

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

A Report on the Quality of Education in

**Plasyfelin Primary
Lewis Drive,
Churchill Park,
Caerphilly
CF83 3FT**

School Number: 6762389

Date of Inspection: 23/03/09

by

**Glyn Robert Scott
79517**

Date of Publication: 29/05/09

Under Estyn contract number: 1116708

© 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.

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

The inspection of Plasfelin Primary took place between 23/03/09 and 26/03/09. An independent team of inspectors, led by Glyn Robert Scott undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

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

There are three types of inspection.

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

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

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

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

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

This school received a **Full** 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	5
Summary	6
Recommendations	11
Standards	
Key Question 1: How well do learners achieve?	12
The quality of education and training	
Key Question 2: How effective are teaching, training and assessment?	14
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	
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?	23
Key Question 7: How efficient are leaders and managers in using resources?	23
Standards achieved in subjects and areas of learning	
Foundation phase	25
English	28
Welsh second language	29
Mathematics	30
Science	32
Information and communications technology	33
Design and technology	34
History	35
Geography	36
Art and design	38
Music	39
Physical education	40
Religious education	41
School's response to the inspection	42
Appendices	
1 Basic information about the school	43
2 School data and indicators	43
3 National Curriculum assessments results	44
4 Evidence base of the inspection	45
5 Composition and responsibilities of the inspection team	46

Context

The nature of the provider

1. The school serves a large sprawling area within the Caerphilly basin near the town. It is a mixed catchment with a majority of pupils living in rented accommodation mainly owned by housing associations. Within the catchment there are pockets of social deprivation.
2. There are nine main stream classes five of which are mixed age classes. There are nine full-time teachers and six support staff one of whom is part time. There is a morning nursery where pupils are admitted in the September following their third birthday but, if provision allows, rising three's pupils are admitted in spring and summer terms. Children's attainment on entry to the Nursery is just above the expected LEA and Four County Boroughs averages. Linguistically the level of attainment on entry is low in approximately 20% of the children. Many of the identified language issues are expressive and/or articulation of speech with few identified as immature while some are whole global delay.
3. In total there are 301 pupils on roll of which 38 children are attending the part-time nursery. Few pupils are from ethnic minorities, though two pupils are receiving additional language support. Twenty seven percent of the school receive free school meals (FSM). Nineteen percent of the pupils are receiving additional learning support and one child holds a statement of Special Educational Needs (SEN) and is receiving the appropriate support.
4. No pupils come from homes where Welsh is the first language. English is the predominant language spoken and the school teaches Welsh as a second language. There are at present four 'looked after' children on roll.
5. A playgroup occupies the nursery in the afternoon periods; it was set up in September 2007 and is financed independently. The playgroup is very much overseen by the nursery teacher to ensure good practice and quality provision.
6. The present school is an amalgamation of the previous infant and junior school which both existed on the same site. The headteacher was appointed as the headteacher of the primary school in September 2005. The previous infant school was last inspected in May 2003 and the previous junior school in January 2005. The school has achieved the Basic Skills Quality Mark for the second time.

The school's priorities and targets

7. The school's priorities are to:
 - raise standards in English & Welsh
 - further enhance assessment procedures within the school
 - further develop the curriculum in the Foundation Phase
 - review Schemes Of Work in light of the KS2 skills curriculum
 - implement bilingual policy
 - review provision for Special Educational Needs (SEN)

- develop links with parents and the community
- develop the role of governors
- review performance management
- further develop outdoor learning.

Summary

8. Plasfelin Primary School provides a stimulating learning environment for all its pupils. The school is well led by the head teacher and a committed and dedicated group of staff and governors who work well as a team to provide a happy and caring ethos that pervades the school. The school which was recently amalgamated provides a good standard of education for all its pupils.

Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	Grade 2
2 How effective are teaching, training and assessment?	Grade2
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	Grade1
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 1

9. The inspection team agreed with the school's grading on six of the seven key questions but felt that the school had underestimated the impact of the indoor and outdoor environment's effect on learning and teaching and raising standards.

Standards

10. In the fifty- one lessons or parts of lessons observed, standards of achievement were judged as follows:

Grades for standards in subjects inspected

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	86%	0%	0%	0%

11. The above figures exceed the 2010 WAG target, that the quality of learning assessed by Estyn be Grade 3 or better in 98 per cent of lessons and are similar to figures published in HMCI's Annual Report 2006-2007, where standards in primary

schools in Wales were reported to be Grade 2 in 80 per cent of lessons and Grade 1 in 10 per cent.

12. Children's attainment on entry to the Nursery is just above the expected LEA and Four County Borough averages. Baseline data at age four indicates that the majority of pupils show good levels of achievement in their first year in school.

Subjects and/or areas of learning for under-fives

Language, literacy and communication	Grade 2
Personal and social development	Grade 1
Mathematical development	Grade 2
Welsh language development	Grade 1
Knowledge and understanding of the world	Grade 1
Creative development	Grade 1
Physical development	Grade 2

13. Children under-five make a very good start in acquiring basic and key skills in communication, numeracy and ICT and they are steadily developing their bilingual skills in what is a good bilingual environment.

Grades for standards in subjects inspected

Subjects	nursery	reception
Foundation Phase	1	1
	Key stage 1	Key stage 2
English	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information and communication Technology	Grade 1	Grade 1
Music	Grade 2	Grade 2
History	Grade 1	Grade 1
Geography	Grade 2	Grade 2
Design Technology	Grade 1	Grade 1
Art	Grade 2	Grade 2
Welsh second language	Grade 2	Grade 2
Physical education	Grade 2	Grade 1
Religious education	Grade 2	Grade 2

14. Standards are improving continually. Pupils in both key stages achieve good standards in the development of their key skills. Their speaking and listening skills are good and they read confidently. Their writing skills are also developing well as are their numeracy skills. Pupils take every opportunity to develop their Information and communication technology skills (ICT) which are often outstanding. Pupils' bilingual skills in key stage 1 are often outstanding and, though there is room for further improvement standards are still good.

15. Pupils with additional learning needs (ALN) make good progress and achieve the targets set for them in their individual education plans (IEPs). One child with a statement has appropriate additional support.

16. Statutory assessment results at the end of key stage 1 in 2008 were above both local and national averages for English, mathematics and science. Although the number of pupils achieving level 3 was below the all Wales figures overall, when compared with pupils in schools in a similar free school meals band (FSM), pupils perform above the median in English and science and in the upper band for mathematics.

17. In key stage 2, statutory assessment pupils achieve well above local and all Wales averages for all the core subjects. They also exceed the all Wales averages in level five achievements in each subject. In relation to similar schools, pupils are in the upper quarter for all the core subjects. Trends over the previous three years have seen the pupils improving steadily.

18. There are no significant differences in the performance of boys and girls. Pupils are well motivated, eager to learn and have positive attitudes to learning. They work with enthusiasm, make good use of lesson time and maintain both effort and concentration well.

19. The standards of behaviour and the levels of courtesy and respect pupils demonstrate are good. This is reflected in every aspect of school life. They show concern for each other and respect for their teachers and other adults who support and guide them.

20. Levels of attendance averaged 91.1% over the last three terms which is below the average attendance rate in Wales and below the target set by the school. Pupils are punctual at the start of the day but there are instances of lateness which are duly recorded.

21. Pupils demonstrate a good capacity to study independently, including the skills to maintain lifelong learning. Pupils work well together and collaborate well. They show good development in their personal, social, moral and wider development. The School Council and Teaching and Learning Committee meet regularly and continue to develop.

22. Pupils develop a good understanding of equal opportunity skills and are well aware of the diversity of cultures within society.

The quality of education and training

Grades for teaching

23. The overall quality of teaching is good. Outstanding features were observed in the teaching in a good range of classes. In the lessons observed, the quality of teaching was judged as follows:

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

24. These figures are above the national picture as reported in HMCI's annual report in 2007-08. Nationally the quality of teaching is reported to be good or better in 80 per cent of lessons with 14 per cent having outstanding features.

25. The planning for children aged under-five is carefully structured so that the needs and abilities of all are met. There are close and very effective working relationships between teachers and their assistants. They organise a wide range of suitably stimulating, experiential activities and use innovative strategies so that children settle into school happily and quickly become independent learners. This is an outstanding feature.
26. Teachers have a high degree of subject knowledge and through their commitment to personal and whole school professional development have a good understanding of how pupils' learning styles differ and how important it is that their teaching styles reflect this. This is an outstanding feature.
27. There are very good relationships between the staff and children throughout the school.
28. The school has put in place a good system which ensures that pupils get very good specialist teaching in important areas. The specialist teaching in subject areas such as Design Technology (DT), ICT and Art has resulted in improved standards. This is an outstanding feature.
29. The school's arrangements for assessment in key stages 1 and 2, including end of key stage teacher assessments, meet national requirements. Teachers have undertaken appropriate exercises in moderating assessments in relation to National Curriculum (NC) criteria and this has improved the accuracy and consistency of teachers' assessments.
30. The school is developing a range of good strategies to support the use of assessment to improve learning. There is self-assessment and peer marking to improve pupils' understanding of assessment and the next step in their learning. Thinking skills support pupils' understanding of the purpose of assessment.
31. Parents are kept well informed about their children's progress. They are invited to attend parents' meetings regularly during the year to discuss their children's progress. End of year reports inform them of progress in all areas.
32. The school's curriculum provides pupils with a rich environment for learning and caters for their needs and interests with a wide range of interesting experiences. It is broad, balanced and accessible to all pupils, including those with physical disabilities. The curriculum fully meets all the requirements of the NC. The curriculum includes a good Personal and social education (PSE) programme.
33. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Foundation Phase.
34. The school ensures that pupils develop their basic and key skills to a good level. Key skills are identified in planning and, by the end of key stage 2, pupils' skills are good.

35. There is an outstanding range of extra-curricular activities for pupils at lunch times and after school. Sport is well provided for, from the reception class to Year 6 and boys and girls enjoy equality of opportunity. Science skills and Information technology (IT) skills are enhanced through the Science and ICT clubs. Art club and Folk dancing support creative skills well.

36. Elements of the school's provision for spiritual, moral, social and cultural development are outstanding. Moral development is fostered well. Teachers provide good role models to exemplify the school's moral code.

37. The partnership the school has with parents is good. The school engages parents and takes account of their views through termly newsletters and questionnaires which are sent to all stakeholders as issues arise.

38. Pupils' awareness of the need for sustainable development is very well promoted through recycling, energy conservation and healthy eating projects. The school has formed a very effective Eco Committee which meets regularly and the pupils are fully involved in all aspects.

39. Pupils are cared for in a secure, supportive and happy environment. There is an ethos in school that ensures that all pupils are included and made to feel valued. The school is diligent in assuring the healthy development, safety and well-being of all pupils.

40. The overall provision for pupils with additional learning needs is good. The school is a caring and supportive environment that promotes the well-being of all its pupils.

41. The school has an effective equal opportunities policy that helps to promote pupils' understanding of equality. There is a positive policy of inclusion and all pupils, regardless of their background, ability, race or gender have full access to the curriculum and to all extra curricular activity.

Leadership and management

42. The headteacher provides very effective leadership in all aspects of the school. Along with the deputy headteacher she has overseen a seamless transition from two schools to one where all staff work confidently and cooperatively for the benefit of all the pupils. This aspect of the school is an outstanding example of good management.

43. Throughout the school there is an inclusive atmosphere where people of all ages are valued. There is a strong commitment to support and guide pupils from whatever background or circumstance and staff work tirelessly to meet the specific needs of all pupils.

44. The school's Self-Evaluation Report (SER) is comprehensive and based on first hand evidence. The inspection team agree with the school's grades in six of the seven key questions.

45. As the school is new and an amalgamation of the previous infant and junior schools, it has not been inspected before. Consequently, the priorities do not always reflect the key issues raised in the previous reports. However, much has been done to set the school on a new path and everyone has a clear understanding of the aims and values that the school promotes and the role of whole school subject coordinators is developing well.

46. The adequacy, suitability and use made of staffing, learning resources and accommodation is outstanding. Staff are well deployed and actively involved in their own professional development.

47. A systematic programme of refurbishment has ensured that the school provides a very attractive and safe learning environment for all pupils. The spacious areas outside classrooms are useful and the school is decorated with very attractive displays of pupils' work. The school caretaker makes an exceptional contribution to many areas of the school and is a valuable human resource.

48. The school successfully balances the effectiveness of its provision against costs, including high staffing costs. Expenditure is monitored very closely by the headteacher, senior leadership team and the Governing Body. The school gives very good value for money.

Recommendations

In order to improve the school further the governors and headteacher need to.

R1 Continue to further develop spelling to ensure consistency throughout the school and bilingual skills to ensure progression.*

R2 Work with parents and the educational welfare service to improve attendance.

R3 Develop further the subject leader's role to ensure a whole school approach to all subject areas within the new Skills Curriculum 2008.

* this has been recognised as a priority in the 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 with no important shortcomings

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

Grades for standards in subjects inspected

50. In the fifty- one lessons or parts of lessons observed standards of achievement were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	86%	0%	0%	0%

51. The figures exceed the 2010 WAG target, that the quality of learning assessed by Estyn be Grade 3 or better in 98% of lessons and are similar to figures published in HMCI's Annual Report 2006-2007, where standards in primary schools in Wales were reported to be Grade 2 in 80% of lessons and Grade 1 in 10%.

Subjects and/or areas of learning for under-fives

Language, literacy and communication	Grade 2
Personal and social development	Grade 1
Mathematical development	Grade 2
Welsh language development	Grade 1
Knowledge and understanding of the world	Grade 1
Creative development	Grade 1
Physical development	Grade 2

52. Children under-five make a very good start in acquiring basic and key skills in communication, numeracy and ICT and they are steadily developing their bilingual skills in what is a good bilingual environment.

53. Children's attainment on entry to the Nursery is slightly above the expected LEA and Four County Borough averages. Baseline data at age four indicates that the majority of pupils show good levels of achievement in their first year in school. The overall quality of the educational provision for under-fives is appropriate to their needs and the pupils are making good progress towards the Foundation Phase outcomes.

Grades for standards in subjects inspected

Subjects	nursery	reception
Foundation Phase	1	1
	Key stage 1	Key stage 2
English	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Information and Communication Technology	Grade 1	Grade 1
Music	Grade 2	Grade 2

History	Grade 2	Grade 2
Geography	Grade 1	Grade 1
Design Technology	Grade 1	Grade 1
Art	Grade 2	Grade 2
Welsh second language	Grade 2	Grade 2
Physical education	Grade 2	Grade 1
Religious education	Grade 2	Grade 2

54. The vast majority of pupils make good progress in their learning, regardless of their background. This includes pupils with additional learning needs (ALN). Pupils show a keen interest in the work set for them and make good and at times very good progress.

55. Pupils in key stages 1 and 2 achieve good standards in the development of their key skills. Their speaking and listening skills are good and they read confidently. Their writing skills are also developing well as are their numeracy skills. Pupils take every opportunity to develop their Information and Communication Technology skills (ICT) which are often outstanding. Pupils' bilingual skills in key stage 1 are often outstanding and though they are developing steadily in key stage 2 they are still of a good standard.

56. Pupils with additional learning needs (ALN) make good progress and achieve the targets set for them in their individual education plans (IEPs). One child with a statement has appropriate additional support.

57. Statutory assessment results at the end of key stage 1 in 2008 were above both local and national averages for English mathematics and science. Though the number of pupils achieving level 3 was below the all Wales figures when compared with pupils in schools in a similar free school meals band (FSM) pupils perform above the median in English and science and in the upper band for mathematics.

58. In Key stage 2 statutory assessment results pupils achieve well above local and all Wales averages for all the core subjects. They also exceed the all Wales averages in level 5 achievements in each subject. In relation to similar schools, pupils' levels of achievements are in the upper quarter for all the core subjects. Trends over the previous three years have seen the standards improving steadily.

59. There are no significant differences in the performance of boys and girls.

60. Children under five listen attentively during whole class sessions and talk confidently especially in question and answer sessions. They are developing good mathematical skills during practical activities and are very confident users of ICT.

61. The vast majority of the pupils have a positive attitude and show good concentration skills. They focus on their tasks and make good progress in their learning. They enjoy challenging work and engage with their teachers well. From the earliest years pupils are developing a good understanding of what they need to do to improve and how to progress to the next stage of learning.

62. Pupils are well motivated, eager to learn and have positive attitudes to learning. They work with enthusiasm, make good use of lesson time and maintain both effort and concentration well.

63. The standards of behaviour and the levels of courtesy and respect pupils demonstrate are good. This is reflected in every aspect of school life. They show concern for each other and respect for their teachers and other adults who support and guide them.

64. Levels of attendance averaged 91.1% over the last three terms which is below the average attendance rate in Wales and below the target set by the school. Pupils are punctual at the start of the day but any instances of lateness are duly recorded.

65. Pupils demonstrate a good capacity to study independently, including the skills to maintain lifelong learning. Pupils work well together and collaborate well.

66. Pupils show good development in their personal, social, moral and wider development. They develop an understanding of equal opportunity and a good knowledge of the diversity of cultures within society.

67. Pupils have opportunities to participate in a variety of ways within the local community. The school has also forged links with local business which helps prepare learners for an effective participation in the work place.

The quality of education and training

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

Grade 2: Good with no important shortcomings

68. The overall quality of teaching is good. Outstanding features were observed in the teaching in a good range of classes. In the lessons observed, the quality of teaching was judged as follows:

69. The quality of teaching was judged as follows:

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

70. Inspection evidence supported the school's judgment of Grade 2 in its self-evaluation report. The quality of the teaching is strength of the school. The consistency of teachers' planning, teaching and subject knowledge is good and has a positive impact on standards achieved by pupils in all year groups. In a number of lessons observed there were outstanding features.

71. These figures are above the national picture as reported in HMCI's annual report in 2007-08. Nationally the quality of teaching is reported to be good or better in 80 per cent of lessons with 14 per cent having outstanding features.

72. Teachers have a high degree of subject knowledge and through their commitment to personal and whole school professional development have a good understanding of how pupils' learning styles differ and how important it is that their teaching styles reflect this. This is an outstanding feature.

73. The planning for children aged under-five is carefully structured so that the needs and abilities of all are met. There are close and very effective working relationships between teachers and their assistants. They organise a wide range of suitably stimulating, experiential activities and use innovative strategies so that children settle into school happily and quickly become independent learners. This is an outstanding feature.

74. In key stages 1 and 2, teachers plan very carefully so that the objectives of lessons are very closely matched to the different needs and abilities of pupils. Teachers have good expectations of their pupils and make these clear at the beginning of each lesson. Lessons are well paced, learning objectives are shared and plenary sessions allow time for reflection. This ensures that pupils know what they have achieved and what they need to do to improve their work. Teachers and learning assistants evaluate their lessons, assessing what children have achieved, the next step in their learning and how to improve teaching and learning.

75. The use of strategies to develop thinking is good. Teachers' questioning is skilled. Teachers' use of strategies such as 'Community of enquiry' and 'Philosophy for Children' ensures that interest and motivation is sustained. Questioning allows teachers to ascertain prior knowledge and also develops pupils' higher order thinking. Through such strategies, pupils become more independent in their learning and surer of how to improve the way they work. Also, more-able children become more challenged in their learning.

76. Teachers make very good use of resources and visual images to support pupils' understanding and to ensure the lessons are stimulating. Teachers create supportive relationships with frequent use of encouragement and good humour. Teachers' classroom management is very good. They successfully create an ethos of mutual respect, which promotes learning very effectively. Classrooms are vibrant and colourful. They display and celebrate all pupils' success. Interactive aide-memoires in English and Welsh support and stimulate pupils' thinking. Teachers ensure that all pupils are treated fairly, irrespective of their abilities and backgrounds.

77. The use of incidental Welsh by teachers across the school has many good features. In a minority of lessons teachers use Welsh across the curriculum for subject specific terminology, for example, instructions in Mathematics. The use of incidental Welsh and its use in delivering the curriculum is an outstanding feature in the Foundation Phase and in Key Stage 1 and is developing in KS2.

78. The school has put in place a good system which ensures that pupils get very good specialist teaching in important areas. The specialist teaching in subject areas such as DT, ICT and Art has resulted in improved standards, as has the grouping of pupils according to their ability in Year 6 for Mathematics, English and Science. Support staff and volunteers are used very effectively to support individuals and

groups of children. Teaching assistants are involved in planning and the evaluation of learning. They understand what they are expected to do to support children in reaching objectives set in class work and on specific learning programmes.

79. The nature and strength of teamwork is a good feature of teaching. Each member of staff is valued equally and teaching benefits greatly from the opportunities the school offers for their continuing professional development.

80. Assessment of children aged under five is very good. Baseline testing results in early intervention to support children's needs. Field notes by key workers in the Foundation Phase are collated and inform future planning. This is outstanding practice.

81. The school's arrangements for assessment in key stages 1 and 2, including end of key stage teacher assessments, meet national requirements. Teachers have undertaken appropriate exercises in moderating assessments in relation to NC criteria and this has improved the accuracy and consistency of teachers' assessments.

82. Teachers' feed-back orally to pupils in lessons is good and helps them improve their work. The school has a marking policy which is understood by pupils. Teachers mark pupils' work with positive comments. The setting of realistic and challenging personal classroom targets for pupils to improve their work is underdeveloped throughout the school.

83. The school is developing a range of good strategies to support the use of assessment to improve learning. There is self-assessment and peer marking to improve pupils' understanding of assessment and the next step in their learning. Thinking skills support pupils' understanding of the purpose of assessment. Targets are discussed with pupils from Reception to Year 6 and these are placed in pupils' planners, books and displayed on classroom walls and motivate pupils to learn at a higher level.

84. Parents are kept well informed about their children's progress. They are invited to attend a parents' meeting each term to discuss their children's progress. End of year reports inform them of progress in all areas. Targets are set in core subjects and parents have the opportunity to respond. Pupils' planners give good curriculum information to parents.

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

Grade 1: Good with outstanding features
--

85. Inspection evidence supported the school's judgment of Grade 1 in its self-evaluation report. The school's curriculum provides pupils with a rich environment for learning and caters for their needs and interests with a wide range of interesting experiences. It is broad, balanced and accessible to all pupils, including those with

disabilities. The curriculum fully meets all the requirements of the National Curriculum and includes a good personal and social education (PSE) programme.

86. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Foundation Phase. The school uses all indoor and outdoor facilities to provide a wide and stimulating curriculum for the children.

87. The school ensures that pupils develop their basic and key skills to a good level. Key skills are identified in planning and, by the end of key stage 2, pupils' skills in speaking, listening and reading are good. In the Foundation Phase and in Key Stage 1, pupils' make very good progress in their communication and numeracy skills. Their personal and social skills are outstanding.

88. Pupils' problem solving and creative skills are outstanding in Key Stage 2, in particular in DT, History and ICT. Pupils thinking skills develop well in Science, as they learn through a strategy known as "thinking mats".

89. The school's programme of Philosophy for Children (P4C) is also highly successful in encouraging pupils to look carefully at how they learn as well as what they learn. The pupils' Teaching and Learning Committee is an outstanding feature which encourages pupils to look at the curriculum, teaching and learning styles and the use of resources, including the Interactive whiteboard.

90. There is an outstanding range of extra-curricular activities for pupils at lunch times and after school. Sport is well provided for, from the Reception class to Year 6 and boys and girls enjoy equality of opportunity. Science skills and IT skills are enhanced through the Science and ICT clubs. History Club Art club, Recorder Club and Folk dancing support creative skills well.

91. Visits to such places as Caerleon Roman Fort, G.E. Healthcare and Ynys Hywel Outdoors Pursuit Centre and the History Club Projects extend the curriculum and make an outstanding contribution to the standards and confidence of the pupils.

92. Elements of the school's provision for spiritual, moral, social and cultural development are outstanding. Spiritual development is promoted well through daily collective worship of a broadly Christian nature, prayers in the class and within the curriculum and fully meets statutory requirements. Pupils take part and assist in assemblies well. Visits from people of faith and other visitors make a significant contribution. All pupils take a full part in singing hymns and other songs in assemblies. Assemblies promote a strong sense of community in the way they celebrate pupils' achievements. During these gatherings pupils are respectful, enthusiastic and reflective.

93. The partnership the school has with parents is good. Termly newsletters, notice board and school website keep parents up to date and well informed. Working in partnership with the LEA Community Focused Schools Coordinator the school has set up a Community Room which is regularly used. Good links have been established with St. Martins Comprehensive School, St. Cenydd Comprehensive School and Bedwas High School where the minority of pupils transfer to at the end of

key stage 2. The school also maintains links with Ystrad Mynach Community College and UWIC and offers support, guidance and encouragement to students on placement.

94. Moral development is fostered well. Teachers provide good role models to exemplify the school's moral code. The school employs a wide range of strategies to help pupils develop wholesome moral values. It also provides them with a clear understanding of how they can contribute to their community. This aspect is developed further through the school's very good PSE programme. Circle time discussions on moral issues and analysis of texts also assist. The school successfully promotes the virtues of honesty, fair play and friendship.

95. The school promotes pupils' social development well. Pupils willingly accept the school rules. They learn how to relate to others and take responsibility for their own actions. They enjoy very good opportunities to work collaboratively in class and to become Playground, ICT, Reading and Science Buddies in Year 6.

96. The Student Assistance Programme is an outstanding example of how the school promotes pupils' emotional well being. The school places particular emphasis on the outcomes of the *PASS* survey. The well-being of the child permeates all aspects of school life and is an outstanding feature.

97. The school promotes cultural development very well and pupils have a very good understanding of their own culture. Through raising money for those less fortunate than themselves, as well as through assemblies and lessons focusing on different cultures, faiths and festivals, pupils are encouraged to develop a good understanding of life in multi-cultural Wales. They also show a good awareness of the diversity of beliefs and cultures in the United Kingdom and the world through the taught curriculum and very good links with Ghana and the Republic of Congo.

98. The Curriculum Cymreig is well established through curricular links which build on the cultural, historical, environmental and linguistic characteristics of Wales. Pupils visit places such as the Museum of Welsh Life at St Fagan's, Llancaiach Fawr, Cosmeston Medieval Village, Caerphilly Castle and Southerndown. The culture and heritage of Wales are reflected well in the life of the school. A sense of pride in being Welsh is fostered successfully through classroom displays, the annual St. David's Day Eisteddfod and the names of the class areas. Helpwr heddiw gives pupils a good opportunity to use the language purposefully.

99. Teachers, teaching assistants and clerical staff promote bilingualism well in KS1 and this aspect is developing in KS2. The school is well supported by the Athrawon Bro (Area Welsh Teachers) who provides excellent support in evaluation and planning. During collective worship, pupils and staff use both Welsh and English.

100. There are sound curricular links with local business which promote pupils' awareness of the work place.

101. The school is proactive in combating social disadvantage and stereotyping and presents pupils with equality of access and opportunity across the full range of its provision. Their understanding of environmental, conservation and global issues is

impressive and they genuinely feel they can make a real difference, both locally and globally, through active citizenship and care for the environment.

102. Pupils' awareness of the need for sustainable development is very well promoted through recycling, energy conservation and healthy eating projects. The school has recently been awarded a second Green Flag Award and this is an outstanding feature. The school has formed a very effective Eco Committee which meets regularly and the pupils are fully involved in all aspects.

103. The school provides a range of opportunities to develop entrepreneurial skills and the skills needed to support economic development. Opportunities include a wide range of fund raising projects.

104. The schools' provision reflects well national priorities to promote lifelong learning skills and suitably raises pupils' awareness of community regeneration and the impact of social and economic changes in society.

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

Grade 2: Good features and no important shortcomings

105. The findings of the inspection team match the judgement made by the school in the self- evaluation report.

106. The school's planning and management of care and support arrangements are good overall. Pupils are cared for in a secure, supportive and happy environment. There is an ethos in school that ensures that all pupils are included and made to feel valued.

107. The quality of the schools' partnership with parents and carers is good. The school engages parents and takes account of their views through termly newsletters and questionnaires which are sent to all stakeholders as issues arise. The school operates an 'Open Door Policy' and parents are provided with an informative prospectus, an annual report from governors and a 'Home School Agreement' is implemented.

108. There are well established induction arrangements that are highly effective. Good procedures are in place for children when they start school and children are secure and settled very quickly into the infants following on from the nursery. New pupils coming into the school during the school year are well catered for with a tour of the school and pairing up with suitable peers from their class who are briefed to accompany them for the first few days of entering the school.

109. Transition across from key stage 1 to key stage 2 is systematic and is enhanced by the work of the mixed class of Year 2 and Year 3 pupils and also through weekly shared whole school activities such as assemblies. An attempt is made to include and involve all members of the school 'family' in all aspects of school life living up to the school mission statement of 'Working together for success'.

110. The school is a close community that has come together well after amalgamation and all work hard to encourage a positive ethos where there is feeling of being valued that is held by all.

111. The contribution of good relationships between pupils and staff help nurture self-respect, positive behaviour and confidence. Personal and social development is evident and is supported by outside agencies such as the school nurse, 'Wings to Fly' and Crucial Crew. Working closely with support from LEA services the school ensures that inclusive support is available for pupils with particular issues such as behaviour. The provision in the school enables good communication and trust for all parties. In adopting 'PATHS' pupils in key stage 1 are introduced to a systematic, structured approach to PSE. The school has an effective and committed School's Council that contributes to environmental and social initiatives throughout the school.

112. Attendance and punctuality are systematically monitored. The Administration Officers collate information on a daily basis using a newly introduced electronic registration system. The school seeks to maintain parental awareness of their responsibilities in helping to ensure better attendance and punctuality. The school is aware that levels of attendance are below average attendance rates in Wales and below the target set by the school and continues to vigilantly monitor progress.

113. Pupils' behaviour and performance is systematically monitored. Good achievement, behaviour and examples of courtesy and kindness to others are suitably rewarded.

114. The school is diligent in assuring the healthy development, safety and well being of pupils. Appropriate risk assessments, the control of legionella in schools and asbestos surveys are well documented and this is an outstanding feature. Three members of staff are trained in First Aid and first aid boxes are placed in every classroom. Healthy development is well promoted through the PSE programme and the promotion of Healthy Eating Projects.

115. The school has the appropriate procedures in place to ensure the protection of children. The headteacher is the designated member of staff for child protection, has received appropriate training and implements effective procedures for the early identification and subsequent monitoring of pupils experiencing difficulties in their lives. The deputy headteacher acts as officer-in-charge in the headteachers' absence. The chair of the Governing Body is the governor with special responsibility for training and regularly updates staff on child protection issues.

116. The overall provision for pupils with ALN is good. The school's practices comply with the Code of Practice and works within a framework of inclusive education. The LEA provides extensive support for individual pupils whose needs have been identified early and supports the school's practice of early intervention.

117. The SENCO works very closely with class teachers and assists in the formulation of Individual Education (IEP) or Play Plans for all pupils. These IEPs are shared with all stakeholders i.e. pupils, parents, support staff and class teachers and evaluation informs the future targets set by all parties concerned. These are

evaluated and reviewed termly. Well focused and achievable targets are set using child friendly terminology covering behaviour, maths and language issues. Significant initiatives such as *Rapid Reading* and *Super Shelby* are impacting positively on the learning and progress of individual pupils.

118. Provision for pupils with learning and physical disabilities is outstanding with all the relevant procedures such as risks assessments having been carried out by the LEA to ensure safety for individual pupils. For example, great care and attention is paid to the specific medical care needed by a child with diabetes and the needs of hearing impaired pupils are routinely catered for. Support and assistance is given to a child who is in a wheelchair and has to be helped around the school.

119. The school has a rigorous behaviour policy that is consistently adhered to. The high quality of behaviour amongst the pupils is testimony to good, effective relationships within the school. Behaviour is systematically monitored and good, desirable behaviour is constantly promoted. There are clear policies and well considered strategies to prevent bullying, discrimination and all forms of harassment

120. The school has an effective equal opportunities policy that helps to promote pupils' understanding of equality. There is a positive policy of inclusion and all pupils, regardless of their background, ability, race or gender have full access to the curriculum and to all extra-curricular activity. The school has a comprehensive disability and equality policy and action plan in place.

121. The school is proactive in developing pupils' understanding of racial equality and the importance of good race relations.

122. The school takes very effective steps to avoid placing pupils, including those with physical disabilities at any substantial disadvantage. Personal risk assessments are carried out by the LEA and members of staff are delegated to monitor children suffering with diabetes and provide ease of access to wheelchair bound pupils and this is an outstanding feature. The school provides the facilities of a first aid room containing a disabled toilet and shower and a changing room in the infants department.

123. The school ensures that all pupils are treated equally and are fully integrated into the life and work of the school.

124. The school promotes respect for diversity. Displays are created to reinforce pupils understanding of diversity. Pupils are taught to understand tolerance and empathy for those who are different from themselves, for example, debates surrounding poetry lessons during a lesson in Year 6. It is clear through discussion and observation that pupils acknowledge that inclusion is an accepted part of their everyday life.

Leadership and management

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

Grade 2: Good features and no important shortcomings

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

126. The headteacher provides very effective leadership in all aspects of the school. Along with the deputy headteacher she has overseen a seamless transition from two schools to one where all staff work confidently and cooperatively for the benefit of all the pupils. This aspect of the school is an outstanding example of good management.

127. The leadership has recognized the specific aims and values important for the formation of a successful primary school. An inclusive approach ensures that all staff have input into forming the school's policies and priorities.

128. Throughout the school there is an inclusive atmosphere where people of all ages are valued. There is a strong commitment to support and guide pupils from whatever background or circumstance.

129. The school takes good account of national and local initiatives. They work successfully with the local authority to develop community involvement in teaching and learning projects. The foundation phase is developing successfully and the whole school and especially the caretaker are involved in developing pupils understanding of sustainability.

130. The school sets realistic and achievable targets and is generally successful in meeting and in some cases exceeding its targets. Target setting is well established in the school and clear priorities are set and presented through the School Development Plan (SDP).

131. There is a strong teamwork ethic with co-ordinators developing their subjects alongside their colleagues to ensure that a primary ethos permeates the work of the school. Some staff still job-share regarding the coordination of subjects across the key stages, however all are working well towards the transition to full school responsibility. Staff cooperation and the monitoring of their responsibilities is a particular strength of the school and systems are in place to further develop the role of those coordinators not responsible for whole school supervision.

132. The governing body supports the school well. They are committed to the school and its progress and discharge their duties well. They are proactive, regularly attend the school in their individual roles that involve subject leader shadowing, and regularly attend sub-committee and full governing body meetings.

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

Grade 2: Good features and no important shortcomings

133. The findings of the inspection team match the judgement made by the school in its self -evaluation.

134. The school's Self Evaluation Report (SER) is comprehensive and based on first hand evidence. The inspection team agree with the school's grades in six of the seven key questions.

135. The headteacher and her senior management team give effective leadership and are well informed about standards. They analyse data and identify areas for development. The headteacher and 'core' subject leaders monitor lessons and identify good practice. Local education advisors have also been involved in monitoring standards.

136. Subject leaders are trained for their management role. They scrutinise teachers' planning, listen to learners and contribute to the school development plan (SDP). The science subject leader has 'modelled' good teaching in all classes and the SENCO monitors IEPs and procedures and evaluates the provision and standards of pupils with additional learning needs. All staff and teaching assistants work as a team to improve standards.

137. Questionnaires canvass views of parents, pupils, staff and governors contribute through surveys and the School Council. The supportive GB are well informed and involved in the school's self- evaluation process.

138. The SDP outlines actions to be taken. It lists those responsible, time scales, success criteria, training needs and expenditure. Performance Management and appraisal procedures are appropriate and provide good professional development for staff.

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

Grade 1: Good with outstanding features

139. The findings of the inspection team are that the school has, by judging this key question as grade 2, underestimated the efficiency of leaders and managers in their use of resources both indoor and outdoor. The full impact of these initiatives is being realised in the outcomes for all pupils learning and as a result is helping to raise standards.

140. The adequacy, suitability and use made of staffing, learning resources and accommodation is outstanding.

141. There are sufficient numbers of teaching staff who are well qualified, experienced and appropriately deployed. Support staff are well qualified and play a significant role in raising standards of achievement. An experienced teacher covers planning, preparation and assessment time.

142. There are effective administrative systems and the secretarial staff support the headteacher and staff most efficiently. The school is very well maintained and the cleaners, kitchen staff and midday supervisors perform their duties diligently.

143. The school caretaker makes an exceptional contribution to many areas of the school and is a valuable human resource.

144. A systematic programme of refurbishment has ensured that the school provides a very attractive and safe learning environment for all pupils. The spacious areas outside classrooms are useful and the school is decorated with very attractive displays of pupils' work.

145. The well equipped computer suite, interactive whiteboards and computers in classes are used efficiently and consistently to enhance learning. There is a designated art room and a library in Key Stage 2 and the school uses the LEA library loan system to good effect.

146. The school has extensive grounds which are well maintained and used most effectively to promote learning. The nursery and reception areas are very well equipped for outdoor learning with imaginative use of resources including a wooded area where forest schools initiatives are of a very high standard. This area is used extensively in the Foundation Phase.

147. The playing fields are used for numerous sporting activities and pupils have space to express themselves. There is an allotment and greenhouse with a gardening club supervised by the caretaker. The pupils have also created a Tudor knot garden. The provision for outdoor learning is outstanding.

148. All staff work together as a whole. They have job descriptions and are given relevant training opportunities in school and on courses. They have received training for Foundation Phase and Curriculum 2008. They share expertise by visiting classrooms to observe or model lessons. There is effective induction for new staff.

149. The headteacher, deputy and senior staff keep a good balance between meeting the professional needs of individual teachers and achieving the educational priorities of the school. An experienced teacher effectively provides teachers with time for planning, preparation and assessment to improve standards.

150. The school has invested in very good resources. This is particularly evident in its provision for the Foundation Phase and ICT across the school. Whole school training is also improving standards. The 'Community of Enquiry' approach to teaching and learning is developing pupils' thinking skills.

151. Governors regularly monitor and review resources. The Governing Body's Finance Committee meets regularly and monitors the school finances with the support of the LEA finance officer. The Eco Committee monitor energy use.

152. The school successfully balances the effectiveness of its provision against costs, including high staffing costs. Expenditure is monitored very closely by the headteacher, senior leadership team and the Governing Body. The school gives very good value for money.

Standards achieved in subjects and areas of learning

Under-5s

Foundation Phase: Grade 1: Good with outstanding features

Language, literacy and communication skills

Grade 2: Good features with no important shortcomings

Good features

153. Most children speak confidently acquiring new vocabulary. They converse with their peers, adult helpers and visitors in a friendly and assured manner.

154. The children listen attentively during directed sessions and willingly join in during 'story time' with verbal and physical actions and their own predictions for the next part of the story.

155. Children handle books well and their early reading skills are good. They happily sit and talk their way through a book turning the pages appropriately and with respect.

156. They build up the story through the pictures and in the reception class recall favourite stories and some add expression and feeling to the telling.

157. Most children enjoy the writing experiences they have and understand the function of writing as a form of communication. Pupils in reception write 'doctors lists' and 'prescriptions' in their role play area and children in the nursery enjoy writing little notes to each other. Older children take pride in being able to form letters and place their name on some of their work.

Personal and social development

Grade 1: Good with outstanding features

Outstanding features

158. There are a small number of children who have physical and emotional difficulties. Their behaviour and interaction between themselves and their peers is an outstanding feature. They are accepted by their peers who play alongside them happily cooperating and sharing resources in a friendly and caring environment.

159. There are good clear routines that all children follow. They access resources, take their turn and, having made choices, play confidently and concentrate well on the tasks in hand. Children use the outdoor areas well and respect areas such as the raised flower beds. They access resources and tidy away the equipment they use efficiently and quickly. They settle to directed sessions quietly and behave well in all their activities.

Good features

160. Most children move confidently around their environment working well either independently or in partnerships or groups. They dress themselves for painting cooking and outdoor sessions and ask for assistance if needed. In their visits to the forest area they partner up and take responsibility for their safety and security.

161. The children take responsibility for their own personal hygiene washing their hands after outdoor sessions and before lunchtimes and snack time.

Mathematical development

Grade 2: Good features and no important shortcomings

Good features

162. In all their activities children count confidently in both English and Welsh. In the nursery they recognise and point out the numbers to ten that they constantly see around the room. They sort and position farm animals in their farm play areas and talk of *small* and *large* when discussing different animals. Children in the reception confidently play number games with their helpers and some count to twenty.

163. Most children confidently use arbitrary measurements when filling mugs with water or sand and talk of *more* and *less* when mixing items in painting and cookery. In their role play sessions they play with money and talk of giving change and in the reception class they make up measurements in their roles and doctors and nurses.

164. They have a growing understanding of number through their games songs and 'free' activities.

165. Some older children recognise some regular shapes and on visits to the forest area sort items by size and shape and create their own rectangular frames from twigs and branches.

Knowledge and understanding of the world

Grade 1: Good with outstanding features

Outstanding features

166. Children in the nursery have a very good understanding of the functions and aspect of farm animals. They talk of horses pulling carts and cows giving milk. Children also understand that animals need to be looked after and cared for.

167. Pupils use the forest area well. They explore, discover and discuss confidently the changes they see and recall from previous visits. They know that plants are living things and, for example, talk of the changes that leaves go through from life on the tree to autumn crispness. They know how to respect small insects and their habitats.

Good features

168. Reception children have a very good understanding of space and the planets. Some children confidently refer to 'astronauts' flying in space.

169. Most children use the interactive whiteboard with confidence dragging pictures into place on the screen. In both the nursery and reception they play published games on the computers using the mouse and key board appropriately.

170. Children recognise the differing weather conditions and refer to the weather in both English and Welsh. They know that different items of clothing are suitable for different weather conditions.

171. They talk of different textures and the feel of different materials using appropriate language such as soft and 'prickly'.

Welsh language development

Grade 1: Good with outstanding features

Outstanding Features

172. Most pupils respond in lessons that are continually bilingual in approach. Children in both nursery and reception respond quickly and confidently to instruction in both languages. They respond in both languages when asked questions about the weather or about their family or clothing

173. Children know a good number of songs and chants in Welsh and the constant use of Welsh by teachers and support staff helps to extend the children's Welsh vocabulary.

174. They are confident enough to use Welsh with visitors.

Good features

175. Children in both the nursery and reception listen well in Welsh, repeat phrases and answer questions in Welsh. They understand the signs and aspects of Welsh culture they observe around the classroom and corridors.

176. Children in the reception class have a growing understanding of what it is to be Welsh.

Physical development

Grade 2: Good features and no important shortcomings

Good features

177. Children in the nursery run skip and jump using the outdoor facilities well. They move around the areas safely and respect each other's space. They use their imaginations in their play and make creative movements to music.

178. Reception children listen to instructions in their directed lessons and interpret the teachers' suggestions well. They know the parts of their body and can perform

and create different movements. They show a growing coordination and gross motor skills.

179. The majority of children follow instructions well when warming up their bodies for exercises. They enjoy stretching, twisting and forming interesting body shapes.

180. Children in both the nursery and reception classes show good fine motor skills when using pens, crayons and paint brushes. They experiment in writing notes and stories and understand that stories have a tendency to be written in lines.

181. They cut and paste from books and magazines confidently and have a good understanding of place when gluing items on their picture card.

Creative development

Grade 1: good with outstanding features

Outstanding features

182. All children in both nursery and reception take advantage of a wide range of resources, both man made and natural, to produce pictures and sculptures of a high quality. They have a very good sense of colour and form and show good fine motor skills and patience in producing their work.

183. Reception children produce three dimensional collages of an exceptionally high quality in the forest area. They collect aesthetically pleasing items such as leaves cones and twigs and, using pictures of Andrew Goldsworthy's outdoor sculptures, create their own pictures and structures. Most of these are of an outstanding quality.

Good features

184. Children use photographs of their outdoor experiences and then produce coloured pictures of their interpretations of what they see. Their three dimensional junk model creations show a growing understanding of perspective and natural balance.

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

185. Pupils at the beginning of key stage 1 begin to listen to stories and instructions with more sustained concentration. They develop their speech through role and imaginative play and extend their vocabulary.

186. In key stage 2 pupils listen attentively in class to teachers and each other. Good routines are established which extend pupils' speech with 'Talk Rules' and 'Community of Enquiry'. Pupils express their ideas in class discussion and 'Circle Time'. Younger pupils in Key Stage 2 write short plays and perform them with

expression. The eagerness and confidence that older pupils demonstrate in expressing ideas orally is exceptional.

187. Pupils in key stage 1 enjoy listening to stories and can sequence and order events. They use book vocabulary such as *title*, *author*, *character* and *plot*. Pupils begin to show good progress with reading skills. Less-able pupils make steady progress helped by many specialist teachers.

188. In key stage 2, texts are thoughtfully chosen to compliment other subjects and stimulate maximum interest for pupils. Pupils explore the story and themes of Romeo and Juliet. Older pupils demonstrate enthusiasm and the desire to read the class short story of 'Rose Blanche' with less-able pupils using the illustrations to help.

189. Pupils in key stage 2, show good understanding of the main themes in poetry. They use their senses in class to evoke memories and identify senses that stir memories in poetry. Pupils in Year 6 understand that 'reading is like an onion – it has layers of meaning'.

190. Pupils with ALN make appropriate progress. More-able pupils read independently for pleasure and can express preferences about books and authors.

191. At the beginning of Key Stage 1 many pupils are starting to write independently. Many pupils are able to build words and write simple sentences.

192. Pupils in Years 2/3 begin to arrange sequenced writing in short paragraphs recounting a trip to Caerleon.

193. Pupils in Key Stage 2 write for a wide range of purposes. They make posters for a pirate using ICT competently.

Shortcomings.

194. Many older pupils understand grammar and how to use it but not all pupils show enough awareness of the importance of accurate spelling. Handwriting and presentation of work is good overall.

Welsh second language

Key stage 1: Grade 2: Good with no important shortcomings

Key stage 2: Grade 2: Good with no important shortcomings

Good features

195. Throughout the school pupils use their skills in Welsh with pride and increasing fluency.

196. In key stage 1, all pupils respond naturally to the attendance and dinner registers and positively to the teacher's commands. All pupils know their colours and numbers. Many pupils use this knowledge well in, for example, their Mathematics lessons. Most pupils ask and answer personal questions about themselves, using the

positive and negative. They describe what's in the shopping basket and ask and answer questions about a variety of fruits.

197. Many pupils read with enjoyment, expression and good pronunciation. They recall the story and answer questions about its content. Most pupils label a picture of clothes. Many pupils copy and write simple sentences.

198. In Key Stage 2 most pupils recognize and name the countries of the United Kingdom on a map. Most pupils begin to use a conjunction to link two sentences. Most pupils use the present and past tense to describe weather conditions. Many begin to use the future tense confidently when presenting a weather forecast.

199. Most pupils ask and answer questions about themselves confidently describing where they live, their likes and dislikes. They begin to use the third person to describe what others are doing.

200. Many pupils read a short script well with understanding and expression. All pupils' writing skills develop well. They write and illustrate information about their clothes, the weather and the appropriate clothing to wear. They write short paragraphs about the school day. They complete bar charts and write directions. They complete a weekly timetable of activities. They begin to use the past tense.

201. All pupils enjoy the role of Helpwr Heddiw. They call the attendance and dinner registers with competence.

202. Pupils in both Key Stages enjoy role play to practise their skills.

Shortcoming

203. In key stage 2 pupils' vocabulary and sentence patterns are limited. Pupils do not conduct meaningful independent conversations or use the language confidently in other curriculum areas.

Mathematics

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

Key stage 2: Grade 2; Good features with no important shortcomings

Good features

204. In key stage 1 the majority of younger pupils show confidence in counting forward and backwards in tens. They use a range of practical materials to explore ways of adding and subtracting and record their work using graphs, charts and notation.

205. Pupils in Year 2 continue to develop their mathematical exploration through block graphs. Most pupils know how to read their results and explain the processes they use.

206. In Year 2 pupils play confidently with numbers in activities with magic squares, have a good understanding of number bonds and apply them in their recording and mental work.

207. They have a good working knowledge of two dimensional shapes and their properties. In their lessons and play activities they use money confidently in addition and subtraction and give change appropriately in their 'play shop' activities. They use arbitrary lengths also in their play activities and have a good understanding of standard units of length.

208. In Year 3 most pupils understand multiplication of fives and tens when they use their number wheels. They confidently add and subtract two digit numbers and have a growing understanding of place value. They have a growing understanding of the concept of estimation and know how to round up and round down numbers to increase their mental agility.

209. A minority apply symmetry to regular two dimensional shapes and can identify common three dimensional shapes.

210. In Year 4 pupils extend their number skills to thousands, hundreds, tens and units and learn about factors to 100. They use fraction boards to assist them in breaking down fractions and a majority know how to split halves into quarters.

211. They produce their own tables and data to help them produce block graphs on investigations such as likes and dislikes. They read and analyse their results well.

212. Pupils understand the concept of capacity and solve simple problems related to measurement of volume.

213. The majority of pupils in Year 5 show good mental skills in doubling and halving two digit numbers and a few apply the four rules to numbers up to five digits.

214. They use computer spreadsheets to produce graphical representations for other subjects such as science. They measure and calculate areas and perimeters of regular shapes. In their problem solving they have a good understanding of angles and properties of triangles.

215. Pupils know and confidently discuss the 24 hour clock and know that the world is split into time zones.

216. In Year 6 the majority of pupils explore the properties and vocabulary of angles. They recognise acute, obtuse and reflex angles. Around half have good knowledge of means, median and mode and use data of their own to apply their skills. A few groups of the pupils are working at a higher level and show outstanding mathematical awareness.

217. All pupils use calculators appropriately estimating first and double checking their results.

218. They produce good quality work on fractions and decimal place value and apply their own systems to adding, subtracting, multiplying and dividing small and large numbers.

219. Pupils use computers confidently in mathematical games and in their data collection and graphical representation.

Shortcomings

220. A few pupils in Years 3 and 4 are unsure of their tables and lack confidence in the multiplication process.

Science

Key stage 1: Grade 2: good features with no important shortcomings

Key stage 2: Grade 2; Good features with no important shortcomings

Good features

221. Pupils in both key stages have a good understanding and knowledge of the living world, materials and physical processes.

222. In key stage 1 most pupils know that living things breathe. They investigate how plants grow in different conditions. They observe and measure the changes and differences in growth. They draw a diagram and label the parts of a plant. They understand the importance of a healthy life style. They prepare healthy sandwiches in their work with Warburtons and in their role play. The Farm Shop sells healthy foods.

223. Most pupils have a good understanding of materials and their properties. They know that some materials can be squashed, bent and twisted. They recognize which materials are suitable to be used in building and in their investigations observe what happens to materials when heat is applied. They conclude which changes are reversible or irreversible.

224. Pupils identify pulling and pushing forces. They know that pushes and pulls make things move faster or slower. They carry out an investigation into applying forces to a moving object. Most pupils begin to develop a good appreciation of how and why tests should be fair. For example, the ramp should be the same height. Most measure their results and record their findings on a prepared chart.

225. They know that light is natural or man made. They know that their toys can be powered by electricity stored in batteries.

226. In Key Stage 2, pupils have a very good understanding of the habitats of plants and animals. They know of different eco systems in the world and name them, for example the rain forest and the Arctic. They name animals that live in differing eco systems and explain the importance of camouflage, because of predators. They explain that different eco systems can be closed and some animals belong to several eco systems. They have a very good understanding of the effect of weather and

people on the environment. Most have an outstanding understanding of how animals, such as the camel, the polar bear and the stick insect have adapted to their environment.

227. Most pupils make good progress in their enquiry skills. They investigate the effect of salt on ice and develop a good understanding of thermal insulators when investigating the best material used for a cooler bag. Most use equipment correctly and measure accurately when filtering solutions and record the method used.

228. Many pupils know the daily and annual movement of the earth and its effect on day and year length. They know the relative positions of the sun and planets in the solar system and demonstrate their understanding of the phases of the moon with a torch and two balls well.

229. Most pupils know of the benefits of eating healthily and exercising. They help prepare a vegetarian curry by chopping the vegetables for the cook.

230. In both key stages pupils' science skills are enhanced by working with visitors during Science/ESDGC week and by visits to *G.E. Healthcare* where pupils work under laboratory conditions.

Information technology

Key Stage 1: Grade 1: Good with outstanding features

Key Stage 2: Grade 1: Good with outstanding features

Outstanding features

231. Pupils in both key stages show excellent progression of skills in ICT. All pupils use ICT with confidence and a high degree of competence across the curriculum. It is very much an integral part of school life and pupils make full use of the excellent resources available. Pupils make choices and know how they can use ICT to improve the quality of their work.

Good features

232. In early key stage 1, pupils develop mouse control and from the keyboard learn to move the cursor, space bar and delete. Pupils investigate different programs that require them to make up scenes or follow directions. They discuss their choices. Pupils begin to 'control the roamer'. They type their names and print them out with help. Pupils help their teacher to make a class graph of favourite farm animals using the interactive whiteboard.

233. Older key stage 1 pupils create pictures using works of art as stimuli. More-able pupils begin to write sentences and use capital letters. Pupils use CD-ROM and some pupils can save their work and retrieve it with help.

234. Younger pupils in key stage 2 create greeting cards. They make music using 'Music Explorer' and create databases about minibeasts. Pupils design their 'Wanted' poster about a pirate. They combine picture and text and many select pictures from the Internet. They know how to send and retrieve e-mails.

235. Older pupils use LOGO to create patterns. They use Powerpoint to create multimedia presentations. Pupils demonstrate competence in using a mathematical formula to create spreadsheets to find averages. They use the Internet effectively to search for information for their History topic on World War Two. Pupils are fully aware of safety issues regarding the Internet and telephones.

236. The school has nearly completed a self review framework to promote ICT as a whole school approach (BECTA). This has contributed to very high standards of achievement.

Design technology

Key Stage 1: Grade 1: Good with outstanding features

Key Stage 2: Grade 1: Good with outstanding features

Outstanding features

237. In key stage 1, pupils design and make an animal transporter requested by Bristol Zoo. They create their own designs well. They make their container using a cube box net and add wheels and simple axles. They show outstanding skills by using the saw correctly and cutting the correct lengths needed. They evaluate their product and improve on it, by using felt pens to colour their animals instead of paint, because the paint has run. This is an outstanding feature.

238. Most pupils demonstrate good cutting and joining skills when making their hand held puppets.

239. Many pupils use CAD (Computer Assisted Design) to design and make their own bookmarks based on an animal theme. They design and create pop up cards for 'Dear Zoo' using their knowledge of hinges and levers.

240. All pupils plan and carry out food preparation tasks safely and hygienically when making their healthy breakfast and vegetable pizza. All pupils evaluate their finished products well.

241. The quality of most pupils' work is of a very high standard.

242. In key stage 2, pupils explore familiar objects such as a whistle, a balloon pump and a recorder when investigating how to make their Dr Doolittle cards. They investigate what happens when a squeeze bottle, tubing and a balloon are fitted together. In the design process they think of the type of animal, special features, materials, joining techniques, the hinge for the mouth and how to keep the mechanism in place. They collaborate well together, discussing as they make and reflecting on the processes and how they can improve. This is an outstanding feature.

243. When designing and making money containers they explore different joining methods, such as sewing, stapling and gluing to help decide which they would use

for the best join. This is an outstanding feature. They make a paper mock up so that they can alter or improve before cutting in fabric.

244. They cut out the material, sew up and appliqué felt and fabric pieces. They add buttons for fastening and decorations.

245. Their sewing skills develop further when designing and making bags. Pupils use sewing machines safely, considering the risks to themselves. They make exceptional use of CAD after researching images to print onto their bags.

246. All pupils' finished products are of a high standard. This is an outstanding feature.

247. At the end of Key Stage 2 pupils explore control mechanisms using electrics, cogs and pulleys to create their own fairground park with different rides.

248. They investigate and explore products, disassembling a carpet cleaner, to develop their understanding of the design and making process. This is an outstanding feature.

History

Key Stage 1: Grade 1: Good with outstanding features

Key Stage 2: Grade 1: Good with outstanding features

Outstanding features

249. Throughout the school pupil's basic historical skills and their knowledge and understanding is extensive. The enthusiasm for the subject is outstanding.

250. Pupils in key stage 1 have a good and developing awareness of chronology. Through their studies with everyday items such as an iron they are vocal in their explanations, comparisons and functions of old and new. Pupils in KS1 have a good recall of knowledge as they compare old and new toys for their project.

251. Pupils understanding of the influence that Welsh people had on our past is developed by studying the life and times of Daniel Evans and his travels to Patagonia. This knowledge is represented in a variety of ways. Pupils have opportunities to consider differing sources of information, both primary and secondary and understood the need to be aware of the difference between fact and fiction. This is an outstanding feature.

252. In lower key stage 2, pupils display an accurate knowledge of Roman times enhanced by the experience of visiting Caerleon. They write good descriptions of their visit and enthusiastically investigate why the Romans invaded Britain. In lessons, they confidently compare the clothes, homes and furniture of the period with their own and talk about their observations with confidence. The more-able record their observations and make suitable comparisons from secondary sources of evidence. They are articulate in their discussions of the work of archaeologists.

253. A Year 4 class was enthralled by the performance of a 'pirate' who they encountered through 'time travel'. Most are able to think of relevant questions to ask a visitor and had opportunities to empathise with the visitors' life experiences.

254. Pupils from the school are often invited to take part in activities at Llanciach Fawr and in Caerphilly Castle and their knowledge of local history is extensive. The history club in the school carry out in depth enquiries that require research and investigation on a large scale using a range of sources both primary and secondary. An example of this is the investigation of Energlyn Mill which involved working with local older residents, photos, maps and plans from the past, and census returns from as far back as 1800s. The pupils worked with local historians and librarians. They produce a wide variety of information through a range of mediums including power point presentations, fact sheets and pamphlets.

255. Older key stage 2 pupils have a good understanding of the people of the Tudor period. Pupil's basic historical skills and their knowledge and understanding of the period studied is an outstanding feature. This is demonstrated by a project carried out called The Tudor Knot Garden. This project enables the pupils to explore and develop their knowledge of Tudor homes and gardens. Working alongside the gardener from Llancaich Fawr they carried out the project very thoroughly, investigating differing Tudor Gardens on the internet and in books. They investigated plants popular at that time and then utilised this knowledge in their construction of the Tudor garden in the school grounds. This project was financed by the pupils themselves through fundraising activities on a 'Tudor Day' when Year 5 took part in activities related to that period.

256. The study of World War 2 in Year 6 highlighted continuity in the development of the skills of enquiry to understand primary and secondary evidence. They use photographs and artefacts well and were competent in their sequencing of events during this period of life in modern Wales. Pupils have developed empathy and understanding of the lives of people living through that period. They show a good degree of independence in their learning, using their knowledge and understanding of their own learning styles to work effectively.

257. Learning throughout the school is enhanced by the excellence of interactive displays which is, at times an outstanding feature. Castles, the eruption of Vesuvius, the toy museum, timelines of WW2 and Tudor times are examples of how pupils organise and communicate their historical studies.

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

258. In key stage 1 pupils use their knowledge of the local area to further their geographical skills.

259. Their knowledge of their own locality is good and they have good understanding of environment of their locality. Nearly all pupils were able to draw an outline of the route they take to school and recognised significant features of the immediate locality.

260. Within key stage 1, pupils confidently recall the characteristics of the four seasons, and many described accurately the weather patterns associated with each one. In Year 2, in their studies of different jobs in the Caerphilly area, pupils have experienced all aspects of work in a pet shop and demonstrate increasing awareness of the different services provided in the area.

261. They have good recall of previous work and show progress in their mapping skills. When using a treasure map they are confident in understanding and using co-ordinates with accuracy to locate features.

262. They express their views about places in various ways. Photographs are used to aid their memory of the journeys taken in the immediate locality. Most are able to reorder and sequence them successfully to record the outcome on a memory stick.

263. Pupils in lower KS2 build on the knowledge, understanding and skills taught in KS1 ensuring continuity. Pupils in Year 4 make good use of the outdoors in their work and are developing their understanding of compass points. Following on from previous work about pirates, they work well collaboratively to explore the school grounds in search of symbols explained in the key.

264. A visit to Southerndown has enabled pupils in Year 4 to explore erosion caused by the power of waves and assess the impact of this erosion on the environment. Conclusions of their investigation and relevant questions asked during their research are presented well using geographical terminology.

265. Year 6 pupils have developed good mapping skills. They are familiar with Ordnance Survey maps and use them effectively to find symbols and use 4/6 figure grid references. More-able pupils are competently able to design a holiday park, 'Lake Plasyfelin', and understand the need for consideration of how processes and the role of people in managing their environment results in changes to places.

266. In demonstrating their development of their skills of investigation, in their study of Cardiff Bay, pupils researched the area thoroughly before a visit and came up with good quality key questions to assist their investigation of the area. Pupils understand the processes contributing to its development. In looking at India in Upper key stage 2, the majority of pupils have developed the ability to compare and contrast the lives of people living in India to that of their own.

267. Throughout the school pupils develop a good appreciation of the need to look at sustainability and global citizenship. They are confident in articulating their feelings about how changes in their physical environment can impact on their lives. They are conscientious in the endeavours of saving energy and recycling as part of the agenda outlined by the active Eco group.

Art

Key Stage 1: Grade 2: Good with no important shortcomings

Key Stage 2: Grade 2: Good with no important shortcomings

268. Although no lessons were observed because Art was not timetabled for this time, inspectors observed very good displays of pupils' work throughout the school and scrutinised recent examples in portfolios.

Good features

269. In key stage 1 pupils created designs from observation drawings of Autumn leaves, conkers, nuts and twigs. They made prints by painting the design with printing ink.

270. Lower key stage 2 pupils explore different objects to find which give the best print.

271. Pupils in Year 4 work on texture using their own string block print inspired by the History topic, 'The Romans'. They also create prints with plasticine and try to make them look like broken pot fragments.

272. Upper key stage 2 pupils explore Indian patterns and create screen prints. They use William Morris as inspiration for their own wallpaper design. The standard of printing is high and colourful prints are displayed attractively.

273. The seascape inspires tissue paper landscapes. Pupils have constructed a very effective scene of quayside houses from the story 'The Mousehole Cat'. Pupils have designed three dimensional dragons and mosaic tiles as a home task. There is evidence of weaving, clay is used extensively and the properties of salt dough are explored.

274. Pupils use ICT to research artists and create bookmarks using Computer Aided Design. They use LOGO for making flower patterns.

275. Drawing is well developed throughout both key stages. Pupils use soft pencils to look at line and shape. They make observation drawings using pastel and smudge technique. Sketch books are used regularly in key stage 2. Year 6 pupils create their own jug templates through observational work and use them to create patterns.

276. A talented pupil's extremely effective and aesthetically pleasing work is well displayed in the corridors. A rag rug made by pupils with the help of a visiting artist hangs from the wall.

277. Stimulating displays of art enhance all areas of the curriculum.

Music

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

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

Good features

278. Pupils of all ages and abilities enjoy performing, composing and appraising music.

279. The quality of singing is good. Most pupils sing in tune with good expression and diction. They have a varied repertoire of songs and hymns in English and Welsh. Pupils in key stage 2 sing in three parts to a high standard.

280. In key stage 1, all pupils listen carefully and respond to sounds. They copy a rhythm well using body percussion. All pupils recognise the percussion instruments that are tapped, shaken, scraped and banged. Most pupils respond well to symbols with appropriate body percussion and voice. Most pupils choose the percussion instruments well to represent the sounds of the wind, skeletons, canons, a clock and drums, in their pirate song. Most pupils use their voices well to create a high and low pitch. All pupils enjoy singing songs such as "Gee ceffyl bach", "School rules" and "Yellow submarine" with clear diction and good control of dynamics.

281. In key stage 2, all pupils learn new songs quickly. They internalise words and recognise the word on which the music stops. Most pupils keep the beat of the song "School rules" as the tempo increases. Pupils keep the beat well with percussion instruments against the rhythm of "Yellow submarine".

282. In their exploration of a march most pupils clap a steady beat against the rhythm of "listen to the drums". When in groups most pupils clap a complex rhythm confidently against three other rhythms. They transfer this well to percussion instruments.

283. They have a good understanding of how a violin and trumpet are played and how they are made. They enjoy listening to "Fanfare for the Common man" by Aaron Copland and identify the instruments played.

284. Pupils listen to Vivaldi's "Four seasons" and interpret it into a picture. They create graphic scores for their "Guy Fawkes" compositions. They use body percussion, percussion instruments and voice as an accompaniment for their snow poems.

285. Most pupils make good suggestions for "musical pictures". They work well in a group to think of a seaside scenario.

286. They compose short compositions and perform in front of their peers confidently. Many pupils suggest ways of improving their compositions. Pupils compose an accompaniment to Greensleeves. Pupils perform and conduct their compositions using tuned and untuned instruments. They evaluate their performances giving constructive criticism.

287. Pupils in the recorder group begin to read musical notation and perform simple pieces. A number of pupils receive brass, woodwind and strings instrumental tuition. These pupils perform to a good standard.

Physical education

Key stage 1: Grade 2: good features with no important shortcomings

Key stage 2: Grade 1: good with outstanding features

Outstanding features

288. The provision for sport in the school is an outstanding feature that results in a large number of pupils taking the opportunity to develop their skills in a wide range of sporting activities. As a result a large number of pupils of both genders in key stage 2 have represented the school in local competitions such as football, netball, hockey, rugby, swimming, tennis, cricket and cross country and shown a high standard of skill. A significant number have represented the school at county level.

Good features

289. Pupils of all ages dress appropriately for physical education and those that are unable to participate physically in lessons evaluate the performance of their peers and give advice and encouragement.

290. All pupils know the importance of warming up and warming down and even the youngest know the importance of keeping a fit and healthy body.

291. The majority of pupils in key stage 1 show suppleness in their bending stretching jumping and twisting activities. They demonstrate their own sequences of movements and take good regard of their own health and safety.

292. They run and move about the room respecting each others space and recognise the importance of good discipline in their physical activities.

293. In lower key stage 2, the majority of pupils put out and put away apparatus appropriately. They apply their skills of jumping, running, twisting and turning to the apparatus showing confidence and good technique. Pupils also take part in lunchtime and after school activities from as early as the reception class.

294. In the upper key stage 2, pupils show good perseverance in their skills. Most can control a ball either in a standing position or moving about. They know how to pass in both netball and basketball and abide by the rules and strictures that some sports demand such as football, rugby and netball.

295. Pupils are confident in all areas of sport and outside agencies regularly attend the school and comment on the high skill levels of the pupils. Many pupils take advantage of the sports on offer both in school and out of school hours.

Religious education

Key Stage 1: Grade 2: good features with no important shortcomings

Key Stage 2: Grade 2: good features with no important shortcomings

Good features

296. Pupils in key stage 1, demonstrate awareness of values and beliefs such as caring and sharing. They begin to develop an understanding of Christianity and Judaism. Pupils understand that the Bible is the important book for Christians and they display knowledge of major texts such as Noah and his ark.

297. Pupils know major Christian and Islamic festivals. In Year 2/3 they know the events of Holy Week leading up to Easter and its significance for Christians.

298. Pupils visit a Baptist chapel and learn about places of worship. They explore aspects of Hinduism linked with the study of India and they make links between different religions.

299. Older pupils in key stage 2, acquire a range of skills that enable them to explore religion and human experience and to express their own feelings to questions and issues that are raised in the process.

300. In 'Circle Time' pupils reflect on how to use anger in a positive way and many show the ability to challenge ideas to solve a problem.

301. Older pupils raise questions about the world and aspects of religion using an illustration from 'Rose Blanche' book of children in a camp in Germany during World War Two. All pupils have the confidence to ask questions about the picture. Most pupils understand religious prejudice and some pupils link this with racial prejudice from previous knowledge about Martin Luther King.

302. Most pupils demonstrate positive attitudes towards people with different beliefs and practices.

School's response to the inspection

The head teacher, staff and governors are very pleased with the inspection report that recognises the hard work, commitment and dedication of all staff at Plas-y-felin Primary School. Since amalgamating in September 2005 the team approach has been consistent and has contributed to the outcome of the school being judged as a good school giving very good value for money.

We are pleased that the inspection team recognised the school's self-evaluation process produced a comprehensive document that was based on first hand experiences. The inspection team agreed with the grades awarded to 6 key questions and raised one from grade 2 to grade 1.

Very positive comments were reported and we would like to highlight the following:-

- The seamless transition from two schools to one where all staff work confidently and cooperatively for the benefit of all the pupils.
- A very attractive and safe learning environment
- A happy and caring ethos that pervades the school.
- Pupils are cared for in a secure, supportive and happy environment
- The well being of the child permeates all aspects of school life and is an outstanding feature
- The overall quality of teaching is good. Outstanding features were observed in the teaching in a good range of classes
- Pupils are well motivated, eager to learn and have positive attitudes to learning
- Provision for pupils with learning and physical disabilities is outstanding
- Throughout the school there is an inclusive atmosphere where people of all ages are valued.
- The standards of behaviour and the levels of courtesy and respect pupils demonstrate are good
- The adequacy, suitability and use made of staffing, learning resources and accommodation is outstanding
- There is an outstanding range of extra-curricular activities for pupils at lunch times and after school

The school would like to thank the inspection team for their professionalism and the courteous way in which they undertook the inspection. The full inspection was a vigorous examination of all aspects of the school.

We are pleased with the very good aspects and many outstanding features that have been highlighted throughout the report. We will continue to move forward aiming high for further success of our school.

Appendix 1

Basic information about the school

Name of School	Plas-y-Felin Primary School
School type	Community Primary
Age-range of pupils	3-11
Address of school	Lewis Drive Churchill Park Caerphilly
Post-Code	CF83 3FT
Telephone Number	02920852523

Headteacher	Ms. Lorraine Fisher
Date of appointment	September 2005
Chair of Appropriate Authority	Mrs Jones
Registered Inspector	Mr Glyn Scott
Dates of inspection	23 rd -26 th March 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	38	23	34	37	38	38	41	52	301

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	11	1	11.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	22.9:1
Pupil: adult (fte) ratio in nursery classes	7.5:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	N/A
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2008	86	92	93
Spring 2008	80	97	92
Summer 2008	92	89	90

Percentage of pupils entitled to free school meals	27%
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:		38		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	13	74	13
		National	0	3	14	63	20
En: reading	Teacher assessment	School	0	0	16	66	18
		National	0	0	15	55	26
En: writing	Teacher assessment	School	0	0	21	68	11
		National	0	5	16	68	11
En: speaking and listening	Teacher assessment	School	0	0	8	82	11
		National	0	0	11	64	23
Mathematics	Teacher assessment	School	0	0	8	84	8
		National	0	2	11	65	22
Science	Teacher assessment	School	0	0	8	71	21
		National	0	1	9	66	24

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

In the school	86.8	In Wales	80.1
---------------	------	----------	------

D Pupils who have been disapplied from the statutory arrangements

W Pupils who are working towards level 1

End of KS2:

National Curriculum Assessment KS2 Results 2008			Number of pupils in Y6		41						
Percentage of pupils at each level											
			N	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	5	56	39
		National	0	0	0	1	1	4	16	50	29
Mathematics	Teacher assessment	School	0	0	0	0	0	0	7	46	46
		National	0	0	0	1	1	3	15	50	30
Science	Teacher assessment	School	0	0	0	0	0	0	2	56	42
		National	0	0	1	0	0	2	12	52	32

Percentage of pupils attaining at least level 4 in mathematics, science,

by teacher assessment		by test	
In the school	90.2%	In the school	NA
In Wales	74%	In Wales	NA

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

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

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

W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

5 inspectors spent a total of 20 inspector days at the school, and met as a team before the inspection.

The headteacher attended team meetings despite suffering a broken leg. She was supported in all meetings by the deputy headteacher. They both provided additional information as the nominee on the inspection team.

The inspectors visited 51 lessons or part lessons at the school.

The team also considered:

- a selection of work by present pupils;
- comments from the pupils about their school;
- documentation provided by the school before and during the inspection; and
- responses to a parents' questionnaire (93% of responses were positive).

Before and during the inspection, members of the team held discussions with:

- the management committee, parents, pupils and staff;
- teachers and LSA's;
- mainstream school teachers; and
- representatives of the local authority.

Appendix 5

Composition and responsibilities of the inspection team

Inspector	Type	Aspect Responsibilities	Subjects
Mr Glyn Scott	Rgi	Context, Summary, Key Questions 1 and 5	Early Years, Mathematics, Physical Education
Mrs. Anne Williams	Team	Key Questions 2 and 3	Welsh, Science, Music Design and Technology
Mrs. Georgene Worsfold	team	Key Question 6 and 7	English, Information Technology, Art, Religious Education.
Mrs. Lorraine Smith	team	Key question 4	SEN, History, Geog
Mr. John Foley	lay	Contributions to KQ 1, 3 and 4.	Personal Social Education
Mrs. Lorraine Fisher	nominee	Contributions to inspection	

Acknowledgements:

The inspectors wish to thank the governing body, staff, parents and pupils of the school for their co-operation assistance and courtesy before and during the inspection.

Inspection Contractor:

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