

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

A Report on the Quality of Education in

**Ysgol Pen-Y-Garth
Redlands Road
Penarth
CF64 2QN**

School Number: 6732152

Date of Inspection: 02/03/09

by

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Date of Publication: 07/05/09

Under Estyn contract number: 1115008

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Ysgol Pen-Y-Garth 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 Ysgol Pen-Y-Garth took place between 02/03/09 and 04/03/09. An independent team of inspectors, led by Phil Mostert 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 **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Ysgol Pen-Y-Garth is a designated Welsh primary school. It serves the town of Penarth and a number of surrounding villages. About 13% come from areas further away such as Cardiff, Barry and the rural vale. The school provides for pupils between three and 11 years of age. At present, there are 301 pupils on the school register, including 48 of nursery age who are present for half a day.
2. According to the school, the area from which the pupils come is one that is neither privileged nor disadvantaged. 4% of the pupils are entitled to free school meals, which is much lower than the national average. There are 40 pupils on the register of special educational needs (SEN) but none of them have a statement of SEN. About 4% of the pupils come from a different ethnic background.
3. About 29% of the pupils come from homes where Welsh is the main language but about 78% speak Welsh to a corresponding standard. The school is organised into 11 classes including the nursery unit.
4. The current head was appointed in September 2004. The school was last inspected in March 2003.
5. The school received a standard inspection this time.

School priorities and targets

6. The main school priorities identified in the School Development Plan [SDP] are:
 - Raise reading standards of reluctant readers;
 - Establish a mental arithmetic programme;
 - Ensure more attention to investigative science;
 - Implement Curriculum 2008 and include the latest methodology;
 - Prepare for national accreditation in the area of information and communication technology [ICT].

Summary

7. Ysgol Pen-Y-Garth has many good features but there are shortcomings in some aspects.
8. The findings of the inspection team correspond to the judgements the school makes in three of the seven Key Questions. A lower grade was awarded for Key Questions 1, 4, 5 and 7.

Table of grades awarded

9. The inspection team judged the school's work to be as follows:

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

Standards

Standards in the lessons observed are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	4%	82%	12%	2%	0%

10. The standards of pupils' achievement in lessons were close to the national picture published in the latest Annual Report of Her Majesty's Chief Inspector (HMCI), which states that the standards are good and very good in 84% of lessons. It also equals the all-Wales target of the Welsh Assembly Government [WAG] for 2010, when it is expected that 98% of lessons should be grade 3 or better.
11. All pupils have full access to a broad, balanced curriculum and equal opportunity to experience all school activities.
12. The general quality of the educational provision for children under five is appropriate for their needs. Children make very good progress towards the Desirable Outcomes for Children's Learning.

13. Children in the early years make good progress in their skills in speaking, listening, reading, writing, numeracy and ICT. Their ability to solve problems and their creative skills are also good.
14. At Key Stage 1, pupils make good progress in their skills in speaking, listening, reading, writing, numeracy and ICT. Their ability to solve problems and their creative skills are also good and they co-operate well.
15. At Key Stage 2, pupils make good progress in their skills in speaking, listening and reading Welsh; they make satisfactory progress in writing skills. They make good progress in their key skills in English, and in numeracy and ICT. Their ability to solve problems and their creative skills are good.
16. The bilingual skills of pupils develop well.
17. At key Stage 1 in 2008, according to teacher assessments, 91% of the pupils achieved level 2 or higher according to the Core Subjects Indicator [CSI], that is, in the core subjects of Welsh, mathematics and science at the end of the Key Stage. These figures are higher than the median for Wales [80%] for similar schools in the percentage entitled to free school meals. Many of the most able pupils achieve level 3. The school's performance in 2006 and 2007 was slightly lower than the median.
18. At Key Stage 2 in 2008, according to teacher assessments, about 67% of pupils achieved level 4 or higher across the CSI subjects [median for Wales 74%]. The result for 2008 places the school in the lowest 25% in mathematics and science and in the lower 50% in English and Welsh, compared with similar schools. Many of the most able pupils achieve level 5.
19. The school's performance at Key Stage 2 in 2006 and 2007 often places the school lower than the median, apart from Welsh, which was higher than the median in 2007.
20. There is no difference in the achievement of girls and boys.
21. Pupils with ALN [additional learning needs] make good progress in achieving the targets set for them. The school conforms well to the requirements of the Code of Practice for SEN. However, there are some shortcomings in the processes used to ensure the care and welfare of individual pupils.
22. Pupils show very positive attitudes towards their work; they show a high level of motivation and interest in the broad range of educational and extra-curricular activities provided for them. They can concentrate well and apply themselves for extended periods. The school succeeds well in meeting the needs of a range of pupils of differing abilities and backgrounds.
23. The behaviour of pupils of all ages is good. They are polite and welcoming with adults, are eager to learn and they respect each other's views and ideas. There are thorough systems for discipline and eradicating oppressive behaviour but not enough is done to include parents and governors in the process.

24. No pupils have been excluded since the last inspection.
25. The school's percentage attendance for the past three terms was very close to 95%, which is exactly the target set by WAG [Welsh Assembly Government] for primary schools in Wales. Unauthorised absences are low, at about 1%. With very few exceptions, pupils arrive punctually in school. Pupils going on holiday during the term lower the attendance percentages somewhat.
26. Pupils have a good awareness of equal opportunity issues and global citizenship. They have a good knowledge of different beliefs and religions in the world and the practices in other cultures. They are aware of the need to respect different traditions and values and the variety of lessons fosters a very clear understanding of citizenship. They raise substantial amounts of money for good causes.

Quality of education and training

27. In the lessons observed, it was judged that the quality of education was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	68%	16%	4%	0%

28. The above percentages are slightly lower than the statistics for the whole of Wales for the year 2007-2008 (Annual Report of Her Majesty's Chief Inspector), where grades 1 and 2 were awarded in 84% of lessons, and grade 1 in 16%.
29. The expectations and experiences are not comparable in Key Stage 2 classes where there are pupils from the same age range.
30. There are outstanding elements in the Grade 1 lessons, such as using a variety of teaching methods that provide pupils with opportunities to participate actively; pupils are challenged to achieve high standards; they are challenged to accomplish their best work, often independently of teacher supervision; extending more able pupils and organising extended feedback sessions.
31. In the grade 2 lessons, stimulating activities are presented that challenge pupils of different backgrounds and ability to accomplish their best work. Teachers question skilfully, providing for pupils of different abilities and fostering creativity, independence and originality. Lesson objectives are well explained and effective use is made of classroom assistants during lessons.
32. In the grade 3 lessons, although there were some good features, there were also some shortcomings, such as over-long introductions to lessons and inappropriate levels of challenge in them. Often, teachers do not make enough effort to foster the independence of pupils.

33. Where grade 4 was awarded to the teaching, pupils could not cope with the tasks, there were shortcomings in the organisation and pupils did not progress in their knowledge.
34. Overall, teachers use a good variety of presentation methods and teaching resources. However, in some classes, there is too much use of prepared handouts and exercises, which means that writing skills across the curriculum are insufficiently developed.
35. Teachers have a good understanding of National Curriculum [NC] subjects. It was not possible to evaluate their understanding of the curricular requirements of religious education as the subject was not inspected this time.
36. The quality of assessment, recording and reporting is good across the school. Although teachers mark positively and sensitively, insufficient responsibility is given to pupils, especially at Key Stage 2, to improve their own work. In about half of the classes, insufficient attention is given to obvious errors, such as syntax errors in Welsh.
37. The Cwricwlwm Cymreig and an appropriate emphasis on Welsh culture in general, is a prominent feature of the school's life.
38. The moral, social and cultural development of pupils is good but insufficient attention is given to their spiritual development. The school ethos contributes effectively to fostering the personal and social education [PSE] of pupils. Their social skills are good and the School Council contributes to the strong feeling of care and evident respect for pupils' opinions.
39. The quality of curriculum documentation is good. The education provided fulfils the needs of the full range of pupils.
40. There is a broad range of extra-curricular activities, which include Urdd activities, Dragon Sports Clubs that include football, rugby, netball and cricket, a Gymnastics, Dance, Chess and Recorder Club and visits to outdoor activities. There are good opportunities to take part in local, regional and national performances.
41. Links with parents are good and the pre-inspection questionnaires show a very high percentage of satisfaction with the provision and the relationship between parents and school. However, some parents feel they are not notified soon enough about events.
42. Members of staff provide a very congenial and caring atmosphere and ethos. The relationship between pupils and all who work in the school is good.
43. There are thorough systems for promoting good behaviour and eradicating any oppressive behaviour although not enough is done to formally include parents and governors in the processes.

44. The provision for ALN is planned and managed effectively. The provision has many good features. One of these is the sound procedures that help to identify the needs of individuals at an early stage, tracking them in detail throughout the support period.

Leadership and management

45. The head and management team lead the school well. More recently, they have influenced expectations positively across the school, including the quality of planning and pupils' standards of work.
46. The head manages staff well and each member has a detailed job description.
47. The SDP contains a long list of issues related directly to raising standards. It is a document which extends over a three year period, but it does not include a review of what has been achieved each year.
48. The governing body are very supportive of the head, and members play a valuable role in school life. Members have visited the school to receive self-evaluation reports on individual subjects. However, members of the governing body are not included enough when discussing managerial aspects of the school, such as policies, and pupil welfare.
49. There are a large number of policies that have not been signed by the chair of the governing body and consequently, they have not been formally adopted by the governing body. There has been no discussion for at least eight meetings on some other key policies, including the policy for safeguarding children.
50. Self-evaluation is generally good. The processes for observing the quality of teaching and forming views on standards in subjects are good on the whole. Recently, teachers have started to grade each other's lessons. The quality of the self-evaluation report produced before the inspection was good although there were elements in it that were too descriptive.
51. Good consideration is given to WAG priorities, such as bilingualism, sustainability, global citizenship, health education and fitness.
52. The school takes good advantage of teachers' periods for planning, preparing and assessment, to use the expertise of other teachers to enhance the teaching. However, the school does not make enough use of staff expertise to raise standards in some subjects, particularly geography and design and technology.
53. The assistants and part-time teachers who are employed contribute very significantly to the progress of pupils in their care.
54. There is a wealth of resources in the school and many of them of good quality. Resources are managed efficiently. Space is used effectively. The school is kept tidy and very good attention is paid to cleanliness.

55. A child with a physical disability can access the school and grounds.
56. The school provides good value for money.
57. Since the last inspection good attention has been given to most of the key issues. Insufficient attention has been given to raising standards in geography and design and technology at Key Stage 2 or to raising standards in writing across the curriculum.

Recommendations

In order to improve the school in the areas inspected, there is a need to:

- R1. raise standards in geography and design and technology at Key Stage 2;
- R2. raise standards in writing Welsh across the curriculum at Key Stage 2;
- R3. raise the percentage of grade 1 and 2 lessons and ensure that expectations and experiences are comparable at Key Stage 2 classes where there are pupils of the same age range;
- R4. ensure that the school conforms to every statutory requirement including discussion and provision of key policies;
- R5. include members of the governing body fully in all their responsibilities.

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 3: Good features outweigh shortcomings

58. The findings of the inspection team do not correspond to the grade awarded by the school in its self-evaluation report. Results over the past three years have been often below the median, compared with similar schools, especially at Key Stage 2. There are also shortcomings in some subjects and standards in writing Welsh across the curriculum are not high enough.
59. Many of the pupils achieve the targets set for them.
60. At key Stage 1 in 2008, according to teacher assessments, 91% of the pupils achieved level 2 or higher according to the Core Subject Indicator [CSI], that is, in the core subjects of Welsh, mathematics and science at the end of the Key Stage. These figures are higher than the median for Wales [80%] for similar schools in the percentage entitled to free school meals. Many of the most able pupils achieve level 3. The school's performance in 2006 and 2007 was slightly lower than the median.
61. At Key Stage 2 in 2008, according to teacher assessments, about 67% of pupils achieved level 4 or higher across the CSI subjects [median for Wales 74%]. The result for 2008 places the school in the lowest 25% in mathematics and science and in the lower 50% in English and Welsh, compared with similar schools. Many of the most able pupils achieve level 5.
62. The school's performance at Key Stage 2 in 2006 and 2007 often places the school lower than the median, apart from Welsh, which was higher than the median in 2007.
63. There is no difference in the achievement of girls and boys.
64. Standards in the lessons observed are as follows:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Pupils' standard of achievement	4%	82%	12%	2%	0%

65. The standards of pupils' achievement in lessons were close to the national picture published in the latest Annual Report of Her Majesty's Chief Inspector (HMCI), which states that the standards in 84% of lessons are good and very good. It is also equal to the all-Wales target of the Welsh Assembly Government [WAG] for 2010 when it is expected that 98% of lessons should be grade 3 or better. Some of the teaching strategies introduced recently have begun to have a positive effect on standards.

66. The general quality of the educational provision for children under five is appropriate for their needs and children make very good progress towards the Desirable Outcomes for Children's Learning.
67. At Key Stage 1, pupils make good progress in their skills in speaking, listening, reading, writing, numeracy and ICT. Their ability to solve problems and their creative skills are also good. They also co-operate well.
68. At Key Stage 2, pupils make good progress in their skills in speaking, listening and reading Welsh; they make satisfactory progress in writing skills. They make good progress in their key skills in English, and in numeracy and ICT. Their ability to solve problems and their creative skills are good.
69. Pupils with ALN make good progress in achieving the targets set for them. The school conforms well to the requirements of the Code of Practice for SEN.
70. Pupils from different ethnic groups and ones from a non-Welsh background make appropriate progress.
71. Pupils demonstrate very positive attitudes towards their work; they show a high level of motivation and interest in the broad range of educational and extra-curricular activities provided for them. They can concentrate well and apply themselves for extended periods. Their understanding of what they need to do is generally good but insufficient attention is given in a minority of classes to what they need to do to improve.
72. Across the stages, pupils make consistent progress in their learning. The majority of pupils reach their potential but there is a minority who could perform better.
73. The behaviour of the majority of pupils is good in classes and when playing independently. Respect, courtesy and friendship are shown towards staff and visitors. With the exception of one class at times, this also has a positive effect on the teaching and learning. There have been no exclusions since the last inspection.
74. The school's attendance percentage for the last three terms was very close to 95%, which is exactly the target set by WAG for primary schools in Wales. Unauthorised absences are low, at about 1%. With very few exceptions, pupils arrive punctually in school. Lessons start and finish on time. Attendance is recorded accurately. Pupils going on holiday during the term lower the attendance percentage somewhat.
75. Pupils have a good awareness of various living conditions in Wales and beyond. The School Council organises regular events to raise money for good causes of their own choice. Through thematic work, pupils of all ages become aware of equality of opportunity and respect for diversity in society. Pupils are enthusiastic in promoting 'fair trade' produce.

76. Pupils of all ages come to know about the world of work. This is done through role play, through making themes relevant and through visits and occasional visitors. The school takes part in sports and cultural events in the town of Penarth. Outside school hours, the community makes substantial use of the new sports hall built on a section of the school's grounds.

The quality of education and training

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

Grade 2: Good features and no important shortcomings.

77. The findings of the inspection team correspond to the school's judgement in its self-evaluation report.

78. In the lessons observed, it was judged that the quality of teaching was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	68%	16%	4%	0

79. The percentages above are slightly lower than the statistics for the whole of Wales for the year 2007-2008 (Annual Report of Her Majesty's Chief Inspector), where grades 1 and 2 were awarded in 84% of lessons, and grade 1 in 16%.

80. There are outstanding elements to the grade 1 lessons, such as:

- using a variety of teaching methods that provide pupils with opportunities to participate actively;
- pupils are challenged to achieve high standards;
- challenge to pupils to accomplish their best work, often independently of teacher supervision;
- extending more able pupils;
- organising extended feedback sessions.

81. Where teaching reaches grade 2 there are:

- stimulating activities;
- appropriate tasks that correspond to the needs of every individual, of all abilities;
- skilful questioning;
- good fostering of creativity and originality;
- clear explanations of lesson objectives;
- effective use of classroom assistants during lessons.

82. In the grade 3 lessons, although there were some good features, there were also some shortcomings, such as:

- lesson introductions that are too long;
- tasks not differentiated sufficiently to match pupils' abilities, especially the most able;
- pupils' independence not developed sufficiently.

83. Where grade 4 was awarded to the teaching, the following shortcomings were seen:

- pupils were not able to cope with the task
- shortcomings in the organisation;
- pupils did not progress in their knowledge.

84. When lesson objectives are shared and details are given to pupils on the criteria for success, this has a positive effect on their learning in the majority of lessons.
85. Teachers have a good knowledge of the NC and recent developments such as thinking skills and assessment for learning.
86. There is an effective system for tracking pupils' progress across the school. The information is used to target pupils so that they attend additional support sessions with assistants and teachers.
87. The systems for assessment and recording are good. There is closer scrutiny of core subjects. There is an individual record for each pupil and details are transferred from one class to the next.
88. The assessments for children under five are also appropriately detailed.
89. Although teachers mark positively and sensitively, insufficient responsibility is given to pupils to improve their own work and there are insufficient comments to suggest the way forward for pupils to improve their work further.
90. Pupils set targets jointly with teachers. Pupils' targets are shared with parents during the open evenings. Two open evenings are arranged during the year and parents praise these meetings. The reports for parents include appropriate comments and parents benefit from them.
91. Portfolios of assessed work are kept as examples of standards and to ensure consistency throughout the school. Teachers have held agreement trials with other schools to moderate work together; these meetings were valuable.

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

Grade 2: Good features and no important shortcomings.

92. The findings of the inspection team correspond to the school's grade 2 judgement in its self-evaluation report.
93. In general, the learning experiences have been well planned to fulfil the needs and interests of all pupils. The school provides a broad range of experiences and there is equal access to a curriculum based on stimulating, relevant activities and which has been well planned.
94. The quality of the educational provision for children under five is appropriate for their needs and children make very good progress towards the Desirable Outcomes for Children's Learning.
95. Apart from the writing, good attention is paid to key skills across the curriculum. Details of them are noted in every scheme of work. Pupils talk confidently in both languages and they can read a range of material fluently, applying what they have read to their work. Nearly all can apply a variety of skills in numeracy and ICT across the curriculum. Although they use similes and adjectives sensibly, forms of writing are limited across the curriculum and there is a lack of extended work. Nearly all pupils can apply their number work to measuring in a variety of ways across the curriculum and their ability to handle large numbers is good. Pupils co-operate well in pairs and groups to solve problems.
96. The social and cultural skills of pupils are promoted and enhanced outstandingly through a broad range of extra-curricular activities including Urdd activities, Dragon Sports Clubs, which include football, rugby, netball and cricket, a Gymnastics, Dance, Chess and Recorder Club and visits to outdoor activities. All of these activities complement and extend the curriculum particularly effectively.
97. The moral, social and cultural development of pupils is good. There is insufficient emphasis on spiritual development in collective worship sessions. Parents are invited to a school service weekly. In 2007, the school won a national competition to compose a Christmas carol.
98. The provision for pupils' personal and social education is effective and meets the requirements. Five years of the Healthy Schools Scheme have been completed. The Circle Time periods in the early years and Key Stage 1 enable pupils to discuss emotions and feelings, the importance of friends and to develop an awareness of how to behave towards others in different situations. This is further developed through collections for numerous charities.
99. Links with parents are good and they are very supportive of the school's objectives and work. Parents are informed about work and events through two circulars a term. However, some parents feel they are not informed early enough about events.

100. The school has a very useful bilingual website. In it there are contact details, names of staff, organisation and class themes, a calendar of events, successes etc. It also outlines how parents can help their children.
101. The Parent Teachers' Association transfers substantial amounts of money to buy resources and support the costs of visits. The mobile seats and tables bought by the Society for use in the hall at lunchtime are a particularly useful acquisition.
102. There is a strong partnership with the Penarth schools network and with other Welsh schools in the area. There are very good pastoral and curricular links with the secondary school to which pupils will transfer at the end of Y6, and there are long term, thorough systems to facilitate bridging from one school to the other; the transfer arrangements help pupils face the change of school confidently.
103. The school makes effective use of the surrounding area to enhance pupil experiences, for example by visiting developments in Cardiff Bay and St Fagan museum. A residential course held jointly in the Urdd Camp at Llangrannog with other pupils from the secondary school catchment area is popular and a valuable aid to the transfer that takes place at the end of Y6.
104. The Cwricwlwm Cymreig is promoted effectively. Thematic work and numerous activities such as visits by contemporary literary figures together with competing in eisteddfods enhance pupils' awareness of Welsh culture.
105. The clear equal opportunities policy and inclusive ethos reflect the commitment to equal access for all. All the pupils, including the ones from different ethnic and social backgrounds, are included in every aspect of school life, such as sports, music and other social activities. There is support if required for the costs of visits and musical instruments are available on loan.
106. Pupils are aware of the need to show respect for others whatever their race and background. Their awareness of global citizenship is promoted well through the curriculum.
107. Pupils of all ages have a good awareness of living conditions in the third world. The School Council campaigns energetically and effectively to support humanitarian causes and promote fair trade.
108. Good attention is given to sustainable education and global citizenship. A section of the school grounds has been set aside to grow flowers, vegetables and fruit and to observe the natural cycle. Good sustainable practices are followed by saving energy and recycling paper. This aspect is promoted conscientiously by an Eco-schools and Fair Trade Committee.

109. Pupils learn a great deal about the world of work and industry in the area, particularly in the lower part of the school. The provision is reinforced by visits and relevant visitors. Responsibility for this aspect has been given to an enthusiastic co-ordinator, who is the process of mapping the possibilities and contribution of every subject to this aspect. As this appointment is comparatively recent, the good practices have not yet permeated fully across the school.
110. Entrepreneurial skills are developed effectively. In collaboration with the local careers company, an entrepreneurship week has been introduced where the older pupils form business 'companies', designing, pricing, marketing and selling produce to fellow pupils and parents in fairs and open evenings.
111. There is an effective School Council that ensures that pupils' voices have a high priority. It meets regularly and discusses matters raised in a mature and responsible way. The School Council organises 'lau lachus' (Healthy Thursday) every week, when fruit and healthy smoothies are sold to pupils.
112. Trainee teachers, students and secondary school pupils spend valuable periods of work experience in the school.
113. The school was awarded the Quality Mark accreditation [Basic Skills Wales] for literacy and numeracy for the second time recently. National campaigns to foster basic skills are supported, such as the 'million words' reading scheme. A new sports hall has been erected on the school grounds with Lottery financial support. This contributes practically to promotion of lifelong health.

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

Grade 2: Good features and no important shortcomings.

114. The findings of the inspection team differ from the grade 1 awarded by the school in its self-evaluation report as there are insufficient outstanding features in the provision.
115. The quality of care, support and guidance provided for pupils is good. Pupils are happy in school and there is a good relationship between them and all members of staff. The ethos is caring, warm and congenial and pupils feel they are appreciated and supported.
116. There are sound induction systems for nursery pupils that ensure they settle quickly in school. Home/school agreements have been completed appropriately.
117. There are very good systems to encourage pupils to be healthy. Healthy eating practices are promoted through the fruit shop and good attention is given to improving fitness by providing a broad range of sports and team games.
118. Appropriate attention is given to health and safety aspects. CCTV cameras have been installed to monitor different parts of the building and a fence has been erected to separate the leisure centre from the rest of the school grounds. However, the fence is not complete and it is possible to have unrestricted access to parts of the school grounds. The school is aware of the importance of risk assessments and prepare them systematically.
119. Great value is placed on parents' views and the school has circulated a questionnaire asking for their opinion. The answers showed strong support. However, some individuals are less satisfied with the school's response to specific events. Others would like to be notified earlier about events.
120. Some adults come to help in class, for example by listening to children reading. This is a valuable contribution.
121. The school conforms to registration requirements by differentiating appropriately between different kinds of absence. The head and secretary keep an eye on absence patterns and contact parents and the county educational welfare officer when needed.
122. The policies and procedures for child protection have not been discussed for more than a year, although all members of staff are aware of their responsibilities. A member of staff has been designated to supervise this aspect, and a designated member of the Governing Body has responsibility for the area.
123. The quality of provision for equality of opportunity for every pupil is good. Lessons are planned carefully to meet the needs of individuals, particularly in the Foundation Stage and at Key Stage 1, and racial equality is promoted in all school activities.

124. There are thorough systems to promote good behaviour and eradicate any oppressive behaviour although not enough is done to include parents and governors in the processes. All staff know the pupils well and treat them caringly and sensitively, rewarding good behaviour with stickers, stars, happy faces and the like. This has a positive effect on motivation generally, and on the small minority who have behavioural difficulties.
125. The provision for ALN is planned and managed effectively. It has a number of good features. One of these is the sound procedures that help in identifying individuals' needs at an early stage and track them in detail throughout the support stage. Individual pupil files are well-organised and comprehensive and reflect the commitment and care of the Co-ordinator. The system to provide support for pupils in a designated, friendly room creates confidence and contributes to progress and raising standards.
126. The school conforms well to the requirements of the Code of Practice for SEN.
127. The Individual Education Plans provided for every individual with ALN are detailed and include achievable targets. The school works closely with parents and external agencies in reviewing the progress pupils make.
128. £25,000 has been earmarked to employ assistants to give attention to the underachievement of a minority of pupils. These pupils succeed in making marked progress. Assistants receive advice and guidelines from the class teachers and they work very effectively with individuals and groups.
129. The school has policies for accessibility and a disability equality scheme but they have not yet been adopted by the governing body. It is possible to access all parts of the school in a wheelchair according to the requirements of the law. The attention given to other aspects of access is less developed in the school's disability scheme, such as large print publications and the use of colour.
130. The school has a racial equality policy, which has not yet been adopted by the governing body. There has been no cause to record any case of racist behaviour in the book kept by every school for this purpose.
131. Electrical equipment and fire extinguishers are inspected regularly and a fire drill is held every term. All members of staff have had basic first aid training and two members of staff have a full first aid qualification.
132. Pupils are very aware of the religious, cultural and economic diversities that exist in different parts of the world. Racial differences are discussed sensitively. The school provides good support and guidance in order to ensure there are no prejudices based on social, educational or linguistic backgrounds.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

133. The findings of the inspection team do not correspond to the grade 2 view of the school in its self-evaluation report. A lower grade has been awarded as there are shortcomings, mainly in school management.
134. The leadership of the head and management team has had a positive influence on expectations in a number of subjects across the school, including the quality of planning and pupils' standards of work. The deputy head undertakes a number of responsibilities that are commensurate with the status of the post.
135. The head manages staff well and every member has a detailed job description. The staff's commitment to their work is very good; they co-operate well to fulfil the expectations placed on them. The contribution of every member of staff is appreciated and their opinion is considered carefully by the management team when forming policies and in undertaking key decisions.
136. The SDP contains a substantial list of issues relating directly to raising standards. It is a document that extends over a three year period but it does not include a review of what is achieved year by year. There are too many priorities in it. Good attention is given to pupil numbers and the school budget but these issues are in separate documents.
137. The governing body is very supportive and plays a valuable part in school life. Six members are newly appointed. Members have visited the school to receive self-evaluation reports on individual subjects. However, the whole body is not included sufficiently when discussing some managerial aspects and welfare issues.
138. The governing body by now administers the budget efficiently.
139. There are a large number of policies that have not been signed by the chair of the governing body and consequently, they have not been formally adopted by the governing body. There has been no discussion for at least eight meetings on some other key policies, including the policy for child protection.
140. The staff's commitment to their work is very good; they are diligent and co-operate well to fulfil the expectations placed on them.
141. Performance management systems contribute well to identifying the professional needs of staff. Teachers are encouraged to raise standards continuously. The head manages staff well and every member has a detailed job description.

142. Teachers have undertaken a good range of courses to develop their competence and in general this has had a positive effect on standards in a number of the areas inspected.
143. The shared values that exist ensure equality for all and this is reflected well in the day-to-day work of the school.
144. The national agreement on workforce restructuring is implemented effectively. The school takes good advantage of teachers' periods for planning, preparation and assessment [PPA] to enhance teaching.
145. Good consideration is given to WAG priorities and the school's targets are appropriate ones.
146. The school prospectus and the annual report for parents contain all the information that schools are expected to provide for parents.

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

Grade 2: Good features and no important shortcomings.

147. The findings of the inspection team correspond to the grade the school awarded itself in its self-evaluation report.
148. Self-evaluation has long been established in the school as a system for identifying strengths and shortcomings in performance and provision in order to make further improvements. There is a concise document that is a statement of objectives in self-evaluation and a timetable to ensure that each area or aspect receives attention in its turn.
149. The self-evaluation undertaken is based on direct evidence gathered by the subject co-ordinators through lesson observation, analysis of children's work and discussion with staff. Self-evaluation has led to significant improvements in standards in key areas, including targeting work in mathematics, promotion of reading in Welsh and development of ICT skills across the school. In some areas, however, the schemes to raise standards have not led to consistent and comparable improvement in the work of pupils of the same age who are in different classes.
150. Members of staff work together towards the common aim of raising standards and developing effective procedures in areas such as assessment, under the guidance of co-ordinators. Co-ordinators also present their findings to the member of the governing body who is responsible for their subject and these then sign to confirm they have received the information. Other members of staff have given more formal presentations to the governing body. This is effective practice.
151. The School Council has regular opportunities to discuss and make decisions on issues directly affecting pupils from day to day in school.
152. The self-evaluation report presented by the school is a very comprehensive document. The document identifies strengths, expresses views and identifies some issues requiring further attention under each key question, but there are too many descriptive parts to it. The source of evidence for coming to a judgement is noted.
153. The self-evaluation outcomes are used to identify areas for the SDP. The current SDP identifies the priorities for a period of three years. It identifies a substantial number of aspects to receive attention, plans the developments in detail, noting the desired outcomes and sets a positive direction for improvement. All members of staff have a role to play in the implementation of the plan and substantial resources are earmarked to support proposed developments; a number have already been achieved. The quantifiable element in the document is not prominent enough to assist monitoring.

154. The school has made good progress in responding to the six Key Issues in the 2003 inspection report. Standards have risen in art and physical education across the school and in geography at Key Stage 1. The quality of assessment and self-evaluation has improved substantially and partnerships with industry have been developed. There has been a substantial building programme and by now members of the public can only access classes through the main door of the school. Recently, through its self-evaluation, the school has identified the need to give attention to raising standards in geography at Key Stage 2 and the new central planning has targeted the aspects requiring improvement.

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

Grade 2: Good features and no important shortcomings.

155. The findings of the inspection team do not correspond to the school's grade 1 in its self-evaluation report. There are many good elements in the provision, but they are not distinctive enough to warrant Grade 1 for this question.
156. Staffing levels in the school are good and provide a very favourable pupil/adult ratio in the lower part of the school. An appropriate number of qualified and experienced teachers are employed to enable the school to provide a broad, balanced curriculum and there is a good balance of experienced and less experienced staff.
157. Teachers update their skills and knowledge by following regular training sessions in school or through an external provider. This training is matched to the needs of the school and aspirations of individual staff. Structured performance management systems contribute positively to staff development. Teachers of the youngest pupils have responded and adapted very well to the new requirements on them. The training needs of ancillary staff are also considered.
158. There is a co-ordinator for every subject, and these provide effective guidance for fellow teachers in their appropriate areas. Staff share their expertise in professional support with fellow members of staff and they collaborate well, but the school does not take full advantage of staff strengths by arranging for them to teach these subjects directly in more than one class.
159. The expectations and experiences are not comparable in parallel classes at Key Stage 2 where there are pupils from the same age range. The nature of the tasks set and standard of work produced in some subjects is uneven.
160. Appropriate attention has been given to the teacher workload agreement and to the requirements for workforce restructuring. Good use is made of the expertise of staff employed to enrich the curriculum and raise standards during the teachers' PPA sessions.
161. Outstanding support is provided for teaching and learning by a team of effective and committed classroom assistants. They ensure that pupils are on task and they promote learning in lessons very effectively. The school uses confident administrative staff effectively and the caretaker, cleaning staff and yard supervisors make a good contribution to the development of pupils and organisation of the school.
162. Standards of maintenance are high and the school is clean and attractive. Displays across the school are in good taste, and they support the learning.
163. The school has a broad range of various resources, which are in a good condition. The ICT provision was recently supplemented through the purchase of a computing 'bus' that has 16 laptops. This resource promotes ICT work and has led to raising standards in the subject and in key skills.

164. An interactive whiteboard has been installed in every class. Members of staff are comfortable using them as an effective teaching aid, taking advantage of prepared programs and presentations they have devised themselves. Pupils benefit by having an active part in many presentations.
165. The school is located in an attractive spot on the outskirts of Penarth. Since the last inspection, a new block has been completed where there were scattered temporary cabins. In addition to the new classrooms there is a pleasant hall, which has been extended since the last inspection, where all pupils gather occasionally. The hall is also used by the breakfast club and the after-school care club and it is serviced by a modern kitchen that provides lunch in two sittings. This substantial expenditure on the building has created a very suitable location for teaching and learning, but the predicted numbers suggest it will soon be too small.
166. Although the building is on several levels, toilets and access for the disabled have been provided as it was re-planned.
167. A suitable area has been developed outside for the youngest children so that they can have outdoor experiences in a stimulating and safe environment. However, the hard surface area available for pupils at break times is small for the number of pupils. Its lack of size, together with the slope in the middle, causes some accidents to pupils who unintentionally collide with each other when playing energetically.
168. Substantial use is made of the new community sports hall on the school grounds. This resource is a great asset.
169. School finance is administered efficiently from day to day and the school self-evaluates its processes regularly through using the county pro forma. Full consideration is given by the finance sub-panel of the governing body to the programme of expenditure, taking into account predicted numbers and likely requirements for the future. Consistent and effective use is made of resources available through subsidies and similar funds. The school provides good value for money.

Standards achieved in subjects and areas of learning

Welsh first language

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

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

Good features

170. Key Stage 1 pupils listen intently and come to speak Welsh very quickly. By Y1 and Y2 they use the language easily and clearly to socialise and talk about their work. They use varied, extended sentences and they have a good grasp of vocabulary.
171. Key Stage 2 pupils talk about their experiences enthusiastically, discuss their ideas and ask questions well. They can express opinions and suggest improvements when evaluating work. Nearly all of the older pupils speak at some length, discuss in groups and argue and reason thoughtfully.
172. Nearly all pupils at Key Stage 1 come to read with accuracy and appropriate expression. They can discuss books well. Their understanding of the terms used to discuss books, such as cover and author, is good.
173. Many Key Stage 2 pupils make good progress in their reading. Their decoding skills are good and they make a consistent effort to extract meaning from print, even when the vocabulary is unfamiliar. They guess the meaning sensibly from the text.
174. All pupils are familiar with reading write-ups and they choose their reading books on that basis. Less confident readers have a positive attitude to reading and the support provided for them. All pupils can use a dictionary and thesaurus easily and their information gathering skills are good.
175. Key Stage 1 pupils can record independently across the curriculum. They make good progress throughout the Key Stage in their writing skills. They succeed in writing complete sentences, paying good attention to capital letters and full stops. The most able pupils use quotation marks and question marks accurately in their work. A small minority succeed in writing more extensively, making very good use of vocabulary and phrases, adapting the style slightly according to the nature of the audience. Standards of Key Stage 1 pupils in spelling and handwriting are good.
176. The majority of Key Stage 2 pupils can write short pieces of good quality, using interesting and varied adjectives and adverbs to create atmosphere or describe feelings. On the whole, spelling is accurate and punctuation appropriate.
177. Many Key Stage 2 pupils use similes, idioms and phrases consistently in their work. The same skills are also to be seen as they write good poems that are full of sensitivity. There are touches of humour and originality in some poems and some pupils choose to include rhyme in their work.

178. About half of the pupils in the upper part of the school write with imagination and good expression. They use an appropriate style to convey feelings in a monologue or dialogue, showing an increasing awareness of different forms. Often, the best work emanates from textual work where pupils have imaginatively used their knowledge of a plot and characters in a story, identifying themselves particularly well with the experiences of characters.

Shortcomings

179. Although pupils at Key Stage 2 are familiar with evaluating and redrafting their work, insufficient attention is not given to improving expression and correcting inaccurate syntax in written work across the curriculum.
180. At Key Stage 2, narrative written work is not always of the same quality and standard in parallel learning groups.

Mathematics

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

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

Good features

181. At Key Stage 1, the majority of pupils handle numbers confidently and they can use their knowledge of number bonds to add to larger numbers to 20. They understand the concept of odd and even numbers. They can add two digit numbers and undertake subtraction sums with numbers to 20. The most able pupils can double numbers to 512 mentally.
182. Nearly all can tell the time confidently, using 'o'clock', 'half past', 'quarter past' and 'quarter to'. They confidently use comparison terms such as longest and shortest, heaviest and lightest. They use non-standard measurements and different types of measuring instruments well and they can also discuss measuring and weighing vocabulary with understanding.
183. Nearly all pupils have a good knowledge of the characteristics of two and three dimensional shapes. They use computers confidently to handle data and they can draw pictograms with support.
184. By the end of Key Stage 1, the majority can use more than one strategy to solve problems. They use mathematical language in appropriate contexts and can explain their work clearly.
185. In Y3 and Y4, the majority of pupils can see patterns in numbers. They can use the four rules to solve simple problems. They understand that adding and subtracting, multiplying and dividing are contrasting processes and they can round off numbers to the nearest 10 and 100.
186. The majority of Y3 pupils have an understanding of place value to three digits and understand denominations of money over a pound. Nearly all Y4 pupils can estimate length, measure and draw lines and read weight scales on a variety of weighing and measuring equipment.
187. Nearly all Y3 and Y4 pupils have a good awareness of two and three dimensional shapes and their characteristics, and they can classify them according to properties. They have a good understanding of symmetry. In Y4, they can understand the difference between regular and irregular shapes and they recognise different angles.
188. Nearly all Y3 and Y4 pupils recognise fractions and can colour the fraction of a shape accurately. They understand that some fractions are equal [e.g. $\frac{2}{4}$ and $\frac{1}{2}$]. The majority can tell the time accurately on an analogue clock and a digital clock. They can use Venn and Carrol diagrams to classify accurately.

189. By Y5 and Y6, all pupils undertake mathematical problems sensibly and can reason thoughtfully when solving those problems. Nearly all of the pupils show a good understanding of place value in numbers to a million and can round off very effectively. They have a good understanding of negative numbers and can apply this when reading and measuring temperature.
190. The understanding of older pupils of fractions, percentages and decimals is good. The majority can convert from one to the other and the less able pupils can apply their understanding of fractions to everyday situations.
191. The majority of Y5 and Y6 pupils can measure different sized angles. They can find the surface and perimeter of different shapes and recognise and draw polygons. They use mathematical terms accurately and discuss the characteristics of different shapes with considerable maturity.
192. The understanding of older pupils of coordinates is good across the age range. Many can plot and read coordinates in the four quadrants and draw and interpret a variety of graphs, such as line, column and circle graphs.
193. The recent emphasis on mental arithmetic has ensured that many pupils across both stages have a sound knowledge of number facts and multiplication tables.

Shortcomings

194. There are no important shortcomings.

Design technology

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

Key Stage 2 – Grade 3: Good features outweigh shortcomings

Good features

195. Many Key Stage 1 pupils can explain their choices with regard to materials, ways of assembling and joining, and creating a soft toy such as an animal puppet. They have an understanding of the properties of materials and their suitability for the task. They also convey their ideas in freehand drawings.
196. When evaluating their models, they can all express opinions on what they believe is the most successful and what they could adapt or improve.
197. They all can create Christmas cards with moving parts, showing effective skills in designing, colouring, cutting and joining.
198. Many Key Stage 2 pupils have a sound understanding of the process of designing and making. Detailed processes are followed from the early ideas, planning, making and appraising the product.
199. Nearly all Y3 and Y4 pupils make good use of their subject knowledge in areas such as science to help them with the tasks. Work in creating torches and work on making a healthy sandwich are good examples of this.
200. All Y3 and Y4 pupils understand how a simple pneumatic device works and they can use it capably to create a card with a part 'exploding' from it.
201. All Y5 and Y6 pupils make purposeful use of a commercial kit to create a fairground wheel, using a control system, pulley and motor. They have a good understanding of how gears and pulleys work. A valuable visit to Techniquest helped with this work.
202. When undertaking food technology, all Y5 and Y6 pupils are aware of the requirements of hygiene and safety. They can trace steps in the process of making biscuits, noting the elements of planning, looking at recipes and making. They can express opinions on different biscuits, giving valid reasons for their choices.

Shortcomings

203. The various design and make skills of Key Stage 2 pupils are not developed sufficiently in enough contexts.
204. An overdependence on work sheets hinders pupils' creativity and limits their ability to follow the process independently from designing to making.

Geography

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

Key Stage 2 – Grade 3: Good features outweigh shortcomings

Good features

205. Nearly all Key Stage 1 pupils can place Penarth on a map and can locate Wales and name the countries in Britain. Many pupils recognise some of the features of their local area well, including local shops and what is sold in them.
206. The mapping skills of many pupils are good at Key Stage 1. They can create a detailed plan of a familiar area as someone would see it from the air. Also, they can all show a journey through the school effectively in map form. By Y2 they can draw a full map of the local park, using an appropriate key.
207. Nearly all Key Stage 1 pupils understand well the difference between physical and human features. They can list appropriate examples when discussing the school or the local park.
208. Nearly all Key Stage 1 pupils can name desirable and less desirable features in the local area they have studied. They also discuss with understanding the advantages and disadvantages of development on people's lives in an unfamiliar area, giving valid reasons for their opinions.
209. In Y3 and Y4, many pupils show good mapping skills as they create a key and symbols for maps for different parts of the school. The majority understand scale and note the four points of the compass on their maps. When studying two aerial photographs, pupils succeed well in detailing the differences in the school environment over time.
210. Many Y3 and Y4 pupils can differentiate well between the features of a town, village and city. They produce pamphlets of good quality to attract people on holiday to the local area.
211. All Y3 and Y4 pupils have a good knowledge about contrasting areas, including the types of houses, the language spoken, the nature of the landscape and some of people's activities. They can collect detailed information from atlases on the countries and the seas between Penarth and China.
212. By Y5 and Y6, many pupils read and understand standard symbols on published maps and accurately use 4 and 6 digit references and the eight points of the compass. Pupils have a good knowledge of different countries and continents and use atlases and the Web effectively to gather information.
213. Older pupils can discuss in some detail the difference between Wales and Lesotho and how the way of life is different for people in the two countries. They have a good understanding of the way climate and landscape can affect people's way of life.

214. Pupils throughout the school use geographical vocabulary well on the whole. They can ask appropriate questions, for example, when investigating the effect of global warming.

Shortcomings

215. The quality and amount of work in the upper part of Key Stage 2 is not always comparable in corresponding learning groups and there are many unfinished tasks. Often, the tasks set are not challenging enough.
216. At Key Stage 2, there is insufficient evidence of field work and following the thread of an inquiry. In addition, work based on data and identifying or explaining a pattern is limited.

Art

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

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

Good features

217. The majority of pupils show good control of different media including crayons, pastels, paint and coloured pencils to create a range of effective work. By creating murals, their understanding of pattern and texture increases.
218. Nearly all Key Stage 1 pupils use ICT programs confidently to create pictures and various effects of good quality. They can discuss the work of famous artists confidently, reproducing their work effectively.
219. Printing work of good quality is produced with paint and ink. After studying different arts and traditions, they create very effective ethnic patterns from Lesotho.
220. At Key Stage 2, all pupils undertake a broad range of art experiences and they all experiment confidently with different media. They produce work of a good standard. They can select resources that are appropriate for specific tasks and use a range of techniques with skill.
221. Modelling and printing work of a good standard is produced across the Key Stage by many pupils and effective use is made of sketch books when investigating line and tone.
222. Many Key Stage 2 pupils can discuss art and the style of famous artists maturely and confidently, using accurate technical vocabulary. They are aware of the work of Welsh artists. All pupils reproduce styles effectively when working with an artist in a museum in Cardiff.
223. Many pupils discuss and appraise each other's work confidently. They can evaluate and improve their own work effectively. They express themselves creatively and experiment successfully with form, shape, space and texture.

Shortcomings

224. There are no important shortcomings.

Physical education

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

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

Good features

225. All pupils have a good understanding of the beneficial effect of physical exercise on health and the need to ensure safety during lessons.
226. At Key Stage 1, many of the pupils respond well to instructions and can use space well.
227. All Y1 pupils have appropriate skills for their age when moving slowly and quickly, in a low and high position, and when creating various shapes.
228. Many Y2 pupils form shapes effectively and can combine a number of them effectively to create a sequence of skilful movements.
229. Many Key Stage 1 pupils listen carefully to what others say about their work and use their observations to improve the effectiveness and quality of their own performance and that of other pupils.
230. In Y3 and Y4, pupils link a number of movements well, showing good control of balance.
231. The quality of Y3 and Y4 pupils' movements in dance lessons is generally good. The majority can respond confidently to music, creating a variety of suitable movements to the beat of the music.
232. Many Y3 and Y4 pupils take increasing responsibility for planning elements of the work, asking relevant questions in order to resolve problems and improve their performance.
233. In dance and creative movement lessons, many Y5 and Y6 pupils work effectively in pairs and larger groups to create a variety of shapes and a sequence of movements.
234. In football and cricket lessons, all Y5 and Y6 pupils show knowledge, skills and a good understanding when handling large and small balls, doing so with consistent control and accuracy.
235. The older pupils co-operate well and respect the conventions of fair play, equality and appropriate behaviour.

Shortcomings

236. There are no important shortcomings

School's response to the inspection

The governors, head and staff of Ysgol Pen-Y-Garth have given careful consideration to the contents of this report and wish to note the following points

We believe the inspection was a constructive and valuable exercise for all stakeholders at the school. The inspectors have recognised the school's strengths and noted aspects that need further development.

We wish to thank the inspectors for the professional, thorough and fair manner in which the inspection was conducted. We greatly appreciate the discussions and constructive comments made throughout the inspection. These will definitely help to move the school forward.

The matters noted in the report will receive attention in a Post Inspection Plan so that we can continue with the high standards and further develop the matters that require attention.

We appreciate the valuable contribution of all members of the school community and the way in which they play a key role in the self evaluation process:

- the pupils for their enthusiasm to learn;
- the staff for their excellent devotion;
- the parents for their support;
- the governors for their steer and support;
- the advisory team who advise, challenge and help.

Appendix 1

Basic information about the school

Name of school	Ysgol Pen-Y-Garth
School type	Community
Age-range of pupils	3 - 11
Address of school	Redlands Road Penarth
Postcode	CF64 2QN
Telephone number	[02920] 700262

Headteacher	Mrs Iona Edwards
Date of appointment	September 2004
Chair of governors/ Appropriate authority	Mr Richard Grigg
Registered inspector	Mr Phil Mostert
Dates of inspection	2 – 4 March 2009

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	24	44	45	29	33	24	45	33	277

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	13	3	14.4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	18: 1
Average class size, excluding nursery and special classes	26
Teacher (fte): class ratio	1.3: 1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2008	94.6	95.9	95.8%
Summer 2008	94.5	96.5	96.3%
Autumn 2088	92.0	95.2	94.5%

Percentage of pupils entitled to free school meals	4%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results

End of key stage 1:

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:					33
Percentage of pupils at each level								
			D	W	1	2	3	
Welsh	Teacher assessment	School	0	0	9	45	45	
		National	0.2	1.2	10.0	64.3	24.2	
We: oracy	Teacher assessment	School	0	0	9	45	45	
		National	0.2	1.3	10.3	64.6	23.5	
We: reading	Teacher assessment	School	0	0	18	33	48	
		National	0.2	2.3	16.3	60.0	21.1	
We: writing	Teacher assessment	School	0	0	15	55	30	
		National	0.2	2.8	20.0	65.7	11.1	
Mathematics	Teacher assessment	School	0	0	3	55	42	
		National	0.2	2.0	10.9	65.2	21.6	
Science	Teacher assessment	School	0	0	3	70	27	
		National	0.2	1.6	8.5	66.3	23.4	

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

In the school	91	In Wales	74.2
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D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

National Curriculum Assessment Results

End of key stage 2:

National Curriculum Assessment KS2 Results 2008			Number of pupils in Y6								43
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	-	-	-	0	2	12	60	26
		National	0.2	-	-	0.5	0.6	3.1	15.6	51.3	28.5
Welsh	Teacher assessment	School	0	0	0	0	0	2	21	53	23
		National	0.3	-	-	0.8	0.8	4.4	16.7	53.4	23.6
Mathematics	Teacher assessment	School	0	0	0	0	0	0	21	51	28
		National	0.2	-	-	0.5	0.6	2.7	14.7	51.4	29.9
Science	Teacher assessment	School	0	0	0	0	0	2	21	51	26
		National	0.2	-	-	0.5	0.5	1.8	11.4	53.9	31.7

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)

by teacher assessment			
In the school	67.44	In Wales	68.9

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

Seven inspectors, including the peer assessor and school nominee, spent the equivalent of 17 inspection days at the school and met as a team prior to the inspection.

These inspectors visited:

- 50 lessons or part lessons
- registration, assembly and collective worship sessions: and
- a range of extra-curricular activities.

Members of the inspection team held meetings with:

- staff, governors and 35 parents prior to the inspection;
- senior managers, teachers and ancillary and administrative staff; and
- the school council.

The team also considered the following:

- the school's self evaluation report;
- behaviour and attitudes of pupils;
- 51 responses to the questionnaire to parents;
- a response from the Education Authority;
- documents provided by the school prior to and during the inspection;
- a wide range of pupils' previous and current work; and
- samples of pupil reports.

Following the inspection, the team held meetings with the teaching staff, and a meeting with the governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Phil Mostert Registered Inspector	Context Summary and recommendations Key Questions 1 and 5 Mathematics and physical education
John Roberts Lay Inspector	Contribution to key questions 1, 3, 4 and 7
Gillian Taylor-Williams Team Inspector	Key Questions 2 and 3 Mathematics and design and technology
Rolant Nefydd Wynne Team Inspector	Key questions 6 and 7 Welsh and geography
Hazel Hughes Team Inspector	Key question 4 Welsh and Art
Mrs Maralyn Tomlinson Peer Assessor	Lesson observation
The headteacher, was the nominee on the school's behalf	

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Acknowledgements

The inspectors wish to thank the school's governors, the headteacher, staff, pupils and parents for their willing co-operation during the inspection.