

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

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

**Porthcawl Primary School  
Meadow Lane,  
Porthcawl.  
CF36 5EY.**

**School Number: 6722296**

**Date of Inspection: 02/03/09**

**by**

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

The inspection of Porthcawl Primary School took place between 02/03/09 and 04/03/09. An independent team of inspectors, led by Dr. Peter David Ellis undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **Standard** inspection.

## Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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## Context

### The nature of the provider

- 1 Porthcawl Community Primary School is situated on the northern outskirts of the seaside town of Porthcawl. The school was opened in 1967 and provides a non-denominational education for learners between the ages of three and eleven. The accommodation comprises one main building, containing a reception area, staff room, offices, a main hall, cloakroom areas and three corridors, each with two classrooms. Two demountable classrooms were added in 2006 and 2007 respectively, which released space in the main building for a library. Outside there are spacious grounds containing playground areas and a large field.
- 2 The school serves an area, which is described as neither prosperous nor economically disadvantaged and which is mainly comprised of housing association rented properties and privately owned homes, many of which previously belonged to the local authority. Around 23% of learners are registered as being entitled to receive free school meals, which is above the national average.
- 3 There are currently 175.5 full-time equivalent learners on roll, including 18 full-time and three part-time children of nursery age; they are taught in seven classes, two of which have a mixed age range. The school has elected to deliver the foundation phase curriculum to both nursery and reception classes from September 2008.
- 4 There has been a steady growth in numbers over the last four years, although the figure has decreased a little in the current year. According to the school the annual intake represents the full range of abilities, although baseline assessment indicates that achievement on entry is generally below average. Around 12% of learners are registered as requiring special educational needs (SEN) support, which is below the national figure; one is statemented. Around 2% of learners are from ethnic minority backgrounds and five have English as an additional language (EAL); the home languages spoken are Cantonese, French, German, Slovakian and Thai. There are also two learners of Caribbean origin and one of African and one of Asian descent in the school, who are all of mixed race. No learner uses Welsh as a first language; two are looked after by the local authority.
- 5 The school was last inspected in March/April 2003. Since then it has grown in numbers and there has been a turnover of staff; a third of the current staffing complement started in September 2008, including the new deputy headteacher. Two deputies have left since the last inspection to take up headships. The headteacher has been in post since 2001.
- 6 The school holds the Green Flag and BECTA ICT awards and has been designated a healthy school for the last five years. It is also currently applying to renew its Investor in People status. Several Year (Y) 5 and Y6 pupils have

been awarded level one certificates from the Open College Network for working with others.

### **The school's priorities and targets**

- 7 The school's vision statement is 'Believing is achieving'. This is supported by a set of relevant aims and the following mission statement:
- 8 'We will develop in our pupils the sense that the school is an important part of their lives, where confidence is developed and success experienced and shared. We support mutual trust, honesty and respect with our partners in our school. We have the highest possible expectations of all pupils based on the quality of teaching and learning we deliver. We seek to promote growth and wisdom. This is a learning community.'
- 9 The school's current priorities, as identified in its current school improvement plan (SIP) are to:
  - improve quality and standards in English, mathematics, information communications technology (ICT), geography, design technology, music and physical education together with bilingualism, behaviour, thinking skills and personal, social and learning skills;
  - improve aspects of learning, teaching and assessment;
  - develop a pedagogical and thematic approach to the curriculum and subject specific skills;
  - increase opportunities for learners to experience the world of work;
  - continue to implement the cluster transition plan;
  - develop further sustainable development and global citizenship activities;
  - continue to develop and improve the attendance profile;
  - improve child protection procedures and the quality of provision for inclusion and accessibility;
  - develop a food and fitness policy;
  - develop further monitoring, evaluation and review procedures, school improvement planning and the role of the governing body (GB) and managers and leaders in the school;
  - continue to develop the expertise of staff through continuing professional development (CPD); and
  - continue to develop the indoor and outdoor learning environments.

## Summary

- 10 Porthcawl Primary is a very effective school, where standards, the quality of teaching, all aspects of provision and leadership and management are consistently good. Much progress has been made since the last inspection.

### Table of grades awarded

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

- 11 The inspection team agreed with the school's judgements in its self-evaluation report in all seven key questions.

### Standards

- 12 The 2008 national curriculum assessment results in key stage (KS) 1 indicate that overall the school performed around the national average, although the number attaining the higher level 3 was a considerable increase over previous years. The 2008 KS2 results indicate that overall the school performed well above the national and local levels, although fewer attained the higher level 5 in English and science.
- 13 In relation to similar schools in both key stages the school did as well as the best 25% of schools in mathematics and science and as well as the majority of schools in KS2 in English, but it did less well than the majority of schools in KS1 in English.
- 14 Over the last four years in KS1 results have fluctuated according to the nature of cohorts, but performance was better in 2008. In KS2 the school has performed consistently well against local and national averages, although pupils in both key stages, especially boys, have tended to do less well in English, particularly in writing. There is evidence of good value added achievement between KS1 and KS2.

15 Standards of achievement in the subjects inspected were:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4%	92%	4%	-	-

16 These figures represent a considerable improvement since the last inspection and are well above the national averages published by Her Majesty's Chief Inspector (HMCI) in his latest Annual Report for 2007-8, which indicates that overall standards of achievement in primary schools in Wales are 84% Grade 2 or better, although there is less Grade 1 work in the school than nationally.

### Subjects and/or areas of learning for the under-fives

	Nursery	Reception
Personal and social development, well-being and cultural diversity	Grade 2	Grade 1
Language, literacy and communication skills	Grade 2	Grade 1
Mathematical development	Grade 2	Grade 2
Welsh language development	Grade 1	Grade 1
Knowledge and understanding of the world	Grade 2	Grade 2
Physical development	Grade 2	Grade 1
Creative development	Grade 2	Grade 2

17 All children make rapid progress in the foundation phase. The overall quality of the educational provision, therefore, is appropriate to their needs and children make very good progress towards the foundation phase outcomes.

### Grades for standards in subjects inspected

Inspection Area	Under-fives	Key Stage 1	Key Stage 2
Foundation phase	Grade 2		
English		Grade 2	Grade 2
Welsh second language		Grade 2	Grade 2
Mathematics		Grade 2	Grade 1
Design technology		Grade 2	Grade 2
Physical education		Grade 2	Grade 2

18 Since the last inspection, standards have improved particularly in Welsh second language in both key stages and in English and mathematics in KS2.

19 All learners, whatever their age, ability or background, make steady progress through the school.

- 20 Standards in speaking are good throughout the school with some outstanding features in the foundation phase. Learners generally listen well in all classes and make good progress in their reading skills. There is good evidence to indicate that standards in writing are improving and by the end of KS2 there are some outstanding features in the work produced. Learners apply their numeracy skills in a range of subjects and they use ICT well to obtain, prepare, process and present information.
- 21 Learners' bilingual competence is much improved since the last inspection and many confidently and adeptly interchange between English and Welsh in their conversations using increasingly advanced words and phrases. An outstanding basis for bilingual skills is established in the foundation phase.
- 22 Standards in personal, social and learning skills are good overall. Throughout the school learners are well motivated and have a very positive attitude to their work. They show good concentration and perseverance in the tasks they are set. They develop good creative skills and older pupils, in particular, have very good problem solving strategies.
- 23 Learners take increasing responsibility for their own intellectual development; they know their individual targets and understand how well they are progressing and what they need to do to improve.
- 24 Learners work and play together very well and relationships with each other are very good. Their behaviour and the courtesy they show to adults and each other are also good. As result, there is an atmosphere of mutual respect throughout the school.
- 25 At 94.1 per cent the average rate of attendance for the three terms prior to the inspection is above local and national averages. Nearly all learners attend school regularly and most arrive on time at the start of the school day.
- 26 Learners' understanding of equal opportunities is good. They recognise and respect the diversity of beliefs, attitudes and traditions within their own society and the wider world, although their overall knowledge of other cultures is somewhat limited.
- 27 Learners develop a suitable understanding of the world of work, but their knowledge of the local community and the work people do is generally underdeveloped.

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

### **Grades for teaching**

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
3%	90%	7%	-	-

- 28 These figures represent a considerable improvement since the last inspection and are well above the national averages published by HMCI in his latest

Annual Report for 2007-8, which indicates that the overall quality of teaching in primary schools in Wales is 83% Grade 2 or better, although there is less Grade 1 teaching in the school than nationally.

- 29 Where teaching is Grade 1, the outstanding features include very well prepared and effectively structured lessons, very good differentiation with challenging tasks and very good pace keeping learners alert and on task.
- 30 Where teaching is Grade 2, the good features include purposeful activities, a variety of teaching techniques and organisational strategies, clear lesson objectives, good behaviour management, sensitive intervention and careful monitoring of individuals and groups.
- 31 Where teaching is Grade 3, the shortcomings include inappropriate self-directed tasks, a distracting noise level and too much time spent listening to the teacher.
- 32 Teachers have high expectations, provide good role models and establish very positive relationships with learners. They have good subject knowledge and encourage high standards.
- 33 The role of teaching assistants and additional adults is well established and they are effective in supporting learning and teaching.
- 34 Teachers' bilingual skills overall are well developed and Welsh is used frequently and confidently by both teachers and learners in daily routines and as part of lessons, although there is some inconsistency in practice.
- 35 Assessment procedures are in line with recent developments and meet statutory requirements. All work is marked up to date with evaluative as well as diagnostic comments and self and peer assessment is well developed and embedded in classroom routines. Computerised reports to parents are comprehensive, informative and consistent in format.
- 36 The curriculum is broad, relevant, balanced and coherent and meets statutory requirements and the needs of the range of learners.
- 37 The school is well advanced in its planning for the foundation phase and the revised national curriculum. Policies, curriculum maps and detailed schemes of work have been updated and are in place for all subjects. Appropriate opportunities are identified for the development of key skills and the common requirements of the national curriculum.
- 38 A number of extra-curricular activities are provided and this is a strength of the provision. All classes go on trips to places of interest and visitors come to the school to supplement the curriculum.
- 39 Moral and social development is good overall. Learners are taught the difference between right and wrong and they regularly support charities.

- 40 Spiritual and cultural development is adequate, but there is scope for improvement. Acts of collective worship meet statutory requirements. The cwricwlwm Cymreig is sufficiently developed and opportunities are provided to develop learners' knowledge of other cultures, but the range of experiences is somewhat narrow.
- 41 Good opportunities for learners to develop their awareness and understanding of global citizenship and sustainable development are provided in a range of subjects and through extra-curricular work.
- 42 Parents are very supportive and are encouraged to be involved in their children's learning and the life of the school. They are kept well informed and a number help the school in a variety of ways.
- 43 Links with the local community make a positive contribution to pupils' learning and achievements and the school has effective liaison with associate schools in the cluster group, particularly with the main receiving secondary school.
- 44 Links have been established with local employers and learners are provided with some opportunities to visit places of work, but the provision for work-related education is limited. The Formula 1 challenge project, however, involving Y5 and Y6 pupils is an outstanding feature.
- 45 Effective school management and conscientious staff work well together to provide a caring and supportive ethos that successfully ensures that learners are happy and feel safe and valued. Good quality pastoral care is a beneficial feature of the school.
- 46 There are effective induction programmes and transition links. Learners are encouraged to support each other, take on responsibilities and show initiative; the extent to which they do so is an outstanding feature.
- 47 Good attention is given to learners' protection, health and well-being. Health and safety matters are monitored regularly by staff, the GB and the school council. Supervision during play times and at lunch time is good and there are clear procedures for dealing with incidents and accidents.
- 48 The school has well established policies and procedures to monitor and promote positive behaviour, good attendance and punctuality.
- 49 The quality of provision for learners with additional learning needs (ALN) is good overall and all learners, whatever their needs and abilities, are well integrated into the life of the school. Effective early identification and diagnosis of those with SEN and of the more able and talented are good features of the provision.
- 50 Learners, regardless of their age, gender, race or background, have equal access to all areas of the curriculum and are encouraged and enabled to take part in all activities. There are well planned and documented procedures for dealing with race equality, harassment and disability discrimination.

## **Leadership and management**

- 51 The headteacher's effective leadership gives the school direction and purpose and, together with the staff, he succeeds in creating a caring and stimulating environment. The school's core values are clearly reflected in its daily life and work.
- 52 The school takes good account of national priorities and effective use is made of financial resources to address the raising of standards.
- 53 Performance management is conducted efficiently and teachers' targets reflect both the school's priorities and their professional development needs and interests.
- 54 Governors demonstrate a strong commitment to the school and are very supportive of the headteacher and staff. All statutory requirements are met.
- 55 All those who contribute to the life and work of the school are involved in the self-evaluation process. The headteacher and deputy analyse the school's performance data and use the information effectively. All leaders of learning monitor standards and identify areas for improvement, although their subject reports are somewhat brief and do not make reference to first hand evidence.
- 56 The SIP is a detailed document, which is informed by data analysis and subject reports, leading to targets for improvement, although these are not prioritised or sufficiently focused.
- 57 The school deploys and manages staff well and makes good use of their time and expertise.
- 58 Many improvements have been made to the accommodation since the last inspection and it now provides a welcoming, warm and safe environment for all learners. The building is in good order and the site is very secure.
- 59 The school is well resourced and learning materials and equipment are generally in good condition and efficiently organised. Spending decisions are linked to the needs and priorities of the school to ensure effective implementation of the curriculum.
- 60 Financial management is good; the budget is monitored regularly and effectively and spending is systematically reviewed to ensure that funds are used wisely. Overall, the school provides good value for money.

## Recommendations

In order to build on the substantial progress made since the last inspection, the school needs to:

- R1 improve learners' spiritual and cultural development;
- R2 develop learners' entrepreneurial skills and their awareness of the world of work and their locality; and
- R3 further refine the whole school planning process with particular attention to the use of first hand evidence.

N.B. Recommendation 3 and aspects of recommendations 1 and 2 are already part of the SIP.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

## Standards

### Key Question 1: How well do learners achieve?

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

- 61 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 62 National curriculum assessment results for 2008 in KS1 indicate that, based on the core subject indicator (CSI), which is the number of pupils attaining level 2 in all three core subjects, overall the school performed around the national average, although the number attaining the higher level 3 increased considerably over previous years. In English results were a little below national and local levels, due to more pupils not attaining level 2, mainly due to their performance in writing, whereas in mathematics and science all pupils attained at least level 2.
- 63 National curriculum assessment results for 2008 in KS2 indicate that, based on the CSI, which is the number of pupils attaining level 4 in all three core subjects, overall the school performed well above the national and local levels, although fewer attained the higher level 5 in English and science. In English results were similar to national and local levels, whereas in mathematics and science pupils performed better than nationally and locally with far fewer below level 4.
- 64 In relation to similar schools, based on its free school meals percentage, in 2008 in both key stages the school did as well as the best 25% of schools in mathematics and science and as well as the majority of schools in KS2 in English, but it did less well than the majority of schools in KS1 in English.
- 65 In 2008 in KS1 girls performed better at English and science overall, whereas boys attained higher results in mathematics. In KS2 girls performed better in English, but boys attained higher results overall in mathematics and science, although all lower achievers were boys. Over the last few years pupils in both key stages, especially boys, have not done so well in English, particularly in writing; the school is continuing to take action to address this issue and there is evidence that the gender gap is narrowing.
- 66 Over the last four years in KS1 results have fluctuated according to the nature of cohorts, but performance was better in 2008. In KS2 the school has performed consistently well against local and national averages. There is evidence of good value added achievement between KS1 and KS2, as indicated by the 2008 performance of the 2004 Y2 cohort which contained almost the same pupils in Y6.
- 67 Standards of achievement in the subjects inspected were:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4%	92%	4%	-	-

- 68 These figures represent a considerable improvement since the last inspection and are well above the national averages published by HMCI in his latest Annual Report for 2007-8, which indicates that overall standards of achievement in primary schools in Wales are 84% Grade 2 or better, although there is less Grade 1 work in the school than nationally.

### Subjects and/or areas of learning for the under-fives

	<b>Nursery</b>	<b>Reception</b>
Personal and social development, well-being and cultural diversity	Grade 2	Grade 1
Language, literacy and communication skills	Grade 2	Grade 1
Mathematical development	Grade 2	Grade 2
Welsh language development	Grade 1	Grade 1
Knowledge and understanding of the world	Grade 2	Grade 2
Physical development	Grade 2	Grade 1
Creative development	Grade 2	Grade 2

- 69 Baseline assessment shows that many children enter the school with underdeveloped literacy and numeracy skills and boys tend to be at a lower level to girls, particularly in language. However, all make rapid progress in the foundation phase. The overall quality of the educational provision, therefore, is appropriate to their needs and children make very good progress towards the foundation phase outcomes.

### Grades for standards in subjects inspected

<b>Inspection Area</b>	<b>Under-fives</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
Foundation phase	Grade 2		
English		Grade 2	Grade 2
Welsh second language		Grade 2	Grade 2
Mathematics		Grade 2	Grade 1
Design technology		Grade 2	Grade 2
Physical education		Grade 2	Grade 2

- 70 Since the last inspection, standards have improved particularly in Welsh second language in both key stages and in English and mathematics in KS2.
- 71 All learners, whatever their age, ability or background, make good steady progress through the school, including those with ALN, such as the more able and those with EAL and SEN.

- 72 Standards in speaking are good throughout the school with some outstanding features in the foundation phase; learners talk readily with each other and adults, answer questions confidently and contribute to discussions enthusiastically. Older ones, in particular, are not hesitant to speak in front of the class and they present their ideas effectively and express their views willingly.
- 73 Learners generally listen well in all classes; they pay attention carefully to their teachers and peers and follow instructions and directions closely. Even the very youngest sit and listen patiently and without interrupting.
- 74 Learners make good progress in their reading skills. In the foundation phase they learn to handle books correctly and enjoy following stories; they quickly realise that print conveys meaning. By the end of KS1 most read with understanding, clarity and fluency and tackle unfamiliar words confidently using a range of strategies; they enjoy choosing from a variety of books. In KS2 nearly all develop into accurate and competent readers with well developed higher order skills; they read with appropriate expression and emphasis to convey meaning.
- 75 Writing has been a focus for development over recent years and there is good evidence to indicate that standards are improving, particularly with the support of the Raising Attainment and Individual Standards in Education (RAISE) grant. In the foundation phase children undertake a variety of mark making and early writing activities, so that by the end of reception many can produce some words and short sentences on their own. In KS1 pupils undertake an extensive range of writing activities with a good balance between imaginative and factual writing. Similarly, in KS2 pupils experience a broad range of writing genres and nearly all develop into fluent writers, producing a variety of extended writing for a range of audiences and purposes; by the end of the key stage there is evidence of some outstanding features.
- 76 Written work overall is well presented with appropriate spelling, punctuation and grammar commensurate with learners' ages and abilities. Handwriting is generally well developed and learners use an increasingly complex vocabulary to express their meaning.
- 77 Learners apply their numeracy skills in a range of subjects and learning contexts. In the foundation phase, for example, they begin to sort and count in a variety of activities and in KS1 and KS2 they regularly use mathematical concepts to calculate, measure and represent their findings. They effectively utilise their mathematical skills in their everyday lives.
- 78 Learners use ICT well to obtain, prepare, process and present information in different subjects utilising a variety of programs. They confidently use computers and other electronic equipment, such as interactive whiteboards, hand held digital camcorders and visualisers, as an integral part of their learning. In the foundation phase they begin to develop appropriate mouse and keyboard skills and in KS1 and KS2 they make good use of ICT as a tool for communicating and handling information; they regularly access the internet to

acquire information and they develop good word processing skills. Older ones use PowerPoint effectively to make presentations.

- 79 Learners' bilingual competence is much improved since the last inspection and many confidently and adeptly interchange between English and Welsh in their conversations using increasingly advanced words and phrases. They hear and speak Welsh regularly in lessons and school routines and respond to a range of commands and instructions in short sentences, displaying good understanding. They learn to read and write well in both English and Welsh. An outstanding basis for their bilingual skills is established in the foundation phase.
- 80 Standards in personal, social and learning skills are good overall. Throughout the school learners demonstrate motivation and an interest in their work; they study productively, make good use of their time and join in a range of activities enthusiastically. They have a very positive attitude to learning.
- 81 Learners show good concentration and perseverance in the tasks they are set. They develop good creative skills and work in a mature and independent manner from an early age. They show an ability to compromise and to share expertise. Older pupils, in particular, have very good problem solving strategies.
- 82 Learners take increasing responsibility for their own intellectual development and are not hesitant to come to their own decisions. They know their individual targets and understand how well they are progressing and what they need to do to improve.
- 83 Learners work and play together very well and relationships with each other are very good; older pupils are very good role models and are sensitive to the needs of their peers and those younger than themselves.
- 84 Learners' behaviour and the courtesy they show to adults and each other are good overall; they are friendly, polite and considerate and even the youngest children know what is expected of them. As result, there is an atmosphere of mutual respect throughout the school; both parents and governors fully agree with this judgement.
- 85 Learners move sensibly in and around the school and their behaviour in the hall during assemblies and lunchtimes is very good; they enter and leave the hall quietly and take up their places quickly with the result that meal times are very pleasant social occasions.
- 86 At 94.1 per cent the average rate of attendance for the three terms prior to the inspection is above local and national averages. Absences are caused mainly by illness, but holidays in term time adversely affect the overall rate. Nearly all learners attend school regularly and most arrive on time at the start of the school day, although a few in most classes, but particularly in the foundation phase, arrive late.

- 87 Learners' understanding of equal opportunities is good and they have an appropriate awareness of racial issues and other religions. They recognise and respect the diversity of beliefs, attitudes and traditions within their own society and the wider world, although their overall knowledge of other cultures is somewhat limited.
- 88 Learners develop a suitable understanding of the world of work, particularly because they have a good range of responsibilities within the school community, which starts in the foundation phase, for example by taking turns as the 'Helpwr Heddw'. In addition, Y5 and Y6 pupils make formal applications for jobs. However, their knowledge of the local community and the work people do is generally underdeveloped.

## The quality of education and training

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

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

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

#### Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3%	90%	7%	-	-

- 90 These figures represent a considerable improvement since the last inspection and are well above the national averages published by HMCI in his latest Annual Report for 2007-8, which indicates that the overall quality of teaching in primary schools in Wales is 83% Grade 2 or better, although there is less Grade 1 teaching in the school than nationally.
- 91 Where teaching is Grade 1, the outstanding features include:
- very well prepared and effectively structured lessons;
  - very good differentiation with challenging tasks; and
  - very good pace and monitoring keeping learners alert and on task.
- 92 Where teaching is Grade 2, the good features include:
- clear instructions and good use of voice;
  - suitable content and purposeful activities matched to learners' abilities;
  - a variety of teaching techniques, including skilful questioning;
  - clear lesson objectives, which are explained well, including effective recall of earlier learning;
  - a range of organisational strategies with good behaviour management and use of praise and encouragement;

- well established routines; and
- sensitive intervention and careful monitoring of individuals and groups.

93 Where teaching is Grade 3, the shortcomings include:

- inappropriate self-directed tasks;
- a distracting noise level; and
- too much time spent listening to the teacher with the result that some learners become restless.

94 Teachers have high expectations, provide good role models and establish very positive relationships with learners. They have good subject knowledge and encourage high standards.

95 Teachers use a range of teaching methods and effectively evaluate work and progress in lessons, providing individual support routinely to all learners. They prepare resources appropriately and match them to the activities to be carried out.

96 Teaching in the foundation phase is consistently good and appropriate routines for learning and good behaviour are in place. Staff work together very well as a team, although at times the continuous provision and focus activities are somewhat over prescribed and do not always arise from each child's knowledge, skills and interests.

97 The role of teaching assistants and additional adults is well established and they are effective in supporting learning and teaching.

98 Teachers' bilingual skills overall are well developed and Welsh is used frequently and confidently by both teachers and learners in daily routines and as part of lessons, although there is some inconsistency in practice. Equality of opportunity is appropriately promoted by all staff.

99 Assessment procedures are in line with recent developments and meet statutory requirements. Baseline assessments, standardised tests and national curriculum assessment information are used effectively by class teachers to plan for continuity and progression.

100 The computerised tracking system using a commercial program enables class teachers and senior teachers to monitor individual progress effectively; the information it provides is clear and concise and used well by class teachers.

101 Internal moderation has led to effective and useful e-portfolios of levelled and annotated work in all subjects; these are used well alongside cluster moderation arrangements.

102 There is a clearly defined marking policy. All work is marked up to date with evaluative as well as diagnostic comments, some of which are in Welsh. Oral and written feedback includes the next steps for pupils' learning.

- 103 Self and peer assessment is well developed and embedded in classroom routines. Digital hand held camcorders are used regularly by staff and learners to record performances and events and learning ladders in English, mathematics and ICT are included at the front of exercise books, so that learners know exactly how well they are progressing. Targets are set in the core subjects through teacher and pupil consultation and so pupils are aware of these and how to achieve them.
- 104 Computerised reports to parents are comprehensive, informative and consistent in format and meet statutory requirements. They include information about current achievements and targets for improvement and parents are given the opportunity to respond. There are also two formal consultation meetings with parents each year, when parents can discuss their child's progress.

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

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

- 105 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 106 The curriculum is broad, relevant and coherent and meets statutory requirements and the needs of the range of learners to enable them to reach their full potential. Teaching time meets the recommended hours per week in both key stages.
- 107 The school has developed a comprehensive curriculum statement to support teaching and learning and to ensure continuity and progression and a balanced programme of work.
- 108 The school is well advanced in its planning for the foundation phase and the revised national curriculum. Policies, curriculum maps and detailed schemes of work have been updated and are in place for all subjects, based on a common electronic format and a skills based approach. Where commercial schemes form the basis of the long term planning process, these have been adapted as necessary for use by the school.
- 109 Since the schemes contain termly details and step by step lesson plans, the school has merged its medium and short term planning processes into weekly overviews with a focus on evaluation and reflection, so that what was not covered or learnt can then be prepared for the following week. The planning for the foundation phase is more flexible and is based appropriately on children's prior learning and their needs and interests.
- 110 Although there is no specific policy, key skills and the common requirements of the national curriculum are prominently built into the planning process; they are also referred to in lessons and displayed in classrooms.

- 111 A number of extra-curricular activities are provided at lunch time and after school, involving a variety of activities such as sports, music, ICT and languages, and this is a strength of the provision. All classes go on trips to places of interest both locally and further afield and the school has introduced a residential trip for Y4, Y5 and Y6, focusing on outdoor and adventurous activities. No learner is denied the opportunity to participate in any of these experiences.
- 112 Visitors come to the school to supplement the curriculum and some pupils have the opportunity to learn to play a musical instrument with visiting peripatetic music teachers.
- 113 Moral and social development is good overall. Learners are taught the difference between right and wrong and they regularly support charities and understand that many children in the world are less fortunate than themselves. They work and play together very well.
- 114 Spiritual and cultural development is adequate, but there is scope for improvement. Acts of collective worship occur in individual classes, for separate key stages and as a whole school and meet statutory requirements. However, the ethos at times lacks the sense of occasion and the use of music, time for reflection and pupil participation is generally underdeveloped. The celebration assembly is a very worthwhile weekly event.
- 115 The cwricwlwm Cymreig is sufficiently developed and an integral part of the curriculum; St. David's Day is celebrated, there is a school Eisteddfod and Y5 and Y6 pupils sing in a Gymynfa Ganu every year. Learners also know Welsh songs and folk stories. However, the range of experiences is somewhat narrow.
- 116 Opportunities are provided to develop learners' knowledge of other cultures through visits and visitors and the celebration of different festivals and religious traditions. Pupils in KS1 and KS2, for example, have visited a mosque and a synagogue in Cardiff and have celebrated the Chinese New Year. 'Peace Mala', which combines the central principles of all religions, have also visited. However, the provision tends to be narrowly focused on religious education with less attention being given to diversity across the curriculum. Plans are being made to link with a school abroad and to develop fair trade procedures.
- 117 Personal and social education (PSE) is based on a recently introduced commercial scheme, which covers the Welsh Assembly Government (WAG) framework. There is a designated leader, as well as a policy and a termly overview for each year group; all classes have a specific timetabled lesson each week, which includes circle time. External visitors, such as the police liaison officer and school nurse, also contribute to the programme, covering topics such as road safety, drugs awareness and avoiding strangers. Other activities are undertaken on a cross-curricular basis.
- 118 Good opportunities for learners to develop their awareness and understanding of global citizenship and sustainable development are provided in a range of subjects and through extra-curricular work. For example, waste is recycled and

trees have been planted behind the demountable classrooms. The school is currently involved in the Eco Schools project and all classes have been involved in 'Eco weeks'.

- 119 Parents are very supportive and are encouraged to be involved in their children's learning and the life of the school. They are kept well informed through newsletters and the web site and they are invited to attend meetings and consultations. When their children start, they are provided with the prospectus and, where relevant, a nursery information booklet. A number help in a variety of ways, both in the classroom and with extra-curricular activities, and there is a flourishing parent-teacher association (PTA).
- 120 Parents' views are sought regularly and they have the opportunity to contact the school at any time. They are confident that any complaints or suggestions will be dealt with promptly and effectively. An appropriate complaints procedure and a home-school agreement are in place.
- 121 Homework is set regularly, normally for older pupils on a Friday to be returned on the Monday, and is usually based on literacy and numeracy tasks. All learners take reading books home with a reading record book that parents can comment in. Home tasks are also given from nursery to Y6 and younger learners have a home box, which includes tasks and games they can do at home. Parents are happy with the arrangements.
- 122 Links with the local community make a positive contribution to pupils' learning and achievements. Learners, for example, participate annually in concerts organised by a local chapel and the Lord Mayor. There are also links with a range of local sports clubs and other organisations.
- 123 The school has effective liaison with associate schools in the cluster group, particularly with the main receiving secondary school. It also works closely with the local college of further education by hosting computer courses for adults and regularly accepting students for work experience; it is currently employing one as a teaching assistant. In addition, it is in partnership with a teacher training university in Swansea.
- 124 Links have been established with local employers, mainly in terms of sponsorship, and learners are provided with some opportunities to visit places of work; for example, they have been involved in workshops arranged through the Mid Glamorgan Education and Business partnership (EBP). Representatives from industry also occasionally visit the school to speak to learners. The provision for work-related education, however, is limited and there is no updated policy to guide development; in addition, no teacher has been on an industrial placement.
- 125 The school provides a small number of learning opportunities in relation to economic development. The main entrepreneurial activity is the Formula 1 challenge, linked to design technology, for which sponsorship is acquired from companies. This is an outstanding feature of the provision. The school has been regional finalists and for the past two years pupils have gained credits for

their work through the Open College Network. However, only Y5 and Y6 are involved and similar activities are not systematically planned into the curriculum.

- 126 The school attends very well to national priorities for lifelong learning and community regeneration. It tackles social disadvantage and avoids stereotyping. For example, it successfully encourages volunteers to access further education and gain qualifications by providing courses in language and mathematics for parents of children in the foundation phase and by supporting family learning sessions for parents and their children in Y1 and Y2; the provision is very well attended and beneficial.

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

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

- 127 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 128 Effective school management and conscientious staff work well together to provide a caring and supportive ethos that successfully ensures that learners are happy and feel safe and valued. In turn, learners feel the school is a friendly place and they respect their teachers and feel they are treated fairly.
- 129 Class teachers and other staff know learners and their needs very well and good quality pastoral care is a beneficial feature of the school. The recently appointed access and inclusion co-ordinator provides effective advice and support.
- 130 Inspection evidence indicates that nearly all parents are satisfied with the school and the help and guidance their children receive; they agree that they find it easy to approach the school with questions or problems concerning their children. They have confidence that the school would immediately deal with any incidents or accidents and contact them if these are serious.
- 131 There are effective induction programmes to help new children settle into the foundation phase, as well as for pupils entering the school in other year groups; a 'buddy' system is in place to introduce them to the school's procedures and day to day life.
- 132 Y6 pupils transfer confidently and happily to the high school and there are effective transition projects and links in place. The school is involved with the local cluster transition action plan, which is currently being implemented to support continuity and progression between phases.
- 133 Through its PSE programme the school provides carefully considered sex education linked to cross-curricular themes and subjects. Learners are well supported and parents are informed of any content that is taught outside the national curriculum and their right to withdraw their child from these lessons.

- 134 The school runs a successful breakfast club from 8.10 until 8.45 in the morning; it promotes healthy eating and personal and social development and is very popular; approximately 25% of learners on roll participate. It is funded by a WAG grant and is well managed by support staff and the site manager.
- 135 Learners are encouraged to support each other within the school community, take on responsibilities and show initiative; the extent to which they do so, both in the classroom and at play, is an outstanding feature. The peer mediators, playground peacemakers, 'Helpwr Heddiw' in every class and older boys and girls who help in the foundation phase at playtimes are all effective means of developing self and social responsibility. Learners say the systems work well and they appreciate the support provided by their peers and adults. Throughout the school they show great commitment to their roles.
- 136 The active school council and eco committee help to inform learners about their rights and responsibilities. Various views are considered by the school council, which conducts questionnaires regularly, for example in relation to bullying.
- 137 The headteacher is the designated member of staff for child protection and the deputy takes on this role in the headteacher's absence. All staff and governors have received training and all staff and volunteer helpers have been checked by the Criminal Records Bureau (CRB). The chair of the GB is the designated governor.
- 138 Good attention is given to learners' health and well-being. There is a healthy eating tuck shop run by a parent governor and grandmother at morning break times and water is available in classrooms and water fountains are located around the school. Lunches include healthy eating options and learners report that the menu is now much improved. There are also opportunities for keeping fit through brain gym exercises, short regular breaks and a variety of extra-curricular activities.
- 139 Health and safety matters are monitored regularly by staff, the GB and the school council. A detailed policy containing appropriate procedures to be followed is in place and risk assessments are completed, when appropriate. Supervision during play times and at lunch time is good and there are clear procedures for dealing with accidents, including the use of walkie-talkies to aid communication between staff. There are trained first aiders and fire evacuation practices are held regularly.
- 140 The school has well established policies and procedures to monitor and promote positive behaviour through rewards and sanctions and school and class rules, which, along with playground rules and play zones, learners are involved in devising. All staff apply the systems consistently and are trained in positive behaviour management, including midday supervisors, whose handbook provides useful guidance. Arrangements to encourage good behaviour are very effective and incidents are dealt with promptly.
- 141 When required, appropriate action is taken to support learners who may experience behaviour difficulties. A few present teachers with challenging

behaviour, but they are managed positively and sensitively and are nearly always not allowed to disrupt others. Learners with social and emotional difficulties are well supported.

- 142 There are also very effective policies and procedures in place to monitor attendance and punctuality. The school operates an electronic registration system and a first day response to absence for the very few families that give concern. It sets realistic targets and learners with almost perfect attendance are rewarded each term. It works closely with the education welfare officer (EWO) when necessary.
- 143 The quality of provision for learners with ALN is good overall and all learners, whatever their needs and abilities, are well integrated into the life of the school. The school's policy and procedures for the identification, assessment and provision for learners with SEN pay due regard to the Code of Practice and procedures are followed appropriately.
- 144 Effective early identification and diagnosis using a range of teacher and standardised assessments are good features of the provision. Those learners who require it are given support from the reception class upwards. A good feature is the identification and provision for the more able and talented in order to ensure they fulfil their potential. Those with medical conditions are clearly identified and their needs, symptoms and required support are clearly posted in the staff room.
- 145 Additional support is provided for learners who are underachieving in language, mainly as a result of social disadvantage. Y1 to Y6 pupils, who require support in literacy, have a session once a week with a specialist teacher, funded through the RAISE grant. In addition, those who lack basic skills, particularly in literacy, are helped in class with the use of support assistants.
- 146 Learners with SEN have individual educational plans (IEP), which are well structured and contain clear, achievable targets, success criteria and review dates. Their effectiveness is demonstrated by the movement of learners off the register. Teaching strategies are identified in the IEPs and targets are broken down into achievable steps. Parents and carers have opportunities to contribute to their children's targets at initial and termly review meetings with the SEN co-ordinator (SENCO) and relevant class teacher.
- 147 Effective use is made of support services, such as health professionals and social services, and the SENCO meets regularly with the educational psychologist. Teachers meet with the learning support teacher and SENCO at least once a term to review the progress of learners with SEN and to identify their next steps in teaching and learning, which inform subsequent IEPs. Individuals and groups are withdrawn from class and given specialist help by the SEN support teacher and teaching assistants, who also provide good in-class support.
- 148 The school promotes equal opportunities and learners, regardless of their age, gender, race or background, have equal access to all areas of the curriculum

and are encouraged and enabled to take part in all activities provided by the school. Because of local league rules, however, girls and boys have to play football separately, although this is not the case in any other sports, including rugby.

- 149 The school has well planned and documented procedures for dealing with race equality, harassment and disability discrimination. The school deals openly with the subject of bullying and has provided learners with an on-line questionnaire, the results of which were addressed in person by the headteacher with the school council. Teachers and learners are aware of the procedures should any instances of anti-social behaviour occur and the overwhelming majority of parents consider that these are dealt with promptly and sensitively.
- 150 There are no learners with mobility disabilities currently attending the school, but there is a suitable accessibility plan that takes account of the school site and buildings. A disability equality scheme is in place.

## Leadership and management

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

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

- 151 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 152 The headteacher's effective leadership gives the school direction and purpose and, together with the staff, he succeeds in creating an ethos based on sound values and a caring and stimulating environment, which promotes effective learning and ensures equality for all.
- 153 Staff, learners and all stakeholders are familiar with the school's vision statement and its aims and values and are fully committed to promoting them. The school's core values are clearly reflected in its daily life and work.
- 154 The school takes good account of national priorities. It makes effective use of financial resources to address the raising of standards and it has invested considerably in preparing for the foundation phase, which is being effectively implemented in the nursery and reception classes. There is also an action plan in place for its future implementation in Y1 and Y2.
- 155 All leaders of learning have management responsibilities which are clearly defined in their job descriptions. They provide effective leadership overall and monitor standards in their subjects according to the school's evolving programme. Areas for improvement are identified and these are shared with colleagues, in order to ensure they understand what is expected of them.
- 156 Performance management is conducted efficiently and teachers' targets reflect both the school's priorities and their professional development needs and

interests. The headteacher also holds separate appraisal meetings with staff to assess their training needs.

- 157 Governors are very supportive of the headteacher and staff and demonstrate a strong commitment to the school. All have subject interests and liaise with their relevant leader of learning. They receive a comprehensive termly report from the headteacher, which informs them of all aspects of the school's life and work together with a visual presentation about the school's progress against the targets in the SIP. They monitor standards and provision, for example through observing lessons and talking to classes about their experiences. All statutory requirements are met.

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

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

- 158 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 159 The headteacher leads the self-evaluation process, but all those who contribute to the life and work of the school are involved. Teaching and non-teaching staff, parents and governors complete questionnaires and their views are carefully considered and discussed by staff and governors. The headteacher takes seriously the opinions of pupils, responding personally to their questionnaires through the school council.
- 160 Self-evaluation procedures include an evaluation of the previous SIP, scrutiny of work, listening to learners and a range of other evidence gathered by the headteacher, the deputy and leaders of learning. The information gained is used to inform annual subject reports. However, these are somewhat brief and do not make reference to first hand evidence and the process currently lacks rigour and a sharp focus on standards.
- 161 The headteacher and deputy analyse the school's performance data and use the information effectively to compare the school's results with those of the past three years and local and national averages. Challenging and realistic targets are set for each year group and for the end of each key stage. The school has met the majority of its targets during the past four years.
- 162 Governors contribute well to school improvement and are knowledgeable about trends, targets and areas for improvement and are involved in making strategic decisions.
- 163 The self-evaluation report and the process of its production are comprehensive and based on the Estyn framework. The school's strengths and the areas for development are clearly identified and the accuracy of its content is reflected in the fact that the inspection team agreed with the school's judgements in all seven key questions.

- 164 The SIP is a detailed document, which is informed by the self-evaluation process. It clearly focuses on school improvement and identifies success criteria, costs and specific targets for core and foundation subjects. The headteacher and GB monitor and discuss progress in detail. However, only the targets for English are quantifiable and none is prioritised or sufficiently focused. The excessive number of them also makes the plan difficult to manage effectively, although the school reports that almost all are achieved.
- 165 The school supports its priorities well through its allocation of resources. For example, there has been considerable investment in outdoor resources for the implementation of the foundation phase and the raising of standards in English and Welsh second language.
- 166 The school has made good progress in addressing the key issues arising from the last inspection. There is evidence that the actions taken have led to measurable improvements, for example in bilingualism, where standards have risen significantly.

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

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

- 167 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 168 The school deploys and manages staff well and makes good use of their time and expertise. There are sufficient and suitably qualified and experienced teachers and support staff to ensure that the foundation phase and the statutory curriculum for both KS1 and KS2 are fully delivered.
- 169 All classes receive some support from adult assistants, who liaise with teachers in planning and teaching; they help individuals and take groups either in the classroom or by withdrawing them. They have a clear understanding about their specific roles and responsibilities.
- 170 The school also uses writing consultants and peripatetic music teachers, as well as an external RAISE specialist, who is skilled particularly in encouraging boys to write.
- 171 The staff development programme is well managed and planned according to both individual and school needs, with particular attention to improving teaching and learning. All teachers have undergone some recent training, mostly in relation to their areas of responsibility, especially if they have assumed a new role. Feedback to colleagues during staff meetings on courses attended is provided and all training is evaluated by the staff involved and the CPD co-ordinator.
- 172 Support staff are also provided with opportunities to develop professionally and receive specific training in the programmes they are involved with. In addition, ancillary staff have had training on how to engage pupils in outside activities.

- 173 Staff have been successful in applications to the General Teaching Council for Wales (GTCW) for grants to support professional development.
- 174 A qualified teacher is used for planning, preparation and assessment (PPA) cover; she comes in five days a week and is allocated her own PPA time as well. All teachers receive their statutory entitlement.
- 175 The long serving and well experienced school administrative assistant undertakes her duties effectively and provides valuable assistance in the daily administration of the school. Ancillary staff meet twice a term with the headteacher and receive advice and guidance on school policies and procedures.
- 176 Many improvements have been made to the accommodation since the last inspection and it now provides a welcoming, warm and safe environment for all learners; it is ample for the number of pupils on roll. Pupils in Y3 and Y4/Y5 are taught in two good quality demountable classrooms that have their own toilet facilities. All classrooms are of a good size and provide a pleasant and stimulating learning setting. Displays throughout the school are of good quality and are used well to celebrate learners' achievements.
- 177 The recently renovated library, run by two parent volunteers, is an additional valuable asset and is well used as a resource centre and extra teaching space for small groups. The large multi-purpose hall caters well for assemblies, physical education, lunch, breakfast club and after school activities. Toilet areas in the foundation phase and KS1 have recently been refurbished to a very high standard.
- 178 The school building is in good order and the accommodation, both inside and outdoors, is kept very clean and well maintained by the hard working and vigilant site manager and cleaner.
- 179 The outside environment is being further developed and provides ample space for active playtimes and creative play, as well as for gardening and teaching. There is a separate safe and secure outdoor area for children in the foundation phase, which includes a soft play surface facility. The site is very secure with new perimeter fencing, key pads on all external access doors and closed circuit television (CCTV).
- 180 The school is well resourced overall with no major shortages in any curriculum areas. Learning materials and equipment are generally in good condition and efficiently organised. Leaders of learning monitor the availability of resources and undertake an annual audit in the subjects they are responsible for. Spending decisions are linked to the needs and priorities of the school to ensure effective implementation of the curriculum.
- 181 The school has a well equipped computer base in the library comprised mainly of laptop computers, although additionally there is at least one personal computer in each classroom. Interactive whiteboards are available in every teaching area and visualisers and digital hand held camcorders are available in

most classes; all staff have been trained to use the range of electronic equipment effectively. Access to the school's server system enables recorded resources to be stored and shared, thus maximising their use for both staff and pupils.

- 182 Financial management is good and provides accurate up to date information. The budget is monitored regularly and effectively and spending is systematically reviewed to ensure that funds are used wisely. Leaders of learning are allocated budgets each year to assist in the development of their areas of responsibility.
- 183 Financial decisions are evaluated by governors during finance committee meetings and termly meetings of the GB. The budget is balanced with no excessive underspend and the amount spent on capitation is in line with national averages.
- 184 The most recent audit report of May 2008 assessed the school's financial procedures as good and only pointed out three areas that merited attention; these have all been addressed. Overall, the school provides good value for money.

## **Standards achieved in subjects and areas of learning**

### **Under 5s**

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

##### **Personal and social development, well-being and cultural diversity**

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

##### **Good features**

- 185 Children settle well in the nursery. They know the classroom routines and are secure, happy and well behaved. They take turns sensibly and demonstrate consideration and politeness for others. They form good relationships with their friends and with adults and are interested in what others are doing. All enjoy their experiences and play happily alongside their peers. When engaged in activities, they concentrate well for short periods and often persevere with tasks. They begin to make decisions and take responsibility, for example, when they serve the fruit at snack time. They learn to care for creatures by feeding the guinea pigs, helping to clean the hutch and cuddling them gently. They hang up their coats and bags, go to the toilet and wash their hands independently. Many put on their coats with minimal help and most carry out simple tasks well. They have a growing awareness of the dress and foods of other cultures which they gain from experiences such as role play and stories.

##### **Shortcomings**

186 There are no important shortcomings.

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

#### **Outstanding features**

187 Children in reception are very confident and independent learners, who understand they must take responsibility for their own actions. They show great concern for their friends and for younger children and seek opportunities to help those in the nursery, for example, to do up zips and buttons, demonstrating patience and concentration. They eat sensibly and independently at lunch time, handling cutlery very well and tidying up after themselves by returning things to their rightful place. They behave very politely and respectfully towards adults and other children and enjoy speaking to visitors and helping them, which they do with confidence.

#### **Good features**

188 All reception children know the importance of hygiene and wash and dry their hands after going to the toilet and before eating. They enjoy talking to their friends about their likes and dislikes and their new experiences in which they participate enthusiastically. They develop a good awareness of other cultures through a variety of meaningful contexts such as role play, stories and tasting food of other countries. They demonstrate good motivation when engaged in many of their activities and most maintain their concentration well for extended periods. All demonstrate responsibility and affection for living things. They appreciate the wonders of their world and learn that it is important to give thanks for these and their own lives through, for example, saying simple prayers. They also begin to understand the need for rules.

#### **Shortcomings**

189 There are no important shortcomings.

### **Language, literacy and communication skills**

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

#### **Good features**

190 Children in the nursery develop good language skills from a low base. Many speak in full sentences and sustain a conversation for an extended period both with adults and friends. Most listen with interest for growing periods of time and nearly all contribute to discussions. All like listening to stories and show an interest in books, which they handle as readers. Nearly all like saying rhymes with adults and know a wide range of these. They enjoy mark making, both indoors and outdoors, and some use pictorial symbols.

#### **Shortcomings**

191 There are no important shortcomings, but the speech of a few children is restricted.

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

#### **Outstanding features**

192 Reception children's speech is very good. They continue to develop their language and engage in sustained dialogue, in which they express themselves very fluently with rich vocabulary, complex sentences and confidence. They ask interesting and challenging questions very confidently in order to find out more about things which interest them and often they instigate and sustain a dialogue with adults to gain more information. They listen attentively to stories and retell the main events very well. They demonstrate very good prediction skills joining in enthusiastically with parts they know well. All demonstrate great enthusiasm for books, frequently choosing to browse through them, which they handle as readers, often 'reading' them aloud to themselves and their friends.

#### **Good features**

193 Nearly all reception children order correctly groups of letters of the alphabet and know all the letter sounds and blends and a majority read simple books. All enjoy engaging in mark making using a range of instruments, both indoors and outdoors. They produce early emergent writing, which demonstrates a good awareness of letters and words and of the different purposes of writing. All write their name and many form simple words. They enjoy singing and reciting a wide range of rhymes with clear enunciation.

#### **Shortcomings**

194 There are no important shortcomings.

### **Mathematical development**

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

#### **Good features**

195 Nearly all nursery children enjoy engaging in mathematical activities, both those which are teacher directed and those which they create themselves during role play. They can count up to 10 and recognise the symbols. They order numbers from zero to five accurately when playing a number game. They know two dimensional shapes, such as a circle, triangle, square and rectangle. Nearly all acquire early comparative and mathematical language and concepts such as 'long' and 'short' and 'bigger' and 'smaller' in the course of their play, which they use accurately. All enjoy opportunities to explore number, counting and comparison while they are at play. Their concepts of size, length, number and shape develop well. They enjoy saying a wide range of number rhymes and use their fingers accurately to count.

## **Shortcomings**

196 There are no important shortcomings.

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

### **Good features**

197 Reception children have a secure knowledge of counting forwards and backwards to 20. They count onwards from a given number and order numbers accurately when playing games. They make simple calculations accurately when adding and subtracting objects. They recognise and identify some three dimensional shapes accurately, such as a cube, cuboid and pyramid. They develop good comparative vocabulary when they compare the sizes of toy dinosaurs and they use non-standard measurement well. They develop an understanding of one to one correspondence. Their concepts of size, length, number and shape develop well. Their mark making demonstrates a growing awareness of numbers.

## **Shortcomings**

198 There are no important shortcomings.

## **Welsh language development**

### **Nursery: Grade1: Good with outstanding features**

#### **Outstanding features**

199 Nursery children have a very good understanding of a wide range of vocabulary, several phrases and instructions. They speak with very good pronunciation and respond to directions accurately. They know several Welsh songs and rhymes, which they say and sing enthusiastically and with very good expression and excellent pronunciation. Most use phrases such as 'amser tacluso' in the appropriate context. They respond appropriately in one or two word answers in Welsh when simple questions are asked and around half use Welsh words in the course of their play.

## **Shortcomings**

200 There are no important shortcomings.

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

#### **Outstanding features**

201 Reception children's vocabulary develops very well and is very comprehensive. They enjoy speaking Welsh and do so at every opportunity with very good pronunciation and expression, understanding what they say. They sing well and pronounce very clearly a range of traditional Welsh nursery rhymes, which

often contain difficult vocabulary. Many use Welsh words and simple phrases in the course of their play, such as 'pawb i dacluso', when they are in the role play area. They choose Welsh books to browse through and know very well the difference between Welsh and English texts.

### **Shortcomings**

202 There are no important shortcomings.

### **Knowledge and understanding of the world**

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

##### **Good features**

203 Nursery children sort objects into simple categories such as fruit and vegetables. They know they must eat and drink to grow and they understand that their guinea pigs must be fed or they will die. They have a basic understanding of time from the way in which their school day is ordered and they know the days of the week. They use the interactive whiteboard and the lap top confidently. They learn about the different lives of children from other cultures and about the way in which they dress. They appreciate their world and their lives and begin to understand the need to give thanks through prayers. They explore their large indoor and outdoor environments confidently, demonstrating curiosity in their surroundings and often explaining what they are doing.

### **Shortcomings**

204 There are no important shortcomings.

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

##### **Good features**

205 Reception children demonstrate good investigative skills when exploring their outdoor environment. They resolve problems well in active learning situations with appropriate adult support when it is needed. They dig for worms and examine with interest things they find. They display good observation skills when exploring their natural environment at first hand. They have a growing awareness of time from speaking about what they did as babies and what they have learned to do since. All enjoy using lap tops, computers and the interactive whiteboard confidently and competently.

### **Shortcomings**

206 There are no important shortcomings.

### **Physical development**

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

### **Good features**

207 Nursery children move confidently and demonstrate good co-ordination when playing outdoors. Nearly all run, walk and jump competently demonstrating good balance. They negotiate obstacles confidently and vary the speed at which they travel both on foot and in vehicles. They carry out instructions accurately and follow the simple rules of a game. Their fine motor skills develop well and they use scissors and a range of writing instruments properly. They develop a good understanding of positional vocabulary and respond accurately when asked to place themselves or objects in relation to things.

### **Shortcomings**

208 There are no important shortcomings.

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

### **Outstanding features**

209 All children in reception have outstanding physical control and co-ordination. Most have very good ball control when throwing, catching and kicking. A majority can kick a football to one another with force and direction and play a simple game according to rules they have created. All follow instructions very well stopping on command and demonstrating an outstanding ability to copy practitioners' actions. Their balance is very good and they transfer their weight from one part of their body to another very skilfully. All demonstrate very good co-ordination and confidence when engaging in physical activities. They have a very good understanding of the importance of healthy eating and the need for fresh air, exercise and sleep in order to grow and to be well.

### **Good features**

210 Reception children's ability to co-ordinate movements is enhanced by their good understanding of positional language. They demonstrate good control and originality when moving in different ways, for example, running, hopping, skipping and jumping in response to adults' and one another's instructions.

### **Shortcomings**

211 There are no important shortcomings.

### **Creative development**

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

### **Good features**

212 Nursery children begin to play co-operatively and engage well in role play both indoors and outdoors. They take on the roles of other people such as their mother and father. All enjoy singing and respond tunefully and enthusiastically with their voices and percussion instruments. They like listening and moving to music and respond with confidence. They enjoy free drawing and produce some good representations. They use bold and confident strokes and make imaginative use of colour when painting to produce effective and original pictures. They use pastels to make attractive representations of what they see outdoors.

### **Shortcomings**

213 There are no important shortcomings.

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

#### **Good features**

214 Reception children's role play develops well and demonstrates good progression from the nursery. All engage in co-operative play involving dialogue, which is often sustained. They use symbolism in their imaginative play. They enjoy listening to music and use percussion instruments to beat time to songs they sing and music they hear. They sing tunefully and often ask to sing favourite songs again. They use paints confidently to produce attractive self portraits. All enjoy dancing in response to music, making creative interpretations with their bodies.

### **Shortcomings**

215 There are no important shortcomings.

<b>English</b>
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### **Key Stage 1: Grade 2: Good features and no important shortcomings**

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

#### **Good features**

216 Pupils build successfully on their oracy development in the early years. Nearly all throughout the school listen well to explanations, instructions and contributions from other pupils and teachers.

217 Pupils make good progress in their speaking skills. In both key stages the practice of 'talking partners' is very successful in developing good standards in collaborative speaking and listening. Most younger pupils in KS1 speak confidently in describing their 'flanimal' characters, using descriptive words effectively and giving answers in full sentences. In all classes they have a good understanding of the conventions of discussion and conversation. By the end of KS2 many very confidently articulate their opinions and ideas.

- 218 Standards of reading are good in both key stages. All pupils enjoy reading and all progress well in relation to their age and ability. In KS1 they enjoy using and looking at books and are particularly keen to talk about their home readers. Many use their local libraries. By the end of Y2 they have a good understanding of text, use a variety of reading strategies, such as picture clues, context and phonics, and read with increasing confidence and expression, especially the more able.
- 219 In KS2 pupils read for a wide variety of purposes and by the end of Y6 all are independent readers, using contextual clues, syllables and phonics to read unfamiliar words. They have very positive attitudes towards books and reading. Nearly all talk enthusiastically about favourite types of books, characters and authors which reflect their interest. They have good analysis and comprehension skills when reading, using inference and deduction skills skilfully.
- 220 Many pupils enjoy using their local libraries and know how to use contents pages, summaries and front covers when choosing books to indicate their preferences. The more able read with very good expression, confidence and a good pace to communicate the text and to keep their listeners' attention.
- 221 Writing skills show good progression. In KS1 they develop well and pupils' work reflects a range of forms and skills. Nearly all younger KS1 pupils know about sentence construction and that it must make sense. Many write simple sentences independently with a subject and a verb and around a half use capital letters, full stops and letter spacing accurately. All hold a pen or pencil appropriately and most form letters correctly.
- 222 All younger KS2 pupils can list ideas for an advert in their 'think books' or enter information into a computer, working independently or in pairs; they write appealing slogans using selective and persuasive adjectives. Most spell accurately and handwriting is generally neat and legible.
- 223 All middle KS2 pupils write draft copies of a piece of explanatory writing about a robot. They indicate clear thinking in their writing which is mostly well organised. The written work of the more able is thoughtful and extensive and develops in interesting ways. All in KS2 write sentences with well chosen vocabulary to convey meaning.
- 224 By the end of KS2 most pupils make detailed flow charts about how plants grow using prepared notes. They construct sentences using appropriate words in order to make sense, using correct tenses and with an appropriate title. They identify different grammatical devices in persuasive writing, choosing vocabulary with increasing complexity. They organise factual and imaginative writing in a range of forms; they edit and redraft as necessary.
- 225 Pupils use dictionaries and thesauri competently to extend their understanding and nearly all produce work that is legible and neatly presented.

### **Shortcomings**

226 There are no important shortcomings.

### Welsh second language

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

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

#### Good features

- 227 In KS1 pupils have a secure knowledge of a range of basic sentence patterns and a good knowledge of vocabulary which they use well, for example when they take it in turn to be 'Helpwr Heddiw'; they give instructions to the class in full sentences. All pupils know a range of commonly used instructions well.
- 228 Many pupils possess a good subject specific vocabulary, which they use accurately in context. All know the names of colours and three dimensional shapes in Welsh and nearly all know the Welsh names for parts of the body and can count in Welsh.
- 229 All pupils enjoy speaking Welsh and seek opportunities to engage in conversations. They use common Welsh phrases, such as 'Mae'n flin da fi' and 'Rwyi wedi gorffen', in other subjects. They speak accurately and with good pronunciation and know the masculine and feminine forms 'e' and 'hi', which they use correctly when speaking.
- 230 Most pupils have a good understanding of what they read and accurately abstract information from it. Nearly all read clearly with good pronunciation commensurate with their age and ability. They use dictionaries competently in order to consolidate and extend their vocabulary. They also read accurately from the interactive whiteboard and many translate correctly from Welsh into English.
- 231 Most pupils in KS1 can write three or four simple sentences about themselves and where they live, making good use of adjectives they know in order to consolidate their learning. At the beginning of KS2 they extend their range of sentence patterns and confidently use constructions in their writing, such as 'Ble mae e ?' and 'Yde e ...?', which they answer correctly.
- 232 Most pupils in the middle and towards the end of KS2 have a wide range of vocabulary and a secure knowledge of a number of sentence patterns including more complex ones. All know the function of conjunctions, such as 'ond' and 'a', which they use confidently and correctly both when speaking and writing.
- 233 Nearly all pupils use negative forms of sentence patterns accurately and transpose well from the first to the third person using the correct form of the verb when speaking and writing.

#### Shortcomings

- 234 There are no important shortcomings, but a very few pupils have an insecure knowledge of sentence patterns, which restricts their ability to converse.

## Mathematics

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

**Key Stage 2: Grade 1: Good with outstanding features**

### Outstanding features

- 235 In KS2 older pupils' problem solving strategies are very well developed. The more able, in particular, are mentally alert and adept at using alternative methods to reach answers quickly, both mentally and on paper. They have good thinking skills and adopt suitable approaches to complex problems, by using, for example, tree diagrams, which most understand and apply successfully to reach correct answers. They are able to explain their methods and the reasoning behind their choice of strategy.

### Good features

- 236 In KS1 pupils have a secure understanding of numbers and their order. They can count to 100 and younger ones can add and subtract single digit numbers within 10 and know what to add on to make 10; most are familiar with the concept of partitioning when making their calculations.
- 237 Older pupils in KS1 can add and subtract using two and three digit numbers. All can name an odd and even number and sequence and order simple digits to 20. They are familiar with ordinal numbers and place value up to 100 and by the end of the key stage the more able can count in fives and tens and calculate half of a single number.
- 238 Pupils in KS1 recognise basic coins and common two and three dimensional shapes and their properties; they can tell the time to o'clock and half past and the more able know quarter to and quarter past the hour. They are familiar with comparative terms, such as 'heavier' and 'lighter' and 'longer' and 'shorter', and older ones can measure using simple standard units of length and weight. They can identify right angles and directions, such as clockwise and anti-clockwise.
- 239 In KS2 pupils make good progress in their mathematical knowledge, skills and understanding. Younger ones recognise four figure numbers and can use the four rules using hundreds, tens and units. They use calculators appropriately. Older ones are familiar with larger numbers, short multiplication and division, multiples, factors, negative numbers and remainders, as well as the concept of rounding up and down. They can add and subtract two digit figures mentally.
- 240 By the end of the key stage most pupils know all the multiplication tables and can answer random questions on these quickly. The majority can convert between fractions and decimals and proper and improper fractions and a few

are familiar with percentages. They can multiply and divide by 10 and 100 mentally using decimals.

- 241 Younger K2 pupils recognise more complex two and three dimensional shapes, understand the concept of symmetry and can read a digital clock and produce graphs from data they collect. They can measure length, weight and capacity using standard units and know the conversion tables for these. By the end of the key stage they know the names of types of triangles and can work out degrees in basic shapes. They can tell the time accurately in minutes in both the 12 and 24 hour clocks.

### **Shortcomings**

- 242 There are no important shortcomings.

<b>Design technology</b>
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**Key Stage 1: Grade 2: Good features and no important shortcomings**

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

### **Good features**

- 243 Younger KS1 pupils have a good understanding about levers and linkages when designing and making moving figures. They work together well to plan the stages for making monsters, including drawings and deciding which materials and tools to use. They make good quality end products and know that they need to evaluate at different stages in order to make improvements.
- 244 Younger KS1 pupils co-operate well in making land yachts. They understand that wind is a source of power and what a yacht is and how it works. They design and make sails to make the best use of wind. Axles and wheels are used effectively to produce good quality models.
- 245 By the end of KS1 all pupils explore successfully how to make moving vehicles, showing good understanding that they have different purposes and are made of different parts; they use specific vocabulary such as chassis and axle. All have good investigative skills and offer reasoned explanations for their choice of model. They produce good plans for their vehicles.
- 246 By the end of KS1 all pupils draw puppets of different types, showing linked parts. They investigate a variety of materials and fabrics to understand how movement is created in making good quality puppets.
- 247 Middle KS2 pupils demonstrate good understanding of the use and importance of computer control in the world around them. They evaluate and improve their work in programming computer instructions to sequence a set of traffic lights. By the end of the key stage all develop research and design skills associated with designing and marketing a Formula 1 racing car, using a computer aided

program. They acquire a good understanding of their specialist roles and a select group develop good presentational skills.

- 248 KS2 pupils have good creative skills in designing and making well thought out musical instruments of impressive quality, choosing and using appropriate tools safely.
- 249 Across KS2 pupils develop good food technology skills, for example when designing and making pizzas. By the end of the key stage all make pizzas to combine components according to taste, appearance and texture, as well as understanding how the ingredients contribute towards a healthy diet. They design, make and decorate particularly suitable pizza boxes.
- 250 Older KS2 pupils collaborate well in small groups to identify how and what they need to do to make biscuits; they take into account product and design requirements such as flavour, appearance, dietary requirements, price and type of biscuit. All realise the importance of survey questionnaires to determine the views and preferences of other learners in the school.
- 251 All pupils have a good awareness of health and safety issues and the need to handle tools and equipment carefully.

### **Shortcomings**

- 252 There are no important shortcomings.

## **Physical education**

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

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

### **Good features**

- 253 In both key stages pupils are suitably attired for physical education lessons and they realise the importance of exercise and keeping fit and healthy. They give appropriate attention to safety and are familiar with the routines and objectives of the physical education and school sport (PESS) scheme, which is used in all classes for most aspects of the curriculum.
- 254 In KS1 most pupils show good co-ordination and agility when imitating various animals as part of an initial dance sequence. They use space reasonably well and many produce original and realistic movements. They display a developing ability to stretch, balance and move in different ways and at different levels. Most are able to control their bodies successfully to produce the desired effects. A few confidently demonstrate their skills in front of their peers, who in some lessons make perceptive evaluative comments on the performances they have observed.
- 255 In KS2 younger pupils work well individually and in pairs to create a dance sequence. They plan together very effectively and a few, particularly girls,

perform to an outstanding standard, demonstrating a high quality of agility, originality, fluency and co-ordination in their leg, arm and body movements. They are proud to perform in front of others, who contribute appropriate suggestions and ideas for further improvement.

- 256 Middle KS2 pupils demonstrate good planning skills when working out an orienteering route together, in order to locate a number of control points as quickly as possible as part of a competition. They all participate enthusiastically and most show good ability in team work, running, reading a map, recording results and recognising the points of a compass.
- 257 Older KS2 pupils use space well in the hall to create different forms of movement with and without music, building effectively on the work completed in previous lessons. They work conscientiously as individuals and in pairs and small groups. The majority produce effective sequences to match the music and the topic. A few create original movements and sequences and skilfully mirror each other's performance. They demonstrate their achievements confidently in front of their peers
- 258 Pupils in KS2 have regular swimming lessons and by the end of the key stage the school reports that almost all can swim the expected 25 metres. Those who exceed 400 metres take part in life saving activities.

### **Shortcomings**

- 259 There are no important shortcomings, but in some lessons warm up activities are insufficiently vigorous and in KS1 a few pupils experience difficulty in building a sequence of movements.

## School's response to the inspection

- 260 The headteacher, staff, governing body and pupils would like to thank the inspection team for their professional and courteous approach taken during the inspection. We found the process to be a positive and constructive experience, which helped celebrate the many strengths of the school.
- 261 We are proud that the report describes the school as being very effective and that many aspects of our work have been noted as good or good with outstanding features. We note that the report challenges us to build upon the substantial progress made since the last inspection.
- 262 It is gratifying for the school that the inspection team has acknowledged that both standards and the quality of teaching are well above national averages. Additionally, the school is well advanced in its planning for the foundation phase and revised national curriculum with a skills based approach. We note with pride that the support given by the school to more able pupils and to those with additional learning needs is stated as being a good feature of the school.
- 263 We are most pleased that the inspection highlights that our children demonstrate a very positive attitude to work. We celebrate the fact that relationships are very good and, as a result, there is an atmosphere of mutual respect within the school. We are delighted that pupils' behaviour in and around the school is described as being very good.
- 264 It gives us great pleasure that the progress in standards made in languages, both English and Welsh, and in mathematics, physical education and design technology substantiate that our self-evaluation process is being used effectively and accurately to improve our provision.
- 265 Our desire to improve continually the work of the school is highlighted in the report with the recognition that our teachers have high expectations of all children who in turn achieve high standards.
- 266 The governing body and staff will address the three recommendations contained within the report and a copy of the revised improvement plan will be duly distributed to both parents and carers.

## Appendix 1

### Basic information about the school

Name of school	Porthcawl Primary School
School type	Primary including Foundation Phase
Age-range of pupils	3 to 11
Address of school	Meadow Lane, Porthcawl
Postcode	CF36 5EY
Telephone number	01656 815664

Headteacher	Mr. Andrew Wood
Date of appointment	September 2001
Chair of governors/ Appropriate authority	Mr. Dan Evans
Registered inspector	Dr. P. David Ellis
Dates of inspection	2 <sup>nd</sup> - 4 <sup>th</sup> 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	19.5	21	25	28	24	13	25	20	175.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8.0	0	8.0

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	22.3
Pupil: adult (fte) ratio in nursery classes	10:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	26
Teacher (fte): class ratio	1.1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2008	92.4	93.0	94.6
Summer 2008	89.9	91.5	93.1
Autumn 2008	91.4	92.0	93.4

Percentage of pupils entitled to free school meals	23%
Number of pupils excluded during 12 months prior to inspection	Nil

## Appendix 3

### National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:		24		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	20.8	58.3	20.8
		National	0.2	3.5	13.8	63.0	19.4
En: reading	Teacher assessment	School	0	0	16.7	58.3	25.0
		National	0.2	4.1	14.9	55.2	25.5
En: writing	Teacher assessment	School	0	0	33.3	45.8	20.8
		National	0.2	4.8	15.9	67.8	11.3
En: speaking and listening	Teacher assessment	School	0	0	20.8	58.3	20.8
		National	0.2	2.4	10.7	62.8	23.8
Mathematics	Teacher assessment	School	0	0	0	79.2	20.8
		National	0.2	2.0	10.9	65.2	21.6
Science	Teacher assessment	School	0	0	0	79.2	20.8
		National	0.2	1.6	8.5	66.3	23.4

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	79.2%	In Wales	80.7%

D Pupils who have been disapplied from the statutory arrangements  
W Pupils who are working towards level 1

N.B. The general expectation is that the majority of 7 year olds will attain level 2.

National Curriculum Assessment KS2 Results 2008			Number of pupils in Y6		24				
Percentage of pupils at each level									
			D	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	4.2	12.5	66.7	16.7
		National	0.2	0.5	0.6	3.1	15.6	51.3	28.5
Mathematics	Teacher assessment	School	0	0	0	4.2	4.2	58.3	33.3
		National	0.2	0.5	0.6	2.7	14.7	51.4	29.9
Science	Teacher assessment	School	0	0	0	4.2	0	75.0	20.8
		National	0.2	0.5	0.5	1.8	11.4	53.9	31.7

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) by teacher assessment			
In the school	83.3%	In Wales	75.5%

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

N.B. The general expectation is that the majority of 11 year olds will attain level 4.

## Appendix 4

### **Evidence base of the inspection**

Four inspectors spent a total of ten inspector days in the school. There was also a nominee on the team, who was the headteacher.

The inspection team visited:

- thirty-one lessons or part-lessons;
- all classes; and
- registration sessions and acts of collective worship.

The inspection team held meetings with:

- staff, governors and parents before the inspection;
- the headteacher, all teachers and support, ancillary and administrative staff during the inspection;
- groups of learners representing each key stage, including the school council, during the inspection;
- community representatives during the inspection; and
- staff and governors after the inspection.

The inspection team also considered:

- the school's self-evaluation report;
- seventy-four responses to the parents'/carers' questionnaire; around 96% of answers were positive;
- a comprehensive range of documentation provided by the school before and during the inspection; and
- a variety of learners' current and past work; and
- samples of learners' reports.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Dr. P. David Ellis Registered Inspector	Context Summary Key Question 1 Key Question 3 Key Question 7 Mathematics Physical education Appendices
Mrs. Branwen Llewelyn Jones Team Inspector	Key Question 4 (SEN) Key Question 5 Key Question 6 Foundation phase Welsh second language
Mr. Michael Thomas Team Inspector	Key Question 2 Key Question 4 (Care, support and guidance and equal opportunities) English Design technology
Mrs. Caterina Lewis Lay Inspector	Contributions to Key Questions 1, 3, 4 and 7
Mr. Andrew Wood Headteacher and Nominee	Contributing information and attending meetings School's response

### Acknowledgement

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

### Contractor:

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