

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

A Report on the Quality of Education in

**Troedyrhiw Primary School
Archer Street
Troedyrhiw
Merthyr Tydfil
CF48 4JQ**

School Number: 6752354

Date of Inspection: 09/02/09

by

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

The inspection of Troedyrhiw Primary School took place between 09/02/09 and 12/02/09. An independent team of inspectors, led by Linda Jane Williams 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. Troedyrhiw Primary School opened in April 2006 as the result of the amalgamation of Troedyrhiw Infant School with Troedyrhiw Junior School. The school is situated in the village of Troedyrhiw, two miles south of Merthyr Tydfil. The school is a pilot setting for the Welsh Assembly Government's Foundation Phase. The Foundation Phase is being implemented in the under-fives and in years 1 and 2. In the meantime, the National Curriculum has been disapplied for pupils in years 1 and 2.
2. The school serves the villages of Troedyrhiw and Pentrebach with five per cent of pupils attending from further afield. The catchment area of the school is designated a Communities First area. A minority of pupils are from socially disadvantaged backgrounds. Approximately 23 per cent of pupils are entitled to free school meals which is above the national average and slightly below the local average.
3. The governing body controls admission to the school which caters for children aged three to eleven years. Children are admitted to the nursery on the day after their third birthday if space permits and initially attend on a part-time basis. At the time of the inspection, there were 257 pupils on roll, including 24 nursery-aged children attending on a full-time basis and 18 attending part-time.
4. Assessment undertaken during the first term in nursery, when compared by Merthyr Tydfil local authority (LA) to similar schools within the authority on the basis of free school meal entitlement, indicate the ability of the majority of children is well below that of similar schools. Pupils represent the full range of ability.
5. English is the home language for 99 per cent of the pupils. One per cent of pupils speak English as an additional language (EAL) and the first languages for these pupils are Punjabi, Cantonese and Turkish. No pupil speaks Welsh as a first language.
6. Seventy-four pupils, which is just over 29 per cent, are identified as having special educational needs (SEN), which is above the national average for a primary school. No pupils have statements of SEN. One pupil has been excluded from the school in the past twelve months on a temporary basis and one pupil is 'looked after' by the LA.
7. The school has achieved a number of awards including the Basic Skills Quality Mark, Investors in People, Healthy Schools award, the Eco school Platinum Award and the BECTA award.
8. The school is accommodated in two separate buildings at some distance from each other. The Foundation Phase pilot infant and nursery is in one building and the junior department is in another. This is the first Estyn inspection of the amalgamated school. The head teacher was previously the head teacher of Troedyrhiw Junior School.

The school's priorities and targets

9. The school's mission statement is 'TEAM - Together Everyone Achieves More'.
10. The school's major priorities and targets for 2008 – 2009 include:
 - to improve the quality of teaching and learning and maintain standards in the core subject areas; in the foundation subjects of Welsh Language Development / Bilingualism, music and RE; and in the area of skills based learning;
 - to meet the requirements of Curriculum 2008;
 - to maintain and improve the quality of links with parents and the governing body; and
 - to continue to aim for improved attendance (95%) and punctuality.

Summary

11. Troedyrhiw Primary School is a good school with many outstanding features. The outstanding quality of leadership ensures high standards of pupil achievement. The school's mission statement, 'Together everyone achieves more', underpins the ethos of this exceptionally effective school.
12. The inspection team agreed with the judgements made by the school in the self-evaluation report for six of the seven key questions. In the other key question the inspection team awarded a higher grade.

Table of grades awarded

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

13. Pupils' standards of achievement in the lessons observed during the inspection are as follows: -

Grade1	Grade 2	Grade 3	Grade 4	Grade 5
38%	56%	6%	0%	0%

14. These figures are above the national picture reported by HMCI in his latest annual report 2007-2008 where standards are good or better in 84 per cent of lessons, including 12 per cent of lessons with outstanding features. The number of lessons where outstanding features were observed is particularly high compared with the national picture.

Areas of learning for Foundation Phase

Foundation Phase	Overall Grade 1
Personal and Social Development, Well-Being and Cultural Diversity	1
Language, literacy and communication	2
Mathematical development	1
Welsh Language Development	2
Knowledge and understanding of the world	1
Physical development	1
Creative development	1

15. 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 outcomes.

Grades for standards in subjects inspected

Inspection Area	Key Stage 2
English	2
Welsh second language	2
Mathematics	1
Science	1
Information and communication technology	1
Design and technology	1
History	1
Geography	1
Art and design	2
Music	2
Physical education	1
Religious education	2

16. Baseline assessments undertaken within the first term of entry into reception indicate that children have made outstanding progress during their time in nursery. The results of on-going assessments show that all pupils make exceptional progress in many areas of the curriculum as they move through the school.
17. National Curriculum assessment results at the end of key stage 2 in 2008 show that the number of pupils achieving level 4 or above in each of the core subjects was above the national average. When the school's results in the core subjects at the end of key stage 2 are compared with similar schools, based on free school meal entitlement, the school has made outstanding progress in raising standards. Although results in each of the core subjects were in the lowest 25 per cent in 2007, the results in 2008 improved dramatically with the school moving to the highest 50 per cent in each of the core subjects. Trends show that standards are rising rapidly and this is confirmed by the evidence obtained during the inspection.
18. At the end of key stage 2 in 2008, National Curriculum results show that the girls outperformed the boys in each of the core subjects. Action taken by the school to improve the performance of boys has been very effective in their

raising standards but has had a equal impact on the performance of girls. Consequently girls continue to outperform the boys.

19. Standards achieved in the key skills of numeracy and ICT by pupils in the Foundation Phase and key stage 2 are outstanding. Across the school, pupils achieve good standards overall in the key skill of communication, with pupils' listening skills outstanding. Pupils' problem solving and creative skills are also outstanding.
20. Pupils' knowledge of Welsh heritage and culture, Y Cwricwlwm Cymreig, is good. Standards in bilingualism have good features which outweigh shortcomings. Pupils develop a good understanding of a range of sentence structures with an expanding vocabulary in the Welsh language as they move through the school but do not consistently develop their confidence in using the language in a range of situations.
21. Pupils are exceptionally well motivated in lessons. Their knowledge of how well they are doing and what they need to do in order to improve is exceptional. They have a very clear understanding of what is expected of them, and their attitudes and behaviour are excellent.
22. The average attendance for the three terms prior to the inspection was 92.4 per cent which is above the LA average and only marginally below the target of 93 per cent set by the school. The vast majority of pupils arrive punctually for school and for lessons.

23. **The quality of education and training**

24. In the lessons observed the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
41%	52%	7%	0%	0%

25. These figures are above the national picture reported by HMCI in his latest annual report 2007-2008, where the quality of teaching was grade 2 or better in 84 per cent of lessons, including 16 per cent of lessons where the quality of teaching had outstanding features. The proportion of Grade 1 teaching exceeds that found nationally.
26. In the Foundation Phase, all teachers and support staff demonstrate an excellent understanding of how to plan, teach and organise activities, so that all children can participate in a full range of appropriate experiences that stimulate and foster learning. Teaching assistants contribute significantly to the quality and effectiveness of teaching, especially in the Foundation Phase classes.
27. The high quality of teaching has a significant impact on pupils' achievements and positive attitudes to learning. A major strength of the teaching is the outstanding teamwork between all staff which leads to very effective planning. Teaching and support staff foster outstanding working relationships with the pupils and have extremely high expectations. The teaching of children with

- additional learning needs is good with outstanding features. Careful planning ensures good levels of challenge for pupils of all abilities.
28. The development of pupils' bilingual skills, using the Welsh language, is inconsistent. In a few classes Welsh is used well to support pupils' growing understanding of the language. However, opportunities to develop pupils' bilingual skills are occasionally missed.
 29. The way in which school assesses its pupils' individual progress and uses this information to improve teaching and learning is outstanding. There are rigorous and comprehensive procedures for tracking pupils' progress from the time they start school. This means that staff have a wealth of data at their disposal from which to set challenging targets for pupils' improvement. The involvement of pupils in evaluating their own progress and planning for improvement is exemplary.
 30. There are many good and outstanding features to the learning experiences that the school provides for pupils of all ages. This helps them make exceptional progress in developing their personal, social and learning skills and achieving high standards in subjects and areas of development.
 31. Children in the Foundation Phase enjoy a stimulating range of indoor and outdoor learning experiences that they frequently suggest for themselves. The school succeeds in ensuring that the curriculum meets the needs and abilities of its pupils.
 32. Outstanding features in the learning experiences provided for pupils includes the planning for the development of pupils' basic and key skills, the opportunities provided for pupils to broaden and enrich their learning experiences, the effective partnership with parents and the way in which the school promotes sustainable development and global citizenship. The school's provision of a wide variety of experiences promotes pupils' spiritual, moral and social development in an outstanding way.
 33. Many outstanding features were identified in the care, support and guidance which the school provides for pupils, including the way in which staff work with support services, induction procedures for pupils and the quality of personal support and guidance for pupils.
 34. The provision for pupils with additional learning needs is good with outstanding features. Teachers and support staff work as a team to provide exceptional support to meet the individual needs of all pupils. The school's provision for pupils with behavioural problems is outstanding.
 35. The school has clear and well-documented procedures in place that contribute to the safety, health and well-being of the pupils in its care. The way in which the school assures the healthy development and well-being of pupils is an outstanding feature.

Leadership and management

36. All staff and governors have been fully involved in formulating the aims, vision and mission statement of the new school. Consequently, they share a common purpose and work together as a very close and effective team. The head teacher has provided outstanding leadership during a period of considerable readjustment following the opening of the new school.
37. Team work is a very strong feature within the school. An effective senior management team has been established which leads and manages the school well. All subject leaders provide strong leadership and undertake their responsibilities conscientiously. The extent of the school's involvement in national priorities is an outstanding feature, in particular the school's full commitment to its role as a pilot school for the Foundation Phase.
38. The extent of training for both teaching and support staff is good with outstanding features. All staff are involved in extensive on-going training. The impact of training on raising standards is exceptional.
39. The governing body is supportive of the school and fulfils all its legal and statutory responsibilities. It is only in recent months that the school has succeeded in recruiting sufficient governors to ensure a full complement on the governing body. A small number of very experienced governors provide good leadership and are ensuring that relatively new governors receive good support. A few governors visit the school regularly. However, the governing body's role in monitoring and helping to set the strategic direction of the school is currently underdeveloped.
40. A positive culture of self-evaluation is very well established. Senior managers and subject leaders have an outstanding awareness of strengths and weaknesses in their areas of responsibility. The current self-evaluation report is concise and extremely accurate. Clear links are evident between the school's self-evaluation and priorities identified in the School Development Plan (SDP). The SDP is an effective strategic document and recent improvements in standards are the direct result of actions taken by the school. Very good use is made of the information gained from monitoring to inform the self-evaluation process and planning for improvement.
41. The accuracy and effectiveness of planning for improvement is outstanding. Nearly all subjects awarded a grade 2 in key stage 2 by the inspection team have already been identified as a focus for improvement in the current year and indications are that standards are rising rapidly in these subjects.
42. The school has an appropriate number of suitably qualified teachers. They have a wide range of expertise and experience which is used well. Teaching assistants provide very high quality support and are deployed very effectively. The school's administrative assistants ensure that day-to-day administration is very efficient and effective.
43. Classrooms and other areas are spacious and each classroom has an environment which is conducive to learning. The school grounds are large and

have been carefully developed to ensure good areas for learning. The school has very good resources to meet needs in all curriculum areas which are exceptionally well used and stored. Resources for all subjects are at least good and for some subjects are outstanding.

44. The budget is managed efficiently by the head teacher and governors, with spending regularly monitored and closely linked to priorities for development. The school provides good value for money.

Recommendations

In order to maintain and improve the current very good standards, staff and governors should:

- R1** Raise standards in bilingualism by ensuring good opportunities for pupils to improve their confidence in using their knowledge of the Welsh language. ***
- R2** Develop the role of the governing body in the process of self-evaluation and planning for improvement.
- R3** Continue efforts to reduce the difference in the attainment of boys when compared to the attainment of girls. ***

*** These recommendations had been identified by the school prior to the inspection.

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 1: Good with outstanding features.

45. The findings of the inspection team do not match the judgement of grade 2 made by the school in the self-evaluation report. The school had underestimated the standards that pupils are achieving.
46. Pupils' standards of achievement in the lessons observed during the inspection are as follows:

Grade1	Grade 2	Grade 3	Grade 4	Grade 5
38%	56%	6%	0%	0%

47. These figures are above the national picture reported by HMCI in his latest annual report 2006-2007, where standards were good or better in 84 per cent of lessons, including 12 per cent of lessons where standards were outstanding. The number of lessons where outstanding features were observed during the inspection was particularly high.

Areas of learning for under-fives

Foundation Phase	Overall Grade 1
Personal and Social Development, Well-Being and Cultural Diversity	1
Language, literacy and communication	2
Mathematical development	1
Welsh Language Development	2
Knowledge and understanding of the world	1
Physical development	1
Creative development	1

48. The overall quality of the educational provision for the five to sevens is appropriate to their needs and the pupils are making good progress towards the Foundation Phase outcomes.

Grades for standards in subjects inspected

Inspection Area	Key Stage 2
English	2
Welsh second language	2
Mathematics	1
Science	1
Information and communication technology	1
Design and technology	1
History	1
Geography	1
Art and design	2
Music	2
Physical education	1
Religious education	2

49. Assessments undertaken on entry to the nursery indicate that the majority of children start school with skills at a very low level in all areas. Baseline assessments undertaken within the first term of entry into reception indicate that pupils have made outstanding progress during their time in nursery, with many pupil's skills and experiences slightly above the LA average. The results of on-going assessments show that all pupils make exceptional progress in many areas of the curriculum as they move through the school.
50. There is no comparative data available for pupils at the end of key stage 1 because of the school's involvement in the Foundation Phase pilot. Pupils in Years 1 and 2 have been disapplied from the National Curriculum and also its assessment. However, the school has undertaken formal assessments when pupils reach the end of the Foundation Phase, using levels indicated in the Foundation Phase outcomes. These assessments show that pupils make outstanding progress in most areas of learning.
51. National Curriculum assessment results at the end of key stage 2 in 2008 show that the number of pupils achieving level 4 or above in each of the core subjects was above the national average. The proportions of pupils reaching the higher than expected level 5 matched the national average in science and was close to the national average in mathematics. Although the number of pupils achieving level 5 in English was below the national average it still represent exceptionally good progress from pupils' starting points.
52. When the school's results in the core subjects at the end of key stage 2 are compared with similar schools, based on free school meal entitlement, the school has made outstanding progress in raising standards. Although results in each of the core subjects were in the lowest 25 per cent in 2007, the results in 2008 improved dramatically with the school moving to the highest 50 per cent in each of these subjects. Trends show that standards are rising rapidly and this is confirmed by the evidence obtained during the inspection.
53. The school has established a detailed pupil progress tracking system, which is used effectively to set individual targets for all pupils. Although individual targets are based on high expectations of pupils, nearly all succeed in achieving the targets set. Challenging whole-school targets are set annually and the majority are exceeded.
54. Regardless of their social, ethnic or linguistic background, pupils make outstanding progress. Pupils with additional learning needs, including SEN, English as an additional language and the more able pupils achieve exceptionally well against the individual targets set for them.
55. At the end of key stage 2 in 2008, National Curriculum results show that the girls outperformed the boys in each of the core subjects. However the achievement of boys compared to girls varies from year to year so, for example, the results for mathematics in 2007 show that boys outperformed the girls and in 2006 boys and girls achieved equally in English. Currently, action taken by the school to improve the performance of boys has been very effective in raising

standards but has had an equal impact on the performance of girls so that the gap in performance still exists.

56. Standards achieved in the key skills of numeracy and ICT are outstanding across the school. Children in the Foundation Phase are making exceptional progress in developing their numeracy and ICT skills across all areas of learning. Key stage 2 pupils continue to improve their skills. They confidently and accurately use a wide range of ICT and numeracy skills, showing an outstanding level of independence in their ability to select appropriate skills and to apply their knowledge effectively.
57. Across the school, pupils achieve good standards overall in the key skill of communication, with pupils' listening skills outstanding. All pupils listen very intently to adults and to each other. As they move through the school, pupils make good progress in developing their speaking skills so that by the end of key stage 2 many pupils are confident and competent speakers. They express their ideas and opinions with clarity, using a good range of appropriate vocabulary.
58. In the Foundation Phase, nearly all pupils make good progress in developing their early reading and writing skills. Pupils in key stage 2 continue to build on these skills. Nearly all older key stage 2 pupils achieve good standards in their written work when they write in a wide range of styles and for different purposes. Older pupils also make good progress in developing their reading skills. Many key stage 2 pupils read very confidently, both to obtain information and for pleasure.
59. Pupils' problem-solving and creative skills are outstanding in both the Foundation Phase and key stage 2. Pupils independently choose to use their well-developed skills to support their work in a range of curriculum areas.
60. Pupils' knowledge of Welsh heritage and culture, Y Cwricwlwm Cymreig, is good. Standards in bilingualism have good features which outweigh shortcomings. Pupils develop a good understanding of a range of sentence structures with an expanding vocabulary in the Welsh language as they move through the school but do not consistently develop their confidence in using the language in a range of situations.
61. Pupils' knowledge and understanding of how to improve their own learning is outstanding. They regularly evaluate their own work and the work of others from an early age and consequently their skill in identifying their strengths and weaknesses in a wide range of contexts is exceptional.
62. Pupils across the school readily acquire new knowledge and build very successfully on the skills they are developing. This is particularly evident when pupils use their basic key and lifelong learning skills to support their work in subjects across the curriculum. The outstanding progress made by pupils as they move through the school ensures that they are very well placed to move on to the next stage of their learning.
63. Pupils are exceptionally well motivated in lessons. They are eager to please their teachers and to succeed in their work. All pupils work purposefully and do not waste any time in settling to their tasks. They are well organised and confidently use a range of skills to find information and resources for their work.
64. Pupils have a very clear understanding of what is expected of them and consequently their attitudes and behaviour are excellent. They move around the school in a sensible and orderly manner, and take good responsibility for their own behaviour. Pupils' behaviour during lessons is outstanding.

65. The average attendance for the three terms prior to the inspection was 92.4 per cent. which is above the LA average. Attendance, whilst below the target figure set by Welsh Assembly Government, is only marginally below the target of 93 per cent set by the school in consultation with the Education Welfare Officer (EWO), and the All Wales figure of 93.1 per cent. There were no unauthorised absences in the last twelve months.
66. The vast majority of pupils arrive punctually for school and for lessons. Last year the school had a concern over the number of pupils who persistently arrived late for school. Working with the EWO, punctuality patrols were established and this joint measure has markedly improved punctuality at the school.
67. The school had one temporary short-term exclusion in the last twelve months.
68. Pupils develop an outstanding ability to work independently from a young age and make very good progress in developing their learning skills. Their use of problem-solving skills and investigative work, in subjects such as mathematics and science, are exceptional. Pupils use creative skills extremely well when writing imaginatively in history, designing and making different products and discussing ideas in groups. All older pupils frequently pose their own questions and suggest ideas for investigation, which they then research successfully.
69. The progress made by pupils in their personal, moral, social and wider development is good with outstanding features. From the earliest years in the Foundation Phase, pupils demonstrate respect for themselves and for the needs and rights of others. They co-operate and support each other extremely well when working in pairs or together in a group. At all times they take responsibility for their own actions and work.
70. All pupils recognise the need to treat every person fairly and without discrimination. They have a good understanding of equality of opportunity, cultural traditions other than their own, and life within a multi-ethnic society. Pupils' respect for diversity is outstanding. Pupils of all ages show great sensitivity without patronising other people when they talk confidently about similarities and differences, physical characteristics such as freckles or glasses and those with disabilities, such as visual or hearing impairment.
71. All older pupils have an exceptional understanding of the importance of being an inclusive society. Many pupils demonstrate outstanding care and concern for the needs of others when they work with children from the nearby special school or when volunteering to help younger children in the Foundation Phase learn to read.
72. As they move through the school, pupils develop a good understanding of their place in the community. Their awareness of the working world is developing well.

The quality of education and training

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

Grade 1: Good with outstanding features.

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

74. In the lessons observed the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
41%	52%	7%	0%	0%

75. These figures are above the national picture reported by HMCI in his latest annual report 2007-2008, where the quality of teaching was grade 2 or better in 84 per cent of lessons, including 16 per cent of lessons where the quality of teaching had outstanding features. The proportion of lessons observed during the inspection where teaching had outstanding features is particularly high.

76. In lessons judged to be good with outstanding features, sessions displayed:-

- lively pace with outstanding use of a range of strategies, fully involving pupils of all abilities;
- challenging questioning, helping pupils develop recall of previous learning;
- very good use of a range of teaching strategies to support the learning styles of all pupils and extending more-able pupils;
- excellent planning, with very clear objectives shared with pupils and continually referred to during sessions to reinforce pupils' focus on their learning;
- outstanding working relationships, providing a confident and positive atmosphere in which achievement flourishes, promoting very good pupil motivation;
- exceptional use of information and communications technology (ICT), raising level of pupils' achievement;
- excellent group work where pupils are given purposeful responsibilities, supported by tasks relative to their ability and stage of development;
- exceptional use of experienced support staff, enhancing pupil achievement; and
- outstanding knowledge of subject matter and knowledge of innovative teaching practices.

77. In lessons where good features were identified these included:-

- good subject knowledge, making appropriate links, across the curriculum;
- good planning and imaginative use of resources;
- pupils of all levels of ability encouraged to participate through innovative stimulating activities which raise the level of pupils' achievement;
- effective use of the interactive white board to stimulate discussion, extend pupil knowledge and understanding, and encourage participation;
- good role modelling of language by teachers;

- appropriately brisk pace, challenging and meeting the needs of all abilities; and
 - good use of effective strategies to support pupils in evaluating their own learning.
78. In lessons where there were shortcomings these included:-
- missed opportunities to develop pupils' reading strategies;
 - opportunities to extend further learning not acknowledged;
 - opportunities to extend pupils' understanding through the use of variation in teaching styles missed; and
 - lack of pace where pupils become distracted and disinterested.
79. The high quality of teaching has a significant impact on pupil's achievements and positive attitudes to learning. Throughout the school, there is a very strong sense of a team effort and shared enjoyment in working constructively together. The major strength of the teaching is the outstanding teamwork between all staff which leads to very effective planning. The ethos in most lessons is calm and purposeful while in the best lessons there is a buzz of enthusiasm as pupils discuss ideas with each other.
80. Teaching and support staff foster outstanding working relationships with the pupils and have extremely high expectations which, in the best lessons, are reflected in the stimulating way pupils are encouraged to achieve. As there are good ratios of teachers to pupils, staff know pupils well and use this knowledge effectively when choosing to intervene or challenge their learning.
81. In the Foundation Phase, relationships are warm and very close, resulting in very happy pupils settling quickly into school and highly stimulated to achieve success, often from a very low starting point. All teachers and support staff demonstrate an excellent understanding of how to plan, teach and organise activities so that all pupils can participate in a full range of appropriate experiences that stimulate and foster learning.
82. Teachers demonstrate superior subject knowledge and are very familiar with recent developments. Teachers' questioning skills are a regular feature of the best lessons and often exemplary, leading to very high pupil achievement. All teachers pay particular attention to pupils' evaluation of their own learning and this is especially noteworthy in the method of marking. Teachers are expert at discussing links between subjects and extracting the various skills that pupils are able to apply in their learning.
83. All teachers make pupils aware of what the learning intentions are, often revisiting them during the lesson and then reflecting on them at the end of the session, providing a focus for continued pupil assessment and improvement. This is an outstanding feature. Very useful strategies such as 'traffic lights' encourage pupils to evaluate their own understanding of the tasks set and this ensures purposeful teaching.
84. The best teaching is marked by the imaginative methods and resources used to secure the active engagement of learners. In these lessons, they are

encouraged to think for themselves and solve problems, ultimately motivating and challenging pupils of all abilities. The teaching is enhanced by the practical nature of many activities and the good use of role play and drama in many subjects. The use of ICT is an outstanding aspect in the teaching and learning throughout the school, stimulating learners to achieve excellence.

85. Teaching assistants contribute significantly to the quality and effectiveness of teaching, especially in the Foundation Phase units. All work very closely with the teachers to provide high quality and often specialist support for the development of pupils' basic skills. Their input is highly effective in raising pupil's achievement.
86. Teaching promotes equality of opportunity and actively addresses the issues of gender, race and disability equality very well. The inclusiveness is outstanding and all pupils are encouraged to celebrate their differences.
87. Pupils for whom English as a second language are very well supported. Teachers prepare lessons effectively, with resources carefully organised to support pupil's learning.
88. The development of pupils' bilingual skills, using the Welsh language, is inconsistent. In a few classes, Welsh is used well to support pupils' growing understanding of the language. However, opportunities to develop pupils' bilingual skills are occasionally missed.
89. The teaching of pupils with additional learning needs is good with outstanding features and careful planning ensures suitable tasks for the more and less able with good levels of challenge. Teachers are aware of the targets pupils are aiming to achieve and incorporate these into their teaching. Exceptionally good support and specialised teaching sessions promote positive attitudes to learning and systematic development of key communication skills.
90. The rigour of assessment and its use in planning and improving learning is good with outstanding features.
91. The way in which teachers assesses pupils' individual progress and use this information to improve teaching and learning is outstanding. The school has comprehensive arrangements for agreeing the standards of work pupils should aim to achieve year-on-year in each subject. Across the school, there are detailed arrangements for teachers to judge the standards pupils achieve and to help ensure that the teachers' assessments of standards are consistent and accurate.
92. In lessons, teachers closely observe the work of pupils and very carefully assess their understanding. There are rigorous and comprehensive procedures for tracking pupils' progress from the time they start school. This means that staff have a wealth of data at their disposal from which to set challenging targets for pupils' improvement. Any difficulties are quickly identified and properly-focused intervention is implemented.

93. Teachers mark pupils' work regularly giving detailed and constructive feedback to help them improve. The involvement of pupils in evaluating their own progress and planning for improvement is exemplary. Pupils are regularly involved in assessing the work of others and this is a particular strength of the school. Pupils use their 'talking and thinking' partners to assess their progress and decide which strategies they need to use to improve.
94. The school meets statutory and other requirements for assessing and reporting the National Curriculum. There are regular meetings for parents to discuss their children's progress and examine their work. Annual reports to parents are detailed and include targets for improvement.
95. Teachers accurately assess pupils' work against levels of the National Curriculum and Foundation Phase outcomes. They are well supported by planned activities within the school, based on the sharing of expertise. Portfolios of pupils' work are being compiled, with examples of pupils' work matched to National Curriculum levels in order to provide additional consistency. Moderation work with other local schools has also been undertaken which involves staff from the high school in the discussion of levels awarded.

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.

96. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
97. The overall quality of the educational provision for the under fives is appropriate to their needs and children are making good progress towards the Foundation Phase outcomes.
98. There are many good and outstanding features in the learning experiences that the school provides for pupils of all ages. This helps pupils make exceptional progress in developing their personal, social and learning skills and achieve high standards in all subjects and areas of development. The school succeeds in ensuring that the curriculum meets the needs and abilities of all its pupils.
99. The school caters for the whole range of pupils' needs. All pupils are fully included in the activities the school provides and their individual needs are carefully considered including those with SEN, pupils who are more able, those who are 'looked after' and those for whom English is an additional language. There are no barriers to prevent pupils from learning.
100. The broad and balanced curriculum for the pilot Foundation Phase and for key stage 2 fully meets legal requirements. Much work has been done in a very short time to create an outstanding degree of continuity and progression between the curricula of two previously separate schools, whilst simultaneously

piloting the Foundation Phase to year 2 and implementing the revised National Curriculum and skills framework.

101. The school has developed new subject policies and plans for what pupils are to learn. Considerable care has been taken to link different subjects, such as English and history, in order to make learning relevant, interesting and fun. Planning for the development of pupils' basic and key skills is an outstanding feature. Subject plans ensure that pupils develop the necessary skills to build systematically on what they know, understand and can already do. Using an innovative web site which can be accessed by all staff, planning for all learners can be efficiently tracked, monitored and reviewed.
102. Pupils in the Foundation Phase enjoy a stimulating range of indoor and outdoor learning experiences that they frequently suggest for themselves. They develop their basic and key skills very effectively whilst enjoying themselves because staff group them carefully and plan suitably challenging activities for their stage of learning. Learning experiences are also planned to allow freedom for pupils to explore.
103. An exceptionally well-planned programme of activities, visits and visitors help pupils successfully broaden the curriculum. Pupils benefit from a considerable number of very well planned extra-curricular clubs, visits and enrichment activities, many of which involve working in and with the local community. This helps pupils broaden their experiences and skills, gain confidence in speaking to adults and develop exceptionally good enquiry skills. All pupils are able to attend a free Breakfast Club where they enjoy a healthy breakfast, sociable games and well-planned activities.
104. The way in which the school promotes pupils' personal development is good with outstanding features. A structured programme to support the development of personal and social education is used very effectively across the school and includes planned daily opportunities for pupils to discuss issues and concerns in their class groups. The school's provision of a wide variety of experiences promotes pupils' spiritual, moral and social development in an outstanding way.
105. The majority of pupils in the Foundation Phase develop a very good understanding of social and cultural conventions when they plan and stage a wedding in the local church involving a large number of guests from the local community. Very good opportunities are provided to support older pupils in developing a sense of social responsibility through serving on the school council and undertaking roles such as reading buddies and playground duties.
106. The school uses music and joyful singing very well to create a sense of occasion and 'specialness' for acts of Collective Worship that contributes very effectively to pupils' spiritual development. Numerous visitors from different churches, faiths and cultures help pupils develop an outstanding respect for diversity and the differing views of others.
107. To emphasise differences in cultures, pupils have learnt African dances, celebrated the Chinese New Year and key stage 2 pupils have talked to pupils

in the Foundation Phase about their own cultures and lifestyles. The school has a number of bilingual dictionaries, such as Punjabi and Chinese, which are used by the pupils in their studies. There are a number of displays around the school focusing on 'celebrating differences'.

108. Excellent arrangements are in place for pupils to progress smoothly from the Foundation Phase to key stage 2. Towards the end of year 2, pupils begin to work in new books that travel with them to their new teacher. This ensures that teachers in key stage 2 are very well informed about pupils' stages of development; no time is lost because they know precisely what each pupil can already do and what they need to learn next.
109. The school works hard to establish a close relationship with parents, particularly those with very young children, and has achieved much success. Parents of children in nursery and reception are invited to special play days to work alongside their children in order to become familiar with the philosophy of the Foundation Phase. Parents of children due to begin nursery are encouraged to take part in regular play sessions that help them support early learning. This benefits children greatly because parents can support their learning well.
110. Each September the school holds a parents' evening to introduce parents to their child's teacher. There are two further open evenings in the year where parents have an opportunity to discuss their child's progress.
111. There are also very close links with other schools in the immediate area. In particular, pupils in Year 6 benefit from the excellent relationship that the school has with the nearby comprehensive school. Regular contact through visits and shared projects ensures that they are familiar with the building and know the staff; as a result they feel confident about their transfer to key stage 3.
112. The school meets all legal requirements, including those for providing religious education, daily acts of Collective Worship, personal and social education, drugs awareness, health education and appropriate sex education. All necessary policies are in place.
113. The school provides effective work-related education through, for example, good links with the Education Business Partnership and by making good use of the expertise within the community and pupils' families. A number of visitors regularly come to the school including the community police, fire service and local business people, as well as parents and grandparents with particular skills or talents that can be shared with pupils.
114. The school organises a number of educational, vocational and cultural visits for the pupils linking the curriculum to workplaces and places of interest in the local area. Engineers from the Institute of Civil Engineering have visited the school and worked with the pupils to construct a replica of the Second Severn River Bridge crossing in the school hall. The school is involved in activities organised by Communities First and regularly works on community environmental projects led by the Groundwork Trust. Together these visits enhance pupils' knowledge and inform them about work and the wider world.

115. The school gives appropriate attention to promoting and celebrating the language and culture of Wales in the planned curriculum. Visitors from the local community help pupils develop their understanding of local history. The school has been imaginative in developing effective links with a school in rural mid-Wales that enables pupils to broaden their understanding of Wales and of the lives of other children in a very different type of community.
116. The school is active in tackling social disadvantage: for example, computer clubs are available each week and are particularly aimed at pupils who may not have access to a computer at home. The school challenges stereotyping and all pupils are encouraged to achieve success and to participate fully in the life of the school. The school ensures that the work set stretches pupils' abilities.
117. The school is very successful in promoting sustainable development and global citizenship across the curriculum and has achieved the prestigious Platinum Award. This is an outstanding feature. The school has a very active Eco Committee, which meets regularly. The Eco code is prominent throughout the school and the Eco Committee have been instrumental in ensuring the school acts in a sustainable way.
118. The school successfully addresses global citizenship across the curriculum, particularly through geography, science and personal and social education (PSE). Pupils have been involved in a detailed Agenda 21 study of their locality and have compared this to another area of Wales and globally.
119. Good opportunities are provided to develop pupils' entrepreneurial skills. For example, during 'Maths week' key stage 2 class groups were given a sum of money, which they had to turn to profit. Classes undertook a range of projects, working out what they could sell profitably. Pupils looked at costings, preparing the product, marketing, advertising, and profit margins before engaging in their enterprises. Pupils succeeded in making a profit which was retained by each class and used for class treats.
120. The school council, Eco committee, the reading buddies scheme and fundraising activities are effective means of providing pupils with real responsibilities and problems to solve. Fundraising activities encourage pupils to reflect on current affairs and the needs of other people in the wider community.
121. The breadth and quality of the curriculum, extra-curricular opportunities, business enterprise and work-related education ensures that the learning experiences reflect national priorities and lay the foundations for pupils' lifelong learning.

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

Grade 1: Good with outstanding features.

122. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
123. The school is a close community, despite its size and separate buildings, and is very welcoming to visitors. All staff members know their pupils very well. Parents appreciate the school's successes and see it as a very caring school. Care arrangements and services are managed very effectively with exceptional use made of an extensive range of support services. This aspect of provision is outstanding.
124. The school works in close partnership with parents and carers in order to provide strong support and guidance for pupils.
125. The school council comprises democratically elected members from each class. The LA Democracy Team provide support in the election of the school council. Pupils have to produce manifestos and make presentations to their classes, with the Democracy Team providing the polling booths, ballot boxes and support during the election. The council meets regularly, with good support from the head teacher and links with the governing body. It is very enthusiastic, taking a focused position within the school and making a vital impact on future developments. Other pupils are aware that they can bring matters to the attention of their elected members.
126. Induction for new pupils is very well established and extremely effective. Pupils are invited to taster sessions prior to entry and can join the nursery class on their third birthday if space is available. This ensures a staggered intake and allows the teaching staff to concentrate on individual pupils in their first weeks at school, thus allowing pupils to settle in very quickly. Parents of any new pupils starting are provided with an detailed Foundation Phase brochure and an exciting activity pack that parents and child work on together at home.
127. The majority of new nursery pupils come from the local preschool playgroup. Teaching staff regularly visit the playgroup and form a bridge for the pupils entering nursery. Parents are invited into school to familiarise themselves with school routines and also to work with their children. Pupils who arrive in school at other ages are assigned a buddy from the school council to smooth their induction into school.
128. The transfer of pupils to the high school is very well established and effective. Transition starts in year 5 with pupils undertaking a series of visits to the high school. Teachers from both schools then undertake a number of visits between the schools to manage the bridging projects and ensure a smooth transition for the pupils. Year 7 pupils form a buddying bridge with year 6 pupils and this further aids transition.
129. The quality of personal support and guidance provided for pupils is outstanding underpinning the exceptional support for pupils. All pupils work and play in a happy, supportive environment where they are secure and valued by staff. The quality of relationships throughout the school is outstanding and strategies such as those of the Pyramid Trust contribute significantly to raising pupils' self-

esteem and confidence. The use of specialist services to support pupils is outstanding.

130. The school rigorously monitors pupil's attendance, punctuality, behaviour and performance. The importance of good attendance, punctuality and behaviour are regularly addressed at the praise assemblies, PSE lessons, circle time, and in school newsletters. Very good links exist with the EWO and other agencies should the non-attendance, punctuality or behaviour of a pupil give rise for concern.
131. The EWO attends school once per fortnight to check the registers. Last term the school became increasingly concerned with the number of pupils arriving late for lessons. Working with the EWO, 'Punctuality Patrols' were introduced and this has resulted in a substantial decrease in the number of pupils arriving late. The EWO continues to work with the parents of the small number of pupils who still arrive late. He also works with the School Health Nursing Service to ensure that if pupils have genuine health problems, which are keeping them off school, they can be referred quickly for appropriate medical support.
132. The school has clear and well-documented procedures that contribute to the safety, health and well-being of the pupils in its care. The way in which the school assures the healthy development and well-being of pupils is an outstanding feature of the school. The school is a member of the Network of Healthy Schools and has achieved Phase 4 of the Healthy Food Scheme and is now working towards Phase 5.
133. The school has a breakfast club where healthy eating is encouraged. Foundation Phase pupils have a fruit tuck shop and the juniors pupils have a 'Fruity Friday' when pupils bring in their own fruit. The school canteen has won an award for Health Eating and water fountains have been introduced into school.
134. The way in which activities are planned to support the development of healthy lifestyles is outstanding. Pupils undertake a range of physical activities from daily 'Music and Movement' in the Foundation Phase through to a full range of sporting activities across the school. In recent years the playground has been upgraded by the provision of properly marked out pitches and games areas and the provision of good quality playground equipment to promote playground activities.
135. The school has an appropriate Health and Safety Policy. Regular Health and Safety risk assessments are undertaken on activities both in school and on outside visits. The fire alarm is tested regularly and there is a fire evacuation at least termly. The caretaker makes a daily inspection of the grounds.
136. There are three designated first aiders in the school and all staff have received first aid training. School staff are aware of the medical conditions of pupils and the school maintains an accident book. Parents are told immediately if their child has been involved in an accident or has suffered injury.

137. The school has an appropriate Child Protection Policy. The head teacher is the designated Child Protection Officer and a member of the governing body acts as Link Governor on child protection matters. All staff have received relevant training in child protection and are aware of correct procedures. All staff and volunteers have been subject to appropriate safeguarding checks.
138. The provision for pupils with additional learning needs is good with outstanding features. The school's policy is comprehensive and complies with the revised code of practice and the framework for inclusive education. Teachers and support staff work as a team to provide very good support to meet the individual needs of all pupils. The additional needs co-ordinator is very efficient and works effectively with class teachers, support staff and the governors with responsibility for additional needs. Parents are consulted regarding their child's additional needs and they can speak to the class teacher or additional needs co-ordinator at any time.
139. The relationships with, and support for, pupils with SEN within the classroom or in small withdrawn groups is outstanding. Diagnostic assessment of need is exceedingly thorough. The pupil-friendly, individual educational plans are exemplary, with targets stated in observable, measurable terms which are clearly monitored and reviewed on a regular basis. Pupils take an active part in drawing up their new targets and this is an outstanding aspect of their provision.
140. Excellent additional support helps to meet the needs of groups of pupils who require support, particularly in the development of their basic skills. These are timetabled, carefully to ensure no pupil is disadvantaged by being withdrawn from the mainstream class. The school makes very good use of outside agencies to support pupils with SEN, especially the speech and language service.
141. The school's provision for pupils with behavioural problems is outstanding. Teachers promote positive behaviour management through continually recognising acceptable behaviour. The school prepares appropriate pastoral support programmes for pupils at risk or on the verge of exclusion. Only one pupil has been excluded on a temporary basis in the last twelve months. Good support is provided for pupils on their return to school from exclusion.
142. The provision for equal opportunities is good with outstanding features. Policy guides practice and, in discussion, pupils stated they are treated fairly, equally and kindly by all adults in the school. Pupils with English as a second language are nurtured and are very well supported.
143. The school very successfully promotes gender equality and challenges stereotypes in learner's choices and expectations. Staff use every opportunity to emphasise and explain such aspects during whole school assemblies and class discussions. The school promotes gender equality exceptionally well. It does this overtly in its daily life and also in carefully considering the way in which teaching, curriculum opportunities and resources enable both boys and girls to achieve well.

144. The school is very sensitive in dealing with matters of race and equality. Policies and procedures to promote racial equality are of a very high standard and are thoroughly understood by all staff and governors. Good race relations are promoted exceptionally well through its celebration of diversity and valuing the achievements of all, as well as careful monitoring the progress of different racial groups. The school gives careful consideration to the views of these children's parents and involves them closely in how best to meet their children's needs. The correct procedures are in place for reporting any racial incidents even though these are extremely rare.
145. The school's measures to eliminate any kind of oppressive behaviour are exceptionally well organised. Members of the school council act as buddies within the school. Pupils feel that they can talk to them and to staff if they have any concerns and feel confident that any concerns would be properly addressed. There are 'friendship areas' in the playgrounds where pupils can go if they need friendship or support.
146. The school ensures that disabled learners receive equal access to the curriculum. A suitable Disability Equality Scheme and Accessibility Plan is in place and the school's annual report to the governing body states the arrangements for its disabled learners together with its plan for the next three years.

Leadership and management

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

Grade 1: Good with outstanding features.

147. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
148. All staff and governors have been fully involved in formulating the aims, vision and mission statement of the new school. Consequently, they share a common purpose and work together as a very close and effective team.
149. The head teacher has provided outstanding leadership during a period of considerable readjustment following the opening of the new school. Whilst establishing a new leadership and staffing structure, and continuing to pilot the Foundation Phase, she has ensured that the strengths of both the previous schools have been used as a secure foundation on which to build.
150. In line with the school's mission statement, team work is a very strong feature within the school. An effective senior management team has been established which leads and manages the school well. The use of team work to develop links between the Foundation Phase and key stage 2 is an outstanding feature. Although based in two buildings separated by the playgrounds of both schools, all staff make great efforts to meet regularly and to fully inform themselves concerning practices and standards across the school.

151. All subject leaders provide strong leadership and undertake their responsibilities conscientiously. They work closely with colleagues and provide very constructive leadership. The effectiveness of subject leaders is reflected in the very high standards achieved by the school. A number are relatively new to their current role but have been very well supported by either the previous post holder or by senior managers.
152. A commitment to equal opportunities and racial equality is exceptionally evident in all aspects of school life. The policies and practice which ensure equality for all are outstanding.
153. The extent of the school's involvement in national priorities is an outstanding feature. The school is fully committed to its role as a pilot school for the Foundation Phase and has worked closely with the LA to disseminate its experiences and support other schools as they work on implementing the new phase of learning. The school has achieved an extensive number of awards, many of which relate to national priorities.
154. The school works closely with other providers of education, including a number of colleges of further education and the nearby special school. Links with other local schools are exceptionally strong and work undertaken as part of the consortium of local schools includes many very effective initiatives to share expertise and good practice.
155. Whole school targets for raising standards are firmly based on the realistic, but challenging, targets set for individual pupils. School targets for development are identified in the School Development Plan (SDP) and provide a clear focus for the work of the school.
156. The school has responded fully to the requirements of workforce remodelling and for reducing teachers' workload. All teaching staff are allocated appropriate levels of non-contact time to allow them to undertake their subject and other responsibilities.
157. The performance management of teaching staff is well established and the process has been extended to include all learning support assistants. All staff meet annually with a senior manager to discuss their performance and to agree targets for their future development. Targets set for individual staff are clearly linked to the school's plans for development.
158. The extent of training for both teaching and support staff is good with outstanding features. All staff are involved in extensive on-going training. Managers ensure that training is focused on targets set for individual members of staff so that exceptionally strong links are evident between staff training and many of the outstanding features identified during the inspection. Training undertaken by support staff enables them to contribute significantly to school improvement and pupils' progress. The impact of training on raising standards is exceptional. The school has achieved Investors in People status in recognition of the work undertaken in this area.

159. The governing body is supportive of the school and is provided with good quality information about the school's performance and activities by the head teacher. Governors meet regularly and are well aware of their roles and responsibilities. The governing body fulfils all its legal and statutory responsibilities.
160. It is only in recent months that the school has succeeded in recruiting sufficient governors to ensure a full complement on the governing body. A small number of very experienced governors provide good leadership and are ensuring that relatively new governors receive good support. Governors also regularly attend training provided by the LA. A small number of governors visit the school regularly. Governors are fully aware of the SDP and the progress the school is making to address the priorities identified by the school. However, their role in helping to set the strategic direction of the school is currently underdeveloped.

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

Grade 1: Good with outstanding features.

161. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
162. The effectiveness with which the school's performance is monitored and evaluated is good with outstanding features.
163. Senior managers and subject leaders have an outstanding awareness of strengths and weaknesses in their areas of responsibility gained through extensive and on-going monitoring. Monitoring activities include formal lesson observations, informal visits to classrooms, discussion with colleagues, detailed reviews of pupils' work and discussion with pupils. Very good use is made of the information gained from monitoring to inform the self-evaluation process and planning for improvement.
164. A positive culture of self-evaluation is very well established. All staff are fully involved in the self-evaluation process. All subject leaders contribute to setting the strategic direction of the school by compiling annual action plans for their subjects.
165. Good account is taken of the views of everyone who has an interest in the school's work. The views of parents are sought both informally and formally through the use of questionnaires with the views of the community and parents sought through the governing body. Governors have been involved in agreeing the current self-evaluation report but do not play a sufficiently active role in the process of self-evaluation.
166. The efforts the school makes to seek the views of pupils are exceptional. Pupils are continually consulted through formal groups such as the school and Eco council and through the use of suggestion boxes. In addition, subject leaders

seek the views of pupils as a well-established part of their monitoring, allowing pupils to voice their views of strengths and weaknesses in specific subjects.

167. A detailed self-evaluation report is completed annually taking into account the views of all parties. The school's current self-evaluation report is concise and extremely accurate. It is based on evidence obtained from monitoring activities, with detailed reference to performance-related data and trends over time. It clearly identifies strengths and areas where improvements are needed.
168. The overall judgements in the school's self-evaluation report matches those of the inspection team in six of the seven key questions. In the other key question, a higher grade has been awarded by the inspection team.
169. Clear links are evident between the school's self-evaluation and priorities identified in the SDP. The SDP is an effective strategic document. Detailed priorities and appropriately challenging targets for all pupils are included for the current year, with an outline of areas for development in the following year. Appropriate resources are allocated to ensure that targets are achievable. Recent improvements in standards are the direct result of actions taken by the school.
170. The accuracy and effectiveness of planning for improvement is outstanding. Nearly all subjects awarded a grade 2 in key stage 2 by the inspection team are a focus for improvement in the current year and indications are that standards are rising rapidly in these subjects.
171. Work to raise the under achievement of boys has been a strong feature of planning for improvement since the new school opened, with a number of initiatives now in place. These are proving to be effective and have significantly improved the performance of both boys and girls.

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

Grade 1: Good with outstanding features.

172. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
173. There are a number of outstanding features in this aspect of the work of the school. Of particular note is the professional development of all staff, and the involvement of teaching staff in prioritising, spending and ensuring the most effective and efficient use of the available financial resources.
174. The ratio of pupils to teachers is good, with all teaching staff suitably qualified. They have a wide range of expertise and experience which is used well, particularly through the sharing of teaching expertise in key stage 2. Teaching assistants provide very high quality support and are deployed very effectively.
175. An exceptional range of training opportunities and visits to other schools ensure that teachers' individual training needs and school priorities are supported to a

high standard. All teaching and non-teaching staff benefit from extensive training which develops their expertise well. Their experiences are shared effectively with other members of staff and consequently have a very positive impact on standards.

176. A senior management team has been established which supports and spans across the key stages and two buildings. Much work has been undertaken during the transition period to ensure staff become familiar with routines, procedures, teaching and learning in both key stages. Since the merger of the former infant and junior schools, some Foundation Phase staff have moved into key stage 2, with staff from key stage 2 moving into the Foundation Phase. This movement between the key stages has promoted a greater understanding of the different stages by teaching staff and has improved transition between the Foundation Phase and key stage 2.
177. The arrangements for teacher's planning, preparation and assessment time are well managed and staff use the time out of their own classrooms very effectively, particularly by making informal visits to other classrooms. They have a positive impact on pupils' learning and provide a more reasonable work-life balance for teachers. Good use is made of additional funding to support the workload initiative, which ensures that all statutory requirements are met.
178. The school's administrative assistants are very experienced and know the school well. They ensure that day-to-day administration is very efficient and effective. All staff have very specific and detailed job descriptions. There is good supervision at meal times with all supervisory staff well trained and aware of issues relating to unacceptable behaviour and emergencies.
179. The school has resources which are at least good in all curriculum areas. Resources for some subjects are outstanding. For example, ICT resources have been systematically increased and updated and are a strength of the school. They include a number of computers in each classroom, two ICT suites, interactive whiteboards in nearly all classes and a wealth of equipment such as digital cameras and digital microscopes for use by individual pupils. Resources are exceptionally well used and stored.
180. The school is clean and well maintained. Displays in classrooms and circulation areas are colourful and informative, promoting pupils' learning and pride in their work well. Classrooms and other areas are spacious and each classroom has an environment which is conducive to learning. The school grounds are large and a great effort has been made to provide an exciting outdoor learning environment for pupils in the Foundation Phase which includes a village, soft play area, a boat, markings to indicate a river and planting areas. The school has a developing Eco garden and very good use is made of a local park adjoining the school.
181. The budget is managed efficiently by the head teacher and governors with support from the LA. Spending is closely linked to priorities for development and is monitored regularly. Teaching staff have also become expert in critically reviewing and evaluating their subject areas to carefully access spending, using

the impact upon standards as a measure of success. This is an outstanding feature.

182. The school provides good value for money.

Standards achieved in subjects and areas of learning

Foundation Phase

183. The overall quality of the educational provision for the five to sevens is appropriate to their needs and the pupils are making good progress towards the Foundation Phase outcomes.

Personal and Social Development, Well-Being and Cultural Diversity Grade 1: Good with outstanding features

Outstanding features

184. Pupils of all ages develop an exceptional understanding for the feelings and needs of others. From an early age, all pupils demonstrate outstanding respect for their teachers, their friends and visitors. Older pupils competently and sensitively interview a blind visitor about the challenges he faces and overcomes in his daily life. They are thoughtful, polite, considerate and respectful of his achievements.

185. Pupils of all ages have an exceptional understanding of healthy eating, the importance of exercise and personal hygiene. All pupils fully understand the importance of cleaning their teeth and do this routinely after meals in school. They locate and replace their own brushes in the correct place, paying careful attention to good hygiene practices.

Good features

186. All pupils quickly become independent thinkers and take responsibility for organizing their work and equipment, taking care of their own belongings and those of other people.

187. All pupils have a well-developed sense of fairness and equal opportunities. They recognize and respect diversity when they explore similarities and differences between themselves and their friends. They have a good understanding of differences of people from other faiths and cultures. They accurately locate the places where their friends were born on a map.

Language, literacy and communication skills Grade 2: Good features with no important shortcomings

Good features

188. Pupils of all ages listen extremely well when adults or other pupils are speaking.

189. All pupils participate enthusiastically when stories are read to them and regard books as a source of enjoyment. They competently discuss the events in the story and describe the feelings of the characters. All older children also view books as a useful source of information.
190. From an early age pupils understand that print carries meaning and begin to recognise correctly letters and simple words. All pupils develop a growing awareness of letter sounds through their learning activities. Older pupils begin to use their knowledge well to decipher unknown words.
191. Many pupils develop the ability to communicate confidently as they move through this phase of their learning. Most pupils confidently re-enact the stories they hear in their role-play activities. Nearly all older pupils communicate effectively in groups and pairs to collect ideas or pose questions for further investigation, and they interview visitors with growing confidence and skill.
192. All pupils in the lower age group successfully develop mark-making and early writing skills. They use these effectively, for example when writing a shopping list in response to a story their teacher has read to them. Many pupils at a more advanced stage of development in this age group recognise most letters of the alphabet and use letter sounds successfully to spell simple words. Many of them form the letters they use correctly.
193. Nearly all older pupils write competently for a range of purposes. Their creative ideas are expressed simply but effectively. Factual writing is clear and ideas follow a logical sequence.

Mathematical development

Grade 1: Good with outstanding features.

Outstanding features

194. All pupils develop a very good understanding of mathematical concepts throughout their experiences in play. They count, match and sort numbers and shapes, and are beginning to adapt and apply this knowledge across the curriculum through successfully engaging in challenging activities. This application is an outstanding feature within their mathematical development.

Good features

195. Pupils under-five are beginning to consistently match numbers to symbols. They accurately count up to ten with a few pupils understanding and recognizing numbers beyond this. Most pupils recognize two-dimensional shapes correctly and are beginning to understand "lighter" and "heavier" when weighing different fruit in the shop. In role-play activities, many pupils develop a good idea of the use of money and apply this knowledge in shopping activities. They recognize a few coins and understand the process of giving change.
196. Older pupils understand the passing of time very well and describe their activities in relation to this. Many demonstrate early understanding of fractions and divide pizzas into halves and quarters accurately. They recognize and name two- and three-dimensional shapes correctly and sort them into sets

according to their properties. Using numbers up to 100 and demonstrating increasing accuracy, many pupils solve number problems, create patterns and are able to write numbers using correct place value.

197. All pupils use well developed problem-solving skills to operate a programmable toy, making accurate movements and recordings. Most pupils demonstrate a good understanding of measurements when making cup cakes and use equipment accurately.

Welsh Language Development

Grade 2: Good features and no important shortcomings

Good features

198. Younger pupils in the Foundation Phase develop good language skills from a low base. All pupils listen attentively for increasing periods of time and in structured lessons begin to talk about themselves and their experiences. Their progress in Welsh is good and many speak clearly and respond to simple questions accurately. Many pupils demonstrate a good interest in books and browse through stories and rhymes. All pupils are able to welcome each other and answer the register and their dinner choices using Welsh.
199. Towards the end of Foundation Phase in Welsh lessons all pupils speak Welsh with more confidence. They all handle books appropriately and know that books contain information as well as stories and poetry. In structured situations many pupils successfully use a few simple sentence patterns and vocabulary relating to colours, personal information and the weather.

Knowledge and understanding of the world

Grade 1: Good with outstanding features.

Outstanding features

200. All pupils demonstrate an exceptionally high level of independence when they explore and experiment to extend their knowledge of the world around them. They use their senses of smell, touch, taste and hearing very effectively to explore a range of situations, experimenting with different everyday objects.
201. When working in the garden area, nearly all pupils correctly identify a wide range of animals by their characteristics and the sound that they make. They listen very intently to the ideas of others, independently identifying what they want to find out.
202. Many younger pupils make outstanding use of their observation skills when they identify similarities and differences between a range of fruits. Nearly all pupils correctly identify a number of fruits. They understand that fruit and vegetables can be grown in the ground or on trees, and that some come from hot countries. All pupils know that an atlas or globe will help you locate places around the world, and they successfully identify countries such as Wales and Africa.
203. The youngest pupils understand that some food has to be transported by air or by sea from countries far away and many are beginning to develop a basic understanding of Fairtrade issues.

Good features

204. All older pupils are beginning to develop their awareness of chronology and understand the concept of a timeline. They are able to place activities that happen during the day in the correct sequence and most show a good awareness of the differences between the present day and events which happened a long time ago.

Physical development

Grade 1: Good with outstanding features.

Outstanding features

205. In their personal physical development, all pupils develop excellent fine manipulative skills by using pencils, paintbrushes and small tools such as glue sticks and scissors with increasing confidence. They apply these skills exceptionally well as they move through the Foundation Phase, demonstrating excellent control skills when using a mouse on the computer. The majority of pupils know how to handle tools safely and this is a significant aspect in their physical skills development.

Good features

206. The majority of pupils under-five make good progress in skills such as folding, moulding, pasting, and building for a variety of purposes. Pupils trace shapes and follow patterns of increasing complexity, developing good fine-motor control. Pupil's physical control develops appropriately through water and sand play, and they pour water into different sized containers accurately.

207. Outside, the pupils develop very good spatial awareness, experimenting with change of pace and bodily effort. Most children use a wide range of wheeled vehicles confidently and demonstrate good control as they ride around the painted track or push and pull equipment in the larger playground.

208. Pupils under seven make good progress in their adventurous and physical play. They achieve good standards when they balance on large apparatus in the hall. They accurately reflect other pupils in their balances. All pupils jump and stretch along the large apparatus demonstrating increased skill development. They observe and evaluate their own movements with that of others and in discussion are very aware of the effect of physical activity on their bodies.

Creative development

Grade 1: Good with outstanding features.

Outstanding features

209. Pupils of all ages are outstandingly creative when expressing themselves in art, craft and design work. All pupils experiment freely with a very broad range of materials, often from the natural environment or from recycled materials. They

frequently choose independently what they will use and how they will achieve their results. Most pupils reflect on their work critically and assess how it could be improved. Many finished products are completed to an exceptionally high standard.

210. In their music making, younger pupils demonstrate an outstanding sense of rhythm. They memorise new words to songs extremely quickly and sing with precision and obvious enjoyment. Most pupils skilfully control musical instruments to play faster or slower, starting and stopping exactly on cue. A few pupils independently and accurately count the beats they will need to match the rhythm of the names of the fruit in the song.

Good features

211. All older pupils quickly learn a new song, skilfully memorising the tune and successfully keep a steady beat. Their diction is very good and breathing is well controlled.
212. Pupils of all ages demonstrate high levels of creativity and imagination when they role-play in a variety of situations. Many successfully design and make all the props they will need for the wedding they stage at the local church. They generate their own ideas when they design table centres, flower arrangements, invitations and food.

English

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

Good features

213. Pupils of all ages listen very attentively to adults and concentrate carefully when their friends are speaking. They speak clearly to their friends and communicate very effectively in pairs and small groups. By the time they leave the school, pupils listen purposefully and respond appropriately to what has been said. All pupils in year 6 express their ideas with growing confidence when speaking aloud.
214. Pupils of all ages read a broad range of reading materials, including newspapers and Internet articles. Their research skills are very well developed and all pupils effectively search non-fiction texts for information and answers to their questions. All pupils participate well in guided group reading and gain confidence from the support of their peers.
215. All pupils write successfully for a broad range of purposes. Their ability to write factually is particularly well developed. Most pupils in year 4 create precise and well ordered instructional writing. Nearly all punctuate their work correctly. Their factual writing is both accurate and engages the reader's interest. All pupils use a variety of interesting verbs to good effect in their work.
216. Many pupils use a variety of interesting vocabulary effectively to create drama and suspense in their story of the 'Iron Man'. They clearly understand the difference between fact and opinion. Most pupils successfully develop their

understanding of journalistic styles when they competently examine newspaper articles about World War 2. All pupils use ICT to good effect to enhance their work when designing a poster.

217. All pupils in year 5 demonstrate a thorough knowledge of the main features of a play script. Pupils of all abilities successfully change a range of suitable extracts or adaptations from 'Carrie's War' into a play. They discuss stage directions and how to interpret a character's thoughts with insight and obvious understanding. Most pupils understand the use of tenses and include them correctly.
218. When creating opening paragraphs for a mystery story set during World War 2, year 6 pupils rearrange sentences effectively and insert dramatic and interesting ideas of their own to engage the reader. Most pupils are confident users of similes and metaphors which they use effectively in their biographical writing about their heroes, writing particularly well in this genre.

Shortcomings

219. There are no important shortcomings. However, a few pupils in some year groups lack confidence in reading unfamiliar words and use a limited range of strategies to help them. Many pupils do not consistently join their handwriting and a few pupils form their letters incorrectly.

Welsh second language

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

Good features

220. In Welsh lessons all pupils' levels of understanding and their pronunciation and intonation skills develop well. Most pupils listen well to all forms of spoken Welsh and respond clearly to simple instructions and greetings. Many pupils use the past and present tense of verbs to describe a range of weather conditions accurately. They ask and answer questions relating to weather conditions confidently, using relevant vocabulary.
221. They extend their range of Welsh vocabulary and sentence patterns as they write for a variety of purposes. They accurately use the present tense to write profiles about themselves, their favourite party foods and complete weather charts.
222. Most pupils read words, phrases and sentences which are used in their oral work, and they extend their vocabulary well with language patterns from simple texts in Welsh.
223. All pupils make good use of audio-visual resources and ICT applications to extend their knowledge and skills.

Mathematics

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

Outstanding features

224. Throughout the key stage pupils reason, communicate and solve mathematical problems, demonstrating excellent application and progression of skill development. By the end of the stage all pupils make outstanding investigative predictions and draw accurate conclusions from data.
225. All older pupils use excellent investigative skills to search for patterns in their own calculations. They use previous knowledge and understanding of partitioning and apply it in their work on doubling and trebling numbers, extremely well. Their knowledge of problem-solving is outstanding.
226. All older pupils understand and use probability and good estimation skills when computing and recording their results. Their “quick fire” reasoning skills and the communication of these results to the wider audience is an outstanding element of their mathematical development.

Good features

227. All younger pupils use and apply their mathematical knowledge well in problem-solving exercises. They become human coordinates and read, move and plot the positions accurately. All pupils continually evaluate their understanding of the process well, so that their achievement is high.
228. In their work on nets, all pupils successfully classify polygons, using criteria such as faces, vertices and edges of shapes. In discussion, many describe the properties of cuboids, triangular-based pyramids and hexagonal prisms accurately. They identify lines of symmetry in simple and compound shapes, and communicate their findings using mathematical language.
229. Data handling develops well in all year groups and pupils collect and present data in a variety of ways. The majority interpret their results accurately and with increasing confidence as they move through the key stage.

Science

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

Outstanding features

230. The majority of pupils demonstrate excellent scientific knowledge and understanding and are able to transfer skills to other contexts speedily. This is a significant strength. In pupils’ scientific enquiry work on the sustainable earth,

their group discussion and evaluation are outstanding features in their investigative work.

231. All pupils communicate their scientific knowledge clearly, using a wide range of planning strategies, diagrams, models, charts and graphs. The use of ICT in their scientific experimentation is outstanding.

Good features

232. Throughout the key stage pupils' enquiry skills in the nature and communication of science develop well. All pupils search for scientific information, make careful observations and sort materials according to their own criteria.
233. Older pupils, using a digital microscope, observe the features related to the different ways a newspaper is torn. Using previous knowledge and understanding, they note its construction and make good predictions of why this occurs.
234. In their enquiry work on the sustainable earth, pupils' investigation of the materials around them is good. Working collaboratively, they investigate the best type of material to be used as a blackout during World War 2. They use data-logging equipment precisely, demonstrating appropriate problem-solving skills, making careful observations and predictions. Using prior knowledge of fair testing, they identify variables and evaluate the most successful material.
235. Older pupils use subject specific language fittingly. They understand and use terms such as 'opaque', 'translucent', 'dissolve', 'solution' and 'viscose', accurately.
236. Throughout the key stage, pupils make good progress in developing their ability to solving problems. They correctly use and understand the importance of the term 'trial and improvement' in fair testing. This is a significant aspect in their scientific development.

Information and communications technology

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

Outstanding features

237. All younger pupils use a wide range of skills when they create very individual posters to an exceptionally good standards. They independently decide the purpose of their poster and their intended audience. All pupils confidently access, insert and customise a border. They manipulate captions with great skill to resize, position and modify their headings. All pupils show an outstanding ability to access and manipulate graphics, incorporating them imaginatively within their posters.
238. As pupils move through the key stage, their computer skills and keyboard skills develop exceptionally well. They access and move through programmes with great skill, using an extensive range of icons and drop-down menus to make

full use of the programmes. All pupils quickly manipulate text to change the size, font and colour when needed. They confidently store and retrieve information they have created.

239. All pupils are outstandingly confident and skilful in searching and accessing information they need, including the use of the internet. They make well informed choices to ensure the information they access is suitable for their intended purpose.

Good features

240. All pupils use a wide range of ICT equipment, such as digital cameras, webcams and digital microscopes very confidently to record and support their work.
241. Older pupils produce good quality data bases and use the stored information well to search and sort in order to ask and answer questions.

Design and technology

242. No lessons in this subject were observed during the inspection. The grade awarded is therefore based on evidence obtained from pupils' work, discussion with pupils and additional evidence provided by the school.

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

Outstanding features

243. All pupils very effectively follow the design and technology process. Initially, they look at examples and prototypes of the product they wish to make in order to generate ideas. They then successfully design their product and plan out their needs, methods and materials required. Whilst involved in the making process, they effectively refine and modify their ideas further. Finally, they evaluate carefully what they have achieved and consider how it might be improved.
244. All pupils make an outstanding range of different types of products successfully using different skills, involving structures, food technology, textiles, moving parts and control technology. They design fairgrounds, favourite toys, houses and bridges, selecting appropriate materials and components based on their developing knowledge of how these should be used.

Good features

245. Nearly all pupils exercise choice very confidently and produce very individualised and varied models. These closely resemble their designs and have a professional finish, enabling them to be proud of their achievements.
246. Many pupils generate original ideas and have a good grasp of using different types of forces and mechanisms to produce movement. Many year 6 pupils

successfully use programmable computer control systems to create, test, modify and store instructions to control events to rotate their fairgrounds.

247. All pupils communicate their ideas effectively through the use of planning, evaluation and detailed labelled diagrams. They creatively find alternative ways of making if the first attempt fails. They confidently discuss their products and evaluate their work.
248. All pupils display a good knowledge of health and safety factors. For example, when working with food they ensure their hands are clean and that implements are handled carefully and properly.

History

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

Outstanding features

249. Younger pupils are beginning to develop an in depth understanding of life in Roman times. Nearly all pupils successfully compare the life of a gladiator and life as a rich Roman. They compose relevant questions to explore the past and many are able to answer searching questions posed by other pupils, demonstrating their exceptional understanding of life in that period.
250. When undertaking their studies of World War 2, older key stage 2 pupils select, recall and organise historical information and opinion very successfully. They explore a diverse range of aspects connected with life at this time, increasing their knowledge of the past and how it has helped to fashion the present. They communicate their findings in exceptional depth and in a variety of ways.

Good features

251. Pupils' awareness of chronology develops well as they move through key stage 2. All older pupils recall many events and periods they have studied, sequencing them accurately.
252. Older pupils make good use of historical sources and the Internet when they research aspects of VE Day. They reflect on their findings showing a very secure understanding of fact and opinion.
253. Younger pupils show great respect when they handle replicas of Roman artefacts. They excavate them with extreme care and use their knowledge of that time to accurately identify what they have found.

Geography

254. No lessons in this subject were observed during the inspection. The grade awarded is therefore based on evidence obtained from pupils' work, discussion with pupils and additional evidence provided by the school.

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

Outstanding features

255. Many pupils have an exceptional knowledge of the local area through the regular field work they undertake. They have a well-developed awareness of how the area has changed over time and confidently describe the causes and consequences of the changes that have taken place.
256. As a result of their work on Agenda 21 issues, many pupils have an exceptional understanding of how people affect the environment. Their knowledge of sustainable development, fair trade, food miles and renewable and non-renewable energy sources is outstanding.

Good features

257. As pupils move through the key stage, they develop their mapping skills well. Many pupils show a good knowledge of references, scales and settlements. They correctly interpret aerial photographs and accurately describe how to use co-ordinates.
258. Many pupils accurately recall their study of the contrasting locality of Porthcawl. They identify many geographical similarities and differences between their own area and that of a seaside town. Many pupils are confident to express their own opinion about places, geographic issues and the environment, understanding that other people may have a different view.
259. All pupils make good use of ICT, particularly the Internet, to support their research work in geography.

Art and design

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

Good features

260. All pupils explore printing using a range of Welsh and other artists as a stimulus. They also use the Internet effectively to search for images to use in their work. Many pupils produce good quality paintings based on the style of Sir Kyffin Williams.
261. Most pupils have a well developed visual vocabulary. They link their responses to various stimuli and use different colours effectively. They apply these colours well when producing paintings in the style of Nicholas Evans. The work of nearly all pupils shows a good understanding of line and tone.
262. Most pupils can deal with a wide range of artistic experiences effectively. All pupils experiment confidently with different media. They are able to select resources that are appropriate for specific tasks and use a range of techniques skilfully.

263. Pupils discuss their work well with their peers and then evaluate and improve their own work. All pupils take full advantage of the opportunities they are given to express themselves creatively.
264. All pupils produce effective three-dimensional works, making attractive pots and fish from clay. They also create original examples of weaving using a wide range of materials.

Music

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

Good features

265. Pupils of all ages listen very attentively to a broad range of both classical and popular music, often from different traditions and cultures. All younger pupils listen carefully to music from the Peer Gynt Suite and successfully explain what the composer was trying to achieve. All older pupils have a good knowledge of musical terms and symbols. They correctly recognise music that is based on chords. Many pupils understand how to construct a chord and successfully do this for themselves when working with their teacher. A few pupils correctly transfer the skills they have learnt to their own independent work.
266. Pupils of all ages sing joyfully with good diction and control. They begin to harmonise with growing skill. All older pupils are able to alternate between singing loudly and softly, with good control. They repeat notes accurately when singing back to their teacher.
267. All younger pupils competently compose and perform their own music using a variety of tuned and untuned instruments. They select suitable instruments of their own to use in their composition work to represent everyday sounds. Nearly all older pupils creatively arrange the sounds they have chosen into a piece of music; they play this with good control. They begin to organise instruments into groups and successfully create a repeating pattern. They capably organise and refine their ideas, and evaluate their work. The ability of all pupils to critically evaluate their own work and that of others, and to suggest improvements, is a particularly strong feature.

Shortcomings

268. There are no important shortcomings but in some classes pupils do not make smooth progress in building systematically on their composing skills.

Physical education

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

Outstanding features

269. Pupils' ability to plan, repeat and refine performance is exemplary and clearly evident in their 'street dance' techniques. Pupils combine a variety of differing structures extremely well and are very clear about the criteria that constitute a good performance. All use terminology confidently to describe the structures and actions included in the dances created.
270. The majority of pupils throughout the key stage use their evaluative skills very well to make suggestions how the performance of others could be improved. Pupils' use of ICT during and after the lessons to evaluate and improve their performance is outstanding.

Good features

271. Pupils' knowledge and understanding of the key principles of health-related exercise is good throughout the key stage. All pupils understand the need to warm muscles before vigorous movement and to cool down afterwards. By the end of the key stage, pupils know how exercise helps them maintain a healthy lifestyle. All pupils change clothes appropriately, adhere well to safety matters and take responsibility well when using large or small apparatus.
272. Pupils' development in adventurous activities progresses well. Using good problem-solving skills, all pupils follow trails and retrieve specific numerical markers in their orienteering activities. In pairs, they use excellent negotiating skills to evaluate and improve their performance demonstrating improved speed of retrieval.
273. All pupils have consistent and regular access to swimming during their fourth year in school, which for the majority enhances their level of achievement. All year 4 pupils make good progress in swimming.

Religious education

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

Good features

274. All younger pupils have a good understanding that some places have special significance. Many correctly identify the main features of a synagogue and understand the purpose or symbolism of objects found in places of worship.
275. In their work linked to Easter, many younger pupils accurately recall the key religious events linked to the festival. All pupils demonstrate a good awareness of how key people involved in the events surrounding Easter felt about the crucifixion. Through a question and answer session, many pupils listen well to the views of others and express their own responses with clarity.

276. As pupils move through the key stage, they develop a good and deepening understanding of different aspects of a number of religions. Older pupils show a good knowledge of the links between religious beliefs, teachings and practices in both Christianity and Islam.
277. In discussion, many pupils show that they appreciate the significance of stories from sacred books. Pupils' understanding of the nature of prayer develops well, with many younger pupils writing their own thoughtful prayers.

Shortcomings

278. There are no important shortcomings.

School's response to the inspection

On behalf of the staff and governors it is pleasing to note that the inspection findings acknowledge Troedyrhiw Community Primary School as a good school with many outstanding features.

We are pleased that the school has been commended on its progress since amalgamation. The inspection team recognises that much work has been done in a very short time to create an outstanding degree of continuity and progression between the curricula of two previously separate schools, whilst simultaneously piloting the Foundation Phase and implementing the revised National Curriculum and Skills Framework.

Particularly pleasing are the high standards achieved by our pupils and the high standards observed in the quality of teaching. The number of lessons where outstanding features were observed in both pupil achievement and quality of teaching were particularly high and above the National picture reported by HMCI. We take pride in the fact that our pupils make exceptional progress in many areas of the curriculum as they move through the school. The report recognises that this has significant impact upon pupils' achievement and positive attitudes to learning. These learning experiences also help them make exceptional progress in developing their personal, social and learning skills

Governors are particularly pleased that many outstanding features were recognised in the care, guidance and support which the school provides.

Governors are also delighted that the report reflects the outstanding contribution of all personnel who work as a dedicated team. The school is recognised as a close community. Partnerships with parents is good. Parents appreciate the school's success and see it as a very caring school. The report confirms that our school is an inclusive school; that our mission statement TEAM (Together Everyone Achieves More) underpins the ethos of our school, which is recognised as exceptionally effective.

As a school we see this report as a focus to continue to move the school forward so that we can build on the many achievements that have been identified. Staff and Governors continue in their commitment to continually strive to provide the highest quality education for pupils of the school.

The school will address the recommendations in the report, which will then be implemented and documented through the School Development Plan for 2009/10 and beyond.

A copy of the school's action plan in response to the inspection recommendations will be sent to all parents and the progress the school is making in addressing the recommendations will be reported through the annual report to parents.

The school would like to thank the Registered Inspector and the inspection team for their positive contribution to future school development.

Appendix 1

Basic information about the school

Name of school	Troedyrhiw Primary School
School type	Primary inc Foundation Phase
Age-range of pupils	3 – 11 years
Address of school	Archer Street, Troedyrhiw, Merthyr Tydfil,
Postcode	CF48 4JQ
Telephone number	01685 726721

Headteacher	Mrs Gail Rees
Date of appointment	1 st April 2007
Chair of governors/ Appropriate authority	Mr Harvey Jones
Registered inspector	Mrs Linda Jane Williams
Dates of inspection	9 th – 12 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	33	28	27	36	27	31	33	33	248

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	10	4	11.8

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	18:1
Pupil: adult (fte) ratio in nursery classes	8:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	21
Teacher (fte): class ratio	1.1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2008	87	89	92
Summer 2008	89	88	92
Spring 2008	88	88	93

Percentage of pupils entitled to free school meals	23%
Number of pupils excluded during 12 months prior to inspection	1 (temporary)

Appendix 3

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2008							Number of pupils in Y6		47		
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	4	13	63	21
		National	0	0	0	0	1	4	16	50	29
Mathematics	Teacher assessment	School	0	0	0	0	0	0	15	60	25
		National	0	0	0	0	1	3	15	50	30
Science	Teacher assessment	School	0	0	0	0	0	0	10	58	31
		National	0	0	0	0	0	2	14	52	32

Percentage of pupils attaining at least level 4 in mathematics, science, and English by teacher assessment	
In the school	79
In Wales	74

D Pupils who are excepted 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

Five inspectors spent a total of 16 inspector days in the school. A Peer Assessor also joined the inspection team and played a full part in the inspection. A team meeting was held prior to the inspection.

Inspectors and the Peer Assessor visited:

- 54 lessons or part lessons;
- all classes;
- acts of collective worship; and
- extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents;
- senior managers, teachers and support staff; and
- pupil groups, including the school council and Eco council.

The team also considered:

- the school's self-evaluation report;
- 109 responses to parents' questionnaires;
- comprehensive documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and current work, over all year groups.

The inspection team also:

- held discussion with pupils about their work; and
- observed pupils' behaviour throughout the day.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mrs Linda Jane Williams Registered Inspector	Context Summary and recommendations Key Questions 1, 5 and 6 History Geography Information and communications technology Religious education Contribution to the Foundation Phase
Mrs Julie Jones Team Inspector	Key Questions 2 and 4 Mathematics Science Physical education Contribution to the Foundation Phase
Mrs Jan Marsden Team Inspector	Key Question 3 Contributions to Key Questions 1 and 4. Foundation Phase English Music
Mrs Lowri Evans Team Inspector	Key Question 7 Contribution to Key Question 2. Welsh second language Design and technology Art and design Contribution to the Foundation Phase
Mr Reg Cawthorne Lay Inspector	Contributions to Key Questions 1, 3 and 4
Mrs Gail Rees Headteacher / Nominee	Contributions to all questions by providing information
Mrs Angela Oreshko Peer Assessor	Contributions to all key questions

Contractor:

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Acknowledgement

The Registered Inspector and team wish to thank the governors, headteacher, staff and pupils for their co-operation and courtesy before and during the inspection.