

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

A Report on the Quality of Education in

**St James' Primary School
Llansbury Park, Caerphilly,
CF83 1QH**

School Number: 6762390

Date of Inspection: 23/02/09

by

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

The inspection of St James' Primary took place between 23/02/09 and 26/02/09. An independent team of inspectors, led by Glyn Robert Scott undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **Full** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

- 1 St. James' Primary School was created out of the amalgamation of Lansbury Park Infant and Lansbury Park Junior School in September 2005.
- 2 The school is situated on the eastern edge of Caerphilly It serves a mixed area of local authority and housing association dwellings together with some private housing.
- 3 The large majority of pupils live locally and approximately 60% of pupils come from homes, which are economically disadvantaged. The area the school serves was recently identified as the ninth most deprived area overall in Wales.
- 4 All pupils are English speaking and there are very few pupils from ethnic minorities. 52.5% of pupils on role take up free school meals.
- 5 Attainment of pupils on entry into nursery is below average. However a significant number of nursery pupils join school as a rising 3 and by the time baseline assessment is completed have been in school for over 2 terms. Poor attendance is an on-going problem for many of the nursery children.
- 6 As of January 2008 there are 306 pupils (FTE 286.5) on roll in 13 classes (including 2 Complex Needs Classes). Though pupil numbers have fallen they are predicted to remain around the current level and hopefully will increase as a result of the Flying Start Programme. The school provides two classrooms for the Welsh Assembly Governments' Flying Start Initiative
- 7 The school hosts 2 Specialist LEA Resource Base Classes (Complex Needs), which are funded by the Local Authority. The classes make provision for up to 16 pupils. Many of these pupils live outside catchment area and come to school by taxi.
- 8 In respect of other pupils with Additional learning needs (ALN) 37% of the school pupils are on school action or school action plus. The school has a small number of children that exhibit challenging behaviour. All staff work proactively with pupils, parents and other agencies in ensuring these children remain within a school setting wherever possible.
- 9 Lansbury Park Infant School was last inspected in December 2001 and Lansbury Park Junior School in October 2004.
- 10 The present headteacher was appointed in September 2005.
- 11 The school was awarded the Basic Skills Quality Mark in 2007.

The school's priorities and targets

- improve standards in reading writing, maths, music, and key skills
- adapt curriculum for new orders
- improve quality of teaching in oracy, writing
- develop collaborative classroom
- continue with performance management for staff.

Summary

- 12 St. James' Primary School is a good school with many outstanding features. The organisation and management by a team committed to providing every opportunity for all pupils to achieve regardless of social, ethnic or linguistic background is a particular strength. All pupils are valued in a stimulating learning environment, where they achieve good standards.

Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	Grade2
2 How effective are teaching, training and assessment?	Grade1
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	Grade1
4 How well are learners cared for, guided and supported?	Grade1
5 How effective are leadership and strategic management?	Grade1
6 How well do leaders and managers evaluate and improve quality and standards?	Grade1
7 How efficient are leaders and managers in using resources?	Grade1

- 13 The inspection team disagreed with the school's self evaluation on five out of the seven key questions. The inspection team considered that the school had underestimated the impact that their overall management and provision is having on learning and teaching.

Grades for standards in subjects inspected

- 14 In the fifty- eight lessons or parts of lessons observed standards of achievement were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
16%	81%	3%	0%	0%

- 15 The figures exceed the 2010 WAG target, that the quality of learning assessed by Estyn be Grade 3 or better in 80 per cent of lessons and are similar to figures published in HMCI's Annual Report 2006-2007, where standards in primary schools in Wales were reported to be Grade 2 in 70 per cent of lessons and Grade 1 in 10 per cent.

Subjects and/or areas of learning for under-fives

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

- 16 The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Foundation Phase;
- 17 Children under-five make a very good start in acquiring basic and key skills in communication, numeracy and information and communication technology ICT and they steadily acquire appropriate bilingual skills

Grades for standards in subjects inspected.

Subjects	Nursery	Reception
Foundation Phase	1	1
	Key stage 1	Key stage 2
English	3	3
Mathematics	2	2
Science	2	2
Information and communication Technology	2	2
Music	2	2
History	2	2
Geography	2	2
Design Technology	2	2
Art	2	2
Welsh second language	2	2
Physical education	2	2
Religious education	2	2

- 18 Standards in speaking listening and reading are good. However, standards of writing are varied and presentation of written work is not always consistent. Pupils, numeracy skills are developing well with pupils showing good mental skills. They are also developing good ICT skills. It is also noticeable that pupils in the Complex Needs units are also making good progress in both key and basic skills appropriate to their ability.

- 19 Pupils show good bilingual skills. They respond well to instructions and commands and ably answer attendance and dinner registers in Welsh. By the end of Key Stage 2 pupils have made progress in their speaking, reading and writing in Welsh.
- 20 Pupils achieve similar standards irrespective of their social, ethnic or linguistic background. Pupils with additional learning needs (ALN) make good progress and achieve the targets set for them in their individual education plans (IEPs). The school's NC results include pupils from the Complex Needs units.
- 21 Baseline benchmarking assessments indicate that pupils enter the school with low levels of attainment.
- 22 Overall pupils make good progress in their learning and are developing an understanding of how well they are progressing. They have a good understanding of their individual targets which are displayed within their classrooms.
- 23 The teacher assessments at key stage 1 show that rolling averages reveal a downward trend. This is due mainly to the school reassessing their procedures to ensure that targets are realistic and achievable. However, when benchmarking data for schools of similar intake are taken into account this shows an improvement on the previous year. In addition this improvement is even more significant when pupils in the Complex Needs Class are included.
- 24 In KS2, similar rolling averages are also below LA and national averages but have remained fairly constant and the school is consistently in the third quartile when benchmarks against schools of a similar free school meals FSM. The number of pupils achieving Level 5 is also below the LA average in all core subjects. Benchmarking data shows the school to be close to average when the whole school including the complex needs figures are added.
- 25 In both key stages, boys consistently perform less well than girls in all core subjects. The differential in English is significant.
- 26 Overall pupils' behaviour and attitude to learning is good. Pupils are polite and friendly to their peers, adults and visitors. The school presents a warm and caring ethos where pupils feel safe and valued.
- 27 Pupils are well motivated, eager to learn and have positive attitudes to learning. They work with enthusiasm, make good use of lesson time and maintain both effort and concentration well.

The quality of education and training

- 28 In fifty-eight lessons or part lessons the quality of the teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
38%	56%	6%	0%	0%

- 29 They are well above the target for teaching to be grade 2 or better in 80% of lessons by 2010 and also well above the national picture as reported in HMCI's annual report in 2006-07 which stated that the quality of teaching is good or better (grade 1 and 2) in 80 per cent of lessons and the quality of teaching is outstanding (grade 1) in 14per cent of lessons.. Nationally the quality of teaching is reported to be good in 83% of lessons with 16% having outstanding features.
- 30 In all lessons, teachers plan very carefully so that the objectives of the lesson are very well matched to the ages and abilities in the classes. Teachers have very high expectations of their pupils and make these clear at the beginning of each lesson. Objectives are shared and pupils are asked which key skills they expect to use. In the best lessons pupils are reminded of these expectations throughout the lessons. This is an outstanding feature. In plenary sessions objectives and key skills are thoroughly reviewed ensuring that pupils know what they have achieved and what they need to do to achieve more.
- 31 The pace of lessons is very good. In the best teaching, teachers use inventive ways of engaging their pupils with a sense of anticipation, thereby challenging and stimulating them. Also in the best lessons time limits are set for tasks and pupils are reminded of these
- 32 On the occasions when there are shortcomings in teaching, this is due mainly to teaching approaches which are over prescriptive and lost opportunities for enhancing pupils' knowledge and understanding.
- 33 Teachers' classroom management is outstanding. Through the use of praise, humour and innovative strategies they successfully create an ethos of well being and mutual respect, which promotes learning very effectively. The classrooms are vibrant and colourful. They display and celebrate all children's success. Interactive displays both in English and Welsh support and stimulate the pupils.
- 34 The quality of assessment, recording and reporting is good. This aspect of the school's work is very well led by the assessment coordinator. The school's electronic tracking continuum system is a very effective tool for identifying gaps in learning. All staff have considerable input into the tracking and assessment procedures. They know their pupils well. An outstanding feature is the comprehensive, rigorous scrutiny of benchmarking and other data.
- 35 Parents are kept well informed about their children's progress. However, although teachers mark pupils work with positive comments the practice of setting targets or goals for pupils to improve their work is not yet fully established They have once a year written reports and parents discuss their children's work on two Parents' evenings. Reports include targets for improvement in the core subjects. These however are not always specific to the next step in the child's learning.
- 36 The school provides a broad and balanced curriculum that meets the statutory requirements of the Foundation Phase and the National Curriculum (NC). The

curriculum pays due regard to national priorities including bilingualism, global and local citizenship and education for sustainable development.

- 37 The school's provision caters for all groups and ages of pupils within the school very well. There are outstanding features throughout the school commencing with an exceptional start in the Foundation Phase where pupils learn through investigative work both indoors and outdoors. In addition, the Complex needs classes also have outstanding features where teachers show high expectations of their pupils especially in design technology DT and I.C.T.
- 38 The school ensures that the teaching of key skills and others is integrated into all curricular areas. Teachers take care to ensure progression and continuity in learning across the curriculum from year to year. Mind mapping encourages children's problem solving and thinking skills.
- 39 The quality of support given for pupils with ALN is outstanding. The ALN policy reflects the requirements of the Code of Practice in full. Through early identification, pupils are given access to support and a relevant curriculum which ensures the progress of all pupils.
- 40 The school's provision for spiritual, moral, social and cultural development is consistently good with outstanding features. The head teacher, teaching and support staff are successful in creating a warm, supportive ethos built on care and respect for others.
- 41 The school works hard and makes an outstanding contribution in order to broaden and enrich learners' experiences. Pupils are encouraged to participate in a particularly wide variety of sporting, musical and dance activities.
- 42 Pupils have very good opportunities through circle time, the school council, the playground buddies and '*Wings to fly*' to make decisions and discuss moral issues. As a result of all these activities pupils are well behaved, have very good listening skills, are considerate to others and are self confident. This is an outstanding feature. Pupils clearly know right from wrong.
- 43 The Welsh dimension is celebrated through Saint David's Day and a Day of dance. The culture and heritage of Wales (*Y Cwriclwm Cymreig*) features prominently in a number of curriculum subjects and in the general life of the school. Teachers promote bilingualism well. All staff are good role models for pupils in their daily use of incidental Welsh. Pupils respond well to instructions and commands and ably answer attendance and dinner registers in Welsh.
- 44 The partnership the school has with parents is a particular strength. Weekly newsletters keep parents up to date and well informed. Parents' involvement in the '*Flying Start*' Programme and the Nursery based *Super Shell-By* Project is an outstanding feature as is their involvement with the local community.

- 45 The school provides very good quality personal and social education (PSE) programmes, which takes account of the Personal and Social Education Framework.
- 46 Pupils` awareness of the need for sustainable development is well promoted through recycling, energy conservation and healthy eating projects. The school has formed an Eco Committee which meets regularly and the pupils are involved in all aspects.
- 47 The school provides a wide range of opportunities to develop entrepreneurial skills and the skills needed to support economic development. Opportunities include a range of fund raising projects. The school's provision for developing pupils' understanding of sustainable development and global citizenship is outstanding.
- 48 The school ensures that all pupils are treated equally and are fully integrated into the life and work of the school. This is an outstanding feature.

Leadership and management

- 49 The headteacher shows outstanding leadership. He has a clear direction for his school that lays emphasis on involving all stakeholders in school improvement and raising standards. The high quality teaching is impacting on the standards of pupils many of whom enter the school with low ability. The teamwork of all the staff emphasises the inclusive nature of the school where all stakeholders' contributions are heard and valued.
- 50 The deputy headteacher under the direction of the head is central to the pastoral aspects of the school. She has a good working relationship with all her colleagues and provides a positive link between school and home for the children.
- 51 Leadership is based around clear aims and objectives that set high expectations for all. There is an inclusive approach to all aspects of the school to ensure the involvement of all staff. The dedicated support staff, who contribute considerable expertise and enthusiasm to the school, talk of their ability to influence policy. There is a good collegiate approach to school development.
- 52 The strong commitment to inclusion extends to all. Irrespective of ability or social background pupils have equal access to the full range of activities provided by the school.
- 53 There are effective administrative systems and the secretarial staff support the headteacher and staff efficiently. The caretaker, cleaning staff, kitchen staff and midday supervisors perform their duties diligently.
- 54 The governing body (GB) meets its responsibilities, including its statutory obligations well. It provides strong support for the school and an effective

partner. They are well informed by the headteacher in his reports and they involve themselves with the school on a regular basis.

- 55 The school has established a rigorous approach to self -evaluation. The senior management team and curriculum leaders make regular classroom visits, they are very aware of the standards of teaching and learning in the school.
- 56 Spending priorities are closely linked to the School Development Plan (SDP). The deployment of resources is effective and well planned.
- 57 Pupils benefit from a wide range of excellent resources appropriate to their needs. The outside environment is used most effectively.
- 58 Procurement services are used to ensure value for money when ordering new resources and building work. The school continues to provide good value for money.
- 59 The school has not been inspected before and therefore is not required to address the previous issues.

Recommendations

In order to improve the school the staff and governing body need to: -

- R1 Raise standards in presentation, handwriting and spelling throughout the school.
- R2 Continue to work with welfare services, parents and governors to improve overall standards of attendance.
- R3 Continue to work with the LEA on ensuring that concerns regarding areas of accommodation are addressed.

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 with no important shortcomings

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

- 61 In the fifty- eight lessons or parts of lessons observed standards of achievement were judged as follows:

Grades for standards in subjects inspected

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
16%	81%	3%	0%	0%

- 62 The figures exceed the 2010 WAG target, that the quality of learning assessed by Estyn be Grade 3 or better in 98 per cent of lessons and are similar to figures published in HMCI's Annual Report 2006-2007, where standards in primary schools in Wales were reported to be Grade 2 in 70 per cent of lessons and Grade 1 in 10 per cent.
- 63 The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Foundation Phase.

Subjects and/or areas of learning for under-fives

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

- 64 Children under-five make a very good start in acquiring basic and key skills in communication, numeracy and ICT and they steadily acquire appropriate bilingual skills

Grades for standards in subjects inspected.

Subjects	Nursery	Reception
Foundation Phase	1	1
	Key stage 1	Key stage 2
English	3	3
Mathematics	2	2
Science	2	2
Information and communication Technology	2	2
Music	2	2
History	2	2
Geography	2	2
Design Technology	2	2
Art	2	2
Welsh second language	2	2
Physical education	2	2
Religious education	2	2

- 65 Pupils in mainstream classes are successful in achieving expected standards in most subjects. They generally meet, and in some cases exceed, the targets set for them at the end of both key stages.
- 66 Standards in speaking listening and reading are good. However, standards of writing are varied and presentation of written work is not always consistent. Pupils, ICT and numeracy skills are developing well with pupils showing good mental skills. It is also noticeable that pupils in the 'Complex Needs' units are also making good progress in both key and basic skills appropriate to their ability.
- 67 Pupils show good bilingual skills. They respond well to instructions and commands and ably answer attendance and dinner registers in Welsh. By the end of key stage 2 pupils have made progress in their speaking, reading and writing in Welsh.
- 68 Pupils achieve similar standards irrespective of their social, ethnic or linguistic background. Pupils with additional learning needs (ALN) make good progress and achieve the targets set for them in their individual education plans (IEPs). The school's NC results include pupils from the Complex Needs units.
- 69 Baseline benchmarking assessments indicate that pupils enter the school with low levels of attainment.
- 70 Overall pupils make good progress in their learning and are developing an understanding of how well they are progressing. They have a good understanding of their individual targets which are displayed within their classrooms.
- 71 The teacher assessments at key stage 2, show that rolling averages reveal a downward trend. This is due mainly to the school reassessing their procedures to ensure that targets are realistic and achievable. However, when benchmarking data for schools of similar intake are taken into account this shows an improvement on the previous year. In addition this improvement is even more significant when pupils in the Complex Needs Class are taken into account.
- 72 In KS2, similar rolling averages are also below LA and national averages but have remained fairly constant and the school is consistently in the third quartile when benchmarks against school of a similar FSM. The number of pupils achieving Level 5 is also below the LEA average in all core subjects. Benchmarking data shows the school to be close to average when the whole school including the complex needs figures are added.
- 73 In both key stages, boys consistently perform less well than girls in all core subjects. The differential in English is significant. The school is addressing the situation, analysing their tracking systems to adapt the curriculum to improve commitment and motivation of boys.

- 74 Overall pupils' behaviour and attitude to learning is good. Pupils are polite and friendly to their peers, adults and visitors. The school is presents a warm and caring ethos where pupils feel safe and valued.
- 75 Pupils are well motivated, eager to learn and have positive attitudes to learning. They work with enthusiasm, make good use of lesson time and maintain both effort and concentration well.
- 76 Levels of attendance average 90.3% over the last three terms, which is below the average attendance rate in schools in Wales and below the target set by the school. Pupils are punctual at the start of the day but there are many instances of lateness.
- 77 Pupils demonstrate a good capacity to study independently, including the skills to maintain lifelong learning. Pupils work well together and collaborate well.
- 78 Pupils show good development in their personal, social, moral and wider development. The School Council has developed into an effective forum which promotes a strong sense of community and develops the skills of citizenship.
- 79 Pupils develop a strong and clear understanding of equal opportunities issues and develop both respect for and a sound understanding of the diversity of cultures within society.
- 80 Pupils have opportunities to participate in a variety of ways within the local community. This includes consultation in the Van Communities First Partnership. The school has not as yet forged strong links with local business, industry and commerce.

The quality of education and training

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

Grade 1: Good with outstanding features

- 81 The findings of the team differ from the school's self-evaluation in that the school judged this key question as Grade 2. The team found the quality of the teaching to be one of the major strengths of the school. The consistency of teachers' planning, teaching methods and the working environment has a very positive impact on standards achieved by pupils in all year groups. In a number of lessons observed there were outstanding features.
- 82 In the fifty- eight lessons or part lessons the quality of the teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
38%	56%	6%	0%	0%

- 83 They are well above the target for teaching to be grade 2 or better in 80% of lessons by 2010 and also well above the national picture as reported in HMCI's annual report in 2007-08. Nationally the quality of teaching is reported to be good in 80% of lessons with 14% having outstanding features.
- 84 In all lessons, teachers plan very carefully so that the objectives of the lesson are very well matched to the ages and abilities in the classes. Teachers have very high expectations of their pupils and make these clear at the beginning of each lesson. Objectives are shared and pupils are asked which key skills they expect to use. In the best lessons pupils are reminded of these expectations throughout the lessons. This is an outstanding feature. In plenary sessions objectives and key skills are thoroughly reviewed ensuring that pupils know what they have achieved and what they need to do to achieve more.
- 85 The pace of lessons is very good. In the best teaching teachers use inventive ways of engaging their pupils with a sense of anticipation, thereby challenging and stimulating them. In the best lessons time limits are set for tasks and pupils are reminded of these. Teachers are skilled in questioning with vigour and enthusiasm. They successfully build on what pupils already know. Pupils are given thinking time to respond to questions. This is an outstanding feature.
- 86 Teachers use a wide range of teaching strategies, stimulating activities and resources matched to pupils' needs. They make very good use of the Interactive White Board to support their teaching and the children's learning. The introduction of the Outdoor Classroom through the Forest School programme enhances the teaching and learning and is an outstanding feature. Teachers are excellent role models for their pupils in their use of voice and language.
- 87 Teachers' classroom management is outstanding. Through the use of praise, humour and innovative strategies they successfully create an ethos of well being and mutual respect, which promotes learning very effectively. The classrooms are vibrant and colourful. They display and celebrate all children's success. Interactive displays both in English and Welsh support and stimulate the pupils.
- 88 The sense of team work is a good feature of the school. Each member of staff is equally valued and benefits from the opportunities the school offers for Continual Professional Development (CPD). The professional development interviews give opportunities for all members of staff to reflect on their practice and identify their strengths and areas to be developed. All staff take part in an INSET programme and participate in cluster and county training.
- 89 Teachers promote equality of opportunity for all and ensure that all pupils are treated fairly, irrespective of their abilities and backgrounds. The use of incidental Welsh by teachers across the school is good and as a result pupils' bilingual skills develop. In the best lessons teachers use Welsh across the curriculum.

- 90 Support staff are used very effectively to support individuals and groups of children. They are involved in planning and understand what they are expected to do to support children in reaching objectives set in class work and on specific learning programmes and in particular the targets to be met in precision teaching. The school ensures that children with complex needs are fully integrated into the life and work of the school. The inclusive ethos established is an outstanding feature of the school.
- 91 The quality of assessment, recording and reporting is good. This aspect of the school's work is very well led by the assessment coordinator.
- 92 The rigour of assessment for the under-fives is very good. Baseline results are used very well to guide intervention strategies to support children's needs. In both key stages the school has employed a number of systems to use as a diagnostic and analytic tool. The school's electronic tracking continuum system is a very effective tool for identifying gaps in learning.
- 93 All staff have considerable input into the tracking and assessment procedures. They know their pupils well. An outstanding feature is the comprehensive, rigorous scrutiny of benchmarking and other data. This highly detailed analysis is used for individual, group, class, year group and whole school target setting. It is disseminated to staff in INSET and determines the priorities in the SDP.
- 94 The school's arrangements for assessment, including baseline assessments and end of key stage teacher assessments, meet statutory requirements. Teachers have undertaken appropriate exercises in moderating assessments in relation to NC criteria and this has improved the accuracy and consistency of teacher assessments.
- 95 The school has a marking policy that is made known to pupils. However, although teachers mark pupils work with positive comments the practice of setting targets or goals for pupils to improve their work is not yet fully established. The school is developing good self-assessment strategies to improve pupils' understanding of assessment and the next step in their learning, but this is at an early stage.
- 96 Parents are kept well informed about their children's progress. They have once a year written reports and parents discuss their children's work on two Parents' evenings. Reports include targets for improvement in the core subjects. These however are not always specific to the next step in the child's learning. Pupils do not contribute to the report but parents have an opportunity to respond in writing. Parents are welcomed to sharing assemblies and the homework policy gives them clear guidelines as to how they can support their child's learning.

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

Grade 1: Good with outstanding features

- 97 The findings of the team differ from the school's self-evaluation in that the school judged this key question as Grade 2. The team was of the opinion that the school underestimates the quality and effectiveness of its work in this area.
- 98 The school provides a broad and balanced curriculum that meets the statutory requirements of the Foundation Phase and the National Curriculum. The curriculum pays due regard to national priorities including bilingualism, global and local citizenship and education for sustainable development.
- 99 The school's provision caters for all groups and ages of pupils within the school and caters very well for their particular needs and interests. Outstanding features of the school are the Foundation Phase where pupils learn through investigative work both indoors and outdoors and the complex needs classes where teachers show high expectations of their pupils especially in DT and ICT.
- 100 The curriculum is effective in providing a progressive acquisition of knowledge and understanding. The allocation of time ensures breadth and balance. When planning lessons teachers take good account of the next stage of children's learning. Learning is well planned and ensures balanced coverage of the programmes of study. Through a topic approach good links are made between areas of learning. A range of activities enrich the provision and make learning fun.
- 101 The quality of support given for pupils with ALN is outstanding. Through early identification pupils are given access to support and a relevant curriculum which ensures the progress of all pupils.
- 102 The school ensures that the teaching of key skills and others is integrated into all curricular areas. Teachers take care to ensure progression and continuity in learning across the curriculum from year to year. Mind mapping encourages children's problem solving and thinking skills. The *Happy Puzzle Company* promotes pupils' problem solving and thinking skills as does the *Rotary Technology egg race project*. Creativity is a good feature in particular in the Foundation Phase when displayed in role play. The science club has been awarded the *Young Scientist's Awards* and the school has attained the Quality Standard of the Basic Skill Agency four times.
- 103 The school provides an outstanding number of extra curricular activities for the pupils. Science, football and netball, singing, choir and recorders, drama, ICT and French clubs complement the taught curriculum and support pupils' personal and social development well. Pupils actively participate and benefit from educational visits to such places as the Roman Legion Museum at Caerleon, to support their understanding of the Romans in Wales and Legoland, to support their understanding of gears. Visitors such as the 'Bubble

man' make their science lessons exciting and fun. The curriculum is enhanced further by good links with the community and outside agencies such as the school nurse and the Police Liaison Officer.

- 104 The school's provision for spiritual, moral, social and cultural development is consistently good with outstanding features. The head teacher, teaching and support staff are successful in creating a warm, supportive ethos built on care and respect for others.
- 105 Collective worship fulfils statutory requirements. During acts of worship pupils reflect on their feelings. Visiting ministers from Bethel Baptist, Bethesda and Emanuel churches help pupils reflect on their lives and the lives of others. In their Religious Education studies pupils show awareness of the use of symbolism in religion. The school is very effective in promoting clear values and providing outstanding opportunities for pupils to reflect on these. In their fund raising, for example on *Wacky Hair* days pupils reflect on the plight of others less fortunate. The Forest School's rules teach children the importance of working together and respecting the environment.
- 106 The pupils' work with the *Crucial Crew* makes them aware of the importance of safety awareness. Pupils' work with the Dog Trust builds on their knowledge of the importance of responsibility. Activities at the Ynys Hywel centre teach them the importance of working well with others. Pupils have very good opportunities through circle time, the School council, the playground buddies and 'Wings to Fly' to make decisions and discuss moral issues. As a result of all these activities pupils are well behaved, have very good listening skills, are considerate to others and are self confident. This is an outstanding feature.
- 107 The partnership the school has with parents is very good. Weekly newsletters keep parents up to date and well informed. Parents' involvement in the 'Flying Start Programme' and the nursery based 'Shell-By' project is an outstanding feature. Good links have been established with St. Martins Comprehensive School where the majority of pupils transfer to at the end of key stage 2. The school also maintains links with Ystrad Mynach Technical College and offers support, guidance and encouragement to students on placement.
- 108 The school is successful in celebrating cultural diversity and pupils have opportunities to learn about the social and cultural traditions of other faiths and cultures through their study of Hinduism and Islam. The Welsh dimension is 55
- 109 celebrated through Saint David's Day and a Day of dance. Their visits to the National Museum of Wales, Caerffili Castle, the coal mine adventure and visitors such as Taffy Thomas develop pupils' awareness, understanding and appreciation of their own and other cultures.
- 110 There are few curriculum links with local business and industry which promote pupils' awareness of the work place.

- 111 Teachers promote bilingualism well. All staff are good role models for pupils in their daily use of incidental Welsh. Pupils respond well to instructions and commands and ably answer attendance and dinner registers in Welsh. By the end of Key Stage 2 pupils have made progress in their speaking, reading and writing in Welsh. Pupils in the Foundation Phase make outstanding progress with their bilingual skills. They show a very good understanding of the language, responding intuitively through their actions and using vocabulary naturally across the curriculum.
- 112 *Y Cwricwlwm Cymreig* is promoted effectively across the curriculum, especially in creative subjects such as art and music, where pupils gain valuable knowledge of Welsh and local artists.
- 113 The school is proactive in combating social disadvantage and stereotyping and presents pupils with equality of access and opportunity across the full range of its provision. The School Fund is used to finance educational and residential trips and this is an outstanding feature.
- 114 Pupils` awareness of the need for sustainable development is well promoted through recycling, energy conservation and healthy eating projects. The school has formed an Eco Committee which meets regularly and the pupils are involved in all aspects.
- 115 The school provides a wide range of opportunities to develop entrepreneurial skills and the skills needed to support economic development. Opportunities include a range of fund raising projects.
- 116 The school promotes national priorities for lifelong learning skills well and suitably raises pupils` awareness of community regeneration and the impact of social and economic changes in society. The school`s provision for developing pupils` understanding of sustainable development and global citizenship is outstanding.

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

Grade 1: good with outstanding features
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- 117 The findings of the inspection team match the judgement made by the school in its self evaluation report.
- 118 The quality of the schools` partnership with parents and carers is very good. As has been stated, parents` involvement in the `Flying Start Programme` and the nursery based `Shell-By Project` is outstanding. The school engages parents and takes account of their views through weekly newsletters and the regular use of questionnaires. Parents are provided with an informative prospectus, an annual report from governors and a Home School Agreement is implemented.

- 119 The school provides outstanding care, support and guidance for pupils. Teaching and support staff are highly successful in creating a calm, supportive environment. Relationships between staff and pupils are excellent; pupils are able to make good progress with their academic, social and personal development.
- 120 The school has developed close links with parents and where incidents of inappropriate behaviour occur parents are fully involved, and when necessary outside agencies are asked to provide additional support. The school has very effective systems in place to manage any behavioural incidents which might prevent other pupils from making progress.
- 121 The effective way in which pupils with additional learning and behavioural needs are included and supported within every class is an outstanding feature of the school's work. The whole school approach to managing this contributes a great deal to achieving the school mission statement "Achievement for All".
- 122 Pupils in the complex needs classes receive outstanding care support and guidance. Teaching and support staff are very knowledgeable about the specific difficulties of the children, and are very sensitive to particular needs within the groups. Staff work very closely together to ensure that pupils take part in the full range of school activities wherever possible. The children make excellent progress in their all round development.
- 123 The school has an active school council with elected officers and consists of representatives from across the school. The council meets regularly, and pupils feel that the school takes account of their opinions and often acts on their recommendations. Issues raised with senior staff recently include the provision of outside play equipment, the lunch time meal rota, as well as the introduction of mirrors in the girls' cloakroom. Members of the council have also been involved in the introduction of a Buddy system to eradicate any form of bullying.
- 124 The school makes very good use of support services to meet a range of additional needs. Specialist agencies include health professionals, psychological and social services, behaviour support, 'Home Start, Flying Start. The school also has good links with a local special school, enabling the sharing of expertise and information when pupils transfer.
- 125 The school provides very good quality personal and social education (PSE) programmes, which takes account of the Personal and Social Education Framework. Activities include many opportunities for pupils to talk about sensitive issues. Good use is made of visitors and outside agencies to support this work.
- 126 Attendance and punctuality is systematically monitored. The school secretary collates the information on a weekly basis and data is entered into a computer system. The school seeks to maintain parental awareness of their responsibilities in helping to ensure good attendance and punctuality. Pupils' behaviour and performance is systematically monitored. Good achievement, behaviour and examples of courtesy and kindness to others are suitably rewarded.

- 127 The school is diligent in assuring the healthy development, safety and well-being of pupils. Appropriate risk assessment procedures are implemented and health and safety issues that became apparent during the Inspection will be reported to the Governing Body. Two members of staff are trained in first aid. Healthy development is well promoted through the PSE Programme and the promotion of healthy eating projects.
- 128 Pupils in the complex needs classes receive outstanding care support and guidance. Teaching and support staff are very knowledgeable about the specific difficulties of the children, and are very sensitive to particular needs within the groups. Staff work very closely together to ensure that pupils take part in the full range of school activities wherever possible. The children make excellent progress in their all round development.
- 129 The school has appropriate procedures to ensure the protection of children. The Headteacher is the designated officer and has received appropriate training and implements effective procedures for early identification and subsequent monitoring of pupils experiencing difficulties in their learning. Information is disseminated fully and effectively to all staff to ensure a clear understanding of their responsibilities in this area.
- 130 The Special Educational Needs Co-ordinator (SENCo) is very effective in the assessment and management of provision for those pupils who need ALN. The school has a significant number of pupils (43.5%) requiring individual education plans (IEPs); it has put in place an excellent range of provision to meet these specific needs. The SENCo has excellent systems in place to monitor progress, interventions are evaluated, and where pupils are not progressing sufficiently well, additional programmes are put in place.
- 131 The SENCo has designed the school's IEP's, these are child friendly and enable pupils and parents to be fully involved in setting targets and tracking progress. The format for these IEPs and the systems in place for monitoring progress, have been shared with other schools in LA training events as an example of good practice and are a good example of inclusive and supportive education. There is a positive policy of inclusion and all pupils regardless of their background, ability, race or gender have full access to the curriculum and to all extra curricular activity.
- 132 In addition to the head teacher, the deputy head teacher has a pivotal role in the pastoral support and guidance of pupils with behavioural difficulties. A significant amount of care and time is given over to this by the deputy head teacher; this has ensured that pupils experiencing difficulties receive the support they need.
- 133 The school has developed close links with parents and where incidents of inappropriate behaviour occur parents are fully involved, and when necessary outside agencies are asked to provide additional support. The school has very effective systems in place to manage any behavioural incidents which might prevent other pupils from making progress.

- 134 The effective way in which pupils with additional learning and behavioural needs are included and supported within every class is an outstanding feature of the school's work. The whole school approach to managing this contributes a great deal to achieving the school mission statement "Achievement for All".
- 135 The school has a very effective Equal Opportunities Policy that helps to promote pupils' understanding of equality very well.
- 136 Effective measures have been taken, as far as possible, to cater for those with physical disabilities; the school has a disability equality scheme and an accessibility plan.
- 137 The school is proactive in developing pupils' understanding of racial equality and the importance of good race relations based on mutual respect.
- 138 There are clear policies to promote high standards of behaviour and well considered strategies to prevent bullying, discrimination and all forms of harassment. This provision is an outstanding feature.
- 139 The school takes very effective steps to avoid placing pupils, including those with physical disabilities at any substantial disadvantage. The first-aid room and the resources therein is an outstanding feature.
- 140 The school ensures that all pupils are treated equally and are fully integrated into the life and work of the school. This is an outstanding feature.

Leadership and management

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

Grade 1: Good with outstanding features.

- 141 The findings of the inspection team differ from the school's self-evaluation. The team considered that since the amalgamation the leadership and involvement of all staff in moving the school forward the school had sufficient outstanding features to warrant a grade 1.
- 142 The headteacher shows outstanding leadership. He has a clear direction for his school that lays emphasis on involving all stakeholders in school improvement and raising standards. The high quality teaching is impacting on the standards of pupils many of whom enter the school with low ability. The teamwork of all the staff emphasises the inclusive nature of the school where all stakeholders' contributions are heard and valued.
- 143 The deputy headteacher under the direction of the head is central to the pastoral aspects of the school. She has a good working relationship with all her colleagues and provides a positive link between school and home for the children.

- 144 Leadership is based around clear aims and objectives that set high expectations for all. Subject coordinators monitor and evaluate their subjects well. There is an inclusive approach to all aspects of the school to ensure the involvement of all staff. Support staff, who contribute considerable expertise and enthusiasm to the school, talk of their ability to influence policy and teachers of the importance of a good collegiate approach to school development. There is a very strong and interactive relationship between staff and governors.
- 145 The school takes account of national and local initiatives. Its involvement in the *Flying Start* project and use of the 'Raise' grant are outstanding features. The complex needs units are very well integrated into the school and play an active role in all aspects of school life. The school works closely with the community and local services to counteract social disadvantage.
- 146 The school sets realistic and achievable targets based on sound evidence gleaned from the involvement of all staff. Targets setting is well established in the school and with the help of all stakeholders clear goals are directed through the SDP.
- 147 Performance management processes are in place and in line with statutory requirements. Information gained from the process informs both individual and school based planning. All staff and leaders are aware of their responsibilities and work well together. Developments in learning and teaching have a high priority and fully involve a strong teaching and equally dedicated support staff.
- 148 The GB meets its responsibilities, including its statutory obligations well. It provides strong support for the school and an effective partner. They are well informed by the headteacher in his reports and they involve themselves with the school on a regular basis.

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

Grade 1: Good with outstanding features.

- 149 The findings of the team differ from the school's self-evaluation in that the school judged this key question as Grade 2. The team considered that the school had underestimated the impact their self- evaluation processes had on the overall management and organisation of the school and ultimately the raising of standards.
- 150 The school has established a rigorous approach to self evaluation. The senior management team and curriculum leaders make regular classroom visits, they are very aware of the standards of teaching and learning in the school. This first hand evidence along with pupil tracking and analysis of end of Key Stage data has resulted in setting challenging targets for improvement. There is a clear focus on raising standards for all pupils across the school. The team work of the staff to achieve this is an outstanding feature.

- 151 Subject leaders carry out regular monitoring of pupils' work as well as evaluating teaching and learning in their subject area; they provide feedback and support to staff. Subject leaders have drawn up detailed subject development plans, these highlight the achievements of the past year and outline and cost future areas for development. These subject area plans, are included in the Whole School Improvement Plan. All staff are regularly consulted and involved in the process of school improvement.
- 152 The school is active in seeking out the views of all those who have an interest in the school. Careful consideration is given to the pupils' views through the school council. Pupils complete a questionnaire about their experiences in school, this allows staff to be aware of any concerns and to respond appropriately. This is a particular strength of the school.
- 153 The school has an 'open door' policy for parents, their views are also sought through questionnaires, and a number of parents are active on the School Governing Body.
- 154 Governors are fully consulted and involved in reviewing progress and in establishing aspects for further improvement.
- 155 A number of governors have taken on responsibility for monitoring a curriculum area and are becoming increasingly aware of standards through their involvement in day to day school activities. There is a very strong and interactive relationship between staff and governors.
- 156 Performance Management is well established within the school, and staff undertake a good range of in service training to meet both the schools and their own personal development needs. Staff provide evaluations of any training they undertake and feedback any relevant information to the rest of the staff through regular staff meetings.
- 157 The school's self -evaluation report is very detailed, making reference to a wide range of supportive evidence, however the school has underestimated its achievements and a number of grades have been increased by the inspection team.
- 158 The school has drawn up a detailed School Improvement Plan(SIP), which is very well matched to its self- evaluation of performance, and areas for future development. The plan outlines roles and responsibilities, has realistic deadlines, along with detailed costing and the processes for monitoring and evaluating impact.
- 159 A large number of issues for improvement, identified in the previous inspections of the Infant and Junior School, have been acted on. However with the recent merger of the two schools other priorities have emerged, in particular that of ensuring a unified, and effective staff team.
- 160 The leadership team has been very successful in the planning and managing of this process. This was very evident during the inspection period; staff throughout the school are very knowledgeable, focused and aware of how they

want the whole school to move forward. The impact of this achievement has resulted in the school being able to plan effectively for improvement, and is an outstanding feature of the school.

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

Grade 1: Good with outstanding features

- 161 The findings of the inspection team did not match the judgement made by the school in its self-evaluation report. The team was of the opinion that the school underestimates the overall effectiveness of its work in this area. The effect of the use of resources both in terms of staff deployment and use and quality of resources available to the pupils in the teams' judgement has a major impact on the good standards achieved by pupils who often enter the school from a low baseline of ability.
- 162 The school has an appropriate level of well qualified, experienced teachers who have the necessary knowledge and expertise to teach all aspects of the curriculum and to meet the needs of pupils effectively. Overall they make an outstanding contribution to the school.
- 163 The impressive number of support staff are skilled, trained appropriately and work closely with teaching staff to ensure lessons function well. They make a valuable contribution to the smooth running of the school. Staff development and training is wide ranging and well organised.
- 164 There are effective administrative systems and the secretarial staff support the headteacher and staff efficiently. The caretaker, cleaning staff, kitchen staff and midday supervisors perform their duties diligently.
- 165 Pupils benefit from a wide range of excellent resources appropriate to their needs. The computer suite is well equipped and used most effectively and computers and interactive whiteboards are used extensively in all classrooms. The stimulating and informative displays in classrooms are regularly used by the children for reference and are an outstanding example of provision.
- 166 The spacious school building hosts programmes to help early learning (Flying Start and Super Shell-by) which should impact on pupils' achievements in future.
- 167 Good quality resources enhance all areas of the curriculum. Libraries in key stage 1 and key stage 2 are attractively presented and contain a wide variety of well chosen fiction and non-fiction books. There is also a designated art room.
- 168 Attractive displays in corridors and classrooms stimulate interest across the curriculum and provide a colourful learning environment.

- 169 Overall the accommodation provides a suitable setting for good teaching and learning but the key stage 2 building causes concern for the inspection team with regard to access to and from upper floors.
- 170 The outside environment is used most effectively. The nursery and reception classes have ready access to well planned, imaginative areas for the Foundation Phase. The outside learning area is well resourced, enriches pupils' experiences and is an outstanding feature of the school.
- 171 The school has spacious grounds and extensive playing fields. The hard areas are marked for games and there are adequate bins and seats and picnic benches for pupils. A small wooded area is used effectively by classes to stimulate learning through the Forest Schools initiative.
- 172 The Early Years, key stage 1 and key stage 2 formally in two separate schools, now knit together well. All staff have job descriptions and are given relevant training opportunities in school and on courses.
- 173 The head teacher, deputy and senior staff keep a good balance between meeting the professional needs of individual teachers and achieving the educational priorities of the school.
- 174 Performance management procedures successfully promote teachers' continuing professional development and teachers have good opportunities for planning, preparation and assessment. Morale is high and teachers share expertise.
- 175 Spending priorities are closely linked to the School Development Plan and subject leaders have responsibility for their subject across the school receive an annual budget for resources which they are responsible for keeping under review. Staff understand budget priorities and work as a team.
- 176 Governors regularly monitor and review resources and decide on major programmes of repair and maintenance. The Governing Body's Finance Committee meets regularly and monitors the school finances with the support of the Local Education Authority's Finance Officer.
- 177 Procurement services are used to ensure value for money when ordering new resources and building work. The school continues to provide good value for money.

Standards achieved in subjects and areas of learning

Under 5s

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

Grade 1 : Good with outstanding features

Language, literacy and communication skills

Grade 2: Good features with no important shortcomings.

Outstanding features

179 A significant number of the children enter the nursery with limited language skills, yet most children make outstanding progress in their language development. They communicate with growing confidence and at length compared with their ability.

180 Most children are developing outstanding listening skills. They listen attentively to all staff and to each other. They show a growing understanding by the quality of their responses in question and answer sessions and also their discussions during story telling sessions.

Good features

181 Children's early reading skills are good .They select books which they hold properly and treat with respect. They talk freely about the pictures and can elaborate on what they see. They enjoy following favourite stories and show good prediction skills when looking at the books in their shared reading sessions.

182 They are developing good writing skills with children regularly selecting 'mark making' activities in their play sessions. Their fine motor skills are also developing well and they take great pride in their stories which they share confidently. They understand that writing can be used to convey messages such as in letters that they 'post' in their role play and also in their get well cards to grandma in the 'Little Red Riding Hood' Story.

183 Children speak clearly and with a growing vocabulary and confidence. They enter into discussions and convey their feelings individually in 'circle time and general activities.' They take turns appropriately in group discussions.

Welsh language development

Grade 1: good with outstanding features.

184 The children enjoy welsh and show some outstanding vocabulary for children of their age.

Good and outstanding features.

185 Children listen to bilingual stories and recall the welsh names for well known characters i.e. red riding hood and grandmother. Most of the children can sing songs confidently in Welsh. They are continually extending their vocabulary base and most have very good recall of welsh words and simple phrases. Welsh phrases such as 'Sut mae tywydd ,heddiw.' A number of these children are in the rising threes-group.

186 They interact bilingually with their adult helpers throughout their directed and choice sessions. They have a growing understanding of what it is to be Welsh. They answer simple instructions in welsh and most children know a number of colours in Welsh.

Personal and social development

Good and Outstanding features

187 All children settle well into the routine of the day. They confidently self register and settle quickly. Even the youngest quickly grasp the routines of the class and confidently move about the room making their choices. Children respond quickly to instructions both inside the classroom and in outdoor activities. They use the outdoor areas for a range of activities from role play to mathematical discovery and confidently initiate ideas and solve simple problems without adult intervention.

188 Children play well together and show care and respect for each other and their adult helpers. They welcome visitors and include them in their activities.

189 Early years children are developing independence. Some of the younger children are able to put on their coats and ask for assistance when needed from adult helpers. They have an outstanding relationship with all the adults who support them. Most go to the toilet alone. They wash their hands after practical activities and dress suitably for painting and clay work. They take turns to use outdoor equipment and abide by the simple rules that ensure fair play. Some children are 'rising- threes' and they already show a strong independence in the early years' environment. They are aware of different peoples and cultures and are well aware of what it is to be Welsh.

190 They care for their environment both in class and outdoor areas. They tidy up after themselves. They sweep, wipe down surfaces and put items away in designated areas with little disruption and are aware of the safety and care of themselves and others. They politely use please and thank you naturally when helped.

Mathematical development

Grade 1 good with outstanding features.

Outstanding features

- 191 Taking into consideration the pupils limited skills on entry. Most children show outstanding confidence in their adding and sorting skills. The count forward and backwards to five and a minority of the youngest can extend this to ten. They solve simple maths problems both inside the class and when presenting with search and sort activities based around their story themes in the extensive outdoor areas. They understand the concepts of full and empty and long and short and they make simple estimates when playing in the sand and water areas. They understand more and less when they mix 'magic potions' in their bowls. They play interactive games on the whiteboards that help develop their number recognition.
- 192 As they progress through the early years their maths skills continue to develop well. They use appropriate mathematical vocabulary. They show a growing understanding of regular shapes and confidently use the interactive whiteboard to sort shapes. They understand the properties of circles, rectangles, squares and diamonds referring to corners and sides. A minority count confidently backwards and forwards to twenty and back and can sequence given numbers.

Knowledge and understanding of the world

Grade 1: good with outstanding features.

Good and outstanding features.

- 193 Through their forest schools activities the children are developing a very good understanding of the environment around them. They recognise the differences between different animals from birds to insects. They dress themselves before exploring outside and know the important safety needs within the forest area.
- 194 They listen carefully to instructions and their exploration in groups often produces outstanding results that they happily discuss with each other and their adult helpers.
- 195 They understand that plants need sun, soil and water to grow and they plot the growth of their own plants. They are very confident in the use of computers and the interactive whiteboards. This is an outstanding feature They use digital cameras and understand that binoculars help us to see long distances. They understand the different seasons and that different places on the planet have different weather conditions.
- 196 Older pupils are developing a very good understanding of life cycles in their study of butterflies and many were excited in witnessing the process.
- 197 A minority of boys show a keen interest in dinosaurs and can name them accurately.

Physical development

Grade 1: good with outstanding features.

Good and outstanding features

- 198 Most children show good gross motor skills. They play on apparatus confidently and show good control on bicycles and tricycles and scooters. They run, skip and play safely around the outdoor areas being spatially aware of others and safely negotiating the play areas. Their fine motor skills on the interactive whiteboard and use of computer equipment are often outstanding. Older early years pupils know how to warm up and warm down in class activities and they know how to check their heart beat. They also know that they need to look after their bodies with good hygiene and proper eating.
- 199 They can create and perform simple sequences describing the patterns and body positions. Some participants show outstanding creative skills. They can bounce a ball and catch it after a short series of bounces showing increasing control. A minority show exceptional control in a longer series of bounces.

Creative development

Grade 2: Good with no important shortcomings.

Good features

- 200 Children show good creative skills in their choice session where they paint and draw freely. They have a good understanding of colour and recognise that they can mix colours on their pictures. Some know all their colours in English and Welsh.
- 201 They show good motor skills in rolling out clay to a given depth using rolling pins and runners. They use a range of tools to shape and form their clay tiles. They create creatures using their play dough and older children use recyclable items to make creatures and make believe machines. They show growing dexterity in creating 'get well' cards. They select materials such as crepe paper, beads and glitter and glue them to their cards .they write suitable messages inside.
- 202 They sing well known songs with enthusiasm and can accompany themselves on un-tuned instruments and perform actions with appropriate rhythm. They create characters and use voices to bring their imaginative characters to life.

English

Key Stage 1 : Grade 3 : Good features outweigh shortcomings

Key Stage 2 : Grade 3 : Good features outweigh shortcomings

Good features

- 203 Pupils in Key Stage1 develop their oracy very well from year- to- year. They gain confidence and competence and are given many opportunities to speak to each other in pairs, in groups, to adults and in front of the whole class. They take turns in speaking and begin to structure their speech in ways that are coherent and understandable.
- 204 Younger pupils listen most attentively to stories, instructions and their peers. They extend their vocabulary significantly. In Year 2 most pupils understand the essential features of a traditional story. Pupils select fiction from the book corner and some are beginning to read with fluency, accuracy and enjoyment. Pupils develop phonic knowledge and use a range of methods and strategies to help them read new words including letter sounds, word recognition and picture and contextual cues.
- 205 In Year 1, most pupils are able to write their name, some can copy the days of the week and some overwrite. More able pupils are beginning to write words under their illustration in their diary. Pupils use the computer and interactive whiteboard to promote literacy skills.
- 206 In Key Stage 2, pupils respond enthusiastically orally when answering questions, talking with partners or discussing ideas in groups or as a class. They use an increasingly varied vocabulary and most speak with clear diction. Progression is evident. Listening skills are well developed and pupils listen attentively to the teacher and each other. 'Partner Talk' is a well established routine and pupils respond well.
- 207 Lessons using similes, adjectives and adverbs to persuade extend the language of older pupils. Oral comprehension skills are well developed but some pupils have difficulty writing answers. Most pupils in Year 4 understand the difference between fact and opinion.
- 208 Class novels are successfully used as the focus of learning and promote interest in books. Most pupils make good progress in improving fluency and accuracy in reading. More able pupils express their views about favourite authors and can summarise plots and describe characters. Pupils with additional learning needs make appropriate progress.
- 209 In the Junior library, pupils use big books enthusiastically to find information about insects. Some have difficulty writing their findings. Most pupils demonstrate the ability to use alphabetical order to select authors. Pupils competently use CD ROMs (some using headphones to help them) and the Internet for factual information across the curriculum.

- 210 Visiting professional poets and storytellers stimulate pupils' language development.
- 211 Pupils write for a good range of purposes. Many understand writing conventions and grammar and punctuation Pupils recognise and use persuasive language in composing menus and select appropriate adjectives and adverbs for the qualities needed for a job description for a teacher. Pupils can identify features of a newspaper. Some able pupils are able to extend their writing.
- 212 A few older pupils remember to use their useful check list as prompts for presenting their writing and some use dictionaries to check spelling. A new handwriting scheme is being implemented which should begin to improve control and fluency and develop legible joined handwriting.

Shortcomings

- 213 Able pupils need more opportunities to write at greater length.
- 214 Handwriting and spelling are underdeveloped throughout both key stages.

Welsh second language

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

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

Good features

- 215 In Key Stage 1, pupils show an eagerness to learn the language and their enjoyment is evident. They listen well and speak clearly. They use and respond to questions about the weather and their feelings. They express likes and dislikes using positive and negative responses. They respond to the attendance and dinner registers confidently in Welsh.
- 216 They sing songs such as "Twr a lw a bant a ni" with enjoyment. They follow a video story about Tomi with understanding and enjoyment. They match pictures and words.
- 217 Pupils recognise, copy and write words. They label parts of the body and copy and write a sentence about personal information with an illustration.
- 218 In Key stage 2, pupils discuss weather conditions confidently using both positive and negative sentences. They use the days of the week and state what they like to do in their leisure time. Pupils write about their likes and dislikes. They complete a Welsh crossword. They write a dialogue about their illnesses They create a graph to show their favourite subjects. They interpret a map of Wales by answering questions.
- 219 At the end of Key Stage 2, pupils read and perform a poem well with expression in front of an audience. They recognise the rhyming words. They

write sentences based on the poem using conjunctions. They create charts and interpret a graph. They answer questions in writing and create a descriptive paragraph when writing a letter to a friend.

220 In both Key Stages pupils enjoy singing a range of Welsh songs and Hymns in the Welsh Assembly.

Shortcomings

221 Sentence patterns and vocabulary do not develop sufficiently to enable pupils to conduct meaningful independent conversations or to use the language in other curriculum areas.

Mathematics

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

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

Good features

222 Across Key Stage 1, pupils develop good skills in mathematics. In mental mathematics activities they demonstrate a growing understanding of ordering numbers up to 50, smallest to largest they are able to count in 10's to 200, they know number bonds to 9, they can add a 1 digit number to a 2 digit number, they can count in 2's and 5's, they begin to recognise patterns in numbers.

223 Pupils are able to recall and build on their previous knowledge, and can explain some of the strategies they used for adding on tens and units to a number. Most pupils recognise odd and even numbers to 100, while others can recognise odd and even numbers to 900. The majority of pupils can recognise and name common three- dimensional shapes.

224 Pupils with complex needs are able to identify and name 2D shapes, they use their skills and understanding in a variety of practical activities, as well as through independent work on the Interactive White Board, where a few pupils are able to select, name and manipulate two- dimensional. During a maths game a number of pupils demonstrate their understanding by identifying the properties of 2D shapes.

225 During practical mathematics activities Key Stage 1 pupils are able to estimate heavier and lighter objects. They can compare 1kg and 100g weights and can state which is heavier. Working in small groups pupils are able to sort objects by weight, use an Interactive White Board to sort objects into weight order, estimate and compare the weight of a variety of objects, and can sort objects into light, heavier and heaviest.

226 During mental mathematics sessions lower key stage 2 pupils show a good understanding of multiplying by 10 and 100, they are able to add 3 numbers

quickly, looking for pairs of numbers that make 10, and adding on the third number. They are developing a good knowledge of mathematical terms such as least, most, frequency table, tally marks, and bar graphs.

- 227 Using information gathered on tally charts and through dice throwing activities, pupils are able to construct their own frequency tables. They are able to recall their previous work in ICT where they recorded their data on the computer in graph form. They use this knowledge to create their own individual bar graphs, and demonstrate an understanding of how to organise and interpret numerical data shown in a bar chart.
- 228 Older pupils with complex needs are able to use a number square to count on 8, to find the doubles of 5, 10, and 15. A few are able to double 25 and 30. They use their knowledge to solve money problems; they demonstrate a confident approach to their work and use a good range of practical equipment and some are able to work independently on activities to reinforce their understanding.
- 229 Upper Key Stage 2 pupils display good mental arithmetic skills, and demonstrate progression across the stage. During oral sessions, they work confidently with three digit numbers and are able to apply their knowledge when estimating and recording their answers. When mentally multiplying two and three digit numbers by 50, pupils use appropriate mathematical language, and can explain how they arrived at their answers.
- 230 By the end of Key Stage 2, pupils during mental warm up sessions are able to find the nearest whole number for 1 or 2 place decimals.
- 231 When adding and subtracting odd and even numbers, pupils are able to predict number patterns, they use a range of strategies and mathematical equipment to test their ideas, predications and understanding of the properties of odd and even numbers.
- 232 Pupils develop a good understanding of the 24 hour clock. They are able to convert analogue time into digital notation, recording their answers on white boards; they are able to match and convert equivalent units of time.
- 233 Pupils develop an understanding of terms such as median, mean and mode. They gather data and are able to establish the mean, median and mode of a set of data.
- 234 Pupils use mathematical resources confidently and make frequent use of ICT in individual and group activities to support their learning during their mathematics lessons.
- 235 While a number of pupils demonstrated a good standard in the presentation of their work, this was not consistent throughout Key Stage 2, further attention should be given to this aspect.

Shortcomings

- 236 There are no important shortcomings

Science

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

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

Good features

- 237 Pupils in both Key stages have a good understanding and knowledge of the living world, materials and physical processes. They use appropriate recording methods such as charts, graphs and diagrams. Their scientific vocabulary develops well.
- 238 In Key Stage 1 in their study of the living world pupils know that plants have roots, stems, leaves and flowers. They understand their functions and know what plants need to grow. They dissect a flower and label its parts. They know that plants grow but don't move and that humans move and grow. They identify a number of plants and animals by name. They understand the importance of healthy eating and exercise.
- 239 In their study of physical processes they talk about how sounds indoors and outdoors differ and create soft and loud sounds. They investigate forces by pushing and pulling their toys. They know what appliances use electricity and understand that some appliances are battery operated. They draw a simple circuit and understand how to light a bulb.
- 240 In Key Stage 2, pupils' knowledge of the living world develops well. They know that animals need to eat well to grow and keep healthy and that they have different diets. They know that because of different diets, animals have different types of teeth and that some foods damage them. They know that animals have different habitats and adapt to them. They understand how exercise affects the pulse rate.
- 241 They identify the different uses of rocks and sort them by appearance. They know that different rocks make different soils. They separate particles of different sizes by sieving and know that soil types drain at different rates.
- 242 Pupils understand that some materials are magnetic. They know that materials change state. They know that solids keep shape and volume and that liquids take the shape of a container.
- 243 They know that a push force compresses a spring and that a pull force stretches a spring and that springs are used in pens, chairs and toys. They have an understanding of a fair test.

Shortcomings

- 244 Pupils' independent scientific skills do not develop sufficiently for them to instigate and conduct their own investigations.

Information technology

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

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

Good features

- 245 Pupils use ICT regularly as part of school life. Many pupils use appropriate associated vocabulary.
- 246 In lower KS 2 pupils are able to log on, find their files and save their work independently. Most pupils show confidence in using computers in the classroom and in the IT suite. Pupils show good recall of the skills they have previously learnt and use tools of familiar programs effectively.
- 247 Younger pupils in KEY STAGE 2 develop appropriate mouse and key board skills. They use the interactive whiteboard confidently and select the icons needed. Some pupils retrieve information from computers with headphones to help their reading.
- 248 Many older pupils make good use of their word-processing skills. Pupils in KS2 use a variety of fonts and text style for different purposes and can effectively add images.
- 249 Most pupils efficiently use the Internet to retrieve appropriate information.
- 250 Younger juniors are beginning to use a database to produce bar charts. Pupils can answer questions by ordering records by a key field.
- 251 In Year 4/5 all pupils are able to create a tree diagram database to sort and identify three dimensional shapes. Most pupils understand that these methods make it quicker to sort data.
- 252 Pupils with additional learning needs make good progress helped by a teaching assistant. Pupils use ICT to sort and classify information and to present findings.
- 253 Year 3 pupils can add to and amend information. Many older pupils can interpret their findings. Attractive and well arranged displays in classrooms and corridors re-enforce learning and are used by pupils to revise IT skills learnt in lessons.

Shortcomings

There are no important shortcomings.

Design technology

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

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

No design technology lessons were observed during the inspection. However scrutiny of work, discussions with staff and analysis of work in discussion with pupils was sufficient to make a judgement.

Good features

- 254 Pupils in both key stages design, produce and evaluate their work. They show good skills in presentation and take pride in developing their ideas from beginning to the finished article.
- 255 Pupils make moveable two dimensional dragons using split pins and they develop these further to involve three dimensional aspects such as wings and teeth. Pupils develop their drawing, cutting and pasting skills. They persevere with their work and work hard to produce a final item of quality.
- 256 Younger pupils in the complex needs unit design and make their own dinosaurs and compare theirs to pictures of real dinosaurs and name theirs accordingly.
- 257 Pupils combine their design activities with their topics studying for example in year four roman shields. They design their own taking into consideration the shape size form and design of the originals. They then evaluate and role-play with their designs.
- 258 Pupils in key stage 2 research their ideas in books and on the internet. They follow clear sequences from idea to design and reproduce items that they have investigated. This can be seen in Y5's study of Victorian Toys. Pupils reproduce dolls, moving characters such as acrobats and toy vehicles in the style of Victorian toys.
- 259 All pupils continue to develop their understanding of design and recognise the importance of accurate drawing and idea development. They recognise for example that certain items are designed and built to serve a need or purpose as in Y6 where in the study of World War 2 they investigate gas masks and helmets.

Shortcomings

- 260 Pupils in both key stages are developing an understanding of control systems through educational toys such as roamers and Bee-bots, but more developed processes are in the early stages of development.

History

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

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

261 A small number of history lessons were observed during the Inspection period, information from these as well as a scrutiny of pupils' previous work, was used to arrive at a judgement on standards in history.

Good features

262 When discussing facts during a class topic on Tudor times, pupils are able to recall their previous learning and respond enthusiastically to questions about Tudor diseases and illnesses. They are able to connect the names of Tudor illnesses to the appropriate disease symptoms. They compare Tudor cures noting similarities to some that we still use today, and from a range of natural ingredients prepare their own Tudor medicine.

263 When studying the types of toilets used by the rich and poor in Tudor times, pupils were able to compare and contrast them with modern day toilet hygiene practices. Pupils gain an understanding of how air fresheners have developed and enjoy making their own Tudor air freshener.

264 Pupils demonstrate their knowledge by identify some of the main characters of the time from Tudor portraits, and use the costumes and symbols within the portraits to identify the possible characteristics of the people portrayed.

265 Pupils use artefacts, books and the internet to research for information about the wives of Henry 8th. They study the design of Tudor houses and construct realistic models from a variety of materials.

266 Pupils are gaining an understanding of the differences between fact and opinion through the use of a Fact/Opinion board on the Tudor period.

267 While studying the Romans pupils construct time lines identifying some the main historical events up to when they were born. They can compare the dress of a modern soldier with that of a Roman soldier, they construct Roman weapons and armour.

268 During a topic on Victorian Times pupils use mind maps to identify what they want to find out about the topic. They carry out research on the Kings and Queens in order to draw up a profile of Queen Victoria. They label maps of the world in order to gain an understanding of the extent of the British Empire in the Victorian era trace and its subsequent decline.

269 Following a visit to Cardiff Castle pupils write about school days in Victorian times, they draw plans of a Victorian classroom and can identify differences with today. They discover facts about the development of Cardiff Castle and some of the figures of the time such as the 3rd Marquis of Bute and the

architect William Burgess. Pupils produce their own power point presentation on what they had learned during the topic and wrote evaluations on the activities they had undertaken.

270 Pupils study the books of Charles Dickens in order to learn about the lives and working conditions of children and adults in Victorian times, they use the internet to research for information about social reforms such as the 1870 Children Act.

271 While studying the Second World War, pupils draw up timelines of the main events; they study posters of the times and produce their own persuasive posters. Following research into bomb shelters they are able to design and produce their own models, they use a range of artefacts such as ration books, newspapers, as well as listening to first hand accounts from visitors to develop their understanding of the times.

272 As part of a topic on Houses and Homes pupils visited a reconstructed Iron Age village. They used the information gathered to construct their own model Iron Age houses and identify the different materials used.

Shortcomings

273 There are no important shortcomings

Geography

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

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

274 A small number of Geography lessons were observed during the Inspection period, these were all at Key Stage 2. Overall standards were arrived at following a scrutiny of pupils' work and displays.

Good features

275 Pupils in Key Stage 1 use the Forest School within the school grounds to learn about their own environment. They develop their mapping skills by mapping their journey to school. They use mathematical shapes to make model towns.

276 As a response to a story they draw maps of imaginary islands. They produce coloured maps of Wales, identifying the four countries, the main cities. They are able to distinguish and label the land and sea areas.

277 As part of a topic on the development of the film industry pupils in Key Stage 2 used atlases, globes and area maps to identify North America on a World map. They use a range of photograph and written evidence to establish the geographical features which would have encouraged the growth of the film industry. Research skills are further developed through the use of the internet

to find climate information on Hollywood. Following discussions they are able to identify why the weather and light conditions would contribute to the establishment of the film industry.

- 278 While studying animal habitats pupils discuss possible threats to the survival of the Golden Eagle. They use photographs of different landscapes to compare and contrast the geographical conditions needed for the Eagle's survival.
- 279 Pupils use the internet to find out about the Giant Panda, and can offer opinions as to why they felt the Panda was an endangered species. They can identify Wales, Scotland and England on a map of Britain.
- 280 Pupils demonstrate a growing understanding of the issues connected with global warming and climate change. They use a number of sources, including maps and photographs as well as the internet, to research for information about man's impact on these changes, and some of the key inventions which have contributed to this.
- 281 Pupils carry out environmental surveys; they are aware of changes in ice coverage in the Arctic and write interesting poems about global warming and flooding.
- 282 As part of a topic on Houses and Homes pupils identify the contrasting styles of houses found in different parts of the World. They are becoming aware of the influence of climate on the types of houses found in hot and cold climates. During a stay at a residential centre they are able to design and build their own shelters out of found materials.
- 283 Pupils mapping skills are further developed during residential field trip activities when pupils produce their own maps and take part in a range of mapping games.

Shortcomings

- 284 There are no important shortcomings.

Art

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

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

Good features

- 285 Attractive and varied examples of art are displayed throughout the school from children of all ages.
- 286 Pupils experiment with a variety of different materials – for example they use collage, clay and printing blocks. They make three dimensional dinosaur heads.

- 287 One display shows perspective, another depicts pictures of Henry the Eighth and a Science display demonstrates pasta used most effectively to represent bones. Pupils create colourful fire pictures using wax crayons scratched with a paperclip. Art is used successfully across the curriculum.
- 288 Very young children create collage fish at home. In class pupils develop their fine motor skills and draw fish from observation.
- 289 Photographs and self portraits of pupils now and how they imagine they will look when old are drawn with care and creativity. Pupils recall and explain the styles of important artists as diverse as Holbein and Andy Warhol.
- 290 In Year 3/4 pupils experiment with using a pencil in different ways to sketch historical portraits. In Year 3 'heavy metal' music is used as a stimulus for art and as a link with the class novel 'The Iron Man'. Pupils produce rubbings of their 'pasta iron man' using charcoal, chalk and wax crayons. Pupils can evaluate which medium was most effective for rubbings.
- 291 Throughout the school line, tone, pattern, texture and shape are used by pupils extensively. Form is more widely used in Key Stage 1.

Shortcomings

- 292 There are no important shortcomings

Music

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

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

Good features

- 293 Pupils of all ages and abilities enjoy performing, composing and appraising music. The quality of singing is good overall. Most pupils sing in tune with good expression and diction. They have a varied repertoire of songs and hymns in English and Welsh. They enjoy listening to a wide repertoire of music during assembly.
- 294 In key stage 2 pupils begin to develop a good understanding of tempo, pitch, dynamics and duration. They sing "Cobbler, cobbler mend my shoe" keeping the beat well with body movements and tapping the rhythmic patterns. They feel the pulse through movements and actions They explore pitch with their voices singing loud and quiet in the "snail song". They explore slow tempo and use whispering voices.
- 295 They use ICT competently to compose a piece of whale music, selecting instruments for calming sounds, sequencing loud to quiet and using sustained periods of quiet. They compose their own interpretations of the "Four

seasons" using tuned and un-tuned instruments. They explore sounds with rain makers, wood blocks, drones and triangles and create repetitive rhythmic patterns.

- 296 In Key Stage 2 pupils discuss mysterious films and how feelings can be expressed through music. They use RM Music Explorer to create short compositions. They choose an instrument and compose a melody and chord accompaniment on a score. They evaluate their work and make changes.
- 297 Year 5 pupils work with pupils from the complex needs class to create contrasting, short compositions based on the "Planet suite", a train ride to Glasgow and lullabies using percussion and voices .
- 298 In their study of Saint Saens the French composer and the "Danse Macabre", pupils recognise the instruments used for the rattling bones of the skeleton, and draw listening maps to illustrate the composition.
- 299 At the end of KS2 pupils understand the importance of warming up their voices. They know that ostinato is used as a repeated backing in a song. They know the difference between a round and a canon. They perform a variety of songs to a good standard using complex patterns of rhythm with body percussion. They internalise parts of songs and keep the beat well. They raise the pitch in songs well by changing key. They sing in unison and in two 2 parts with ostinato. They sing a round , in three parts with ostinato. They sing a jazz style song with complicated accompanying riffs. They enjoy the Grandma Rap and hand jive to the Coca Cola song.
- 300 The music curriculum is well supported by extra curricular activities. The school choir sings with due regard to pitch, dynamics and breathing to a variety of audiences and in local and prestigious county venues such as Caerffili Castle and St David's Hall. At Llandaff Cathedral pupils sing with students of the Royal Welsh College of Music and Drama in Noy's Fludde by Benjamin Britten. Pupils in the recorder group begin to read musical notation and perform simple pieces. A number of pupils receive string, and woodwind instrumental tuition. These pupils perform to a good standard.

Shortcomings

- 301 There are no important shortcomings

Physical education

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

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

Good features

- 302 In both key stages, pupils are well aware of the need for rules and safety procedures. Throughout the school they understand the purpose of warm-up sessions and appreciate their effect on muscles in different parts of the body.
- 303 Pupils in key stage 1 approach their lessons confidently. They show good awareness of space and are efficient in adapting their movements. Pupils work purposefully in running, hopping in alternating directions and follow instructions clearly.
- 304 Pupils in key stage 2 respond well to a range of stimuli in dance; they perform with increasing control and a good sense of rhythm. They listen intently to interpret instructions very well.
- 305 Pupils in the complex needs unit exercise appropriately using space well in running jumping twisting and turning. They can create simple sequences of movement and evaluate their own work. Much of the work they do has outstanding features.
- 306 Pupils in KS2 build effectively on the skills they learn in key stage 2. They refine basic actions and plan, perform, link and improve movements in routines well.
- 307 In gymnastics, pupils in Y5 contribute meaningfully to questioning and discussions and work well with each other to extend and refine their skills. They form complex sequences using straddle, star and dish shapes which extend and test their subtleness. They use digital video cameras to record each others efforts to evaluate them during the lesson using interactive whiteboards.
- 308 Pupils' participation in a wide range of sporting activities in school time and in after-school clubs such as football, netball, athletics and cross-country running. This significantly improves overall standards in physical education.
- 309 By the end of KS2, pupils are able to describe the benefits of regular exercise, and use appropriate vocabulary to describe the effects of exercise on their bodies.
- 310 Although no swimming lessons were observed during the inspection, evidence indicates that pupils make appropriate progress to achieve expected standards.

Shortcomings

- 311 There are no major shortcomings.

Religious 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

- 312 Pupils demonstrate good understanding of Christianity and other major religions (Islam, Judaism and Hinduism). The new agreed syllabus for Religious Education is being phased in as required and the original scheme of work is being gradually adapted to promote pupils' knowledge and understanding.
- 313 Interesting resources (photographs, books, CD ROMs, artefacts) stimulate pupils' interest.
- 314 Pupils listen and watch most attentively to details of a Hindu's beliefs and routines. Oral responses show good understanding and interest in giving suggestions, asking for clarification and finding similarities between different religions.
- 315 Pupils show enthusiasm for a planned visit to the Hindu Temple in Cardiff. They show respect for the religions of others.
- 316 In Year 5 pupils are aware of the Christian festival of Lent. They make comparisons with Ramadan showing knowledge of previous topics. Pupils discuss scenarios containing moral dilemmas. In pairs pupils make choices about temptation. Many pupils express ideas with honesty and feel confident that their ideas will be treated with respect.
- 317 In 'Circle Time' which is used extensively throughout the school, young pupils reflect on human relationships – for example- pupils discuss people they like. They give reasons why they find them attractive. Older pupils explore ways of expressing their own values.

Shortcomings

- 318 There are no important shortcomings.

School's response to the inspection

The Governing Body, staff and pupils of St James' Primary School are extremely proud of the report resulting from the recent inspection of the school. We feel the statement 'St James' Primary is a good school with many outstanding features' reflects the hard work, dedication and professional commitment of everyone associated with the school since the amalgamation of Lansbury Park Infant and Junior Schools in September 2005.

We are particularly pleased that we were awarded 6 grade 1's in the 7 key questions, thus raising the school's own judgment (in 5 of the key areas) from grade 2 to grade 1.

There are many very positive comments within the report; however the school would like to highlight the following –

- It is a strength of the school that all pupils are valued in a stimulating learning environment
- The school ensures that all pupils are treated equally and are fully integrated into the life and work of the school. This is an outstanding feature.
- The head teacher, teaching and support staff are successful in creating a warm, supportive ethos built on care and respect for others.
- Pupils are well motivated, eager to learn and have positive attitudes to learning.
- There are outstanding features throughout the school commencing with an exceptional start in the Foundation Phase
- The standards of achievement in subjects and areas of learning are above national figures
- The quality of teaching is well above national figures
- The partnership the school has with parents is a particular strength

The above comments reflect our commitment to

'ACHIEVEMENT FOR ALL'

A copy of the school's action plan in response to the inspector's recommendations will be sent to all parents. The governor's annual report to parents will note the progress we are making on the inspector's recommendations.

The school would like to thank the inspection team for the professional and courteous way in which they undertook the inspection. Their overall attitude and approach ensured there was a rigorous examination of the school.

Appendix 1

Basic information about the school

Name of school	St James' Primary
School type	Primary inc Foundation Phase
Age-range of pupils	3-11
Address of school	Llansbury Park Caerphilly
Postcode	CF83 1QH
Telephone number	02920 852521
Headteacher	Mr. J. Bridges
Date of appointment	September 2005
Chair of governors/ Appropriate authority	Mrs Christine Forehead
Registered inspector	Mr Glyn Scott
Dates of inspection	23 rd -26 th February 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	24	37	34	37	26	34	44	31	267

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	15	3	16.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	18.7:1
Pupil: adult (fte) ratio in nursery classes	8:1
Pupil: adult (fte) ratio in special classes	3.25:1
Average class size, excluding nursery and special classes	25.2
Teacher (fte): class ratio	25:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2007	83%	85%	91.6%
Spring 2008	83%	88%	90%
Summer	80%	89%	90%

Percentage of pupils entitled to free school meals	52%
Number of pupils excluded during 12 months prior to inspection	1

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:					39
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher assessment	School	0	13	10	69	8	
		National	-	3	14	63	20	
En: reading	Teacher assessment	School	0	13	13	67	8	
		National	-	4	15	55	26	
En: writing	Teacher assessment	School	0	13	21	67	0	
		National	-	5	16	67	11	
En: speaking and listening	Teacher assessment	School	0	5	13	64	18	
		National	-	2	11	64	23	
Mathematics	Teacher assessment	School	0	3	26	64	8	
		National	-	2	11	65	22	
Science	Teacher assessment	School	0	0	21	69	10	
		National	-	1	9	66	24	

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2008			Number of pupils in Y6								49
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	8	29	57	6
		National	-	-	-	-	1	4	16	50	29
Welsh	Teacher assessment	School	-	-	-	-	-	-	-	-	-
		National	1	-	-	1	1	5	19	49	24
Mathematics	Teacher assessment	School	0	0	0	0	0	10	22	59	8
		National	-	-	-	-	1	3	15	50	30
Science	Teacher assessment	School	0	0	0	0	0	0	29	59	12
		National	-	-	-	-	-	2	12	52	32

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by teacher assessment		by test	
In the school	59.2%	In the school	N/a
In Wales	74.0%	In Wales	N/a

- D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum
A Pupils who have failed to register a level because of absence
F Pupils who have failed to register a level for reasons other than absence
W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

5 inspectors spent a total of 19 inspector days at the school, and met as a team before the inspection. A peer assessor also attended for 4 days.

The headteacher attended team meetings and provided additional information as the nominee on the inspection team.

The inspectors visited:

- 58 lessons or part lessons at the school

The team also considered:

- a selection of work by present pupils;
- comments from the pupils about their school;
- documentation provided by the school before and during the inspection; and
- responses to a parents' questionnaire. Around 95% of responses were positive.

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

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

Appendix 5

Composition and responsibilities of the inspection team

Inspector	Type	Aspect Responsibilities	Subjects
Mr Glyn Scott	Rgi	Context, Summary, Key Questions 1,,5,	E.Y. D.T. P.E.
Mrs. Anne Williams	Team	Key Questions 2 and 3.	Assessment, Welsh, Science Music
Mrs Gillian Unwin	lay	Key Question 4and 6	SEN Maths, History, Geography.
Mrs Georgene Worsfold	team	Key question 7	English, I.T. Art, R.E
Mr. John Foley	lay	Contributions to KQ 1, 3, 4.	PSE
Mrs Carol Wadworth	Peer Assessor	Contributions to inspection	
Mr.John Bridges	nominee		

Inspection Contractor:

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

Acknowledgements:

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