levels of understanding and fluency. They write simple sentences about the weather, their home with the older more able pupils composing more complex sentences about what they are wearing.

171. In key stage 2, younger pupils listen very well and use a good range of vocabulary and sentence patterns to respond to questions and engage in conversation. More able pupils undertake lengthy conversations in pairs confidently. They are developing a good command of the negative and positive forms of responding to questions. Most of these younger pupils pronounce well and speak fluently and confidently.
172. In key stage 2 younger pupils reading is of a good standard. Year 3 pupils of all abilities read a good range of simple sentences about the body accurately and with good understanding.
173. Pupils of all abilities in key stage 2 make generally good progress with their writing across the key stage. They write for a range of purposes, using examples of variety of sentence pattern and a good range of relevant vocabulary. More able pupils at the end of the key stage write postcards from European countries accurately and to a good standard.

Shortcomings

174. In key stage 2, most pupils use and comprehension of incidental Welsh are insufficiently extended as they progress through the key stage.
175. In key stage 2, pupils' confident and fluent use of the spoken language is inadequately developed as they progress through the key stage. Older pupils lack skill in spoken Welsh without the support of the written word.
176. In key stage 2, many pupils reading ability is insufficiently extended as they progress through the key stage and older pupils need prompting when reading basic words and phrases.

Mathematics

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

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

Good features

177. In both key stages, pupils make good progress in all aspects of mathematics.
178. They are confident mathematicians and enjoy their lessons.
179. Most pupils in Year 1 use effective mental strategies to add or subtract any two numbers up to 10 and know their number bonds to 20. They are familiar with coins and use them to buy things and to provide the correct change. They correctly compare 2 lengths, masses or capacities by direct comparison. More able pupils can work out more complex problems for example, change from £1 and £2.
180. Most Year 2 pupils add or subtract any pair of two-digit numbers and add 1 to a 3-digit number correctly. They work out the cost of objects well. Most make sensible estimate and measure and compare lengths and masses accurately.

Nearly all pupils can recall the names of 2D and 3D shapes and discuss their properties using appropriate mathematical language, such as, edges, corners, faces.

181. In key stage 2, pupils' continue to reinforce their work in mathematics with an increasing understanding of patterns and relations. They use appropriate language and terminology.
182. Most Year 3 pupils can accurately subtract 10 from numbers to 1000. More able pupils subtract 2-digit numbers from 3-digit numbers orally. They correctly work out different pairs of numbers with a given sum or difference. They successfully use a written method to add or subtract two-digit numbers. More able pupils are confident when recognising fractions such as halves quarters and thirds.
183. Year 6 pupils successfully multiply a 3-digit number by a 2-digit number, using a variety of methods. Most can explain the value of each digit in a number with 6 or more digits. They solve problems by extracting and interpreting information presented in tables, graphs and charts well. When drawing and measuring angles most pupils are confident and their work is accurate.
184. Overall and throughout the key stage, the use of new mathematical strategies is being developed well and pupils' are using the methods very effectively to develop their problem solving skills.

Shortcomings

185. There are no important shortcomings.

Science

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

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

Good features

186. Scrutiny of pupils' work in both key stages shows pupils' investigative and enquiry skills to be of a good standard, and much improved since the time of the previous inspection.
187. The majority of pupils record the outcomes of their investigations independently. Recorded work is well presented, with pupils throughout the school using a suitable and relevant scientific vocabulary to present their views and ideas.
188. Most pupils in Year 1 communicate their ideas in a variety of ways when they experiment to find out which materials are waterproof/not waterproof. They accurately describe the materials they observe in terms of various properties, such as strong, bendy etc.

189. Pupils in Year 2, after constructing simple circuits, work well in pairs to create a lighthouse model and light the beacon. In their topic on waterproof shelters, most carefully design and make their shelters, devising a fair test to check if the covering is strong enough and waterproof. They predict sensibly and later record their results independently on a graph. Their problem solving skills are good.
190. When Year 3 pupils investigate to find out what happens to materials when you change the temperature, they use their numeracy skills well to develop a fact file chart of gathered information. After discussing their ideas in groups they create interesting presentations for the rest of the class.
191. When pupils in Year 4 design and develop their own experiments to measure temperature over time, the majority plan thoroughly, and create a good range of different graphs to record which materials are the best insulators. They present pertinent explanations as to why some solids are difficult to classify, and show a good understanding of standard and non-standard ways to measure volume.
192. Most year 5 pupils create working circuits with ease, adding lights and switches. They work confidently and quickly, in pairs, using their circuits independently to devise a Morse code message and send it on the telegraphy system they have developed.
193. Pupils in Year 6 carefully describe in their own words the properties of solids, gases and liquids. They conduct a wide range of investigations and display a good knowledge and understanding of evaporation and condensation. When separating mud and silt from pond water, they record and label their findings accurately.

Shortcomings

194. There are no important shortcomings.

Design technology

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

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

Good features

195. In key stage 1 most pupils make good use of construction kits; they work well, both individually and together to create and refine their designs. They sensibly discuss their ideas and make informed decisions that improve their models.
196. Most pupils cut, shape, stick and glue, fold twist various items, using a range of materials and components effectively.
197. Year 1 pupils undertake a variety of food technology activities and have made porridge, apple crumble and gingerbread men. The majority correctly recall

the sequence of making their products well. When set the task of making playground equipment the pupils show good imagination and creativity and make recognisable models: they discuss others designs and evaluate the end product well.

198. When given a task to make a rain shelter Year 2 pupils involved their parents in the design and made sensible choices when deciding which would be the best material for the job. They carefully tested a variety of fabrics to see which was the most waterproof. As a result their designs were imaginative, creative and well planned.
199. In key stage 2 most pupils' understanding of designing and creating an item for a purpose or a need is developing well. They plan their designs in an effective step by step approach. They measure accurately and use appropriate tools and techniques.
200. In Year 3 most pupils plan effectively to make a variety of sandwiches, they use taste testing sessions and conduct surveys to establish popular recipes, they carefully record their results in the form of tally and bar charts and as a result make good attempts at creating well made sandwiches.
201. In years 5 and 6 pupils use good research skills to find out the history of slippers before using their skills to plan and design their own. Prototypes are made from detailed design specifications which are well written, important health and safety issues are discussed and very good evaluations of their work are undertaken.
202. Overall, pupils' co-operate well, are focussed and take a pride in their work; they also know how to clear up quickly and effectively after completing their tasks.

Shortcomings

203. There are no significant shortcomings.

Music

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

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

Good features

204. The quality of singing in unison and in two parts, in English and in Welsh, is good across the school. Pupils perform their musical activities confidently because the school works hard to develop their creative skills. They enjoy their lessons as a result, and this helps them to take on new creative challenges with relish.
205. Standards of achievement throughout the school are enhanced by the work of the large number of pupils who participate in instrumental tuition and the

school choir. Every opportunity is taken to encourage pupils to practice their skills, for example, in assembly and concerts.

206. Most pupils in Year 1, when they use tuned and untuned instruments to create a sound picture to accompany the story of Hansel and Gretel, have a good understanding that sounds are different, and that some are high, low, soft, hard, loud and quiet.
207. They offer sensible suggestions what sounds might enhance their story, such as the wind blowing and bugs flying. They illustrate them competently with voice and body actions. Most have a good knowledge of the sounds different instruments make and harness this knowledge to create a suitable accompaniment to their story.
208. In Year 2 most pupils respond readily to a steady beat, by clapping and tapping an accented rhythm pattern. They learn a new song exceptionally quickly, and sing with gusto.
209. By Year 3 pupils build on these skills when they consider the mood and character of their songs. The majority describe in suitable terms how it makes them feel, and sing expressively, reflecting the mood of the song.
210. Other pupils listen to space music attentively. They brainstorm ideas, sharing their views on what the piece means to them, and come up with some imaginative, thoughtful, suggestions. They successfully make choices of movement and instruments when composing a melody with an uneven rhythm in the style of space music.
211. In Year 6, after experiencing a 1960's popular song, most pupils accurately identify sound sources in the record, such as the steady drumbeat, and try to explain the significance of the "echo". They use a relevant musical vocabulary with ease.
212. They collaborate well in their groups to invent new, fun lyrics for their song. They are excited by their learning and as a result, are eager to compose, perform and evaluate their own and each other's work.

Shortcomings

213. There are no significant shortcomings.

School's response to the inspection

The head teacher, staff and governors of Llansannor & Llanharry C/W Primary School welcome the Estyn report following the inspection undertaken in March 2009.


The inspection report acknowledges the many strengths and outstanding features of our school. We are also delighted that it also recognises that Llansannor is a welcoming, happy and caring school that has made outstanding progress since the last inspection report in 2003.

We are very pleased that the report celebrates that the values promoted by the school are of the highest order. Every individual pupil is respected and treated equally; the very good relations between all members of the school community ensure that all members of the school feel valued.

The report also highlights the dedication of all staff within the school who work closely together and have a clear commitment to raising standards; and that our pupils' behaviour and the respect they show to adults and each other is outstanding.

In order to build upon and develop the good practice that exists at Llansannor, the school will produce an action plan to address the recommendations. A copy of the action plan will be sent to parents/carers and its progress will be reported on in subsequent Annual Governors Reports to Parents.

Finally we are keen to acknowledge the professional, courteous and thorough manner of the work undertaken by the inspection team throughout the inspection process. The inspection has given the school a fresh impetus to ensure that Llansannor remains a school with a highly distinctive Christian character, supporting everyone to achieve their potential.



Appendix 1

Basic information about the school

Name of school	Llansannor C.I.W. Primary
School type	Primary inc Foundation Phase
Age-range of pupils	3-11
Address of school	Llansannor CIW Primary School Llansannor Cowbridge Vale of Glamorgan
Postcode	CF71 7SZ
Telephone number	01443 223545

Head teacher	Mr P Fisher
Date of appointment	1.09.1990
Chair of governors/ Appropriate authority	Mr P Whiting
Registered inspector	Mr J J Beecher
Dates of inspection	16 th March – 19 th March

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	17/34	32	29	21	22	22	32	20	212

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	9	2	9.9

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	22:1
Pupil: adult (fte) ratio in nursery classes	6:1
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	25
Teacher (fte): class ratio	1:23

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2008	91.2	95.1	95.3
Summer 2008	91.9	94.5	93.7
Spring 2008	83.7	88.7	93.9

Percentage of pupils entitled to free school meals	2
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2008				Number of pupils in Y2:		22	
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	0	73	27
		National	0.2	3.5	13.8	63	19.4
En: reading	Teacher assessment	School	0	0	4	68	28
		National	0.2	4.1	14.9	55.2	25.5
En: writing	Teacher assessment	School	0	0	4	72	23
		National	0.2	4.8	15.9	67.8	11.3
En: speaking and listening	Teacher assessment	School	0	0	0	73	27
		National	0.2	2.4	10.7	62.8	23.8
Mathematics	Teacher assessment	School	0	0	4	64	32
		National	0.2	2.0	10.9	65.2	21.6
Science	Teacher assessment	School	0	0	0	68	32
		National	0.2	1.6	8.5	66.3	23.4

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

In the school	96%	In Wales	80.7%
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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:		28					
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School							25	36	39
		National	.2				.6	3	15	51	28
Welsh	Teacher assessment	School									
		National									
Mathematics	Teacher assessment	School	.2						25	32	43
		National					.6	2	14	51	29
Science	Teacher assessment	School							11	39	50
		National	.2				.6	2	11	53	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	71	In the school	
In Wales	75	In Wales	

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 a total of twelve inspector days in the school. A team meeting was held prior to the inspection. There was a nominee, who was the head teacher.

The inspection team inspected:

- 28 lessons or part lessons;
- all classes;
- acts of collective worship; and
- extra-curricular activities.

The inspection team held meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers, support and administrative staff and groups of pupils during the inspection; and
- staff and governors after the inspection.

The inspection team also considered:

- the school's self-evaluation report;
- 52 responses to the parents' questionnaires; around 91 percent of answers were positive;
- a comprehensive range of documentation provided by the school before and during the inspection; and
- a variety of pupils' current and past work.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Jeff J. Beecher Registered Inspector	Context, summary, report and recommendations. Key Questions 1, 5, 6 Mathematics, Design Technology
Kay Andrews Team Inspector	Contributions to Key Questions 2 & 7 Science, Music
Delyth Parris Team inspector	Contributions to Key Questions 3 & 4 Welsh 2 nd Language, English
Caterina Lewis Lay Inspector	Contributions to Key Questions 1, 3, 4, 7
Paul Fisher Nominee	Attending meetings, providing information and evidence

The contractor was:

Evenlode Education Ltd
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