

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

**A Report on the Quality of Education in**

**Palmerston Primary School  
Pen-y-Bryn  
Barry  
Vale of Glamorgan  
CF63 2XL**

**School Number: 6732131**

**Date of Inspection: 09/06/09**

**by**

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Palmerston 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 Palmerston Primary School took place between 09/06/09 and 12/06/09. An independent team of inspectors, led by Peter Mathias 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:

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	many important shortcomings

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

**Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.**

This school received a **Standard** inspection.

## Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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## Context

### The nature of the provider

1. Palmerston Primary School is situated in a residential area of Barry in the Vale of Glamorgan which is the local authority (LA). The school provides education for boys and girls between the ages of three and eleven. There are 196 full-time equivalent pupils on roll including 40 part time and one full time nursery children. The school roll has remained broadly static in recent years.
2. Many pupils come from the locality and have a wide mixture of backgrounds. Approximately 21% of pupils are considered eligible for free school meals, which is well above the LA average of 11.9% and above the all-Wales average of 17.5%. Most children enter the nursery with below the levels of basic skills and experiences expected for their age. Nearly all pupils have English as their first language and only a small proportion are of non-Welsh backgrounds. No pupil has support in English as an additional language (EAL) and no pupils use Welsh at home.
3. About 39% of pupils are considered to have some degree of special educational needs (SEN) including 19 pupils who have statements of SEN for a wide-range of complex and severe difficulties. Seven of them pupils have statements which include modification of the National Curriculum (NC). These are very high figures, which reflects the particular nature of the school. Although a mainstream school it acts as an assessment base and is resourced to cater for pupils with severe physical difficulties. Those pupils with physical difficulties are fully integrated into mainstream classes with the support of specialist teachers and learning support assistants (LSAs).
4. No pupil has the NC disapplied. In the previous school year three boys were temporarily excluded. The school organise and teach children in the nursery and reception classes in line with the Foundation Phase.
5. The school holds the Basic Skills Quality Mark and Investors in People status.
6. The current headteacher was appointed with effect from 1st April 2005. The school was last inspected in June 2003 when a previous headteacher was in post.

### The school's aims

7. The school's aims are wide and appropriate.
8. The school's motto is, "Together we can Succeed".

<b>The school's priorities and targets</b>
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9. The school's priorities and targets for 2008/2009 are to: -
- prepare and implement schemes of work for the new NC orders;
  - continue preparation and implementation of the Foundation Phase;
  - further develop and embed effective school self-evaluation;
  - further develop the school's learning and teaching policies and strategies with particular reference to securing a whole-school approach to 'assessment for learning' strategies;
  - promote thinking skills and improve standards of achievement in problem-solving;
  - improve speaking, listening and learning through a speak, listen and learn project;
  - develop provision for more able and talented pupils;
  - follow through a transition and share learning project;
  - further develop information and communications technology (ICT) across the curriculum;
  - carry out a school review of the provision for physical education and an action plan; and
  - develop the school as a health promoting workplace with commitment to the health and wellbeing of all of its staff and pupils.

## Summary

10. Palmerston Primary School is a good school where every pupil is highly valued, very well cared for and included. It is well led and has made good progress since its last inspection in June 2003 in addressing the key issues of that inspection.

### Table of grades awarded

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

11. The inspection team agreed with all of the seven judgements made by the school in its self evaluation report and on standards it has achieved in other areas of its work.

### Standards

12. Overall, standards of achievement in the subjects and areas of learning inspected are as follows: -

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

13. These figures are higher than those reported by Her Majesty's Chief Inspector's (HMCI's) Annual Report 2007/2008 (primary) where standards are good or better in 84% of lessons. In this inspection 100% of lessons were in these categories.
14. The overall quality of educational provision for the under fives is appropriate to their needs and children make good progress towards the Foundation Phase outcomes.

### Grades for standards in subjects inspected

Inspection Area	KS1	KS2
Welsh second language	2	2
Science	2	2
Design technology	1	1
Geography	2	2
Art	1	1
Music	2	2

15. Many children begin school in the nursery with below the expected levels of basic skills. A minority have severe and complex disabilities. All pupils often make at least good progress and are well prepared for the next phase of their education. Nearly all meet and exceed the predictions made for them at seven and eleven years of age.
16. In the end of the 2008 national teacher assessments for seven year olds, starting from a low base, the proportion of pupils attaining at least the expected levels (Level 2) in English, mathematics and science were below the LA and national averages. The combined results were also below as was the proportion of pupils reaching the higher level (Level 3). In these assessments girls out-performed boys, continuing a longer-term trend.
17. In the 2008 KS2 national teacher assessments for eleven year olds, the proportion of pupils reaching the expected levels (Level 4) in English, mathematics and science were also below the local and national averages. The proportion of pupils reaching the higher levels (Level 5) in these subjects was also below these averages. The combined results were also below. Over time girls out-perform boys in these assessments.
18. When the results in 2008 are compared to schools considered to have a similar proportion of pupils entitled to free school meals, the results at the end of KS1 and KS2 were low and below most of these similar schools as has been the pattern since 2006.
19. When considering these results it must be remembered that the school admits a significant number of pupils who have severe learning difficulties. These pupils nearly always make very good progress. When their performance is disaggregated the school's results are higher and are just below most similar schools.
20. In recent years the trend of improvement in the performance of eleven year olds has been positive. The school met the targets it had agreed with the LA.
21. Standards and progress in the key skills of literacy and communication in English have good features and no important shortcomings. In the Foundation Phase and KS1 and KS2 all express themselves confidently and speak clearly. They listen attentively. Many read reasonably well for their different ages and have good research skills. They write well in different styles and for different purposes. However, for many their handwriting and presentational skills are limited.
22. Pupils' communication skills in Welsh are good overall. Across the school from the Foundation Phase upwards, all speak and listen well in line with their ages in Welsh

lessons. Their reading and writing skills develop well. However, while many children in the Foundation Phase are making good progress in the development of their bilingual skills, this is not always successfully built upon in KS1 and KS2. Nearly all of these pupils do not use Welsh and English side by side sufficiently in their lessons and in their day to day lives in school.

23. Pupils' mathematical skills and numeracy across the curriculum are good with no important shortcomings. In the Foundation Phase many children estimate, measure, count and weigh in their play and when investigating. In KS1 and KS2 nearly all pupils use their mathematical skills well in different situations and subjects, for example in geography, design technology and in science.
24. Skills in ICT are good with no important shortcomings. From the Foundation Phase all use the mouse confidently to navigate through a wide range of programs. All older pupils in KS1 and KS2 utilise computers and other electronic means well to enhance and extend their learning.
25. Across the school pupils' understanding of their Welsh culture and heritage is good. Nearly all pupils have a good knowledge of their own local history and of some Welsh artists, writers and composers.
26. Pupils' problem solving skills and their understanding of what they need to do to improve are good with no important shortcomings.
27. The quality of pupils' personal and social skills, their creative skills and their willingness to work together. All of these are good with outstanding features.
28. All pupils work and play together very willingly. They show very positive and very responsible attitudes to each other and are very mindful of those who have severe learning difficulties. Nearly all express themselves very well in art, music and dance.
29. Attendance at 92.6% is below the LA average of 93.8% and close to the all-Wales average of 92%. These figures reflect the special circumstances which adversely affect the ability of some pupils to attend as regularly as they and their parents would wish. Nearly all pupils arrive punctually and the school day starts on time.

### **The quality of education and training**

#### **Grades for teaching**

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
19%	75%	6%	0%	0%

30. These figures are above the national averages as reported by HMCI in the Annual Report 2007/2008 (primary) where the quality of teaching was judged good or better (Grade 1 or Grade 2) in 83% of lessons with 15% being Grade 1. These figures are higher than those at the last inspection.
31. In the Foundation Phase teachers plan and teach very well so that all children are effectively supported and positively encouraged to take part in a very wide range of

well organised and enjoyable experiences. Across the school, planning for all of those with SEN is very detailed and very effective.

32. In the best lessons which have many outstanding features and are found across the school, the outstanding features include:
- very clear and very constructive working relationships between teachers and their LSA's;
  - very detailed explanations of the objectives for the lessons;
  - very positive encouragement which gives pupils' confidence to try hard;
  - very effective use of incidental Welsh promoting pupils' bilingual skills;
  - very good subject knowledge;
  - positive encouragement to pupils for them to evaluate fairly and constructively;
  - very supportive relationships between all adults and pupils; and
  - high expectations of what pupils should achieve and a brisk pace to learning.
33. Where teaching had some shortcomings these are:
- lessons slow to start and pupils not given sufficient encouragement to concentrate hard on what was being taught;
  - lack of appropriate challenge for all abilities within the class;
  - missed opportunities to build up pupils' knowledge and confidence to use incidental Welsh; and
  - acceptance of poorly presented work.
34. Arrangements for assessment and its use in planning and improving learning are good and have no important shortcomings. They meet statutory requirements. There are very detailed arrangements to monitor progress in the Foundation Phase on an ongoing basis. The school uses a wide-range of reliable assessment resources to give good information on each pupil's progress. The school is working closely with other local schools including the secondary schools to agree standards particularly in English, mathematics and science.
35. Work is marked carefully and is well linked to the objectives of the lesson. Positive comments encourage pupils to succeed. Reports are comprehensive and give parents a clear picture of their children's progress. They meet statutory requirements.
36. The curriculum meets all of the legal requirements of the NC and the locally agreed syllabus in religious education. The curriculum is broad, balanced and interesting. It is carefully planned to match its provision to the recently revised NC. It meets the needs of all of its pupils. Teachers plan in great detail to ensure that the work set

meets the wide range of different abilities and needs within classes. The curriculum is significantly enhanced by a wide range of out of school clubs and activities.

37. The provision for spiritual, moral, social and cultural development is good with no important shortcomings. Spiritual development is enhanced through daily acts of collective worship which meet legal requirements. Pupils' moral and social development has some strong features. All pupils are very caring towards each other. There are good opportunities for pupils to take on responsibility.
38. Pupils' cultural development is good and they have a wide range of opportunities to appreciate their Welsh identity and heritage through many visits, visitors and involvement in cultural activities. However, they have little knowledge of the world of work outside their own local community. All pupils do not have sufficient opportunities to understand how the principles of trade and commerce function, for example in buying, selling and marketing.
39. There are good opportunities for pupils to understand cultural diversity and the nature of modern society. However, insufficient emphasis is placed on the development of pupils' understanding of their responsibilities as citizens of the world and of the importance of protecting the environment. The school council and eco-committee have only limited roles in the school and pupils have a limited understanding of how the democratic process works.
40. All pupils are particularly well cared for, guided and supported. This represents a major strength of the school and has many outstanding features. The process of assessing SEN is very rigorous. Teachers work closely with the special educational needs co-ordinator (SENCo) to plan the help for all pupils with SEN. All those involved in meeting the wide and sometimes severe needs of pupils work very conscientiously and successfully together to provide very high quality support. There are very good links with a wide range of support services.
41. Provision for equal opportunities is very good. A major strength is the determined way all who work in the school strive to ensure that all pupils play a full part in its life are valued as individuals. This is an outstanding feature. Equality of opportunity forms an important part of all school policies and schemes of work and is consistently put into practice very well.
42. All pupils are encouraged to eat and live healthily. There are good arrangements to promote pupils' wellbeing and safety. All are given very good guidance on the important of challenging stereotypes of any sort and of treating all pupils as equals. The teaching of tolerance and the understanding of others from different cultures and backgrounds are major strengths. Guidelines to address any issues of bullying and other forms of harassment are sound and effective. Child protection arrangements meet local guidelines and recommended good practice. The school has carried out a detailed review of accessibility for those with physical disabilities and has an appropriate detailed accessibility plan for those with disability.

## **Leadership and management**

43. The headteacher sets the tone of the school and provides an able and effective lead. Working alongside the deputy headteacher and all staff he has very successfully encouraged an ethos where all pupils are highly valued, well treated and included.
44. All teachers co-operate together willingly and have high expectations of each other and of their pupils; staff morale is high. There are detailed arrangements in place to assess pupils' long-term progress and to identify where help is needed. These are having a positive impact on raising standards further. Co-ordinators lead their areas of responsibility well.
45. The school takes careful note of local initiatives and national priorities. The introduction of the Foundation Phase has been well managed. However, pupils' bilingual skills are not encouraged with sufficient consistency in classes and in the everyday life of the school. Arrangements to provide teachers with time during the taught week to plan, prepare and assess are well organised, managed and used.
46. The governing body is very committed to the school and has strong and effective links with the professional staff. It is effectively led by a well-informed chair. The school's finances are managed very carefully. Governors are fully informed about the progress of their decisions and hold the professional leadership of the school constructively to account. The governing body meets its statutory duties.
47. The process of school self evaluation is very firmly based on a sound foundation of firsthand evidence. Teachers use the detailed information they have about pupils' performance well to identify trends and where pupils need additional support. All staff, governors and parents have been consulted. However, the views of pupils have not been thoroughly considered.
48. The school's self evaluation document is closely linked to the school improvement plan (SIP) and to the school's performance management arrangements. The SIP is detailed and accurate.
49. The school is well staffed with suitably qualified and experienced teachers and very well staffed with LSAs who all work exceptionally well together as a cohesive team.
50. The school is very well maintained. Many colourful displays of pupils' work help to provide an attractive place for learning. Resources are readily available and are well used. They are of a good quality and quantity to support learning.
51. Bearing in mind the overall quality of education provided and the progress pupils make, often from low starting points, the school gives good value for money.

## Recommendations

In order to improve the school in the areas inspection the staff and governors need to:

- R1 raise standards in the use of incidental Welsh and improve the standard of presentation and handwriting across the school;
- R2 improve pupils' understanding of how the world of work and commerce functions;
- R3 increase pupils' understanding of the democratic process and of their responsibilities as citizens of the world by formalising and extending the roles of the school council and eco-committee.

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

52. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
53. In the 2008 national teacher assessments for seven year olds, starting often from a lower than average base, the proportion of pupils attaining at least the expected level (Level 2) in English, mathematics and science was below the LA and national averages. When these results are combined they were also below. The proportion of pupils reaching the higher level (Level 3) was also below these averages. In these assessments girls out-performed boys as they have done in previous years.
54. In the 2008 national teacher assessments for eleven year old, the proportion of pupils reaching the expected level (Level 4) in English, mathematics and science were below local and national averages as were the combined results. The proportion of pupils reaching the higher level (Level 5) was also below the averages in all three subjects and also when the results were combined.
55. In recent years the performance of boys compared to girls has varied considerably in the assessments at eleven years of age. However, on the whole over time girls out-perform boys in these assessments.
56. When these results are compared to schools considered to have a similar proportion of pupils entitled to free school meals (between 8%-16%), the results from both KS1 and KS2 are low. Previously the school was compared to schools with a higher proportion of pupils entitled to free school meals (16%-24%). The results in KS1 in 2006 were above similar schools in English and well above in mathematics and science. All other results between 2006 and 2007 were below similar schools.
57. This information should be treated with caution because the school admits a significant number of pupils who have severe learning difficulties. Data suggests that they as other pupils often make good and very good progress and exceed the targets set for them.
58. When the results of those pupils with statements of SEN are not included, seven and eleven year olds performed just below most similar schools. In 2008 the school met the targets it had agreed with the LA. Over time the trend of improvement in the performance, particularly of eleven year olds, is positive and results are significantly higher than they were in 2005.
59. Standards of achievement in the lessons in subjects were as follows: -

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

60. These figures are above those reported in HMCI's Annual Report 2007/2008 (primary) where standards are good or better in 84%. In this inspection 100% of lessons were in these categories. These figures are an improvement on the standards of achievement in the previous inspection.
61. The school plans and teaches children in the nursery and reception classes in line with the curriculum for the Foundation Phase. The overall quality of educational provision for the under-fives is appropriate to their needs and children make good progress towards the Foundation Phase outcomes.

### Grades for standards in subjects inspected

Inspection Area	KS1	KS2
Welsh second language	2	2
Science	2	2
Design technology	1	1
Geography	2	2
Art	1	1
Music	2	2

62. Many pupils begin school with below expected levels of attainment and some with severe disabilities. Nearly all make at least good and sometimes very good progress and meet or exceed the target predicated or them when they enter the school.
63. In the key skill of communication in English achievement is good with no important shortcomings. In the Foundation Phase children all express themselves confidently and have a developing vocabulary. In KS1 and KS2 pupils speak clearly and listen well bearing in mind their different starting points. Many older children in the Foundation Phase read with an increasing awareness of the sounds letters make and know that words and letters carry meaning. In KS1 and KS2 many pupils read reasonably fluently and many enjoy reading for a range of reasons. They have good research skills and use the Internet and reference books appropriately to find out information.
64. Across the school pupils' writing skills are good with no important shortcomings. In the Foundation Phase many children are beginning to form letters and words accurately. In KS1 and KS2 many pupils write well in different styles for a wide range of reasons, for example in history, geography and science. However, their handwriting is generally untidy and they do not take sufficient care in the overall presentation of their work.
65. In communication in Welsh standards are good with no important shortcomings. Across the school from the Foundation Phase, many pupils speak and listen well bearing in mind their backgrounds. They read and write confidently and accurately in Welsh.
66. Pupils' competence in Welsh and English however has good features which outweigh shortcomings. While many children in the Foundation Phase are making good progress in using Welsh and English interchangeably in their play, this is not successfully built upon across KS1 and KS2. Particularly in KS2 nearly all pupils

often do not have the confidence to use Welsh and English naturally together in their classes and in their day-to-day responses in extended forms.

67. Overall, standards in numeracy across the curriculum are good with no important shortcomings. In the Foundation Phase many children are beginning to estimate, weigh, measure and count in their play and in their practical investigations. In KS1 and KS2 nearly all pupils use their mathematical skills well when collecting and interpreting information in geography, design technology and in science. They carry out a wide range of surveys and express the information in a variety of graphical forms, for example when studying census data in history.
68. Pupils' skills in ICT are good with no important shortcomings. In the Foundation Phase all children use the mouse confidently to find their way through simple programs. In KS1 and KS2 all pupils use ICT for a wide range of reasons; for example to record and evaluate their work and to reinforce their work in other subjects. They present information effectively using text, graphics and pictures and make well constructed electronic presentations. They compose, draft, edit and print their work carefully.
69. Pupils' understanding of their Welsh culture and heritage is good. Nearly all pupils have a good knowledge of their local history and of the work of a significant number of Welsh artists, writers and composers. All know through their physical education activities some Welsh traditional dances and perform them enthusiastically.
70. Pupils' personal and social skills are very well developed and are good with outstanding features. This represents a major strength of the school. From the Foundation Phase all pupils are nearly always very well motivated to learn. They behave well. They show very positive and very responsible attitudes to each other. All are very mindful to treat each other and particularly those with severe learning difficulties with unflinching kindness, friendship and consideration. They ensure that all their classmates are included in all their activities and discussions.
71. Across the school pupils' problem solving skills are good with no important shortcomings. In the Foundation Phase all children actively explore and find solutions to practical problems. In KS1 and KS2 all pupils plan carefully how they will construct products in design technology. They look carefully at cause and effect whilst studying the social and economic changes which took place in Wales during the 1960s. In science they explain logically and answer on the basis of what they have discovered for themselves.
72. Pupils' creative skills are good with outstanding features. From the Foundation Phase all express themselves very well and confidently in art. All use a very wide range of media and materials to illustrate their work or as part of their wider studies for example when making three dimensional clay houses and in collages. They respond very expressively to musical stimuli in dance.
73. Pupils' eagerness to work together is good with outstanding features. All share their ideas and resources very willingly, for example in discussing a joint activity in art. All are very sure of how to divide tasks fairly between each group member. They co-operate very constructively and welcome the opportunities given to enable those with

severe learning difficulties to join them and be accepted as equally important and valued contributors to the tasks.

74. Across the school nearly all pupils have a good understanding of what to do to improve. They know their targets both in the short and medium term. They appreciate the small steps they will need to make in order to reach their targets. They evaluate their own and the work of others sensibly and constructively.
75. Nearly all pupils have positive attitudes to learning, show a good interest in their work and most of them maintain concentration in lessons. They are well motivated and show enthusiasm for their schoolwork and related activities. Overall, this has a positive effect on the standards they achieve and the quality of life in school. All pupils willingly embrace the school motto, "Together we can Succeed".
76. All pupils are well behaved, respectful, considerate and courteous. This contributes positively to the quality of life in the school. All demonstrate respect for each other, adults and for the school's property.
77. Most pupils enter and move around the school in an orderly and purposeful manner settling into their classroom areas quickly. As they progress through the school, their developing self-confidence helps them to take an increasing degree of responsibility for their own attitudes and behaviour.
78. In discussion, pupils indicate they understand what standard of behaviour is expected of them and agree that good behaviour is acknowledged. They respond appropriately to these expectations.
79. The average level of attendance over the last three full terms was 92.6%. This is the same as the national average for schools with similar free school meals entitlement but below the LA and national averages for all schools. With ten per cent of pupils having severely physical impairments, there are specific circumstances which adversely affects these attendance figures
80. Overall, there are no significant or unexplained variations in attendance levels across the school or throughout the year. The main cause of pupil absence is sickness and medical treatment. With a very few exceptions, punctuality is good at the start of and throughout the school day allowing sessions to start promptly.
81. The school takes appropriate account of the requirements of National Assembly of Wales Circular 47/2006 that sets out the requirements for recording absence.
82. Most pupils take advantage of the many good opportunities to work individually, in pairs and co-operatively as part of a larger group. This helps them to increasingly develop their decision making, problem solving and team working skills. From an early age, pupils make good progress in their ability to work independently.
83. Nearly all pupils make outstanding progress in developing their personal and social skills and in their moral and wider development. Relationships between them and adults are very positive. Classroom staff help pupils become increasingly more sensitive to the needs of others, to care for those less fortunate than themselves and

to be aware of cultural, racial and physical disability related issues. Most pupils develop a very good understanding of right and wrong and know how to respond if they see other pupils upset or lonely.

84. Nearly all have a very secure awareness and understanding of the diversity of beliefs, religions and cultures present in today's society. They understand the need to treat everyone fairly and without discrimination and adopt mature attitudes.
85. Overall, pupils' knowledge and understanding of the wider world of work is limited. Their involvement in numerous local community activities is actively encouraged and this makes a positive impact on their knowledge and understanding of their own community. A few parents come into school frequently to help with a range of school activities and together with other visitors occasionally discuss with pupils the work they do.

## The quality of education and training

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

#### Grade 2: Good features and no important shortcomings

86. The findings of the inspection team matched the grades given by the school in its self-evaluation report.
87. The quality of teaching was judged as follows:-

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
19%	75%	6%	0%	0%

88. The quality of teaching is good or better, that is Grade 1 or Grade 2 in 94% of lessons. This figure is above the national figure reported by HMCI in the Annual Report 2007/2008 (primary) where the quality of teaching was good or better Grade 1 and Grade 2 in 83% of lessons, with 15% of lessons at Grade 1. These figures are higher than at the last inspection.
89. Across the school, teachers plan very carefully to meet the needs of all pupils and to make their lessons stimulating for them. In the Foundation Phase teachers plan and teach very well so that both nursery and reception pupils are very effectively supported as they take part freely in a very wide-range of high quality and enjoyable experiences. Planning throughout the school for those identified as having some degree of SEN is very detailed and very effective.
90. In the Foundation Phase and in KS1 and KS2 teachers establish very close and warm working relationships with their LSAs. Because of the nature of the school this often involves the deployment in classes of several LSAs to support a number of individual pupils. This support is invariably very well managed so that teachers and their assistants co-operate very closely and fulfil their roles with obvious professionalism. They give unfailing support and encouragement to those they are helping.

91. The best lessons which have many outstanding features are found across the school. In these lessons teachers make the objectives very clear. They encourage children very positively so that they begin and continue with their activities very confidently and eagerly. They use incidental Welsh well and consciously encourage pupils to respond in both Welsh and English. They show very good subject knowledge, for example in an art lesson when discussing 'line', 'tone' and 'pattern'. They very successfully encourage all pupils to work with confidence because they stress that 'there is no such thing as a mistake'.
92. The teaching in the best lessons very successfully encourages pupils to question and to evaluate what they and others have done. They positively encourage pupils to do this in a fair and constructive manner and set a very good example themselves of how this should be done. Often in these lessons teachers draw parallels with real-life situations and the world of work, for example when designing a sandwich. As a result all pupils appreciate the relevance of what they are doing.
93. Relationships between adults and pupils are very positive and pupils are constructively challenged to achieve the high standards that teachers hold for them. Teachers prompt and maintain a brisk pace to learning and make, for example in a mathematics lesson, learning fun by the imaginative way a challenge is introduced and explained.
94. Where teaching had some shortcomings the lessons were slow to begin and pupils' attention was not sufficiently focused on the tasks expected of them. In some circumstances the tasks were undemanding and not well-matched to all of the abilities in the class. Teachers missed opportunities to extend pupils' use of incidental Welsh. They failed to give sufficient attention to the quality of pupils' presentational skills.
95. The school's policy and practice fully meets the statutory requirements. Arrangements for assessment, including baseline assessments and end of key stage teacher assessments also meet statutory requirements. Teachers have undertaken appropriate exercises in moderating assessments in relation to NC guidance both within the school and with other schools in the local area, including the secondary schools to which nearly all pupils transfer. This has improved the accuracy and consistency of teacher assessments.
96. The school has effective monitoring procedures. Teachers assess pupils' work against the learning objectives set for each lesson. Weekly evaluations and assessments successfully inform planning for future learning. The school uses a 'skills ladder' approach to monitor pupils' progress in the Foundation Phase and in KS1 and KS2. The school uses a wide range of standardised and diagnostic tests in order to give a clear indication of pupils' progress. Assessment data is used well to identify trends, to predict future performance and inform target setting.
97. Pupil assessment data is collated in records of achievement files and is used to transfer information to the receiving teacher and to other schools if a pupil moves on elsewhere. Assessment information is appropriately passed on to the receiving secondary schools to identify progress in the skills for learning at the end of KS2.

98. Assessments successfully help all pupils to know what is expected of them and to understand their achievements. In the best examples teachers refer to these throughout the lessons.
99. The school has a detailed and appropriate marking policy which is shared with all pupils. Marking is linked to learning objectives. Positive comments in English and Welsh encourage pupils to succeed and make them aware of the next steps to make.
100. All parents are formally invited to attend parents' evenings each term and receive a written report in the summer term. Reports are comprehensive and inform parents of their child's progress and achievements in all aspects of school life. Appropriate targets are set in English, mathematics and science. All parents have the opportunity to respond to the report in writing. Those parents of children identified for class support and intervention programmes are regularly informed about their children's progress. The school has an 'open door' policy which encourages parents to discuss informally and when necessary with the class teachers.

**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**

101. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
102. The curriculum is broad, balanced, flexible and skills-based and all pupils have equal access to it. It is carefully organised so that pupils learn systematically and build upon what they already know, understand and can do. It meets the statutory requirements of the NC and the locally agreed syllabus for religious education in full.
103. The curriculum for the under-fives has outstanding features. Wide ranges of exciting, challenging experiences are provided which stimulate children's interest and enjoyment.
104. Recent review and revision of policies of schemes of work to address changes in the NC have improved the quality of curriculum planning. Schemes of work in all subjects are very well planned providing KS1 and KS2 pupils with stimulating experiences in all aspects of the curriculum.
105. Planning for the development of pupils' basic and key skills is good. Key skills are integrated very effectively through teachers' planning.
106. The school provides a wide range of out-of-school activities for all pupils. These enrich pupils' experiences and raise their self-esteem. The good variety of clubs, such as dance, drama, karate, choir, ICT, Urdd and many sport clubs all provide pupils with good opportunities to improve and extend their talents.
107. Visitors to the school, such as local road safety officers, the 'Cooking Bus', theatre groups, musicians and the 'Technique Maths Road Show' workshops all contribute well to pupils' learning experiences.

108. Pupils enjoy valuable visits to places such as Llancaiach Fawr, Caerleon, Cardiff Bay, local churches and museums. As the school is an inclusive school children with SEN have visits especially tailored for them such as horse riding and an outdoor activities day at UWIC. Older pupils have the opportunity to participate in a residential outdoor education experience. These valuable experiences promote pupils' social and personal skills, placing a particular emphasis upon their ability to work together and take responsibility for personal organisation.
109. The school makes good provision for pupils' social and personal education. Careful attention is given to various aspects of personal development such as road safety and healthy eating.
110. Pupils' spiritual, moral, social and cultural development is promoted well through a variety of learning experiences. They have a good appreciation of ownership and responsibility towards the school.
111. Pupils' spiritual development is enhanced through daily collective worship which meet legal requirements. Their moral and social development is good. Pupils are very caring towards one another. The inclusion of many pupils with severe difficulties has played an important and very positive part in the moral and social development of all. Social development is enhanced through opportunities to take responsibility such as the Buddy system and in taking part in charitable events, for example Children in Need, Comic Relief, and Cancer charities.
112. Pupils' cultural development is good. Good attention is given to Y Cwricwlwm Cymreig, for example through visits to the Big Pit, Museum of Welsh Life, Welsh Assembly Government and the Wales Millennium Centre Their awareness of other cultures is successfully promoted through geography, music, art and religious education and in colourful displays.
113. The school's partnerships with parents, the local community, other schools and higher education institutions are highly successful. They enrich the life of the school and successfully enhance pupils' learning experiences.
114. Parents are supportive of the school, value its welcoming nature and appreciate the access they have to the headteacher and staff. Together they and the friends of the school make a good contribution to its life and work. They give freely of their time organising fundraising events, accompanying pupils on educational visits, painting railings and giving support in classes. Good communication between school and home is well established and effective through the use of newsletters and shorter information notes.
115. The school has good links with other local primary and secondary feeder schools. Transition arrangements, visits and bridging projects provide effective transfers. The school regularly promotes work experience for students from local secondary schools and colleges. Students are well supported by staff and make a positive contribution to the school.

116. There are good relationships with the local community. The school organises and hosts a number of events for the community which include fund raising activities, special assemblies and festivals.
117. The schools' personal, social and health education (PSHE) programme, based on national guidelines, effectively promotes pupils' well being. This, together with other aspects of the curriculum, helps provide a few opportunities to broaden and enrich pupils' work related education.
118. An appropriate sex education policy is in place and an appropriate home/school agreement, which parents sign.
119. The link with a large locally based industrial company is productive and very effective. However, teachers have recently undertaken industrial placements and as a result used their experiences to enhance the curriculum. The school has good links with Careers Wales.
120. Provision to promote pupils' understanding of their Welsh heritage is good. Pride in the culture of Wales is encouraged through the annual Eisteddfod and events such as St Dwynwen's Day. Pupils celebrate by singing Welsh songs, listening to stories and poems and through folk dancing. Planning to promote pupils' bilingual skills is in place but is not consistently put into practice.
121. The school has very high expectations of all its pupils and actively, positively and very enthusiastically promotes all aspects of equality. This is an outstanding feature. Stereotyping is challenged whenever it is identified. Policies for equal opportunity and racial equality are consistently and sensitively implemented, and fully meet statutory requirements. Without exception, every pupil is treated as an individual and is encouraged to participate fully in all activities.
122. Although the school has a policy for sustainable development, there are very few practical examples of promoting and encouraging pupils' involvement in aspects of sustainable development.
123. However, pupils' understanding of the democratic process is limited because for example, the school council is not fully elected or as creatively engaged in representing the views of all pupils. Pupils' knowledge and understanding of global citizenship is developing well through work in geography and religious education.
124. A majority of pupils are involved with paper recycling. Through the curriculum all pupils are only beginning to develop their understanding and appreciation of sustainable development. The school has an eco-committee but it is not sufficiently developed to be effective.
125. Overall, opportunities to develop pupils' entrepreneurial skills, such as buying, selling and marketing are limited. This aspect is not given sufficient emphasis in most subjects.

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

##### **Grade 1: Good with outstanding features**

126. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
127. Pupils are particularly well cared for, guided and supported by dedicated staff. This is a very significant and outstanding feature of the school.
128. Regardless of academic or physical ability, gender or home background the school provides a very happy, welcoming, caring, secure and friendly environment for pupils to learn and play.
129. Parents' questionnaire responses indicate that most are at least satisfied with the help and guidance provided for their children. In discussion, pupils consider they are very well looked after.
130. The school plans and manages its care arrangements and support services exceptionally well. It very quickly identifies and effectively reacts to individual pupils' needs and requirements, using its good links with a wide range of external agencies and support services appropriately.
131. Relationships between pupils, staff, parents and the local community are good and friendly. The events organised by the active parent teachers association (PTA) are well supported which helps raise valuable funds for the school.
132. Although a school council is established and provides a voice for KS2 pupils, only a minority of members are elected democratically. With the exception of the appointment of three chairpersons no other responsibilities, such as treasurer and secretary have been allocated. The current school council arrangements do not provide sufficient opportunities for pupils to understand the democratic process and know their voice can be influential.
133. A family atmosphere and positive inclusive ethos exists in the school that quickly helps settle pupils into school life and routines. The buddy scheme, including peacemakers is well run by pupils and is effective in providing support to those pupils that require it. There are established and effective induction arrangements for children starting in the nursery and also for pupils joining later in the year. There are well developed transfer arrangements for pupils moving from Y6 to the secondary school of their choice.
134. Teachers and LSAs work very effectively to identify and meet pupil's particular needs and requirements. The exceptionally positive and comprehensive relationships between staff, specialist support services and pupils and the good level of mutual trust enable the provision of outstanding quality support and guidance.
135. The school has a well structured approach to health education and related topics are contained in the schools' comprehensive PSE programme, which is consistently followed across the school. The breakfast club has a positive impact on pupils'

attitude and punctuality. The school is part of the 'healthy schools' initiative and has achieved the sixth healthy leaf standard.

136. Attendance registers are completed appropriately at the start of the morning and afternoon sessions. Parents are advised that all pupils are expected to attend regularly and arrive punctually. The system for daily monitoring attendance and punctuality is robust and effective. Procedures for promptly following up lateness or unexplained absence are well established and effective.
137. The school expects good standards of behaviour and does not tolerate any form of inappropriate behaviour. All members of staff consistently implement the anti-bullying and behaviour related policies. Consequently, nearly all pupils understand and adhere to the school guidelines. The schools' effective systems for recognising good standards of behaviour, attendance and achievement are understood by all pupils.
138. The school has clearly documented arrangements which appropriately contribute to pupils' wellbeing when in its care. Risk assessments are appropriately undertaken and well documented. Four members of the school staff are appropriately trained in first aid. The schools PSE programme contains health and safety related topics, and as a result pupils develop an appropriate awareness of health and safety.
139. Sound and effective procedures are in place to meet the needs of pupils who are unwell or who have suffered an injury whilst in school. In discussion, pupils indicate they are familiar with them. Child protection arrangements meet current good practice with designated named persons and a nominated governor. All staff are aware of the signs of possible child abuse and the specific procedures they must closely follow. Relevant complaint and appeal procedures are in place.
140. The quality of provision for those with additional learning needs is good with outstanding features. The school has a very good range of strategies in place which include teachers' records of concern and baseline and diagnostic assessments, these identify pupils with SEN effectively and quickly and influence teaching appropriately.
141. The processes of monitoring SEN are outstanding. Teachers work closely with the special educational needs co-ordinator (SENCo) to contribute to and maintain the provision map for children with SEN in their class, inputting targets, data and recommendations. Pupils who have physical impairments and other learning, behavioural needs are very regularly monitored and assessed. Their progress is evaluated in partnership with the school's specialist teachers, health professionals, teachers, LSAs, SENCo and parents. Annual reviews take place for each pupil with a statement of SEN involving all relevant agencies and ensure that all pupils' needs are met. Individual education plans (IEPs) are of a high quality and are very well used to plan the support for these pupils.
142. Support for pupils with SEN by teachers and outstanding support staff and through additional learning resources is excellent. Support staff are used very effectively to help individuals and groups of children. They are involved in planning and understand what they are expected to do to support children in reaching the objectives set in class work. They are knowledgeable about specific learning programmes and in particular the precise targets to be met.

143. The school has a number of pupils with complex and challenging learning needs. These children are fully integrated into mainstream provision and the school rightly takes pride in its inclusive practices which are outstanding. All pupils with SEN are also fully included in all aspects of school life and extra-curricular activities. They are valued equally.
144. The school has a very effective behaviour management policy and programme. A whole school approach of praise and reward fosters an outstanding positive ethos. All pupils have a clear understanding of the high behaviour expectations and willingly support those peers experiencing difficulties. The school is very successful in dealing with those whose challenging behaviour might impair others' learning or safety. The school works hard with the behaviour support service and with parents to ensure that they remain in the school setting.
145. The school has exceptionally high expectations in the way pupils behave towards each other. In assemblies, religious education and in discussion time, the school actively and effectively promotes good race relations and a thorough understanding of cultural diversity.
146. Teachers effectively encourage pupils to report any incident oppressive or inappropriate behaviour immediately. Nearly all parents and pupils are confident that any inappropriate behaviour will be dealt with effectively.
147. There are appropriate support arrangements for the very few pupils whose behaviour may impede their own or other pupils' progress with pupils being managed sensitively and effectively.
148. The school has a wide range of very effective equality related policies which have outstanding features. Pupils from all social backgrounds, cultures, races and with different physical abilities are fully integrated and accepted without question and the school actively encourages pupils to take part in all that the school offers. All equality related policies meet statutory requirements and are very effective. The school actively and very successfully discourages pupils to think in stereotypical ways.
149. The school has an accessibility plan and disability equality scheme that fully conforms to the requirements of the Disability Discrimination Act . A detailed survey of the site has been carried out in respect of this.
150. The present accommodation arrangements allow ready access for wheelchairs to all parts of the school and there are designated toilets for disabled pupils and visitors. The large numbers of severely disabled pupils who attend the school are integrated effectively.

## Leadership and management

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

#### Grade 2: Good features and no important shortcomings

151. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
152. The headteacher provides a purposeful and able lead. A particular strength is the way in which all adults working in the school have been very successfully encouraged to share a very clear and all-embracing vision for the school as a place where all pupils are highly valued, well treated and included. This positive ethos permeates the whole of school life and contributes significantly to its success.
153. The school runs smoothly, staff morale is high and there is a very strong sense of commitment and willingness amongst all staff to provide an education which is of high quality for all pupils. All share high expectations of themselves and of their pupils. They are very committed to raise standards further. This is reflected in the progress the school is currently making.
154. Across the school all staff work hard and carry out their individual responsibilities well. The headteacher and deputy headteacher provide a very good lead in this and as a senior management team work cohesively and collaboratively together in order to co-ordinate the different tasks they are carrying out and to contribute to the school's improvement.
155. Arrangements in place to assess pupils' longer-term achievements and to identify whether or not pupils are making the progress it would be at least reasonable to expect of them. There are very effective and detailed arrangements to target specific support and additional provision for those who have difficulties.
156. The school takes careful note of national priorities and local initiatives. Arrangements for the introduction of the Foundation Phase have been put into practice very well. All adults involved have a very thorough understanding of how to organise for and how to teach these children. However, particularly in KS2 pupils' use of their bilingual skills is limited because they lack the confidence to use English and Welsh together in their lessons and around the school. This is because they do not have sufficient opportunities or encouragement to do so. The school has well supported breakfast club.
157. There are good arrangements in place for the senior management team to promote the professional development of staff and to look at first hand the progress of initiatives which have been agreed. There are appropriate arrangements in place to support newly-qualified teachers and teachers who are new to the school.
158. The governing body has strong and effective links with the professional staff. The chair of governors and the chair of finance provide very well informed leads to their areas of responsibility and to governors. All governors rigorously monitor the quality of provision and evaluate the success of spending decisions. Where appropriate governors regularly attend training courses for staff and are fully involved in the life of

the school. They are actively engaged in judging the long-term strategic needs and in reviewing the progress the school is making, for example to raising standards further. Their role in holding the professional leadership of the school constructively to account is well-established and effective.

159. Financial management is very well organised. The finance committee is actively engaged in finding ways to meet the needs of the school and in ensuring that money is well spent. The governing body meets all of its statutory duties.

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

**Grade 2: Good features and no important shortcomings**

160. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
161. The process of gathering information about the performance of the school and of identifying the school's strengths and areas for development is very firmly based on a thorough evaluation of a wide-range of first-hand information and views. The senior management team, staff and governors are well-informed about the performance of the school and they have been systematically involved in evaluating it.
162. Teachers and the senior management team use the detailed information they have about pupils' progress well to predict future targets for pupils to achieve. They use national and other reliable material rigorously in order to identify where there are general areas of strength and areas of weakness. They make well judged decisions, for example to enhance the teaching of the sounds letters make in order to raise standards in reading amongst younger pupils.
163. All teaching and non-teaching staff, parents and governors have been consulted. However, the views of pupils have not been as thoroughly considered either through an effective consultation with the school council or formally through a questionnaire. Governors have played a full and active part in working alongside the professional staff to come to judgements about the school's work and performance.
164. The school's self-evaluation document is well constructed and systematically laid out. It provides a sufficiently detailed and accurate picture of nearly all of the school's strengths and areas for development. It is closely linked to the SIP and to the school's performance management procedures. This in turn is focused on local and national initiatives. The SIP is carefully costed and reviewed in order to judge its progress and the success of decisions taken.
165. The inspection team agrees with all of the seven judgments made by the school in its self evaluation of the seven key questions and with nearly all of its identification of its strengths and areas for development.
166. Since the last inspection in the summer term 2003, the school has made good progress in addressing the key issues of that inspection; standards in Welsh and music are higher now than they were. In KS1 and KS2 they are now good with no important shortcomings.

167. Now the school is well led and the SIP is well constructed and is used effectively.
168. The process of school self-evaluation is also much stronger than it was then although the views of pupils are not sought sufficiently.
169. The quality of teaching is significantly better than in 2003 and all subjects are now taught in line with the nationally recommended amount of time.
170. Assessment data is now well used to identify standards and progress and to raise attainment further and governors and parents are appropriately informed.
171. The key issue of health and safety relating to entering to and exiting from the school has been effectively addressed.

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

**Grade 2: Good features and no important shortcomings**

172. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
173. The school has a good provision of teaching staff to support the number of pupils on roll. Teachers are suitably qualified and experienced and have detailed job descriptions. They work well as a team and willingly and openly share their breadth of experiences between one another. This aspect as well as the use of external specialists, is effective in achieving good standards.
174. A notable strength is the very good use and deployment of LSAs who work alongside teaching staff very effectively. They make a significant contribution to classroom activities, particularly when supporting pupils with SEN.
175. The administrative assistants, midday supervisors, canteen staff, cleaning staff and caretaker perform their duties effectively and efficiently. The building is in good order and kept very clean.
176. The school has arrangements to provide time for teachers to plan, prepare and assess are well used, well managed and are having a positive impact on standards.
177. The school has a good range of appropriate resources that match the requirements of the curriculum and are accessible to all pupils.
178. The provision of library books is adequate and the school also has a varied stock of group and individual reading books. Most classrooms have comfortable, inviting book corners to encourage reading.
179. The internal and external accommodation provides an appropriate setting for teaching. The school is a stimulating environment for all pupils. Attractive displays throughout the school show a wide range of pupils' work to good effect. These displays enhance the learning environment and have a positive impact on the leaning ethos.

180. Learning resources are well looked after, readily accessible to all pupils and meet the demands of their learning experiences. The range of resources is carefully reviewed annually by subject leaders in order to ensure that the resources are appropriate to pupil's age and needs.
181. The school has effective procedures for ongoing staff development. Teachers' individual needs are addressed through performance management arrangements. The school has a coherent approach to developing both the personal needs of the staff and in providing training that is directly linked to the targets for the school as a whole.
182. Economic, efficient and effective use is made of all available resources. Initiatives are carefully costed and developments are prioritised in line with the SIP. Expenditure is regularly reviewed in order to ensure that money is being well spent.
183. Bearing in mind the quality of education provided and the progress pupils make, the school gives good value for money.

## **Standards achieved in subjects**

### **Welsh second language**

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

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

#### **Good features**

184. Throughout the school nearly all pupils use their skills in Welsh with pride and increasing fluency. All pupils respond naturally to the attendance and dinner registers and positively to teachers' commands
185. In KS1 all pupils know the names of colours and numbers. Most pupils ask and answer personal questions about themselves, using the positive and negative patterns or forms. Most have a good recall of seaside vocabulary and state what they like and dislike about the seaside, using conjunctions to extend their sentences well. They read the seaside vocabulary clearly and confidently.
186. Most pupils in KS1 label a picture of clothes and a drawing of themselves, match pictures to words and many begin to copy sentences about the weather. The more able write sentences about their likes and dislikes using correct punctuation.
187. In KS2 most pupils state the weather conditions confidently. They use their good knowledge of clothes vocabulary well, for example transferring the noun 'haul' from 'het haul' to 'sbectol haul'.
188. All enjoy taking part in a fashion show using the positive and negative forms of the verb to state what they are wearing. Most pupils copy or write sentences and the more able write an extensive paragraph using conjunctions.

189. Most pupils ask and answer questions about a map using good directional language. When using a programmable toy they confidently count and give directions in Welsh. They interpret a daily timetable well and complete a chart to show their likes and dislikes of school subjects. They identify rhyming words in a song and complete word searches about sports.
190. Pupils begin to use the past tense in their writing when describing what they have eaten and when and describe where they have been on their holidays.

### **Shortcomings**

191. There are no important shortcomings, but pupils do not use known vocabulary and sentence patterns in new contexts confidently. This limits meaningful independent conversations and the use of Welsh in other subjects.

<b>Science</b>
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**Key stage 1: Grade 2: Good features and no important shortcomings**

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

#### **Good features**

192. Across the school nearly all pupils acquire good levels of scientific knowledge. They develop a good understanding of fair testing, gathering and presenting information, making predictions and drawing conclusions based on their general knowledge of everyday science. Most pupils record their work in a good range of appropriate tables, pictograms, bar and line graphs.
193. In both key stages nearly all pupils develop a good understanding of the factors that contribute towards healthy eating and a healthy life style. They learn the importance of safe methods of working in science. Older KS2 pupils name and handle specialist equipment correctly and safely.
194. In both key stages most pupils learn and use an appropriate range of scientific vocabulary and most confidently use a wide range of terms both orally and in their written work.
195. In both key stages all pupils use the outside classroom well when planning and conducting tests and surveys for investigations. Older pupils in KS1 know the best place for daisies to grow using the knowledge they had acquired.
196. Younger pupils in KS1 know how to recognise fruits by their tastes. In KS1 pupils identify and name the sources of light and can identify the forces of pushing and pulling. They can identify electric items and the use of electricity.
197. In KS2 nearly all pupils know facts about some vertebrates and invertebrates.

198. Nearly all younger KS2 pupils as part of their topic on materials, know that materials are either natural or manmade. Older pupils in KS2 understood reversible and irreversible materials.
199. Most older pupils in KS2 know how to carry out an investigation successfully to separate water and black pepper from olive oil. They decide on what method to use recalling knowledge from previous lessons successfully.

### **Shortcomings**

200. There are no important shortcomings.

<b>Design technology</b>
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### **Key stage 1: Grade 1: Good with outstanding features**

### **Key stage 2: Grade 1: Good with outstanding features**

### **Outstanding features**

201. In KS1 all younger pupils plan a design very systematically, they carefully consider and accurately indicate the materials and tools they will need.
202. All KS1 pupils very carefully evaluate and indicate where and how their finished products could be improved. Nearly all pupils design and make very good quality instruments for a class performance.
203. In both key stages all pupils know that the process of designing and making objects is directly linked to the real world.
204. In KS2 all pupils study and understand in detail how a commercial production process works, for example when studying bread making.
205. All KS2 pupils very carefully plan, design, make and evaluate objects for use commercially. They know how to construct a machine which functions using control.

### **Good features**

206. Nearly all pupils understand that weaving produces a finished product which is particularly strong and know how to weave materials together to meet a design brief.
207. All younger pupils in KS1 design a recipe and follow the instructions accurately.
208. All younger pupils in KS2 discuss the design requirements very sensibly considering how to make a sandwich. They evaluate the packaging and its qualities thoughtfully.
209. Nearly all pupils in KS2 use their knowledge of electricity to construct an electronic alarm which works. They research, design, make and evaluate different types of bridges and identify their suitability for different purposes.

## Geography

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

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

### **Good features**

210. The majority of younger pupils in KS1 know the meaning of and name the geographical features around the school and at a local country park. Nearly all pupils read a simple map, understand the use of a key and find features on a map independently.
211. Most older pupils in KS1 use positional words correctly when writing about the physical features of a country. Nearly all pupils compare their life with that of children in Botswana.
212. Throughout KS1 most pupils identify the map of the British Isles naming the countries and the capital cities. They also understand weather key symbols and keep a weather chart. They recognise the four points of the compass, carry out 2 figure co-ordinates, follow directions on a map and attempt drawing simple plan of the school and surrounding buildings and of their classroom.
213. Nearly all younger KS2 pupils understand the difference between open and closed questions and devised their own questions when looking at secondary evidence.
214. Nearly all older KS2 pupils understand where to find Greenland and Brazil on a world map. They recognise the differences between the two countries.
215. Nearly all older pupils in KS2 remember and name the landmarks found on a visit to Cardiff Bay. They compare and contrast them with Barry and use specific geographical vocabulary to describe the physical features. Most of the pupils work well with four and six figure grid references and most pupils use their research skills competently when finding information from a guidebook on Cardiff. They compare life in Barry with that in Kolhapur in India. They have a growing understanding of economical development.
216. In KS2 most pupils can identify the mountains and rivers in Wales, read and understand use of scale on maps of Europe and the World. They draw maps to scale, read ordnance survey maps and use a 16 point compass to find direction.

### **Shortcomings**

217. There are no important shortcomings.

## Art and design

### **Key stage 1: Grade 1: Good with outstanding features**

### **Key stage 2: Grade 1: Good with outstanding features**

#### **Outstanding features**

218. Within KS1 all pupils have a very clear understanding of how to produce line and tone, pattern and shape. They know that there are different types of lines, they observe very closely when drawing outlines. They use the vocabulary of shape accurately and maturely. They produce very detailed drawings for their ages.
219. All pupils in KS1 have a very good appreciation of how to produce different textures and effects when making a collage. They understand how to utilise a wide range of materials to achieve this.
220. All older KS1 pupils manipulate clay very well to make the fronts of houses in a street in which 'Old Mother Hubbard' lives.
221. Nearly all pupils in KS1 compare accurately the different painting techniques of Seurat and Van Gogh. They use pastels very sensitively producing different effects such as 'blending' and 'smudging'.
222. All younger pupils in KS2 know how to make areas of curved space and how to use these to create very effective designs.
223. In KS2 pupils appreciate very sensibly how to use different media to achieve a desired effect.
224. Pupils in KS2 have a very mature understanding of the purposes of art galleries and how to form balanced judgements about a piece of art. They know that art 'does not have to look like anything to be art'.

#### **Good features**

225. All older pupils in KS2 know how to draw in perspective and how to create effective landscape paintings in the style of Kyffin Williams. Within KS1 and KS2 pupils create different effects using a wide range of printing techniques including batik and block printing.
226. Across KS1 and KS2 all pupils use materials very thoughtfully and appreciate how to use different types of the same media such as pencil and charcoal to produce different tones and effects, for example when creating portraits of Welsh miners. They study and copy the different styles of Nina Hamnett, Ceri Richards and Augustus and Gwen John.

<b>Music</b>
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**Key stage 1: Grade 2: Good features and no important shortcomings**

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

**Good features**

227. Pupils of all ages and abilities enjoy performing, composing and appraising music. The quality of singing is good overall. Most pupils sing in tune with good expression and diction. They have a varied repertoire of songs and hymns in English and Welsh that they perform with enthusiasm and enjoyment.
228. Most pupils use un-tuned instruments correctly and give due regard to tempo and dynamics.
229. In KS1 most pupils begin to develop a good understanding of tempo, pitch, dynamics and duration. In their sound story 'Peace at last' pupils effectively add vocal and body percussion to the story. Pupils brainstorm onomatopoeic words in English and Welsh to describe the weather. They create a rain poem and add instrumental sounds, with movements to reinforce long and short sounds.
230. In KS1 they keep a steady beat and use the correct beaters on each instrument and mute the sound on a cymbal. They clap the rhythm of their names and use un-tuned percussion to repeat simple rhythmic patterns. They clap, tap, click the pulse of songs in Welsh and English and clap the rhythm of the words. They add sounds, actions and instrumental parts to songs to reflect mood.
231. In KS2 all pupils compose and perform a spaceship rap, using sounds that fit the beat, to represent the objects to take to space. They include traditional Indian dance hand movements, instruments and voice in their animal narrative compositions. They use instruments and voice percussion to perform an atmospheric composition to represent the wind in the Sahara Desert.
232. Nearly all pupils play complex pitch patterns on Gamelan instruments, keeping the beat but also the pitch at the same time.
233. All pupils know about the life of the Barry born musician Grace Williams. They listen to her music and explore the songs that form part of her 'Fantasia' on Welsh Nursery Tunes. They explore the instrumental accompaniment and express how they feel. They explain the concept of an arrangement, recognising that the tune is heard in a different way.
234. At the end of KS2 nearly all pupils in groups create catchy advertising jingles in groups. They agree on a product, identify its characteristics and create a lyric using a verse and chorus, tuned and un-tuned instruments and appraise their work. When appraising pupils refer to rhythm and dynamics and make suggestions for improvements.

235. All pupils sing a round 'Shalom' in two and four parts to a good standard. They sing 'Heno heno' as a round with an ostinato accompaniment effectively. They sing 'Mae ganddo blant Cymru' using body percussion to click on the offbeat well.

### **Shortcomings**

236. There are no important shortcomings

## **School's response to the inspection**

237. The headteacher, staff and governors of Palmerston Primary School have considered and welcomed the Estyn report following the inspection undertaken in June 2009.

238. The inspection report recognises the many strengths and outstanding features of our school. We are pleased that it acknowledges the good progress made since the last inspection in 2003.

239. The grades awarded in all seven key questions confirm the judgements made by the school in our own self-evaluation report and clearly indicate the dedication shown by each member of staff and the governing body to provide a thoroughly sound education. We are delighted with the outcomes of the inspection and feel that the report accurately reflects the commitment and achievements of the school community.

240. The report highlights the way 'pupils are particularly well cared for, guided and supported by dedicated staff' as a 'very significant and outstanding feature of the school.'

241. We are pleased that the school's inclusive ethos and 'family atmosphere' was judged to be excellent. The highly inclusive provision for all pupils including those with SEN and /or additional learning needs has been recognised as an outstanding feature and major strength of the school.

242. We are very proud of our children, staff and support services and we are delighted that the inspection team found their 'exceptionally positive and comprehensive relationships' provide an outstanding quality of support and guidance for each other.

243. The school will continue to work on the recommendations of the inspection. Action plans will be put in place by the staff and governors to address the recommendations in the report. These action plans will be included in the school improvement plan. A copy of these will be issued to all parents and a report on the progress made will be published in the governors' annual report to parents.

244. The headteacher, staff and governors appreciate the professional, supportive and courteous way in which the inspection team carried out a thorough and detailed evaluation of our school.

245. It is particularly pleasing that the report confirms the school's vision is being realised in its daily life and work: "Together We Can Succeed." We are proud of our successes and will ensure that this is maintained and extended.

## Appendix 1

### Basic information about the school

Name of school	Palmerston Primary School
School type	Primary inc Foundation Phase
Age-range of pupils	3-11
Address of school	Pen-y-Bryn Barry Vale of Glamorgan
Postcode	CF63 2XL
Telephone number	01446 747393
Headteacher	Mr Mark Middlemiss
Date of appointment	1 <sup>st</sup> April 2005
Chair of governors	Mrs Nicola Thomas
Registered inspector	Mr Peter Mathias
Dates of inspection	9 <sup>th</sup> -12 <sup>th</sup> June 2009

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	21	30	26	22	23	37	19	18	196

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	4	10.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	17:1
Pupil: adult (fte) ratio in nursery classes	6:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	25
Teacher (fte): class ratio	1:18

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2008	85.16%	91.23%	94.27%
Autumn 2008	83.45%	91.97%	93.52%
Spring 2009	86.32%	90.8%	93.2%

Percentage of pupils entitled to free school meals	21%
Number of pupils excluded during 12 months prior to inspection	3

### Appendix 3

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:		22		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	20.8	70.8	8.3
		National	0.2	3.5	13.8	63.0	19.4
En: reading	Teacher assessment	School	0	0	25.0	54.2	20.8
		National	0.2	4.1	14.9	55.2	25.5
En: writing	Teacher assessment	School	0	0	37.5	58.3	4.2
		National	0.2	4.8	15.9	67.8	11.3
En: speaking and listening	Teacher assessment	School	0	0	8.3	83.3	8.3
		National	0.2	2.4	10.7	62.8	23.8
Mathematics	Teacher assessment	School	0	0	20.8	62.5	16.7
		National	0.2	2.0	10.9	65.2	21.6
Science	Teacher assessment	School	0	0	12.5	79.2	8.3
		National	0.2	1.6	8.5	66.3	23.4

Percentage of pupils attaining at least level 2 in mathematics, science and English according to teacher assessment			
In the school	75%	In Wales	80.7%

National Curriculum Assessment KS2 Results 2008			Number of pupils in Y6		26				
Percentage of pupils at each level									
			D	F	1	2	3	4	5
English	Teacher assessment	School	0	0	0	4.3	26.1	34.8	34.8
		National	0.2	0.5	0.6	3.1	15.6	51.3	28.5
Mathematics	Teacher assessment	School	0	0	0	4.3	23.1	56.5	13.0
		National	0.2	0.5	0.6	2.7	14.7	51.4	29.9
Science	Teacher assessment	School	0	0	0	4.3	21.7	39.1	34.8
		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 by teacher assessment			
In the school	69.6%	In Wales	75.5%

D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum  
W Pupils who are working towards level 1

## Appendix 4

### Evidence base of the inspection

Four inspectors plus the school's nominee spent the equivalent of eleven inspector days in the school and met as a team before the inspection. The headteacher was the school's nominee and attended all team meetings.

The inspectors visited:

- Thirty-six lessons or part lessons, 25 of which were in the six subjects inspected and 11 in other subjects;
- registrations, assemblies and acts of collective worship; and
- a range of extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers, support and administrative staff;
- groups of pupils representing each year group;
- the school council; and
- representatives of organisations associated with the school.

The team also considered:

- the school's self-evaluation report;
- seventy responses to a parents' questionnaire, all of which were positive;
- documentation provided by the school before and during the inspection;
- a wide range of pupils' past and current work; and
- samples of pupils' reports.

After the inspection, the team held meetings with the staff, senior managers and governors.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Peter Mathias (Registered Inspector)	Context Summary and recommendations Contributions to Key Questions 1 & 2 Key Question 5 Key Question 6 Appendices Design technology Art and design
Mr Kerry Jones (Lay Inspector)	Contributions to Key Questions 1,3 & 4
Mrs Millicent Phillips (Team Member)	Contributions to Key Question 3 Key Question 7 Science Geography
Mrs Ann Williams (Team member)	Contributions to Key Questions 2 & 4 Welsh second language Music
Mr Mark Middlemiss (Headteacher/Nominee)	Attended meetings School's response

### Acknowledgement

The inspectors wish to thank the governing body, the headteacher and all the staff for the co-operation and courtesy they received during the inspection.

### Contractor:

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