

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

A Report on the Quality of Education in

**Nottage Primary School
Suffolk Place
Nottage
Bridgend
CF36 3ED**

School Number: 6722194

Date of Inspection: 27/01/09

by

**Dorothy Morris
16211**

Date of Publication: 31/03/09

Under Estyn contract number: 1115208

© Queens Printer and Controller of HMSO 2009: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The copyright in the material must be acknowledged as aforementioned and the title of the report specified.

Copies of this report are available from the school. Under the Education Act 2005, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

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

The inspection of Nottage Primary School took place between 27/01/09 and 30/01/09. An independent team of inspectors, led by Dorothy Morris 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

Contents	Page
Context	1
Summary	2
Recommendations	8
Standards	9
Key Question 1: How well do learners achieve?	9
The quality of education and training	13
Key Question 2: How effective are teaching, training and assessment?	13
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	16
Key Question 4: How well are learners cared for, guided and supported?	19
Leadership and management	22
Key Question 5: How effective are leadership and strategic management?	22
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	24
Key Question 7: How efficient are leaders and managers in using resources?	25
Standards achieved in subjects and areas of learning	28
Foundation phase	28
English	33
Mathematics	34
History	35
Music	36
Physical education	37
School's response to the inspection	40
Appendices	41
1 Basic information about the school	41
2 School data and indicators	41
3 National Curriculum assessments results	42
4 Evidence base of the inspection	43
5 Composition and responsibilities of the inspection team	44

Context

The nature of the provider

1. Nottage Primary School caters for pupils aged three to eleven years of age and is located in the seaside town of Porthcawl. It is maintained by Bridgend County Borough Council. The school admits pupils to the nursery, initially on a part-time basis, at the beginning of the term following their third birthday. Most pupils come from the town itself and the immediate area. Pupil numbers have decreased over recent years in line with local trends.
2. At present, there are 405 pupils on roll with 17 full time teachers, 1 part time teacher for language support plus the headteacher. The school also has the services of 13 learning support assistants. There are 16 classes arranged in chronological order and the classes are mixed ability.
3. The school serves a mixed catchment area with predominantly privately owned housing although there are some areas which are more economically disadvantaged. Currently, 12% of pupils are entitled to free school meals; this percentage is below the Local Authority (LA) and national averages.
4. All pupils come from mainly English-speaking backgrounds and learn Welsh as a second language. No pupil has been excluded from the school in the last twelve months.
5. Pupils attending the school represent the full range of ability. Baseline assessment and school data indicate that most pupils' ability on entry is good and generally above the LA's average. Ninety-one pupils (23%) have been designated as having additional learning needs. This percentage is above both local and national averages. In line with the LA's policy, no pupil has a formal statement of special educational needs but three pupils receive one-to-one support. Nine pupils receive support in English as an additional language.
6. The school has been accredited as an Investor in People, its Basic Skills Quality Mark has been renewed, it has gained the Eco Schools' Green Flag and the Healthy Schools Award.
7. The school was last inspected in March 2003. Since that inspection, there have been changes in staffing at the school and improvements to the accommodation and the outdoor learning environment. The school's class for pupils with moderate learning difficulties was closed in July 2008. The current headteacher has been in post since September 2008.

The school's priorities and targets

8. The overall aim of Nottage Primary School is to promote the creative, cultural, intellectual, moral, physical and spiritual development of the pupils, so that they become independent in their learning promoting an enquiring mind, a desire to learn and a good attitude to work thus growing into independent and discerning adults.

9. The school's priorities and targets for 2008-09 include to:
- improve standards of achievement for boys in writing and oracy at level 3;
 - develop the range of assessment techniques to increase pupil engagement in assessing their own work;
 - devise a thematic approach towards curriculum planning;
 - continue to improve provision for pupils with additional learning needs;
 - further develop strategies for whole school self-evaluation.

Summary

10. This is a good school. There are outstanding features in the quality of teaching and in aspects of the way it meets the needs and interests of learners, the care and support for pupils, and the management of resources. Since the last inspection, the school has succeeded in improving the overall quality of its provision. It has maintained the good standards and raised standards further in other subjects. There are outstanding features in pupils' standards of achievement in music across the school, physical education in key stage 2 and in most areas of learning in the under-fives classes. There is a strong commitment amongst all the school's partners to ensuring further improvement. The school offers good value for money.
11. The self-evaluation report, produced by the school before the inspection, is a comprehensive document that identifies strengths and areas where improvements are needed. The inspection team agreed with the school's judgements in three out of the seven key questions but awarded a lower grade to the other four key questions. Although outstanding features are acknowledged in these key questions, the inspection evidence demonstrates that provision overall is good with no important shortcomings.

Table of grades awarded

12. The inspection team judged the work of the school as follows:

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

Standards

13. In the lessons inspected, pupils' standards of achievement are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
26%	72%	2%	0%	0%

14. These figures are above the national findings published in Her Majesty's Chief Inspector's (HMCI) latest Annual Report for 2007-2008, which states that standards were good or better (grade 1 and 2) in 84% of lessons, of which 12% were grade 1.

Areas of learning for under-fives

15. The quality of provision for the under-fives is appropriate to their needs and the children make good progress towards the Foundation Phase outcomes. The children settle well into school routines and apply their learning skills effectively and confidently in their work.

Areas of Learning	Foundation Phase
Personal and social development, well-being and cultural diversity	Grade 1
Language, literacy and communication skills	Grade 1
Mathematical development	Grade 2
Welsh Language development	Grade 1
Knowledge and understanding of the world	Grade 1
Physical development	Grade 2
Creative development	Grade 1

Grades for standards in subjects inspected in key stage 1 and key stage 2

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

Subject	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
History	Grade 2	Grade 2
Music	Grade 1	Grade 1
Physical education	Grade 2	Grade 1

17. In 2008, pupils' attainments in the National Curriculum (NC) assessments in key stage 1, according to teacher assessments, were above the county and national averages in English and mathematics but below in science. The wide range of ability and the significant percentage (30%) of pupils with additional learning needs in the class had an adverse effect on the overall outcomes. When compared with similar schools across Wales on the basis of entitlement to free school meals, pupils' overall attainments place it in the lower 50% of similar schools. Over a three-year period, the school's overall results have been consistently above the county and national averages. When compared with

similar schools across Wales, the results are more uneven and range between the lower 50% and the upper 25%.

18. In 2008, pupils' attainments in the NC assessments in key stage 2, according to teacher assessments, were above the county and national averages in English, mathematics and science. The percentage of pupils achieving the higher level, that is level 5, was significantly above the national averages in all core subjects. When compared with similar schools across Wales, on the basis of entitlement to free school meals, the school's results overall place it in the upper 25% of similar schools. Over a three-year period, the school's results place it in the upper 25% of similar schools in most years.
19. The school is successful in meeting its end of key stage targets. At present, there are no significant differences in the performance of boys and girls.
20. Children under five make good and often outstanding progress in developing their thinking, communication, number and information and communication (ICT) skills across the areas of learning. There are also outstanding features in the development of their personal and social skills, and their learning skills.
21. In both key stages, pupils' progress and standards in key skills across the curriculum are good. Pupils apply their thinking, communication, number and ICT skills well whilst undertaking a broad range of tasks across the subjects. There are outstanding features in the development of most pupils' speaking and listening skills across the school, and in examples of their ICT skills in key stage 2.
22. There are good features overall in the development of pupils' bilingual competence. Pupils of all ages communicate readily and confidently in English. They communicate with increasing confidence and accuracy in Welsh in the under-fives classes and in key stage 1. There are outstanding features in the under-fives' understanding and use of Welsh in a range of learning activities. In key stage 2, pupils respond accurately to familiar language patterns but many pupils lack a sufficient grasp of Welsh vocabulary to communicate informally during the school day.
23. In both key stages, pupils' wider key skills of problem solving, working with others and using their learning skills more independently are good overall. Nevertheless, pupils do not extend these skills consistently in a range of investigative tasks in different contexts. Pupils show good development in their creative skills across the school. There are outstanding features in the development of pupils' skills in music and in aspects of physical education.
24. Pupils are aware of their personal targets for improvement and in best practice can discuss what they need to do next in order to improve the quality of their work. Overall, pupils' ability to assess their own progress and learning is not developing consistently across the school. This aspect has been appropriately identified by the school as an area for further improvement.

25. Pupils' moral and social development is good. They show consideration for others less fortunate than themselves and collect sums of money for good causes. Pupils work together effectively and show good development in their personal and social skills.
26. There are outstanding features in pupils' cultural development when pupils learn about other cultures particularly through their studies in music. Through collective worship, circle time and school council activities, pupils develop a secure set of spiritual and moral values. Nevertheless, pupils' ability to reflect on spiritual matters is less well developed. Pupils are involved in re-cycling, composting, water and energy conservation and in waste minimisation schemes. Their understanding of environmental, conservation and global issues is outstanding, relative to their young age.
27. Pupils have a good understanding of *Y Cwricwlwm Cymreig* (the Welsh Curriculum) through their studies in subjects such as history, geography and art. They also demonstrate a good awareness of the social and cultural traditions of other faiths and cultures.
28. Pupils' behaviour is good. They have a clear understanding of what is expected of them and they are courteous to staff and to visitors to the school. There are outstanding features in the behaviour and attitudes of pupils in a few year groups. In the under-fives classes, for example, children are highly motivated, behave well and demonstrate excellent attitudes towards their work and play.
29. Pupils' knowledge of the community is good, and they contribute to many local events. Through visits and the contribution of visitors to the curriculum, pupils have a good understanding of the world of work.
30. Pupils' attendance and punctuality are good. Attendance rates for the past three terms average 94.7%. These rates are above both national rates of attendance for pupils of primary school age and rates of attendance for schools with similar free school meal entitlement.

The quality of education and training

Grades for teaching

31. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
24%	65%	11%	0%	0%

32. The above figures are a significant improvement from the last inspection and are above the national findings reported in the HMCI's Annual Report for 2007-8, which states that the quality of teaching was good or better (grade 1 and 2) in 83% of lessons of which 16% were grade 1.
33. The quality of teaching is a major strength of the school and includes outstanding features. Teachers have an excellent working relationship with their

pupils, which facilitates effective learning. The good and outstanding teaching includes characteristics such as teachers' very high expectations, stimulating presentations, excellent use of a variety of resources and skilled questioning. In a few lessons where the teaching is less effective, the pace of teaching is slow and tasks are not sufficiently well matched to pupils' ability and current learning needs.

34. The quality of assessment, recording and reporting of pupils' progress is good. Teachers assess pupils' achievements and progress accurately and outcomes are used appropriately to plan future teaching. The annual reports to parents conform to statutory requirements and note pupils' achievements and development clearly.
35. The school's curriculum at key stages 1 and 2 is broad and balanced. It is equally accessible to all and is effective, overall, in meeting the needs of the range and age of pupils at the school. There are outstanding features in the quality of curricular planning and provision for the Foundation Phase.
36. The pupils' learning is effectively enriched by a wide variety of educational visits and extra-curricular activities. These cover a variety of experiences including sports, music, French, science, gardening and computers. These activities support the educational provision within the school. There are regular visitors and performers to the school who enhance pupils' learning experiences in aspects such as music, drama and local history.
37. The provision for developing pupils' spiritual, moral and social development is good overall. Through subjects such as art, geography and religious education, pupils learn well about other cultures and traditions. Provision to promote pupils' cultural development through music is one of the outstanding features of the school. Overall, provision for collective worship meets statutory requirements. In a few classes, however, opportunities for spiritual reflection are more uneven in nature.
38. The culture and heritage of Wales receives good attention. Staff and pupils demonstrate very positive attitudes towards the Welsh language which is well reflected in the use of incidental Welsh in many classes throughout the school day. There is scope, however, to strengthen the development of pupils' bilingual competence progressively across the school.
39. The school's partnerships with parents, the local community, other schools and higher education institutions are highly successful and have outstanding features that enrich the life and work of the school and enhance pupils' learning experiences.
40. The school's approach to raising pupils' awareness and understanding of sustainable development and global citizenship is good with outstanding features. The school's commitment to environmental and conservation issues is excellent, and as part of the *eco-schools award scheme* the school has received the *European Green Flag* for the second time. This is an impressive achievement. Provision is very effectively led by the school's eco co-ordinator.

There is excellent teamwork amongst all staff including the caretaker whose enthusiasm and commitment in working with staff and pupils to develop the school grounds and conservation area is greatly valued.

41. This is an inclusive school where all pupils are valued equally. This reflects the high quality of the pastoral care, support and guidance offered to all pupils. The school gives very good attention to pupils' well-being. Clear policies and procedures relating to health and safety including fire prevention, sex education and first aid are implemented with care. Appropriate risk assessments are undertaken to ensure the continuing safety of the school environment, and prior to school visits. There is a suitable policy for child protection and all staff are aware of its guidance.
42. There is strong emphasis on all aspects of health education, and the promotion of a healthier lifestyle permeates the curriculum and is evident in the daily routines.
43. Provision for pupils with additional learning needs is good. In classes and during withdrawal sessions, teachers, experienced support staff and external agency staff offer pupils effective support. Overall, pupils make good progress commensurate with their abilities and stage of development.

Leadership and management

44. The quality of leadership and management shown by the headteacher is a strength of the school. She has a clear vision for the future development of the school and places a strong emphasis on high standards and the inclusion of all pupils. Her strong sense of direction and constructive guidance create a very positive learning environment for staff and pupils.
45. The headteacher is ably supported by the senior management team and staff with leadership responsibilities, which brings together a good range of skills and expertise. All members of staff across the school work well together to further pupils' educational development and achievements.
46. The governing body is highly supportive, well informed and involved in the life of the school. Governors help to set the school's strategic direction and have formulated a range of relevant management policies, which reflect the school's commitment to equality and school improvement.
47. The headteacher, staff and governors are committed to improving standards and a constructive monitoring programme has been drawn up that provides useful information on aspects of the provision. The school development plan effectively sets out the school's priorities and is informed by a wide range of evidence identifying the school's needs. It provides a relevant agenda for taking the school forward.
48. The school has made good progress since the last inspection having successfully addressed the key issues for action. There is now improved progression between the different key stages, standards in music have improved

significantly, and standards in all the subjects inspected are now judged to be at least good. Planning to promote key skills across the curriculum is established and the school has clear targets for developing assessment strategies further.

49. The management and use of resources is good. There is a good complement of suitably qualified and experienced teachers to carry out the work of the school. They are effectively deployed and provided with very good opportunities for further professional development. The school invests extensively in learning support staff, who plan and work effectively with teachers across the school. Their contribution to the richness of the learning experiences provided for children in the under-fives classes is an outstanding feature.
50. All the administrative staff, the caretaker, the cleaning staff and all the ancillary staff contribute effectively to the smooth running of the school.
51. Resources are used well across the school to support the teaching and learning in all subjects. The use made of learning resources in the under-fives classes and in the teaching of music has outstanding features. Overall, the condition of the spacious purpose-built building is good and there is effective use of the range of facilities available both indoors and outdoors.
52. There is good investment in resources and equipment and the headteacher, with the support of the governors, ensures that all identified priorities are adequately resourced. They demonstrate initiative in obtaining additional grants and funding from a variety of sources to supplement the school's allocated budget. The headteacher and the governing body review and monitor expenditure regularly, enabling the school to provide good value for money.

Recommendations

In order to improve provision further, the school needs to:

- R1. Maintain the outstanding standards and build on the good standards achieved in other subjects;*
- R2. Disseminate the good and outstanding features of the teaching and learning consistently across the school;
- R3. Extend pupils' involvement in assessing their own learning and development more consistently across the school; *
- R4. Develop pupils' bilingual competence progressively across the school*.

(* The school has identified these recommendations in its School Development Plan).

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

53. The findings of the inspection team match the grade 2 judgement made by the school in its self-evaluation report.

54. In the lessons observed, pupils' standards of achievements are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
26%	72%	2%	0%	0%

55. These figures are above the national findings published HMCI's latest Annual Report for 2007-2008, which states that standards were good or better (grade 1 and 2) in 84% of lessons, of which 12% were grade 1.

56. Pupils, including those with additional learning needs and English as an additional language, make good progress in gaining new skills, knowledge and understanding and achieve their personal targets. They make good progress towards fulfilling their potential and are ready and enthusiastic about moving on to the next stage of their learning. Baseline assessments and school data indicate that most children's attainment on entry is good.

57. The quality of educational provision for the under-fives is appropriate to their needs and the children make good progress towards the Foundation Phase outcomes. The children settle well into school routines and apply their learning skills effectively and confidently in their work.

Areas of Learning	Foundation Phase
Personal and social development, well-being and cultural diversity	Grade 1
Language, literacy and communication skills	Grade 1
Mathematical development	Grade 2
Welsh Language development	Grade 1
Knowledge and understanding of the world	Grade 1
Physical development	Grade 2
Creative development	Grade 1

Grades for standards in subjects inspected in key stage 1 and key stage 2

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

Subject	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
History	Grade 2	Grade 2
Music	Grade 1	Grade 1
Physical education	Grade 2	Grade 1

59. In 2008, pupils' attainments in the NC assessments in key stage 1, according to teacher assessment, were above the county and national averages in English and mathematics and below in science. The wide range of ability and the significant percentage (30%) of pupils with additional learning needs in the class had an adverse effect on the overall outcomes. When compared with similar schools across Wales, on the basis of entitlement to free school meals, pupils' attainments were in the lower 50% in English and mathematics and the lower 25% in science. The percentage of pupils achieving the higher level, that is level 3, was below the national averages. The school's overall results place it in the lower 50% of similar schools. Over a three-year period, the school's overall results have been consistently above the county and national averages. When compared with similar schools, the overall results range from the lower 50% to the upper 25%.
60. In 2008, pupils' attainments in the NC assessments in key stage 2, according to teacher assessments, were above the county and national averages in English, mathematics and science. The percentage of pupils achieving the higher level, that is level 5, was significantly above the national averages in all core subjects. When compared with similar schools across Wales, on the basis of entitlement to free school meals, pupils' attainments were in the upper 50% in all core subjects. The school's results overall place it in the upper 25% of similar schools. Over a three-year period, the school's results place it in the upper 25% of similar schools in most years.
61. The school is successful in meeting its end of key stage targets. Overall, there are no significant differences in the performance of boys and girls. In 2008, however, boys' results were above those of the girls in English and mathematics.
62. The children under-five make good, and often outstanding progress. They achieve good standards in using thinking, communication, numeracy and ICT skills across the areas of learning. There are outstanding features in the development of their personal and social skills, and in their learning skills.
63. In both key stages, pupils' progress and standards in using thinking, communication, number and ICT skills across the curriculum are good. Throughout the school, most pupils' listening and speaking skills are very good overall. Pupils listen carefully to adults and to other pupils' contributions. Most speak clearly and confidently using an extended vocabulary with good understanding. Pupils use their reading skills well to gather information from different sources.
64. Pupils write for different purposes across the curriculum and the work is of good standard. In the best practice, pupils write at length but this is not a consistent feature across the school. This aspect has been identified appropriately by the school as an area for development. In a few classes, pupils' ability to develop and apply their reading and writing skills further are restricted at times by tasks that involve completing worksheets. Pupils use and apply their number skills accurately in tasks across the curriculum. In both key stages, pupils' ICT skills

across the subjects are good with outstanding examples in the work of older key stage 2 pupils.

65. Pupils understand the purpose of targets and are aware of their personal targets for improvement. In best practice, pupils can discuss the particular strengths and weaknesses in their work and how they can improve further. In general, pupils' ability to understand what they need to do to improve their own learning and progress is not developing consistently across the school. The school has identified this appropriately as a target for improvement. In the NC end of key stage assessments, pupils achieve and often exceed their agreed personal targets.
66. Pupils make good progress towards fulfilling their potential regardless of their social, ethnic or linguistic background. Pupils with additional learning needs, including pupils with English as an additional language, make good progress and benefit well from the programmes of support provided by the school.
67. Pupils' wider key skills of problem solving and working more independently are developing well overall. Nevertheless, pupils do not extend these skills consistently in a range of investigative tasks in different contexts. Pupils show good development in their creative skills across the school. There are outstanding features in the development of pupils' skills in music and in aspects of physical education.
68. Overall, there are good features in the development of pupils' bilingual competence. Pupils of all ages communicate readily and confidently in English. In the under-fives classes, and key stage 1, pupils have a good grasp of basic vocabulary in Welsh and use familiar language patterns well in responding to questions and when contributing to lessons. There are outstanding features in the under-fives' understanding and use of Welsh in a range of learning activities. In key stage 2, pupils respond confidently to greetings and demonstrate an appropriate understanding of familiar vocabulary. Many pupils, however, lack a sufficient grasp of a range of vocabulary to communicate in Welsh in informal situations during the school day.
69. Through their studies in subjects, such as history, geography and religious education, pupils' knowledge and understanding of *Y Cwricwlwm Cymreig* is good.
70. Pupils' spiritual, moral, cultural and social is good overall. Through their studies across the curriculum, pupils develop a good awareness of a range of social and cultural traditions. There are outstanding features in pupils' cultural development when pupils learn about other cultures through their studies in music. Through collective worship, circle time and school council activities, pupils develop a secure set of spiritual and moral values. Nevertheless, pupils' ability to reflect on spiritual matters is less well developed.
71. Pupils' behaviour is good. There are outstanding qualities to the behaviour and attitudes of pupils in a few year groups. This is frequently linked to the high expectations of teachers and the good quality of teaching within those classes.

In the under-fives classes, for example, children are highly motivated and demonstrate positive attitudes towards their work and play. Older pupils in key stage 2 are confident, act responsibly and display a high degree of self-discipline and maturity.

72. Attendance rates for the past three terms are good, averaging 94.7%. These rates are above both national rates of attendance for pupils of primary school age and rates of attendance for schools with similar free school meal entitlement.
73. Nearly all pupils are punctual and keen to attend school. Registration is conducted promptly and efficiently and pupils settle quickly to lessons. The school takes appropriate account of attendance requirements set out in *National Assembly for Wales (NAW) Circular 47/06, Inclusion and Pupil Support*.
74. Overall, pupils' capacity to work in pairs and as part of a group is good. When working in groups in physical education, ICT and music lessons for example, pupils in both key stages collaborate well. They organise group activities fairly and ensure everyone contributes. Pupils of all ages are well prepared to take on responsibilities and they readily engage with all the opportunities offered to them within the school community.
75. Children in under-fives classes are making outstanding progress in their capacity to work and play both independently and in partnership with others. Children are consistently encouraged to make their own choices and decisions; they are confident and eager to explore new learning situations.
76. Pupils' personal, social, moral and wider development is good. The school's aims, based on care and respect for others underpins this development and permeates the life and work of the school. Pupils demonstrate a secure set of values, which provides them with a clear understanding of how they can contribute to their school, their community and to the wider world. Pupils demonstrate honesty, fairness and tolerance in their work and play.
77. In discussion with pupils, they demonstrate a mature awareness of equal opportunities issues and feel strongly that all people should be treated fairly and with respect and understanding. They display a sincere respect for the diversity of beliefs, attitudes and cultural traditions within society today.
78. Pupils' knowledge of their own community is good. Pupils' visits to places of interest, their involvement in local activities and their studies in subjects, such as history and geography, effectively extend their knowledge and understanding of their locality. Pupils have a good awareness of the world of work and their enterprise skills develop well through their business enterprises, which include designing, making, marketing and selling a range of goods for a profit. In addition, pupils use their problem-solving skills, and contribute well to the decision-making process, through their work in class and school councils.

The quality of education and training

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

Grade 2 Good features and no important shortcomings

79. The findings of the inspection team match the grade 2 judgement made by the school in its self-evaluation report.

80. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
24%	65%	11%	0%	0%

81. The above figures are a significant improvement from the last inspection and are above the national findings reported in the HMCI's Annual Report for 2007-8, which states that the quality of teaching was good or better (grade 1 and 2) in 83% of lessons of which 16% were grade 1.

82. Examples of good teaching were seen in all classes and the overall quality of teaching is a strength of the school and a very important element in the progress pupils make and the standards that are achieved. Throughout the school, there are very good working relationships between teachers, support staff and pupils. All staff succeed in treating pupils equally, irrespective of their gender, race or ability. The atmosphere in classes is calm and conducive to learning. Expectations of what pupils can achieve and the amount of work they can complete are, for the most part, good and pupils' efforts are consistently praised.

83. Teachers have a good knowledge of the subjects they teach and through regular staff development initiatives are familiar with the latest developments in the field of primary education. There is highly effective use of teachers' specialist knowledge and skills in subjects such as music and physical education which makes a major contribution to the quality of learning and pupils' standards of achievement. Teachers in the under-fives classes implement the principles of the foundation phase very successfully.

84. In the lessons judged to be grade 1, the outstanding features in the teaching include very high expectations of all pupils, the innovative use of a range of teaching and learning strategies, excellent teacher/pupil interaction, stimulating presentations, effective questioning techniques, and highly effective use of links across the subjects to make learning meaningful to pupils.

85. In lessons judged to be grade 2, the good features include the sharing of lesson objectives with the pupils, the brisk pace, an effective focus on developing key skills, the good opportunities for pupils to work individually, in pairs or in groups, effective classroom management, and good use of plenary sessions to revisit learning objectives and consolidate learning.

86. Although there are good features in the 11% of lessons judged to be a grade 3, there are also shortcomings which include a slow pace and insufficient balance

between discussion and tasks, the overuse of worksheets, and activities that lack appropriate challenge, particularly for the more able pupils.

87. Lessons are for the most part well planned. They include clear learning objectives and are well structured and organised. In the best examples, teachers cater well for the differing learning needs of their pupils building on prior learning. The use of ability groupings in mathematics and English is effective overall in matching provision to pupils' learning needs.
88. Teachers are generally enthusiastic and in the main demonstrate effective skills of gaining and maintaining pupils' interest and enthusiasm. They use a variety of teaching strategies and make good use of relevant resources including interactive white boards
89. Teachers across the school demonstrate positive attitudes towards the Welsh language. In the under-fives classes, the highly effective provision to develop pupils' bilingual skills is an outstanding feature. In key stage 1, provision is consistently good. In key stage 2, planning for the progressive development of pupils' bilingual skills and opportunities for them to use the Welsh language outside formal Welsh lessons are more limited.
90. When working alongside teachers, the classroom assistants make a good contribution to the quality of the teaching and learning. They offer well-focused help to small groups of pupils within the classroom as well as supporting individuals and pairs who need additional encouragement to satisfy special educational needs. In the under-fives classes, the contribution of the support staff to the learning process is of a particularly high standard.
91. Overall, the quality of assessment, recording and reporting is good. A recently revised policy, including a well-focused marking policy, provides clear guidance and support for procedures in these areas. Teachers' mid and short-term planning identifies assessment opportunities, and evaluations of the learning experiences, for the most part, inform further planning in an effective manner.
92. An effective electronic tracking system has recently been introduced which is bringing about an added rigour and detail to the monitoring of pupils' progress in all curriculum areas across the school.
93. Baseline assessment is carried out in both the nursery and reception years at the beginning of the autumn term. The data is collected and analysed by the LA and the outcomes are used to group children and inform teachers' planning. In addition, good use is made of specific programmes to screen and assess pupils' language development.
94. In the under-fives classes, teachers and support staff undertake teacher observations regularly. Children are assessed within specific activities and field notes are kept which effectively inform future planning and groupings. All staff keep useful ongoing comments on post-it notes relating to the seven areas of learning, which are later transferred to the 'Classroom Monitor' system.

95. In both key stages, good use is made of standardised tests, together with NC tests, to identify pupils' strengths and areas for development. The information is also used to set targets for individual pupils and year groups in the core subjects. The analysis of the data generated from annual tests in English and mathematics is of a particularly high order. While assessment procedures in the foundation subjects and religious education are more informal in nature, the relatively recent development of 'skills ladders' in all subjects is introducing a more structured approach in these areas.
96. In the majority of subjects, subject portfolios of levelled work help bring an added rigour to the overall assessment process by illustrating the levels that should be achieved by pupils. Collaboration with local schools, including the secondary schools, further promotes the processes of standardising and moderating assessments.
97. There is a thorough assessment, recording and review of the needs of pupils with additional learning needs.
98. Very effective use is made of class files which contain a wide range of information for recording purposes and for transferring relevant information from one teacher to another. Good use is also made of individual pupil files in this context.
99. The focus on the assessment for learning initiative features highly amongst the school's current priorities. While good progress is being made in relation to a number of procedures in this context, the school has appropriately identified aspects as areas for further development.
100. Work is regularly marked and, in the main, ways forward for pupils are effectively outlined. Pupils across the school are beginning to play a more active role in relation to setting individual targets for improvement which for the most part focus on language. At appropriate levels across the school, teachers are developing more effective opportunities for pupils to evaluate their own progress.
101. The school has appropriate arrangements for informing those with a legitimate interest about pupils' progress and achievements. The school exchanges much relevant data with the receiving secondary school and keeps governors well informed.
102. Annual reports to parents comply with statutory requirements. For the most part, they provide suitably detailed information about pupils' achievements and include clear targets for improvement in the core subjects and, at times, for more general areas of development.
103. Parents appreciate the school's open-door policy which provides opportunities for them to come and discuss their children's targets and progress on two occasions during the year. In addition, they have opportunities to discuss the contents of their children's annual written reports at the end of the summer term.

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

104. The findings of the inspection team do not match the judgement made by the school in its self-evaluation report. Although there are some outstanding features they are insufficient to agree with the grade 1 awarded by the school.
105. The school is successful in meeting the needs and interests of its pupils through a broad, balanced and varied curriculum which meets legal requirements. The curriculum is accessible to all pupils, including those with additional learning needs.
106. The overall quality of provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes. All staff in the nursery and reception classes work closely together, both in planning the provision and sharing resources, in order to meet the requirements of the Foundation Phase. This is an outstanding feature.
107. Children under five receive a wide range of learning opportunities, both indoors and outdoors, providing good coverage of the seven areas of learning. Very good use is made of the school grounds, including the conservation area which is used to provide 'Forest School' activities. Waterproof clothing is available to enable children to experience a range of activities in all weather conditions.
108. In both key stages, schemes of work and curriculum policies are in place for all subjects. These are currently being reviewed and updated to take account of the new curriculum orders and the Skills' Framework. Planning for the Foundation Phase is comprehensive and detailed, taking full account of the Foundation Phase Framework and allowing for a balance between adult led and child-initiated activities.
109. Key and basic skills are well planned and teachers are currently constructing skills' ladders for all subjects. These are being added to planning documents as part of the schools adaptation of the 2008 curriculum. The school has worked hard to establish 'thinking skills' and has identified clear strategies for development across the curriculum for all age groups. The Basic Skills Quality Mark has been achieved and renewed for the second time.
110. A good feature of the schools' provision is the opportunities offered to pupils to take part in a wide range of extra-curricular activities throughout the year. These cover a variety of experiences; including sports, music, French, science, gardening and computers. These enhance and support the educational provision within the school. Older pupils are encouraged to enter writing competitions and many are successful in winning prizes.
111. Learning experiences off the school site, including visits, impact positively on pupils' learning. There are regular visitors and performers to the school, who enhance pupils' learning experiences in aspects such as music, drama and local history.

112. Pupils have very good opportunities to learn to play musical instruments, with lessons provided by peripatetic teachers for brass, woodwind and stringed instruments. Pupils reach very high standards for their age and many attend a regional centre to develop their skills further. The school choir and orchestra meet regularly and make a significant contribution to concerts and assemblies in the school and within the community. As well as the larger ensembles, smaller groups, such as the jazz group, contribute to the musical events in the school.
113. The school has a clear Welsh ethos. Staff and pupils demonstrate positive attitudes towards the Welsh language, which features particularly prominently in curricular experiences and in the general life and work of the under-fives classes and key stage 1. The focus on bilingualism in key stage 2 is more uneven and the school has appropriately identified the need to develop a more rigorous approach to the progressive use of incidental Welsh in subject areas and in more informal situations across the key stage.
114. *Y Cwricwlwm Cymreig* is well established and provision meets current requirements. It is enhanced by visits to venues such as Saint Fagans, local castles, and the Wales Millennium Centre. Pupils know their local area well from regular walks around the town and the seafront and draw on this knowledge in subjects such as history, geography and art.
115. The school is affiliated to the 'Dragon Sports' scheme, which enables pupils to access many sporting activities. Pupils take part in a wide range of sporting events and competitions and achieve many successes.
116. Provision for pupils' personal, social and moral development is good. The school has an effective programme for personal and social education which permeates all aspects of school life. The headteacher and staff are highly successful in creating a positive and supportive environment in which pupils are valued, confident, happy and secure. Aspects of health education are appropriately integrated across the curriculum and the school has achieved Healthy School status.
117. Provision to promote pupils' cultural development through music is one of the outstanding features of the school. Through the music curriculum, pupils learn about the cultures of countries, such as China, Cuba and Java, while composing and performing in their cultural style. Through subjects, such as art, geography and religious education, pupils learn about other cultures and traditions. The school has links with other European countries, which are currently being extended to include Northern Spain, Sardinia and Belgium.
118. Overall, arrangements for collective worship meet statutory requirements. In a few classes, however, opportunities for spiritual reflection are more uneven in nature.
119. The school's partnerships with parents, the local community, other schools and higher education institutions are highly successful and have outstanding features that enrich the life and work of the school and enhance pupils' learning experiences.

120. Most parents are supportive of the school and value the ready access they have to the headteacher and staff. Parents and friends give freely of their time supporting school activities, accompanying pupils on educational visits and in fund-raising for the school. The Parent Teacher Association (PTA) makes a very good contribution to the life and work of the school and provides the school with a valuable source of additional income.
121. Communication between school and home is well established and effective. A constructive home/school agreement is in place, which has readily been accepted by parents.
122. The school's partnership with the receiving secondary school is highly successful; pastoral and curriculum links are well established. Arrangements for the transfer of pupils are very good and ensure that Year 6 pupils look forward to secondary school and approach it with confidence. The school has a pro-active approach to developing its partnership with the secondary school and a well-focused transition plan is in place. This partnership contributes significantly to the continuity and progression of education from key stage 2 to key stage 3.
123. The school has established outstanding partnerships with a range of further and higher education institutions and regularly provides placements for student teachers, and also students undertaking vocational and child-care qualifications. The arrangements for the mentoring and support of students are excellent.
124. The school's partnership with the local community is outstanding and teachers take full advantage of all that the community has to offer to extend pupils' learning experiences in many subject areas. The school and its various activities are very well supported and valued by the local community.
125. The school's commitment to work-related education (WRE) is consistently good and WRE is an integral part of pupils' learning. The school has developed strong partnerships with a wide range of local businesses and relevant agencies, including Careers Wales. Teachers successfully address the vocational aspect of the personal and social programme and a range of well-planned visits to commercial, industrial and retail sites enhances pupils' understanding of the world of work.
126. Many teachers have undertaken relevant industrial and business placements. The school has made highly effective use of these placements to enrich curriculum provision for pupils and to enhance teachers' professional development.
127. The school makes good provision for the development of pupils' entrepreneurial skills and pupils have many opportunities to engage in enterprise activities, which provide the foundations of the skills needed to support economic development. Pupils have a good understanding about the design, manufacture, marketing and sale of their goods and the need to make a profit.
128. A notable feature of the school is the way in which pupils themselves take control of enterprise activities and translate their ideas into practical and profitable solutions. This is particularly evident in the successful fund raising for charity led by the school council.

129. The standards in, and provision for education for sustainable development and global citizenship (ESDGC) are outstanding and fully embedded in the life and work of the school. The school's commitment to environmental and conservation issues is excellent. Provision is planned and managed to a high standard by the eco schools co-ordinator. As part of eco-schools award scheme, the school has received the *European Green Flag* for the second time. This is an impressive achievement.
130. The eco-co-ordinator, the staff and the Eco Committee demonstrate highly effective teamwork and are pro-active in promoting sustainability and global citizenship. The caretaker makes an outstanding contribution to this work throughout the school. His enthusiasm and commitment in working with staff and pupils to develop the school grounds and conservation area is greatly valued. Pupils are involved in re-cycling, composting, water and energy conservation and in waste minimisation schemes. Their understanding of environmental, conservation and global issues is outstanding, relative to their young age.
131. The school successfully lays foundations for lifelong learning, and national priorities are reflected in its work. Pupils know their community well and recognise that they can make a contribution through partnerships, and care for the environment.

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

Grade 2: Good features with no important shortcomings
--

132. The findings of the inspection team do not match the grade 1 judgement made by the school in its self-evaluation report. Whilst some outstanding features are acknowledged, provision overall is judged to be good with no important shortcomings.
133. The headteacher and staff place a high priority on pastoral care throughout the school. Teaching and support staff know pupils well and effectively monitor and support their educational progress, their social development and their personal well-being.
134. The school works in full and productive partnership with a range of agencies and support services to ensure pupils' needs are carefully assessed and provided for. Parents and carers are encouraged to become fully involved and their views are well considered.
135. Pupils have many opportunities to put forward their ideas and opinions and do so confidently through the school council. The school council is well established and reflects national guidelines. It operates highly effectively; councillors have an excellent understanding of their role and they make an outstanding contribution to decision making within the school. They are very good ambassadors for their school.
136. The school's induction procedures provide effective support for pupils entering the school, moving up classes and transferring to secondary school. The

youngest children in the nursery are settling in well and receive very good pastoral support from staff. Pupils transferring to secondary school are exceptionally well supported and most settle quickly and confidently into their new school.

137. The quality of personal support and guidance provided by the headteacher and staff is consistently good. Pupils work and play in a happy, supportive environment where they are valued. In discussion with pupils, they say that they feel secure, safe and respected in school.
138. Pupils have access to an effective personal and social education (PSE) programme, in line with national guidelines, which contributes significantly to the quality of support and guidance offered to pupils. Health education, sex education and drugs awareness are given appropriate attention and good use is made of outside agencies to help deliver the programme.
139. The monitoring of behaviour, attendance, punctuality and performance is thorough and rigorous and early intervention ensures issues are dealt with promptly and efficiently. The headteacher and administrative staff monitor attendance and punctuality carefully. Follow-up procedures, including first day contact are well established and effective. The school has a good working partnership with the education welfare officer, which contributes to the successful monitoring of attendance.
140. The academic performance of pupils is monitored carefully by class teachers, and pupils are beginning to take a more active role in the setting and monitoring of their individual targets and planning their own progress, though this is not yet promoted consistently in all classes.
141. The school has clear, well-documented policies and procedures for assuring pupils' health, safety and well-being, which are implemented carefully by staff and the governing body. Arrangements for dealing with accidents, emergencies and medical needs are well established and effective, and pupils are well supervised at all times.
142. Staff make every effort to promote healthy eating and a healthy lifestyle. Pupils are encouraged to eat fresh fruit and healthy snacks, and fresh water is readily available. Pupils have access to a wide range of physical and sporting activities, which contribute significantly to their well-being.
143. The school has effective measures to deal with appeals and complaints and to promote the protection of children. Nominated individuals, including governors, have designated responsibilities. The headteacher has overall responsibility for child protection issues and ensures that all adults in the school are aware of the correct procedures to be followed and that training is regularly updated.
144. The school takes good account of the statutory framework for inclusive education and makes effective provision for pupils with additional learning needs. The school's comprehensive policy outlines its inclusive philosophy and

integrated provision with all staff and governors committed to early identification and targeted support.

145. The school's initial assessment and identification of pupils who may have learning needs is very good. Effective use is made of information from the home, pre-school providers, assessments and observations ensuring prompt intervention.
146. The recently appointed additional learning needs co-ordinator provides very good leadership and administers the programme effectively and efficiently. She successfully encourages her team and all teachers to actively support pupils with learning difficulties or other disabilities. Concerns are well-recorded and effective actions planned to address the problems of individual pupils.
147. Good quality individual education plans, drawn up by class teachers in partnership with the additional learning needs co-ordinator are regularly monitored. Parents are encouraged to be fully involved in evaluating their child's progress towards the agreed targets. Pupils identified as having additional learning needs benefit from an effective range of support programmes on an individual and group basis. Overall, pupils make good progress as they move through the school. The school makes good provision for pupils of different linguistic or social backgrounds. Pupils with English as an additional language, for example, are effectively supported to access the curriculum and to integrate fully into the classroom.
148. Learning support staff access a wide range of specialist training enabling them to effectively support pupils with additional learning needs in both withdrawal groups and alongside their peers in class. There is also good liaison with relevant support agencies.
149. The school has highly effective strategies to deal with oppressive behaviour, including bullying, racial discrimination and all other forms of harassment. Such incidents are infrequent and the school functions well as an inclusive community where all pupils are treated equally.
150. The quality of provision for equal opportunities is good. The school recognises the diversity of pupils' backgrounds and takes this into consideration when planning and delivering support and guidance. Teachers are skilled at challenging stereotypes and they ensure boys and girls receive equal opportunities within the classroom and have equal access to all other facilities within the school. The school has effective policies and procedures to promote good race relations.
151. Diversity is recognised, respected and celebrated throughout the school. This is an outstanding feature. Equality for all is firmly embedded in the school's ethos and pupils value and respect the contribution of others regardless of their ability, gender, race or background.
152. The school has made all reasonable arrangements to secure the equal treatment of disabled pupils and to welcome disabled visitors to the school.

Good quality documentation, including an accessibility plan and disability equality scheme demonstrates how staff will make improvements in access to the curriculum, physical access and in the provision of information for disabled persons. The school is accessible to wheelchair users but there are no toilet facilities for the disabled.

Leadership and management

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

Grade 2: Good features with no important shortcomings

153. The findings of the inspection team do not match the judgement made by the school in its self-evaluation report. Outstanding features are acknowledged in aspects of the provision but they are insufficient to agree with the grade 1 awarded by the school.
154. The school has explicit aims and values that are clearly reflected in the day-to-day work of the school. Pupils of all abilities, whatever their age, gender or racial background, are treated equally and given the same opportunities.
155. The headteacher, who has been in post for a short period of time, offers the school strong and effective leadership. She has a very clear vision for the future development of the school and places strong emphasis on high standards and the inclusion of all pupils. She is developing the school's strengths by introducing new structures in aspects such as curriculum development and financial management. Her strong sense of direction and constructive guidance create a very positive learning environment for staff and pupils. All staff and governors share the same commitment to equality of opportunity for all pupils.
156. The headteacher is ably supported by the senior management team which brings together a good range of skills and expertise. Regular meetings provide an effective forum for planning, review and discussion of pastoral issues. There is a good emphasis on promoting greater cohesion across the school.
157. Staff with leadership and management roles understand their roles clearly. Curriculum co-ordinators work to a common framework and follow consistent procedures in monitoring standards of achievement. Many are new to their posts and are offering good leadership, for example, in developing planning structures for delivering a skills-based curriculum.
158. There are effective processes to set realistic targets for pupils at the end of the key stages. Class teachers are aware of these targets which they have helped to draw up. NC test results are carefully analysed to identify strengths and weaknesses in conjunction with the school's own assessment and monitoring procedures. Pupils achieve and often exceed their personal targets in these assessments.

159. The school takes good account of local and national priorities. There are outstanding features to the school's sustainable development programme. It has a very well established conservation area and has gained the eco schools green flag for the second time. The school has been involved for many years in Basic Skills Agency work to promote better standards in literacy and numeracy, and has been particularly successful in establishing the new Foundation Phase. Staff and governors are fully committed to broadening pupils' understanding of healthy lifestyles. There is clear evidence that these initiatives contribute well to developing pupils' learning and to raising standards.
160. The school plays a full role in local priorities and partnerships. The headteacher and staff are active members of the local family of schools and contribute effectively to developing its agenda for improvement. The collaborative approach to developing curriculum planning approaches and the excellent links with the secondary school are strong features of the school's approach.
161. The school successfully implements performance management procedures in line with statutory requirements. Outcomes include the setting of achievable personal targets linked to relevant training opportunities. It has also gained the 'Investor in People' accreditation reflecting its successful commitment to the professional development of all staff at the school.
162. There are good arrangements in place to review and monitor the performance of members of staff and to identify training needs. New and more recently appointed staff are well supported, monitored and guided by senior members of staff. There are also personal and professional mechanisms within the school to ensure that staff receive the relevant support. Regular staff meetings develop effective communication and a good understanding of school, staff and individual needs.
163. The school ensures the professional development of staff according to individual and school needs. Training opportunities are provided in a variety of ways such as school-based training, the sharing of good practice and attendance at externally organised courses. Good use is made of national grants to review and develop practice in aspects such as the development of pupils' key skills. Staff development has had a positive impact on individual teachers and also the school as a whole. The good teaching and pupil-support structures seen in the school reflect the positive effect of training. All teachers and support staff are encouraged to undertake further professional development as a tool to enhance teaching and learning, and to further their career opportunities.
164. The governing body makes a very strong contribution to the strategic management of the school. It brings together a wide range of expertise and a deep commitment to the aims and values of the school. Members clearly understand their roles and act as critical friends. They are well informed about all aspects of school life and use this information well to take effective and appropriate decisions, such as those regarding staffing and resources for example.

165. Governors regularly monitor the quality of provision. They are kept informed about the work of the school through written and oral reports provided by the headteacher and curriculum leaders, including an analysis of assessment information. Individual governors take on specific responsibilities and regularly visit the school to meet with relevant staff and to observe practices and procedures. They write reports on their visits and provide good feedback to the full governing body.
166. The governing body meets regularly and effectively fulfils its regulatory and legal responsibilities. School policies and documentation give good attention to statutory requirements. There are suitable procedures in place for dealing with appeals and complaints.

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

Grade 2: Good features and no important shortcomings

167. The findings of the inspection team do not match the grade 1 judgement made by the school in its self-evaluation report. There are effective systems in place that monitor practice and gather evidence but these are not sufficiently evaluative to be outstanding.
168. A culture of self-review and evaluation is well established in this school. There is a collaborative spirit amongst the staff, and all those who provide education are involved in self-evaluation. The views of pupils, parents, staff and governors are sought, with the school council playing an active and important part in the process. The opinions of all parties are highly valued.
169. Subject leaders are committed to high quality provision in their areas of responsibility. They are well informed about statutory requirements and recent developments, and initiate strategies to address the changes. Planning is currently being reviewed and revised with an emphasis on skills' development.
170. There is a well-established two-year cycle for curriculum monitoring, and all subject leaders review planning, scrutinise pupils' work, and listen to learners. Leaders of the core subjects also undertake classroom observation and data analysis. Good quality written reports to staff and governors celebrate good practice and suggest ways forward. However, this information is insufficiently utilised to identify trends in pupils' performance that would influence whole school practice and further raise standards.
171. Planning for improvement is good. The staff and governors are involved in discussing and establishing priorities for inclusion in the school development plan, which includes clear priorities and actions to bring about improvement. Priorities are supported well through the allocation of resources and there is good evidence that actions taken by the school have led to measurable improvements. The school's investments in music, ICT and physical education have resulted in significant improvement in standards.

172. Governors, together with the LA's school development officer, review the school development plan annually when the targets that are identified through self-evaluation are evaluated against the success criteria.
173. The school has made good progress since the last inspection having successfully addressed the key issues for action. There is now improved progression between the different phases, due to the established monitoring programme. Standards in music have improved significantly, and standards in all the subjects inspected are now judged to be at least good. Planning to promote key skills across the curriculum is established and has impacted positively on standards achieved. The school has clear targets for further developing assessment strategies.
174. The school self-evaluation report, prepared prior to the inspection, is a detailed document based on first hand evidence. It celebrates the school's many strengths, gives an accurate reflection of the current position and identifies areas for development. At times, however, it is insufficiently evaluative to provide a clear measure of progress or prioritise issues for action.
175. The inspection team agrees with the school's judgements in four of the seven key questions. In the remaining three key questions, where a lower grade was awarded, practice was recognised to be consistently good but there were not sufficient outstanding features to warrant the higher grade.

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

Grade 2: Good features with no important shortcomings

176. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
177. The school has a good complement of teaching staff to deliver the curriculum and they are well deployed. Teachers have appropriate qualifications and good use is made of a wide range of expertise. A well-structured senior management team is in place and curriculum leaders have good opportunities to contribute to the development of their subjects.
178. The school invests extensively in learning support staff, who plan and work effectively with teachers across the school. Their contribution to the richness of the learning experiences provided for children in the under-fives classes is an outstanding feature.
179. All members of staff have revised job descriptions that give a clear outline of their responsibilities. Good use is made of the services of peripatetic teachers especially for areas such as physical education and music, to enrich the curriculum. There is also effective use of parents and volunteers to support aspects of the curriculum.

180. Teachers are provided with planning, preparation and assessment (PPA) time in line with statutory requirements for reducing their workload, mainly through the use of a teacher and learning support assistant with expertise in music and information technology respectively. This arrangement is well managed and makes a significant contribution to enriching curriculum provision and promoting good standards. Good mentoring procedures are in place to support the newly qualified teacher.
181. The school places a high priority on the continual professional development of staff. Teachers and support staff attend a range of training sessions which have a positive effect on their skills and understanding. Teachers have, for example, gained additional qualifications in physical education and sport, many additional learning needs support staff have successfully completed training in specific programmes, while four learning support assistants are currently being funded to pursue a foundation degree in learning support.
182. Overall, there is a good range of resources which are constantly being added to. Resources, including interactive white boards are well used across the school to support the teaching and learning in all subjects. The use made of learning resources in the under-fives classes and in the teaching of music has outstanding features.
183. Careful monitoring of the budget helps the school ensure that the resources purchased support its priorities for development in an effective manner. Leaders and managers conduct reviews to ensure that there are sufficient, suitable resources in the areas for which they are responsible. The relatively recent spending on ICT and the introduction of the foundation phase have had a particularly positive effect on moving the school forward.
184. Overall, the condition of the spacious purpose-built building is good and the use made of it contributes effectively to pupils' experiences and standards of achievement. Very effective use is made of the new extension to the nursery where all classes are linked together, providing a cohesive unit with access to a soft play area and a garden. There has been considerable investment in the learning environment both indoor and outdoor in preparation of the Foundation Phase. This is an outstanding feature. The school has been successful in improving the accommodation in recent years but shortcomings remain, however, in relation to aspects of both the internal and outside areas. These aspects have been appropriately identified by the school for attention.
185. There is good use of the computer suite, and of the hall for collective worship and physical education lessons. Good use is also made of the two library areas, and of the withdrawal areas for pupil and group support activities. Displays throughout the school are of a good standard overall and contribute well to creating an attractive environment.
186. The outside play and learning areas include suitably large playgrounds and fields that are used extensively for sports events. There is a good quality soft play area which is well used by the under-fives classes, and an all-weather

surface is currently being installed for key stage 1. Extensive use is made of a sensory garden and conservation area for studying wild plants and flowers.

187. The two administrative officers make a very important contribution to the smooth and efficient daily routines of the school and the caretaker and the cleaning staff work hard to keep the school clean and tidy. All the ancillary staff contribute well to the smooth running of the school.
188. The school's budget is well managed and there is good use of grants which are available from sources including the Welsh Assembly Government. The school's current spending decisions are well linked to plans for development. The headteacher, supported by governors, has introduced effective mechanisms to monitor and review the budget and expenditure on a regular basis. The school provides good value for money.

Standards achieved in subjects and areas of learning

Under 5s

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

Personal and Social Development, Well-Being and Cultural Diversity

Grade 1: Good with outstanding features

Outstanding features

190. All children are very well settled in the school environment and are familiar with daily routines. Most children readily make choices from the activities on offer. They demonstrate high levels of confidence and well-being and are eager to engage in new experiences.

191. All children experiment confidently with new materials and resources, including the interactive white board and computer programs. Reception aged children demonstrate very high levels of independence and concentrate very well for longer periods.

192. During circle-time, children are very respectful of one another and listen carefully when others are speaking. They take turns and understand simple rules when playing games, are considerate of one another and demonstrate outstanding behaviour. Older children suggest rules and carry them out consistently in their activities.

193. Most children develop a very good understanding of cultural diversity and show interest in the customs of children from other countries. They recognise some of the main features of the Chinese culture and compare them well with Welsh customs.

Good features

194. Children are independent in their personal hygiene and aware of personal safety. They co-operate very well in their play and help one another to share resources and move equipment when required.

195. Through their activities in the garden and conservation area, children develop a growing interest in the world around them and understand what their environment has to offer.

Language, Literacy and Communication Skills

Grade 1: Good with outstanding features

Outstanding features

196. All children in nursery and reception classes listen very attentively to adults and respond appropriately to instructions. They join in rhymes and take part enthusiastically in stories. Most reception aged children retell familiar stories accurately using their own words.
197. Almost all children speak clearly and communicate confidently in a range of situations; whole class, small groups and in pairs. They answer questions and offer suggestions, for example when making a shopping list for Mother Hubbard. In their role-play, many demonstrate extended and fluent dialogues.
198. All children show an active interest in books and almost all demonstrate the attributes of a reader. They know that print conveys meaning and distinguish between pictures and words. Through the use of 'Letter Land', most children make very good progress in recognising the characters and identifying the sounds they make. Almost all children in the reception classes have a good awareness of phonics and many are beginning to read books at an appropriate level. Many have a good sight vocabulary, which enables them to read with some fluency.
199. Most children in the reception classes write for real purposes to convey meaning, for example to label the food in Mother Hubbard's cupboard. They write words and phrases with accurate or plausibly phonetic spelling and demonstrate a good understanding of how sentences work. The most able children are beginning to understand that written language has different purposes and functions.
200. In their play, nearly all children make marks with a range of writing tools and their writing is emerging. When practising patterns and letters in shaving foam, many children demonstrate a good knowledge of letter shapes and form them clearly. Most reception aged children form letters, which are very clearly shaped and correctly orientated.

Mathematical Development

Grade 2: Good features and no important shortcomings

Good features

201. All children in nursery and reception classes participate well in counting activities in real situations, such as how many are in school during registration. They join in number rhymes and songs and match numbers to objects accurately. Most children sequence numbers correctly and identify missing numbers on a number line. In the reception classes, children understand ordinal numbers and correctly state their position when standing in a line.

202. Most reception-aged children recognise and match numbers 10 – 20 and know which number comes next. They accurately form numbers when recording and understand ‘one more’ and ‘one less’. Many add two numbers and record the answer correctly. A few more able children accurately add three numbers together. Within practical activities, many children demonstrate an understanding of the concept of subtraction, for example when eating jam tarts.
203. Through activities with robotic toys, many children accurately estimate the distance to a given object and correctly programme the toy to travel to it. They demonstrate a good understanding of directions, such as forwards and backwards, and illustrate this in their own movements.
204. In their role-play in the shop, many demonstrate a good understanding that money needs to be exchanged to buy an item. Most children recognise coins and identify them accurately to pay for items.
205. Most children in the nursery are aware of features of clocks, and understand that they tell us the time. Many recognise numbers to 12 accurately and know that the hands of the clock indicate what time it is.
206. Most children recognise and correctly name two-dimensional shapes. They match these accurately and use them effectively to create patterns and pictures.

Shortcomings

207. There are no important shortcomings.

Welsh Language Development

Grade 1: Good with outstanding features

Outstanding features

208. Through the regular and consistent use of Welsh in the classroom, almost all children are rapidly gaining confidence in its use and are developing very positive attitudes towards learning the language.
209. In nursery and reception classes, all children listen attentively and respond accurately to instructions and commands given in Welsh. They answer the register clearly and join in a wide range of rhymes and songs. In response to commands in games such as ‘Simon Says’ they demonstrate very good understanding. They understand more words than they can speak.
210. In their role-play, many children use Welsh words and phrases naturally. In the hospital corner, for example, they answer questions using full sentences to describe their symptoms.
211. With the support of an adult, many children follow simple texts in Welsh. They read Welsh labels within the environment and understand that these are different from English words. They follow simple instructions to play games

when using the interactive whiteboard, for example, activities linked to the character 'Sali Mali'.

212. All children are familiar with weather terms and describe the day's weather accurately. Most children know the colour names and numbers in Welsh. They use this vocabulary accurately and confidently in response to questions about artefacts and objects.

Knowledge and Understanding of the World

Grade 1: Good with outstanding features

Outstanding features

213. All children are confident within their classroom environment and move around freely, making appropriate choices about materials and equipment to carry out tasks.
214. Most children very carefully observe the changing seasons and weather at first hand in the school garden and the conservation area. They build up a very good knowledge of the environment around the school and can describe its main features accurately. They begin to record their observations using pictures and symbols. They talk at some length about their activities, ask interesting questions and listen carefully to answers from others.
215. Most children handle a microscope appropriately; naming and describing the features they see in detail. They show curiosity and interest and acquire new knowledge rapidly.
216. Most children talk confidently about where they live and many describe their house and street in detail. During their frequent walks in the town and along the sea front, children observe significant features of their local area. They recognise these in photographs and talk very confidently about them.

Good features

217. All children understand daily routines and know what will happen at certain times, such as dinnertime. They recognise that some artefacts are from the past and show an understanding that people dressed differently long ago. They accurately sequence photographs to retell the main events of a story.

Physical Development

Grade 2: Good features and no important shortcomings

Good features

218. Most children have good control of their bodies. In the soft-play area, they negotiate visibly large objects confidently while walking, running and riding

bikes. They understand and immediately respond to instructions such as stopping and starting when given a command.

219. All children are well aware of their personal space and form a circle, moving appropriately to make room for others. They co-operate very well in large groups when manipulating the parachute and understand that they need to co-ordinate their movements in order to achieve the desired effects.

220. Most children use a scissors accurately to cut out shapes. They show increasing dexterity when manipulating and linking apparatus and when building towers of blocks.

221. Most children grasp writing implements appropriately and have very good control of crayons and pencils when drawing a person showing the main parts of the body. When using the interactive whiteboard, most children demonstrate good control in dragging and placing objects on the screen.

Shortcomings

222. There are no important shortcomings.

Creative Development

Grade 1: Good with outstanding features

Outstanding features

223. When drawing from observation, many children produce very good representations of objects, paying attention to details of shape, size and colour. They use a variety of materials, often combining them to create interesting textures and producing pictures of a very good standard. An example of this is the work undertaken on the Chinese Dragon.

224. Many children are confident when drawing on the interactive whiteboard and produce very good fine line drawings of robins. They manipulate clay with increasing skills to produce attractive three-dimensional snowmen.

225. When acting out stories, most children demonstrate high levels of imagination. They take on the role of story characters using very imaginative and descriptive language.

226. In the reception classes, children show a very good understanding of moods and portray them very effectively with facial expressions which they 'pass' from one to another when sitting in a circle.

227. All children know a very good range of songs which they sing enthusiastically and with clear diction. Most know the names of percussion instruments and accurately describe the sound they make. They make imaginative suggestions when adding sounds to poems to create a group composition and begin to reflect on the end result, offering some improvements. Most show a good

understanding of musical elements such as 'loud and soft', 'fast and slow' and demonstrate these effectively with voices and instruments.

Good features

228. All children access a very wide range of materials, which they use confidently. They make careful choices about colours and use them effectively in their drawings and paintings. They understand that if they mix two colours together, they create a new colour.

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

229. Overall, pupils throughout the school demonstrate good speaking and listening skills. Building on effective early years experiences, key stage 1 pupils listen carefully to their teachers' explanations and to the contributions of their peers. Many will speak about their experiences and offer opinions using increasingly complex vocabulary.

230. In key stage 2, pupils contribute enthusiastically to classroom discussions. They pose questions and are able to justify their opinions with well-considered points of view. They co-operate well in groups to create authentic television news reports and perform with confidence when adopting the roles of different characters.

231. Standards in reading are good in both key stages. In key stage 1, pupils read with developing fluency and accuracy demonstrating a range of strategies to decode unfamiliar words, including phonic knowledge and context clues. They can talk about books they have enjoyed and give reasons for their choices.

232. By the end of key stage 2, pupils enjoy a wide range of fiction and non-fiction books reading with confidence and expression. Younger pupils use contents and index pages effectively and most older pupils make good use of reference books and computers to research information.

233. Standards in writing are good in both key stages. In key stage 1, pupils show a good awareness of sentence construction and punctuation rules and many apply them accurately in their own writing. They write in a variety of forms including letters, recipes and poems and the most able produce extended stories that demonstrate flair and originality.

234. In key stage 2, pupils write extensively in a range of forms and demonstrate an increasing command of language conventions. Following research, they are able to design and produce an information leaflet about their school using computer software.

235. Older key stage 2 pupils' imaginative writing is varied and interesting. The most able produce reflective poems, making good use of similes and metaphors. They write letters to evacuees demonstrating empathy, and personal diary entries of a high standard. Pupils take pride in their work and it is well presented.

Shortcomings

236. Key stage 1 and younger key stage 2 pupils do not always express their own creative ideas sufficiently in their writing.

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

237. In both key stages, more able pupils show very good skills in the mental manipulation of number and of the application of strategies for working out number problems.

238. In both key stages, pupils use mathematical vocabulary accurately and confidently.

239. In key stage 1, most pupils have a good understanding of number bonds and patterns. They count confidently forwards and backwards, can recognise and name larger numbers, and can count accurately in multiples of twos, fives and tens. Pupils know the difference between odd and even numbers and can double numbers correctly. Most pupils have a secure understanding of place value of digits to 100.

240. Most pupils use everyday non-standard and standard units correctly to measure. They understand well the concepts of longer and shorter, heavier and lighter, larger and smaller. They know the value of different coins and can calculate small sums of money. More able pupils can add and subtract money problems to £1. They have a good knowledge of two-dimensional shapes and can describe their properties, such as the number of sides and corners, correctly. They can identify the features of more familiar three-dimensional shapes. They can tell the time well to the hour and the half hour.

241. Pupils gather data and present it accurately in the form of simple graphs. They can interpret information presented in simple graphs well. They access information technology confidently to produce mathematical graphs.

242. In key stage 2, pupils' understanding of place value, using up to four digit numbers, is good. The vast majority use adding, subtracting, multiplying and division processes effectively on paper. They use their mental mathematical skills effectively to calculate number problems. Older pupils, for example, multiply a two-digit figure accurately explaining their reasoning well. Pupils have

a good knowledge of fractions and older pupils have a secure understanding of the equivalence between percentages, decimals and fractions.

243. Pupils have a good understanding of shape and measure. They can identify the features and properties of two and three-dimensional shapes correctly. They can choose well what units of measure are needed in different contexts. Most pupils make sensible estimates and measure accurately. For example, older pupils can measure and calculate the perimeter and area of different shapes. They use a protractor accurately to measure angles. Pupils are familiar with the concept of the 12 and 24-hour clock and can solve problems relating to the passage of time correctly.

244. Pupils collect data for different purposes and record in an orderly way, using tables and block graphs. Most pupils analyse and interpret data effectively. Pupils in Year 5 and Year 6, for example, draw up spreadsheets, interpret the information confidently and present the information in a variety of forms.

Shortcomings

245. In key stage 2, pupils do not apply their mathematical skills sufficiently to investigate a range of mathematical tasks.

History

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

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

Good features

246. In key stage 1, pupils are developing a good grasp of chronology as they focus on developments in their own lives and those of their families. Year 1 pupils compare different aspects of the past and present well including differences between celebrating Christmas in grandma's time and their own. They demonstrate good skills as they sequence events and pictures in terms of youngest and oldest. They have a good understanding of how ways of travelling have changed over time.

247. Pupils in Year 2 make good use of a visit to the Museum of Welsh Life to enhance their understanding of home, school life and games during the late Victorian period. They make effective comparisons with their own experiences of home and school. They draw accurate distinctions, for example, between washdays in Victorian times and the present day and demonstrate a good understanding of the effect that the introduction of electricity has had on home life. They sequence artefacts appropriately in chronological order.

248. Pupils make good use of historical fiction, internet information and a range of artefacts to gather information about the topics studied. They demonstrate good skills in recording information in pictorial and written form. A few pupils demonstrate very good skills and produce work of a high standard.

249. Year 3 pupils have a good understanding of a number of aspects of life in Celtic times including settlements, homes and dress. They make good use of a museum visit to gather information relating to the Romans including buildings and how soldiers were attired. Pupils demonstrate a good understanding of the types of evidence which have survived and have an effective awareness of the contribution of archaeologists to our understanding of aspects of life during Celtic and Roman times.
250. Pupils in Year 4 and Year 5 make good use of timelines to track important events. Year 4 pupils, for example, can demonstrate how castles have changed over time with particular reference to their external features. They demonstrate a good awareness of some Welsh castles and can discuss well the history and distinguishing features of a local castle. Year 5 pupils make good use of a timeline to develop their knowledge of key events during the Victorian period. They demonstrate a good understanding of industrial developments and the reasons for the growth of towns and cities. They make good use of documentary sources to gather evidence, for example, about the effects of cholera.
251. Across the key stage, pupils are making good progress in asking relevant questions about the period they are studying. Pupils' understanding and use of a range of evidence to gather information about the past is good. Year 6 pupils, for example, make good use of reference books, visits and their ICT skills to develop a good knowledge and understanding of a range of features relating to the Second World War, including the impact of the war on social life.
252. Most pupils communicate their knowledge and understanding effectively in a range of ways which include role-play, writing, tables and graphs. The use of extended writing by pupils in Year 6 to convey their grasp of historical events is often of a very high standard.

Shortcomings

253. There are no important shortcomings.

Music

Key stage 1- Grade 1: Good with outstanding features

Key stage 2- Grade 1: Good with outstanding features

254. This represents an outstanding improvement since the last inspection, particularly in key stage 2.

Outstanding features

255. In both key stages, pupils have extensive knowledge of un-tuned and tuned percussion instruments, including metallophones, xylophones and glockenspiels. They demonstrate correct techniques when playing them and know how to produce a variety of sounds and effects. This enables them to reach outstanding standards in performance.

256. Pupils are familiar with listening to recordings of their own performances in all lessons and appraise their work, offering suggestions for improvements using accurate and specific musical terms in relation to tempo, texture and dynamics. This enables them to practise and refine their performances systematically. They maintain a part as a member of a group within instrumental compositions maintaining a steady beat and varying the dynamics.
257. The many pupils who play orchestral instruments make an outstanding contribution to class performances. They read music well and maintain their part within the group. This provides them with additional opportunities to practise their instrument and to demonstrate its features to other pupils.
258. From early key stage 1, pupils create, select and organise sounds for a musical purpose. Older pupils acquire an extensive knowledge of musical genres and the cultural background of their origin. They adapt their playing techniques to perform in many styles; for example, they use a 'swing' rhythm rather than traditional 'straight' rhythm when performing and improvising in a Jazz style.
259. Music is used very effectively within cross-curricular projects and pupils demonstrate very sophisticated and creative ideas to produce sound pictures using voices and instruments. In key stage 1, pupils generate phrases to describe the Chinese Dragon, which they effectively transfer to pitched instruments using the pentatonic scale. In key stage 2, pupils create different moods, using voices and instruments to illustrate sections of the story of Dunraven Castle. They use mind maps and graphical scores effectively to generate and record their ideas.
260. Pupils compose short pieces using computer-generated sounds. Software packages enable them to create and compose using a variety of texture, timbre and dynamics. The compositions produced are very sophisticated and effective.

Good features

261. Throughout the school, pupils know a wide repertoire of songs and hymns, both traditional and modern, which they sing fluently, with clear diction and accurate intonation. Older pupils maintain their part very well when singing rounds and songs in two parts. They are aware of breathing techniques and use correct posture to produce good sound quality and phrasing.

Physical education

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

Key stage 2: Grade 1: Good with outstanding features.

262. During the inspection, gymnastics and dance lessons were observed in key stage 1 and dance, gymnastic and games lessons in key stage 2. The school notes that pupils have experiences relating to the full range of the physical education programmes of study and include a focus on orienteering. Year 4

pupils have been involved in a successful swimming programme and there are plans to extend this programme to older key stage 2 pupils.

Outstanding features

263. Across key stage 2, most pupils develop a wide range of skills which they apply highly effectively across a range of activities. They apply prior knowledge and learning to very good effect. Pupils consistently approach the tasks set with purpose, skill and confidence.
264. Across key stage 2, most pupils understand the purpose of evaluation and apply their skills highly effectively in order to bring about improvement. Pupils make accurate and pertinent suggestions as to how the quality of their work might be improved. They use correct terminology with understanding and express their views confidently.
265. In their creative dance activities, most pupils in Year 3 draw very effectively on a range of images as they create a duo dance which demonstrates a very good range of contrasting actions. They focus particularly well on the use of body tension, control and strength in their work and offer relevant suggestions with regard to what these shapes contribute to the dance.
266. Most Year 6 pupils demonstrate skills of a high order in relation to co-ordination and posture as they explore and experiment with a wide range of movements and balances which show control and body tension. They make effective use of low-level apparatus and work very effectively in pairs. Their skills in relation to fluency when performing sequences and movements are of a high standard.

Good features

267. At appropriate levels, pupils across both key stages develop a good understanding of the importance of health, fitness and well-being activities. They demonstrate a good understanding of the importance of warm up and cooling down sessions in relation to their effects on the heart and muscles, and carry out these activities effectively. Most pupils carry out their activities in a sensible, safe and confident manner.
268. Across key stage 1, pupils use space effectively and make good use of opportunities, including video evidence of their work, to link their activities to past performances. Their skills of evaluating their own performances and those of others in order to bring about improvement develop well across the key stage.
269. In key stage 1, pupils are developing a good awareness of space, good levels of agility and appropriate control in their movements as they move around the hall in a wide range of ways, which include jumping and landing activities. Year 1 pupils, for example, demonstrate good co-ordination skills as they create a sequence of movements through linking a range of basic actions, which include hopping in various ways.

270. In Year 2, most pupils perform a Welsh folk dance with good accuracy and demonstrate an increased level of creativity, control and co-ordination in their work. They respond effectively to the music and to the instructions given by the teacher.
271. The majority of pupils in Year 4 demonstrate good skills as they perform a floor sequence of at least five matching actions, which include a roll and travelling action. Most work well in pairs and, for the most part, vary shape and direction appropriately.
272. In their work relating to the development of ball skills in rugby, netball, soccer and hockey, most older pupils demonstrate good and often excellent skills in controlling, striking, passing and receiving in a range of contexts. The skills of a significant number when performing these activities are of a particularly high order. Opportunities to participate in a wide range of extra curricular activities and competitive games significantly enhance the development of pupils' skills and interest.

School's response to the inspection

The Governing Body and staff of Nottage Primary School are extremely proud of this report. The inspection team observed many good and some outstanding features during their time in the school, and the inspection findings reflect the commitment and consistent hard work of all concerned with the school.

We are especially pleased that the inspection team recognise the outstanding features in the quality of teaching which they see as a strength of the school. We are pleased to see outstanding aspects recognised in the way in which the school meets the needs of learners, the care and support for pupils and the success in improving standards since the last inspection.

This report reflects the fact that our school caters very well for the academic aspects of our pupils' education and our provision for pupils' cultural development and education for sustainable development is also outstanding. It is also pleasing to note that our partnerships with parents, the local community, other schools and higher education institutions has also been recognised as having outstanding features.

Every member of the school community is recognised for their valuable contribution to the success of the school. This is especially pleasing.

Staff and governors will ensure that recommendations contained in the inspection report will be incorporated into our School Development Plan. The governors' annual report to parents will inform parents of the progress we are making towards addressing these recommendations. We will continue to strive to maintain and build upon our high standards.

In conclusion, the headteacher, governors, staff and pupils of Nottage Primary School would like to thank Dorothy Morris and her team for the professional and courteous way in which they conducted the inspection.

Appendix 1

Basic information about the school

Name of school	Nottage Primary School
School type	Primary inc. Foundation Phase
Age-range of pupils	3-11
Address of school	Suffolk Place Nottage Porthcawl Bridgend
Postcode	CF36 3ED
Telephone number	01656815540

Headteacher	Miss S J O'Halloran
Date of appointment	September 2008
Chair of governors/ Appropriate authority	Mrs A Thomas
Registered inspector	Miss D Morris
Dates of inspection	27-31 January, 2008

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	46	44	44	49	47	56	62	57	405

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	18	1	18.2

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	22.2:1
Pupil: adult (fte) ratio in nursery classes	9:1
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	25.6
Teacher (fte): class ratio	1.0:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2008	93.1%	93.2%	94.15%
Summer 2008	84.7%	90.4%	95.1%
Autumn 2008	90.8%	94.2%	95%

Percentage of pupils entitled to free school meals	12%
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:		47		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0.0	0.0	14.6	66.7	18.8
		National	0.2	3.5	13.8	63.0	19.4
Mathematics	Teacher assessment	School	0.0	0.0	12.5	75.0	12.5
		National	0.2	2.0	10.9	65.2	21.6
Science	Teacher assessment	School	0.0	0.0	14.6	66.7	18.8
		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	79.2%	In Wales	80.7%

- D Pupils who are disapplied under statutory arrangements from part or all of the National Curriculum (0.1% of pupils were also not awarded a level for other reasons)
- 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:		63				
Percentage of pupils at each level									
			D	W	1	2	3	4	5
English	Teacher assessment	School	0.0	0.0	0.0	6.6	4.9	44.3	44.3
		National	0.2	0.5	0.6	3.1	15.6	51.3	28.5
Mathematics	Teacher assessment	School	0.0	0.0	0.0	6.6	4.9	27.9	60.7
		National	0.2	0.5	0.6	2.7	14.7	51.4	29.9
Science	Teacher assessment	School	0.0	0.0	0.0	0.0	6.6	29.5	63.9
		National	0.2	0.5	0.5	1.8	11.4	53.9	31.7

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	88.5%	In Wales	75.5%

- D Pupils who are disapplied under statutory arrangements from part or all of the National Curriculum (0.1% of pupils were also not awarded a level for other reasons)
- W Pupils who are working towards level

Appendix 4

Evidence base of the inspection

Six inspectors, including the school's nominee, spent the equivalent of eighteen inspection days at the school and met as a team prior to the inspection.

These inspectors visited:

- 54 lessons, as well as parts of learning sessions; and
- registration sessions, assemblies and acts of collective worship.

Members of the inspection team held meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers and support and administrative staff;
- the school council; and
- representatives of organisations linked with the school.

The team also considered:

- the school's self-evaluation report;
- 114 responses to the parents' questionnaire;
- documents provided by the school both before and during the inspection;
- a wide range of pupils' previous and current work; and
- samples of pupils' reports.

Following the inspection, the team held meetings with the headteacher, staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Miss Dorothy Morris Registered Inspector	Context, Summary, Recommendations, Appendices Key Questions 1, 2a and 5; mathematics
Mrs Christine Phillips Team Inspector	Key Questions 4b and 6; English
Mrs Gillian Harrison Team Inspector	Key Questions 3 Foundation Phase, music
Mr Brinley Jones Team Inspector	Key Questions 2b and 7 History, physical education
Mrs Janet Warr	Contributions to key questions 1, 2, 3,4 and 7
Miss Susan O'Halloran Headteacher /Nominee	Attended meetings and provided information

Contractor:

The Contractor for this inspection was:

Baker-Phillips Educational Communications Ltd. Oaks Lea, Higher Knolton. Overton
Wrexham. LL13 0LF

Acknowledgement

The inspection team would like to thank the governors, the headteacher, staff, pupils and parents for their co-operation and courtesy throughout the inspection.