

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

A Report on the Quality of Education in

**Llwyncrwn Primary School
Llwyncrwn Road, Beddau
Pontypridd, RCT
CF38 2BE**

School Number: 6742228

Date of Inspection: 18/05/09

by

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Llwyncrwn 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 Llwynrwn Primary School took place between 18/05/09 and 21/05/09. An independent team of inspectors, led by Michael T. Ridout, 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.

Estyn's reports follow its guidance for the writing and editing of reports, which is available on the Estyn website (www.estyn.gov.uk). The table below shows the terms that Estyn uses and a broad idea of their meaning. The table is for guidance only.

Nearly all	with very few exceptions	Half/around half	close to 50%
Most	90% or more	A minority	below 40%
Many	70% or more	Few	below 20%
A majority	over 60%	Very few	less than 10%

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 Llwynrwn School is a community primary for boys and girls aged three to eleven years. In total there are 374 full-time equivalent (fte) pupils on roll, organised in sixteen classes. This includes 41 fte children under four who attend part time and 39 under five who attend full time. The local authority provides two speech and language classes (SALC) and one hearing impaired class (HIC) that cater for 24 pupils with special educational needs (SEN) who come from a wide area. The average class size excluding the SALC and HIC classes is 25.5. Overall there are 17.4 fte teachers, including the head teacher and one part-time teacher. There are 17 learning support assistants (LSA) some of whom are part-time.
- 2 The school is situated in the village of Beddau between Llantrisant and Pontypridd. There is a mixture of privately owned and rented accommodation. The school describes the locality it serves as neither prosperous nor disadvantaged. Around 23 per cent of pupils are entitled to free school meals; this is above national and local averages. A small number are 'looked after' by the local authority. There are very few from ethnic minorities and none for whom English is an additional language. No pupils speak Welsh naturally; the school teaches Welsh as a second language.
- 3 Assessment data indicates that pupils' attainment on entry covers the full range but is generally a little below local averages. Subsequent assessments indicate that around one third have above average attainments and around 26 per cent have additional learning needs (ALN). This figure includes 5 percent with SEN catered for in the HIC and the SALCs. Three pupils have a statement of SEN.
- 4 Since the last inspection in July 2003 the number on roll has declined with a reduction in the number of classes. In the main building former classrooms provide facilities including a computer suite, music room and library. The school holds the Basic Skills Quality Mark.

The school's priorities and targets

- 5 The school's aims published in the prospectus are summarised as follows:

'We are committed to ensuring that each child experiences a happy, secure and caring environment from nursery to Y6. Each child is encouraged to achieve success in artistic, physical and academic development. We wish to develop the self-respect and self-confidence of each child, so that she/he is motivated to acquire a sense of responsibility for personal behaviour. Each child is valued for her/his achievement and is encouraged to do their best.'
- 6 The school development plan (SDP) for 2008 – 2009 identifies the following goals to:
 - improve the standards attained by pupils throughout the school;
 - improve the provision of assessment throughout the school;
 - improve the curriculum provision in accordance with the changes to the National Curriculum (NC) from September 2008;
 - improve the learning opportunities for pupils;
 - review the leadership and management structures within the school and
 - improve the effectiveness of leadership and management throughout the school.

Summary

- 7 Llwyncrwn Primary School provides a wide range of learning opportunities and has much good practice to build upon. The management team is well led by the head teacher and provides a good basis to drive forward initiatives to improve the quality of education and raise standards further. It has identified some of the shortcomings in standards and provision highlighted by this inspection but has yet to establish a shared whole school vision for curricular development.

Table of grades awarded

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

- 8 The inspection team did not agree with the school's self-evaluation. It awarded one grade lower in key questions one, two, four, five, six and seven and two grades lower in key question three.
- 9 In accordance with the Education Act 2005, I am of the opinion, and Her Majesty's Chief Inspector (HMCI) agrees that this school is in need of significant improvement.

Standards

- 10 In 2008, the results of the Key stage 1 (KS1) National Curriculum (NC) teacher assessments in English, mathematics and science were above national figures. In comparison with similar schools having more than sixteen and less than twenty-four per cent free school meals; they were well above in English, average in science and well below average in mathematics.
- 11 In Key stage 2 (KS2) the 2008 results were below national figures in English, mathematics and science. In comparison with similar schools results were average in English and mathematics and well below average in science.
- 12 In interpreting these results and making comparisons with the local and national picture it is important to note that the results of a small number of learners with SEN are included in the figures and that the trend in the overall results is a significant

factor. In KS1 there is an upward trend in the proportion attaining at least expected levels in English, mathematics and science, but in KS2 the trend is downward.

- 13 In sixty-six lessons or parts of lessons observed standards in the areas of learning and NC subjects inspected were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8%	62%	27%	3%	-

- 14 These figures represent a decline compared with those reported in the last inspection in 2003. They are also below the figures published in HMCI's Annual Report for 2007-2008, where standards in primary schools in Wales are reported to be Grade 2 or better in 84 per cent of lessons and Grade 1 in 12 per cent.

- 15 Standards in the seven areas of learning for the under-fives were judged as follows:

Areas of learning:	Nursery	Reception
Personal and social development, well-being and cultural diversity	Grade 3	Grade 3
Language, literacy and communication skills	Grade 3	Grade 3
Mathematical development	Grade 3	Grade 3
Welsh language development	Grade 3	Grade 3
Knowledge and understanding of the world	Grade 3	Grade 3
Physical development	Grade 3	Grade 3
Creative development	Grade 3	Grade 3

- 16 The educational provision for the under-fives has some weaknesses, but there is evidence that these can soon be put right.
- 17 Overall standards for the under-fives and in the NC subjects inspected were judged in both key stages as follows:

Under-fives (Foundation Phase)	Overall grade 3	
Subjects:	Key stage 1	Key stage 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 3
Information communications technology	Grade 2	Grade 2
History	Grade 2	Grade 3
Music	Grade 2	Grade 2

- 18 Compared with the last inspection standards have declined in the under-fives. Standards in mathematics and science are similar in KS1 but they have declined in KS2. There is improvement in ICT and a decline in history in both key stages; in music standards remain similar in KS1 but they have declined in KS2.
- 19 There are good features and shortcomings in learners' achievement in the key skills of literacy, numeracy and ICT throughout the school; they seldom use key skills to a sufficiently high standard within their studies. The picture is similar in the development of bilingual skills.
- 20 Overall, progress is variable as learners move through the school. They acquire new knowledge and skills from a wide range of experiences but the progress made by the

significant proportion of more able learners, especially in KS2, is not always in line with their capabilities.

- 21 Those with ALN make generally good progress towards the targets set for them in IEPs and those with SEN make good and sometimes very good progress in relation to their targets.
- 22 Overall, learners' behaviour and attitudes to their studies are good but in some classes they seldom build sufficiently on their good capacity to work with appropriate independence.
- 23 Attendance rates for the past three terms average 91.5 per cent, which is below national figures and those for similar schools.
- 24 Learners progress well in their personal, social, moral and wider development. They take on appropriate responsibilities and older ones develop the skills of citizenship well. They acquire a good understanding of equal opportunities and show increasing respect for diversity.
- 25 Learners are very well prepared for participation in their community and develop a good awareness of the world of work.

The quality of education and training

- 26 In seventy-two lessons or parts of lessons the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8%	54%	28%	10%	-

- 27 These figures represent a decline compared with those reported in the last inspection in 2003. They are below the national picture as published in HMCI's Annual Report 2007-2008, where the quality of teaching is reported to be Grade 2 or better in 83 per cent of lessons with 16 per cent having outstanding features.
- 28 Members of staff successfully establish good working relationships with learners that foster learning well. The contribution of LSAs is good when their work is well managed.
- 29 Where teaching is most effective good subject knowledge and expertise combine with high expectations to ensure a brisk pace that keeps learners involved. A few lessons observed provided exemplars of best practice. However, on occasions teaching is less effective when the pace and rigour of tasks is not sufficiently matched to learners' needs.
- 30 The frameworks used for lesson planning allow opportunity to evaluate learning, but the use made of assessments to adapt tasks in line with prior knowledge and skills is not always well enough developed to ensure progress is maintained.
- 31 Assessment procedures are good and meet statutory requirements. The recently updated procedures provide a sharp focus on the progression of skills and a good

basis to enable teachers to identify learners who need further support or require more challenge.

- 32 The school provides an interesting and varied curriculum but is not always successful in meeting the full range of learners' needs. This is especially the case for more able and talented learners.
- 33 Planning for the under-fives is insufficiently based on the foundation phase outcomes. In KS1, thematic planning is developing well and in KS2 planning is being restructured around 'skills ladders' in response to the latest curriculum orders. These curricular developments are at a very early stage of development.
- 34 The school successfully develops basic skills in English and mathematics but planning to promote key skills in literacy, numeracy and ICT is less well developed.
- 35 A very good feature is the provision made to broaden and enrich learners' experiences. There is a varied programme of visitors, educational visits and extra curricular activities.
- 36 The school promotes learners' personal and social development well, including their spiritual, moral, social and cultural awareness. Daily assemblies include an appropriate act of collective worship and comply with statutory requirements.
- 37 The curriculum is enriched by effective partnerships with other educational providers, local business, parents and the community.
- 38 Good features outweigh shortcomings in the arrangements to promote bilingual skills. Planning to integrate Y Cwricwlwm Cymreig is good in music and history, but is not as well developed in other subjects.
- 39 Learners' awareness of the need for sustainable development is well promoted but provision to promote entrepreneurial skills is underdeveloped.
- 40 There are many good features in the personal support and guidance provided for learners, the provision for ALN and the promotion of equal opportunities, but there are shortcomings in ensuring the safety and well-being of learners. These issues have been discussed with the head teacher and the GB.
- 41 The school provides three small classes for learners with a range of complex SEN. The two SALCs cater very effectively for learners' needs and the provision in the HIC has outstanding features.

Leadership and management

- 42 The head teacher and deputy head are increasingly successful in establishing a clear direction for the school. Whole school values and aims are clearly stated so that members of staff are made aware of the purpose of initiatives.
- 43 The recently established leadership team is developing its vision and strategies to improve the quality of education but these require time to become established.
- 44 The GB is strongly supportive of the school and is well informed by the head teacher. It is appropriately involved in considering key documents and has identified the need to further develop its role as a critical partner.

- 45 Leaders and managers are well informed about the school's performance in English, mathematics and science but the school's self-evaluation arrangements place too much emphasis on provision rather than first hand evidence of standards.
- 46 Members of staff are involved in self-evaluation but the school has yet to establish a corporate direction in planning for improvement.
- 47 The provision of staff, learning resources and accommodation is good overall. Arrangements to promote the professional development of staff are appropriately organised but the recent benefits of these arrangements have yet to become embedded in the school's practice.
- 48 Taking account of improvement in standards since the last inspection in ICT, the maintenance of good standards in KS1, the new management structure and weighing these factors against a decline in performance in KS2 and the underachievement of more able learners, this has reduced the school's effectiveness in recent years.
- 49 The current management of resources places the school in strong position to improve standards and ensure good value for money.

Recommendations

- 50 The school with the support of appropriate agencies should continue to implement the SDP and work to:
 - R1 improve progress and raise standards in the areas of learning for under-fives and in science and history in KS2*;
 - R2 improve achievement in the key skills of literacy, numeracy and information and communications technology and enhance bilingual skills;
 - R3 improve the progress and achievement of more able pupils;
 - R4 build on good practice to improve the quality and consistency of teaching and ensure the effective use of assessment to plan and improve learning*;
 - R5 improve curricular planning for the under-fives and update planning in KS2*;
 - R6 ensure the effectiveness of strategic management, formalise the contribution of the GB and resolve the health and safety issues drawn to the school's attention*;
 - R7 clearly prioritise targets in the SDP, link these to action plans and monitor the impact of staff training and curricular initiatives.

* Elements of recommendation one, four five and six are identified in the SDP.

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

- 51 The findings of the inspection team differ from the school's self-evaluation in that the school gave this key question Grade 2. Although the school identified shortcomings in achievement in mathematics and science this was not reflected in its overall judgement.
- 52 In 2008, the results of the Key stage 1 (KS1) National Curriculum (NC) teacher assessments in English, mathematics and science were above national figures. In comparison with similar schools having more than sixteen and less than twenty four per cent free school meals; they were well above in English, average in science and below average in mathematics.
- 53 In Key stage 2 (KS2) the 2008 results were below national figures in English, mathematics and science. In comparison with similar schools results were average in English and mathematics and well below average in science.
- 54 In interpreting the school's results and making comparisons with the local and national picture it is important to note that the results of a small number of learners with SEN are included in the figures and that the trend in the school's results over time is an important factor. In KS1 there is an upward trend in the proportion of learners attaining at least the expected level in English, mathematics and science but in KS2 the trend is downward.
- 55 Target setting is generally accurate in KS1 but the school missed its end of KS2 targets for attainment in 2008. Analysis of these results indicates no significant difference in learners' performance on the basis of gender in KS1 but in KS2 girls outperform boys. This is particularly evident in all aspects of English.
- 56 In KS2 the school's 2008 NC results show around thirty per cent of learners achieve Level 5 in English but in mathematics and science the proportion attaining the higher level is much lower. This indicates a significant measure of underachievement by more able learners. Furthermore, a range of standardised assessment data confirms that around one in three pupils in most cohorts have above average attainments.
- 57 In sixty-six lessons or parts of lessons observed standards in the areas of learning and NC subjects inspected were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8%	62%	27%	3%	-

- 58 These figures represent a decline compared with those reported in the last inspection in 2003. They are also below the figures published in HMCI's Annual Report for 2007-2008, where standards in primary schools in Wales are reported to be Grade 2 or better in 84 per cent of lessons and Grade 1 in 12 per cent.
- 59 Standards in the seven areas of learning for the under-fives were judged as follows:

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Knowledge and understanding of the world	Grade 3	Grade 3
Physical development	Grade 3	Grade 3
Creative development	Grade 3	Grade 3

- 60 The educational provision for the under-fives has some weaknesses, but there is evidence that these can soon be put right.
- 61 Overall standards for the under-fives and in the NC subjects inspected were judged in both key stages as follows:

Under-fives (Foundation Phase)	Overall grade 3	
Subjects:	Key stage 1	Key stage 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 3
Information communications technology	Grade 2	Grade 2
History	Grade 2	Grade 3
Music	Grade 2	Grade 2

- 62 Compared with the last inspection standards have declined in the under-fives. Standards in mathematics and science are similar in KS1 but they have declined in KS2. There is improvement in ICT and a decline in history in both key stages; in music standards remain similar in KS1 but they have declined in KS2.
- 63 There are good features and shortcomings in learners' achievement in the key skills of literacy, numeracy and ICT throughout the school; they seldom use key skills to a sufficiently high standard within their studies. The picture is similar in the development of bilingual skills.
- 64 Learners achieve similar standards irrespective of their social, ethnic or linguistic background. The small number of learners 'looked after' by the local authority makes sound progress towards the educational and personal targets set for them.
- 65 Overall, progress is variable as learners move through the school. They acquire new knowledge and skills from a wide range of experiences but the progress made by the significant proportion of more able learners, especially in KS2, is not always in line with their capabilities.
- 66 Those with ALN make good progress towards the targets set for them in their IEPs and those with SEN make good and sometimes very good progress in relation to their individual learning targets.
- 67 In both key stages learners have a sound understanding of their learning tasks. However, their awareness of targets and assessment strategies as a means of

helping them to understand how they are progressing and what they need to do to improve are at an early stage of development.

- 68 By the end of KS2, a majority of learners have made good progress towards fulfilling their potential. However, although they are well prepared for the next stage of their education in their personal and wider development, a significant minority have not developed their learning skills fully.
- 69 The overall development of learners' personal, social and learning skills is good. They are well motivated, eager to learn and have positive attitudes to learning where lessons both interest and challenge their thinking. For example, when solving mathematical problems younger ones in KS2 work enthusiastically with their peers and maintain both effort and concentration very well.
- 70 Behaviour is good around the school. Learners are attentive and well mannered, respectful of each other, treat adults with courtesy and confidently engage visitors in conversation. The majority behave well in lessons, but on occasions a few, mainly older ones, present low level misbehaviour and this sometimes disrupts learning.
- 71 Levels of attendance averaged 91.5 per cent over the last three terms. This is below the national average and that for similar schools. Most learners are punctual at the start of the day but there are some instances of lateness that disrupt lessons.
- 72 Learners have a good capacity to work independently and to develop the skills for life long learning but in most classes they seldom build sufficiently on their capabilities to study independently and work collaboratively to think and solve problems.
- 73 Learners progress well in their personal, social, moral and wider development. A good example is the work carried out by the school council. This develops the skills of citizenship and promotes well a strong sense of community. They acquire a good understanding of equal opportunities and show increasing respect for diversity.
- 74 Learners participate in a variety of ways within the local community; they are very well prepared for participation in their community and develop a good awareness of the world of work as the school has beneficial links with local business.

The quality of education and training

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

Grade 3: Good features outweigh shortcomings

- 75 The findings of the inspection team differ from the school's self-evaluation in that the school gave this key question Grade 2. The school did not identify the wide variation in teaching found during the inspection.
- 76 In seventy-two lessons or parts of lessons the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8%	54%	28%	10%	-

- 77 These figures represent a decline compared with those reported in the last inspection in 2003. They are below the national picture as published in HMCI's Annual Report 2007-2008, where the quality of teaching is reported to be Grade 2 or better in 83 per cent of lessons with 16 per cent having outstanding features.
- 78 Where teaching is most effective good subject knowledge and expertise combine with high expectations and the effective management of lessons to ensure a brisk pace that keeps learners involved and on task. A few lessons observed in mathematics, science, history, music and topic work are exemplars of best practice. In particular, the skills of collaboration, problem solving and enquiry were very well promoted.
- 79 On occasions, however, teaching is less effective. In such cases the pace and rigour of tasks is not sufficiently matched to learners' needs.
- 80 Members of staff successfully establish good working relationships with learners that foster learning well. The contribution of LSAs to learning and teaching is good when their work is well managed by the teacher.
- 81 Overall, members of staff have a good range of subject knowledge and through recent training are becoming familiar with current developments in primary practice, including the foundation phase principles. However, it is taking a little time for strategies, such as assessment for learning, problem solving and skills based approaches, to become embedded.
- 82 For the most part members of staff successfully promote equality of opportunity but the promotion of bilingual skills lacks consistency. The picture is similar in developing the use of literacy, numeracy and ICT skills within learning.
- 83 Progress is evident in adapting the provision for the under-fives and learners in KS1 to reflect the seven areas of learning. Where the focus of learning is clearly defined, teaching is effective, but on occasions it is over directed and too little emphasis is placed on guiding learners to engage in a sufficient range of activities, to develop appropriate independence and to ensure they build up their skills through first hand experience.
- 84 In KS2 a significant proportion of the teaching observed is good with most teachers setting high expectations, praising success and managing lessons so that pupils understand what is expected of them. In a minority of lessons, however, less rigour in guiding the learning results in a slower pace and a few older pupils become unsettled and lose direction in their studies. For example, this was evident in lessons in history and ICT.
- 85 In general lesson planning identifies clear objectives, but these are not always developed to match learners' needs or communicated sufficiently clearly so that they fully understand the purpose of their tasks.
- 86 Within the lessons observed a good range of teaching methods and organisational strategies is used, but in some cases the resources and artefacts that secure the active involvement of pupils and focus their thinking are not used. This is particularly the case when developing enquiry skills. Furthermore, the guidance provided for problem solving tasks is not always sufficiently precise.

- 87 The frameworks used for lesson planning allow opportunity to evaluate learning, but the use made of assessments to adapt tasks in line with prior knowledge and skills is not always well enough developed to ensure progress is maintained.
- 88 Assessment procedures are good overall and meet statutory requirements. The school has recently revised its systems for assessment. It has introduced a tracking record from reception to Y6 that gives clear, comprehensive and accessible information about the progress of learners. This includes baseline data, end of key stage assessments and figures from standardised assessments in the core subjects of English, mathematics and science.
- 89 Good use is made of regular assessments in the core subjects to monitor learners' progress and set appropriate targets, but there is no formalised assessment of standards in foundation subjects. Appropriate arrangements to ensure the effective moderation of end of key stage teacher assessments are being developed in partnership with other schools.
- 90 The school's updated procedures for assessment provide a sharp focus on the progression of skills to be developed and a good basis to enable teachers to identify learners who need support and those who require more challenge. Although these procedures are at an early stage of development they are being implemented effectively.
- 91 In line with age, learners are appropriately involved in planning their own progress through setting targets with their teachers. However, there is a lack of consistency in furthering their understanding of how to improve their learning, as the use made of assessment for learning strategies is not yet sufficiently embedded.
- 92 The marking of work is most effective where teachers and learners review comments together and points for improvement are discussed with the class. For example, good practice is evident in some mathematics lessons but across the school marking generally lacks sufficient rigour in celebrating success and identifying points for improvement.
- 93 Informative annual written reports for parents give a clear picture of their children's personal and social development and progress against NC levels together with targets for improvement and comparative data at the end of Y6. Detailed information about progress in the core subjects is provided; the information about foundation subjects is less detailed. Parents receive sufficient opportunities to discuss their children's progress.

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

Grade 3: Good features outweigh shortcomings

- 94 The findings of the inspection team differ from the school's self-evaluation in that the school gave this key question Grade 1. Although a number of good initiatives are being implemented no outstanding features were evident and important shortcomings were identified in some aspects of curricular provision.

- 95 The school provides an interesting and varied curriculum but is not always successful in meeting the full range of learners' needs and interests. This is especially the case for more able and talented learners. Overall, the provision is equally accessible to all and for the most part complies with statutory requirements.
- 96 Curricular provision is generally effective for pupils with ALN and for those with SEN some aspects are exemplary, but there are weaknesses in providing for the under fives and some shortcomings in the range of the learning experiences across the school.
- 97 Planning for the under-fives is insufficiently based on the foundation phase outcomes. Whilst the learning experiences planned reflect the seven areas of learning, the activities are often over directed and seldom allow sufficient opportunities for children to learn through first hand experience. Furthermore, opportunities for outdoor learning and to develop greater independence are limited.
- 98 The curriculum in both key stages is broad and generally well balanced. Suitable policies and schemes of work are in place for the subjects of the NC and religious education. In KS1, thematic planning is developing well with subject skills linked to the foundation phase areas of learning. In KS2 planning is being restructured around 'skills ladders' in response to the latest curriculum orders.
- 99 These curricular developments are at a very early stage of development and the school has yet to establish a whole school approach in planning its provision.
- 100 The school successfully develops basic skills in English and mathematics but although planning makes reference to the development key skills in literacy, numeracy and ICT, there is too little information on how to promote these skills. As a result, opportunities to promote oracy and writing, for example, are seldom developed fully in cross-curricular contexts.
- 101 A very good feature is the provision made to broaden learners' experiences. This makes a significant contribution to the development of their learning and social skills. The curriculum is enriched through a varied programme of educational visits including residential experiences. There are many visitors and activities, including music recitals and concerts, theatrical groups, science demonstrations and historical presentations. There is also a good range of clubs that offer competitive sports, musical opportunities and creative, technological and leisure opportunities for boys and girls. Furthermore, a good number benefit from instrumental tuition.
- 102 The way in which the school promotes learners personal development, including spiritual, moral, social and cultural awareness is good. They clearly understand the difference between right and wrong. The positive values that the school promotes provide a successful framework for good behaviour, consideration and respect.
- 103 Daily assemblies include an appropriate act of collective worship and comply with statutory requirements. These occasions encourage reflection on a range of themes and opportunities to acquire a greater understanding of the spiritual dimension of life are sometimes promoted well across subjects. Learners understand the importance of helping others and they participate enthusiastically in raising funds for charity.

- 104 Although first hand opportunities to interact with people from different races and cultures are limited the school takes effective steps to ensure that learners' understanding of other cultures is developed well through subjects including geography, history, art, music and religious education.
- 105 The curriculum is enriched by effective partnerships with other educational providers. There are strong links with the comprehensive school and a local cluster of primary schools, community groups and organisations make a positive contribution to the curriculum and the school provides work experience opportunities and placements for a range of students undertaking vocational courses. A mutually beneficial partnership is established with a teacher training university.
- 106 The extent to which curricular provision responds to the needs of employers and the wider community is good. In particular there is good provision through links with local business that promote well learners' awareness of the workplace.
- 107 Good features outweigh shortcomings in the arrangements to promote bilingual skills. In a small number of classes bilingual skills are promoted well and learners acquire a useful vocabulary, but the use of incidental Welsh by learners inside and outside the classroom is limited.
- 108 Planning to integrate Y Cwricwlwm Cymreig is good in music and history, but is not as well developed in other subjects. There are planned visits to St Fagans, Rhondda Heritage Park and places in the local area that promote greater understanding of Welsh heritage and culture. In particular, the school successfully promotes Welsh music and dance.
- 109 The school is proactive in combating social disadvantage and stereotyping and ensures equality of access and opportunity across the full range of its provision.
- 110 Learners' awareness of the need for sustainable development is well promoted through recycling, energy conservation and healthy eating projects. The school has achieved the Eco Bronze Award. It has established an effective Eco Rangers Committee that meets regularly and its members are fully involved in promoting initiatives, for example, monitoring energy consumption.
- 111 The provision to promote entrepreneurial skills, such as simple business and enterprise skills, are underdeveloped. These aspects are not yet an integral feature of the curriculum but learners have some opportunities to take part in fund raising activities.
- 112 The schools' provision reflects well national priorities to promote lifelong learning skills. The provision of homework is appropriate in this regard. The school suitably raises learners' awareness of community regeneration and the impact of social and economic changes in society.

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

Grade 3: Good features outweigh shortcomings

- 113 The findings of the inspection team differ from the school's self-evaluation in that the school gave this key question Grade 2. Although there are good features in personal

support and guidance, the provision for ALN, and the promotion of equal opportunities there are shortcomings in ensuring the safety and well-being of learners.

- 114 The school successfully promotes positive values and adults and learners work together happily and consider one another's feelings and ideas. Learners appear happy at the school and those with SEN are very well supported. The school plans and manages its care and support arrangements effectively. It works closely with a range of outside agencies in order to ensure learners' individual needs are well met.
- 115 The quality of the schools' partnership with parents and carers is good. The school takes appropriate account of their views, for example, through questionnaires and informal contacts. A home school agreement is implemented and parents are provided with regular newsletters, an informative prospectus and an annual report from governors as well as regular opportunities to discuss their children's progress. Furthermore, the school has developed its own web site to enhance communication with all interested parties.
- 116 In a pre-inspection questionnaire most parents indicated strong support for the school but a minority raised concerns about standards, the range of information provided including what is taught and issues concerning equality and diversity.
- 117 The school's induction arrangements, together with an effective system of staggered entry, enable the smooth transition of children from home to school. Parents meet with the head teacher and nursery teacher to receive information about the foundation phase and visit the nursery with their children to familiarise themselves with the setting before they start school. The school also has good links with two local playgroups whose staff visit with children before they enter school. The benefits of these arrangements are evident in the confidence displayed by the children who generally settle well at school.
- 118 Learners express a high level of trust and confidence in staff and say that they are easy to approach. For older ones, a particularly good feature is the support provided through well established arrangements that help ensure they are well prepared for transition to the secondary school. There is a strong focus on raising their confidence through ample opportunities to discuss concerns with assigned teachers.
- 119 The quality of the personal support and guidance that learners receive is a good. The recently revised Personal and Social Education (PSE) programme enables learners to develop their personal and social skills through a range of relevant topics. The school makes good use of specialist services to contribute to this programme.
- 120 Although attendance and punctuality are systematically monitored the school is not always sufficiently rigorous in taking appropriate action. In particular, it does not implement a first day response system to follow up absence. The school secretary collates information every two weeks and data is entered into a database.
- 121 The Education Welfare Officer visit's the school at least once a term, provides appropriate support, monitors children with less than 80.0 per cent attendance and has conducted a 'late on the gate' exercise to monitor punctuality with encouraging results in the short term.

- 122 The arrangements to monitor learners' behaviour and performance are systematic. Good behaviour and examples of courtesy and kindness to others are suitably recorded and rewarded.
- 123 Although arrangements to ensure the healthy development, safety and well-being of learners and those employed in the school are well documented important concerns regarding the effectiveness of procedures in a number of areas regarding the school's duty of care were identified. These issues have been discussed with the school.
- 124 Appropriate risk assessments, the control of legionella and asbestos surveys together with accident procedures, fire drills and the inspection of equipment are well documented.
- 125 The school has appropriate procedures to ensure the protection of children. The head teacher is the designated officer and has received appropriate training and implements effective procedures for early identification and subsequent monitoring. Information is disseminated fully and effectively to all staff to ensure a clear understanding of their responsibilities in this area.
- 126 The overall quality of provision for learners with ALN is good. The school's procedures for identification, assessment and provision pay due regard to the Code of Practice (CoP). Effective early identification and diagnosis are good features of the provision. The overall provision is well managed by the special educational needs co-ordinator (SENCO) and time is made available to discuss arrangements with class teachers, parents, their children and supporting agencies where appropriate. Learners are sometimes withdrawn from class for specialist support and good support is provided in the class setting by skilled LSAs.
- 127 Learners with ALN are supported well at the school action and school action plus stages of the CoP and provided with detailed IEPs of a high standard. These include challenging yet achievable learning targets that are broken down into realistic steps, and details of teaching strategies and expected outcomes. These plans are reviewed at least twice a year and parents are kept fully informed. In the case of learners with a statement of SEN appropriate arrangements are made for annual reviews and provision is adjusted in line with need. The school's success in providing for learners with ALN is demonstrated by changes in the provision over time, with a good number no longer requiring support.
- 128 The school, in partnership with the local authority, provides two SALC and one HIC for learners with a range of complex SEN. The two SALCs cater very effectively for the language needs of learners and ensure effective liaison with parents. The integration of speech therapy and individual learning programmes is exemplary. The skilled input of LSAs meets learners' specific language needs well. They are well integrated into the life and work of the school and the provision includes good opportunities to work with their mainstream peers. Overall, learners receive a good range of learning opportunities but on occasions the provision, particularly in foundation subjects, does not fully develop their learning skills.
- 129 The provision in the HIC is good with outstanding features. A stimulating and vibrant learning environment with a good balance between challenge and support caters extremely well for the needs of learners of all ages. Very carefully tailored individual

learning programmes are implemented well by skilled teachers, LSAs and therapists who promote good home-school communication. The quality of teamwork within the setting and the arrangements to promote inclusion are outstanding features.

- 130 There are good procedures that provide effective support for learners whose behaviour sometimes impedes their progress and that of others. The provision is implemented sensitively and consistently where needed so that behaviour improves.
- 131 The overall quality of provision for equal opportunities is good. Learners have equal access to all school activities and the school works hard to take appropriate account of differing social, educational, ethnic or linguistic backgrounds. A positive emphasis is placed in KS2, for example, on tackling the underachievement of boys compared with girls in literacy. Furthermore, members of staff are proactive through the PSE programme in challenging gender stereotypes in learners' choices and opinions but in the under fives and KS1 some examples of gender bias are evident in daily routines and practices. This issue was also noted in the last inspection in 2003.
- 132 The school effectively supports learners with challenging home circumstances or behavioural, social or emotional difficulties. There is variation however, in the extent to which the needs of more able and talented pupils are catered for.
- 133 The school has effective measures to manage occasional instances of oppressive behaviour such as bullying and is successful in promoting good behaviour across the school. In discussions learners indicate that they are aware of how any incidents of bullying should be dealt with and express confidence in the staff to deal fairly with such incidents.
- 134 The school has undertaken a disability access audit and recently established a disability equality scheme. However, the design of the KS2 building restricts access to those with physical disabilities.
- 135 The school has suitable policies to promote race equality, eliminate all forms of discrimination and harassment including bullying and to promote awareness of diversity. It is now preparing appropriate plans of action in these areas. However, in its everyday practice it successfully promotes both awareness of and respect for diversity through assemblies and cross-curricular topics.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

- 136 The findings of the inspection team differ from the school's self-evaluation in that the school graded this key question Grade 2. The inspection team awarded one grade lower as learners are not always enabled to achieve the high standards of which they are capable. However, the leadership team is developing its vision and strategies to improve the quality of education but these require time to become established.
- 137 The head teacher and deputy head are increasingly successful in establishing a clear direction for the school. Whole school values, aims and broad objectives are clearly

stated, for example in the SDP, so that members of staff are made aware of the purpose of initiatives.

- 138 A revised management structure has recently been established. This puts in place key posts, such as leaders of learning and has brought about adjustments to the roles and responsibilities of several members of staff. This structure is well considered but requires time to become established. Discussions with members of staff indicate that leadership is not yet fully effective in promoting a corporate sense of purpose direction for school improvement.
- 139 The school's mission and aims reflect a strong commitment to promoting equal opportunities and this is generally well reflected in the life and work of the school. A good example is the planned focus in KS2 on raising boys' achievement in literacy.
- 140 Appropriate emphasis is placed on national and local priorities. The transition plan with the local comprehensive school is well established and in line with national guidance a review of curricular planning is underway across both key stages, but this is at an early stage of development. Furthermore, the implementation of the foundation phase for the under-fives is not well developed.
- 141 In 2008 the school was unsuccessful in meeting its end of key stage targets for attainment but there is evidence of sound progress towards several targets identified in the current SDP.
- 142 Appropriate arrangements, in line with statutory requirements, are in place to improve the performance of members of staff. The arrangements for professional review and appraisal are systematic and the head teacher makes good use of the information gained in planning school improvements. However, it is too soon to judge the impact of recent initiatives as training in specific teaching strategies has not had sufficient time to become embedded in the school's work.
- 143 The GB is strongly supportive of the school and is well informed by the head teacher. It is appropriately involved in endorsing policies and considering key documents including the SDP. The GB has identified the need to further develop its role as an effective critical partner in the SER. Its stewardship of the budget and overview of strategic needs is sound.
- 144 Governors have yet to formalise their contribution to monitoring the quality of provision and at present the priorities in the SDP are not always sufficiently precise to enable the GB to assess value for money.
- 145 The GB successfully fulfils its statutory obligations but some shortcomings in its duty of care were discussed during the inspection.

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

Grade 3: Good features outweigh shortcomings

- 146 The findings of the inspection team differ from the school's self-evaluation in that the school graded this key question Grade 2. The inspection team found shortcomings in the rigour of self-evaluation and the effectiveness of planning for improvement over time.

- 147 Leaders and managers are well informed about the school's performance in the core subjects of English, mathematics and science but the school's self-evaluation arrangements place too much emphasis on provision. Subject monitoring does not have a sharp enough focus on standards. This means that members of staff are not enabled to form sufficiently secure judgements about standards in the subjects and areas for which they are responsible.
- 148 The self-evaluation report is a comprehensive document and identifies both strong features and areas for improvement, but the overall judgements do not reflect the variations in standards and provision found in this inspection. The inspection team did not agree with the school's judgements. It awarded one grade lower in key questions one, two, four, five, six and seven and two grades lower in key question three.
- 149 The school takes appropriate account of parental views for example, through questionnaires and the senior staff listens carefully to the opinions of governors, members of staff and the contributions of the school council.
- 150 Self-evaluation procedures are appropriately based on the review of learners' work and discussion with learners. In addition senior members of staff gather first hand evidence of teaching through classroom observations. The information gained is used to inform annual subject reports that, in turn, inform SDP. However, there is insufficient rigour in the evaluation of standards and the quality of teaching to identify the actions needed to address shortcomings.
- 151 Although members of staff are involved in self-evaluation through discussions in staff meetings and designated training days the school has yet to establish a corporate direction in self-evaluation and planning for improvement that permeates its life and work.
- 152 Strengths outweigh shortcomings in the effectiveness of planning for improvement. The current SDP identifies a suitable range of priorities for improvement but the links between this document and the outcomes of the school's self-evaluation arrangements are not always clear. Furthermore, the SDP sets no quantifiable targets and the success criteria identified are seldom sufficiently focused. This makes it difficult for the GB to assess value for money.
- 153 In relation to the school's priorities these are generally supported well through the adequate allocation of resources. It has, for example, made considerable investment in adapting resources both indoors and outdoors in preparation for the foundation phase, in the provision of ICT and in training for members of staff. However, the impact of this expenditure lacks consistency.
- 154 The school can demonstrate measurable improvements since the last inspection, in performance indicators in KS1, standards in ICT and the provision of PSE across the school, but standards have declined in under-fives, in four subjects in KS2 and also in end of key stage performance indicators.

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

Grade 3: Good features outweigh shortcomings

- 155 The findings of the inspection team differ from the school's self-evaluation in that the school gave this key question Grade 2. This is because the inspection identified shortcomings in the efficient and effective use of resources in some areas of the school's work.
- 156 There is a sufficient number of qualified and experienced teachers and learning support staff to meet the needs of the curriculum and cater for the number of pupils on roll. LSAs make a significant contribution to learners' progress; this is particularly so in respect of those with SEN. The administrative, catering and cleaning staff are valued members of the school team.
- 157 Resources for workforce remodelling are utilised effectively so that teachers undertake a range of planning, preparation and assessment tasks during the equivalent of ten per cent of the teaching week. The teaching provided for their classes during this time makes a very good contribution to raising standards. In addition support staff help to reduce the burden of administration and senior teachers receive an additional allocation of time to enable them to complete managerial tasks.
- 158 Learners have access to an appropriate range of learning resources that match the demands of their learning experiences. However, the age and condition of the books in the school library indicates the need for further investment.
- 159 The accommodation provides a good setting overall for effective learning and teaching. There are, however, important shortcomings in the extent and use of the accommodation for the nursery, in relation to the number of children.
- 160 Across the school learners benefit from the use of both hard surfaces and grassed areas. The two halls provide well for physical education, assemblies and dining. Overall there is ample storage space, although some KS2 classrooms have limited storage. Former classrooms provide a library, music room and ICT suite. There is variable provision for learners to obtain cool drinking water during the day.
- 161 There is a good blend of experienced and recently trained teachers and they have a wide range of specialist expertise, for example in music. However, some teachers have yet to adapt their pedagogy in line with recent educational developments. This sometimes impedes the quality of learning.
- 162 The school has used available grants well to enable the appointment of additional LSAs, particularly in the foundation phase. Across the school, however, the provision of LSAs is sometimes limited in relation to the level of need in large classes.
- 163 Following the recent reorganisation of the school's staffing structure, the senior management team is well placed to bring about improvements in provision and standards. LSAs make a significant contribution to learners' progress. However, their deployment is not always efficiently managed. Although they provide good support when they are well managed by teachers, in a few classes in both key stages they make little or no contribution during the early part of lessons, for example.

- 164 Arrangements to promote the professional development of staff are appropriately organised. The school has used its Better Schools Fund (BSF) allocation and made use of staff training days to consider how best to implement the foundation phase, and its response to current thinking on assessment. However, the impact of these arrangements has yet to be realised.
- 165 Subject advisers and leaders of learning contribute appropriately to the self evaluation process and this informs the SDP. Major spending is planned in line with the SDP and where possible requests for additional subject resources are met. The GB systematically reviews income and expenditure and an external audit confirms that effective financial management is in place.
- 166 Taking account of improvement in standards since the last inspection in ICT, the maintenance of good overall standards in KS1, the new management structure and weighing these factors against a decline in the school's overall performance in KS2 and the underachievement of more able learners has reduced the value for money provided by the school in recent years. However, the current management of resources places the school in strong position to improve standards and ensure good value for money.

Standards achieved in subjects and areas of learning

Under-fives (Foundation Phase)

Nursery and reception: overall Grade 3: Good features outweigh shortcomings

- 167 The educational provision for the under fives has some weaknesses, but there is evidence that these weaknesses can soon be put right.

Personal and social development, well-being and cultural diversity

Nursery: Grade 3: Good features outweigh shortcomings

Reception: Grade 3: Good features outweigh shortcomings

Good features

- 168 Children of both age groups form successful relationships with others. They concentrate for extended periods when engaged in activities that interest them.
- 169 Nursery children quickly settle into school routines and understand rules and the expectations of their teachers. They say 'please' and 'thank you' without prompting, often in Welsh as well as English. Nursery children have a developing awareness of the importance of personal hygiene become independent in routines such as washing their hands.
- 170 Children of both age groups begin to value their friends. They care for one another well and frequently offer support and encouragement to their classmates.
- 171 Children of both age groups respond positively to stories with a moral message and begin to say what is good and bad, fair or right.

Shortcomings

- 172 Children under five do not engage frequently enough in activities that allow them to become independent learners, solve problems or take appropriate responsibility. As a result their ability to make choices and decisions for themselves is underdeveloped.

Language, literacy and communication skills

Nursery: Grade 3: Good features outweigh shortcomings

Reception: Grade 3: Good features outweigh shortcomings

Good features

- 173 In all focussed activities, most nursery and reception children listen carefully to their teacher and follow instructions correctly and willingly. Most engage confidently in conversations with adults and increasingly with their peers.

- 174 Nursery children enjoy listening to a story and many ask sensible questions and give thoughtful answers to questions from adults. Most have a growing understanding that print carries meaning, many begin to follow the words as they are read and during play in the 'farm shop' they successfully develop early mark making and pre writing skills.
- 175 When reading 'The Little Red Hen' with their teacher, a class of reception children follow the text with interest. They understand that print carries meaning. About half successfully recognise a good number of words they see written on the pages as they are turned. A similar number correctly recognise words from the story recorded on flash cards. A few at a more advanced stage of learning successfully arrange words to form sentences to tell a story with minimal assistance. The majority successfully arrange a few words to form simple sentences and write them accurately.
- 176 In reception, children's handwriting is very well formed and correctly oriented.

Shortcomings

- 177 The skills of a significant minority of nursery children in handling books and following a story are underdeveloped. They seldom improve their communication skills through playing creatively or experimenting with spoken or written language.
- 178 Many nursery and reception children frequently respond to adults with one or two word answers to questions. They seldom extend their speaking.
- 179 Many reception children do not develop initial writing skills sufficiently through experimenting for themselves with different methods of recording in a range of relevant contexts.

Mathematical development

Nursery: Grade 3: Good features outweigh shortcomings
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Reception: Grade 3: Good features outweigh shortcomings
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Good features

- 180 Nursery children count, order, match and sort a variety of objects with increasing accuracy. For example, they successfully compare the weight of vegetables, most correctly say which is heavier and when observing their teacher weighing vegetables they correctly observe that the lower the balance falls, the heavier the object.
- 181 Both older and younger children confidently use ICT to practice their number skills and a majority of have a good knowledge of common two and three dimensional shapes.
- 182 Most reception children correctly order numbers to ten and some describe the position of the missing number in a sequence by using appropriate mathematical language. Many know the number after a given number and a few know the number that comes before. They successfully solve number problems and a few confidently order numbers beyond ten.

- 183 A majority of reception children successfully compare heights with their friends. They draw around their learning partner, compare their outlines and correctly decide who is taller or shorter. They quickly progress to arranging the outlines of other pairs in order of height and a few suggest further questions to explore.

Shortcomings

- 184 Nursery children seldom engage in a sufficient range of first hand experiences to enable them to explore numbers, compare objects, make patterns and investigate measures. They rarely express their own ideas or explore a range of mathematical concepts through structured play.
- 185 Many children in reception children do not sufficiently develop their mathematical skills through relevant investigations. More able children, in particular, make insufficient progress in exploring shapes, measures and recording mathematical information.

Welsh language development

Nursery: Grade 3: Good features outweigh shortcomings
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Reception: Grade 3: Good features outweigh shortcomings
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Good features

- 186 A majority of nursery children respond very positively to the puppet, Whitey Gwyn. They answer simple questions and sing enthusiastically in Welsh. They count with growing confidence and name colours. Many know the names of common farm and domestic animals and begin to speak about the weather with support from their teacher.
- 187 In reception a few children recognise the names of farm animals written in Welsh in their storybook. A majority respond to simple instructions and answer everyday questions using word or short phrases.
- 188 Both older and younger children frequently state their choice of colour for reward stickers without prompting.

Shortcomings

- 189 Most children in nursery and lack confidence in speaking Welsh in everyday work and play. They only rarely listen to stories in Welsh, seldom explore Welsh books for themselves and have not begun to experiment with written communication in the context of role play.

Knowledge and understanding of the world

Nursery: Grade 3: Good features outweigh shortcomings
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Reception: Grade 3: Good features outweigh shortcomings
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Good features

- 190 Most nursery age children begin to recognise natural and man-made features, they learn about the locality through visits, describe what they have seen and with support they record, for example, their route to the library in the form of a simple plan. Many know that they have changed since they were babies and develop an increasing awareness of time passing and life changing, for example, through discussions with visitors.
- 191 Older children in reception develop a good understanding of time passing through studying artefacts such as toys and bedding and arranging them in chronological order. They learn how quilts were made and used in the past and most explain confidently how bedding has changed over time.
- 192 Children in reception know that wool comes from sheep. Many enthusiastically recall a farm visit and make connections between this and the wool used to make blankets. They enthusiastically experiment with combing and twisting washed wool to make a basic yarn.
- 193 Children of nursery and reception age confidently name many common plants and animals. Younger ones correctly name a range of vegetables and fruit, they plant seeds and with guidance observe and record their growth. Older ones learn to care for plants in the greenhouse and courtyard and know what is needed to help them grow. The children group and sort materials, they use their senses well and begin to distinguish between natural and man made materials.

Shortcomings

- 194 Children in both age groups do not sufficiently develop their enquiry skills in a wide enough range of contexts and have too few opportunities to develop skills in using ICT in different contexts.
- 195 Children in both age groups make insufficient use of the outdoor learning environment to learn through play and experiment through structured first hand experiences.

Physical development

Nursery: Grade 3: Good features outweigh shortcomings
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Reception: Grade 3: Good features outweigh shortcomings
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Good features

- 196 In movement sessions many nursery children use the floor space effectively. They follow instructions well. Most have good control of their bodies and start and stop moving successfully at a given signal. They move with ease in a variety of ways at different speeds and using different sized steps. They skilfully hold a variety of body poses very well.
- 197 During free choice activities older and younger ones develop their fine and gross motor skills effectively. They control writing, drawing and craft materials skilfully and manipulate modelling and building materials competently. They ride scooters and tricycles confidently and accurately steer push along toys. They climb and crawl with good co-ordination over and through play equipment.
- 198 Children in both age groups begin to understand the need for exercise as a means of keeping the body healthy and know the effects of exercise on their bodies.

Shortcomings

- 199 Children do not sufficiently develop confidence and control of their physical skills at different levels in a wide enough range of contexts.
- 200 Children in both age groups engage in only a narrow and repetitive range of movements. They seldom engage sufficiently in adventurous play to increase their physical skills and increase their understanding of what their bodies can do.

Creative development

Nursery: Grade 3: Good features outweigh shortcomings
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Reception: Grade 3: Good features outweigh shortcomings
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Good features

- 201 Children in both age groups successfully create images through painting and drawing. They competently mix paint and arrange and combine collage materials. Nursery children draw their friends, positioning facial features accurately and a few make detailed observations of facial features.
- 202 With guidance older and younger ones develop greater competence in using ICT to draw pictures and compose music.
- 203 Nursery children sing in tune with increasing control of their breathing. They play percussion instruments with appropriate skill and most start and stop playing when

signalled to do so. They correctly name familiar instruments and older ones sort instruments by the type of sound they make.

- 204 In whole class performances, nearly all reception children sing and play instruments well. They count in before performing and respond correctly to hand signals when playing. Most keep a steady beat in time to the music played to them. They listen carefully to performances and some say what they like and how the piece could be improved.

Shortcomings

- 205 Nursery and reception children seldom explore, experiment or investigate through structured play the different sounds musical instruments can make. They do not sufficiently develop their expressive skills in response to music.
- 206 Children in both age groups seldom select from a good range of art and craft materials and rarely develop creative skills by choosing methods to make images. Older ones do not evaluate their work in order to improve their creative skills.

Mathematics

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

- 207 In Y1 and Y2 pupils develop a clear understanding of the concept of symmetry. They confidently describe symmetrical shapes using terms such as balance and most older ones use cubes, pegs and coloured paper successfully to investigate reflective symmetry. Their understanding of lines of symmetry progresses well as they make symmetrical patterns and use a mirror to check the accuracy of their designs.
- 208 In Y3 and Y4 the majority of pupils speak of balance when describing symmetrical shapes. Most successfully use cubes, pegs and coloured paper to investigate reflective symmetry and correctly place a mirror on a shape to identify a line of symmetry. In Y5 and Y6 most pupils' understanding of lines of symmetry progresses well. They design symmetrical patterns correctly and use a mirror to check their designs.
- 209 In Y3 and Y4 nearly all pupils successfully compare containers to help them estimate their capacities. They know that a litre is a standard unit of measure and most have a good idea of what a litre looks like. Most begin to use correct mathematical language and they record their findings from investigations competently using charts and tables.
- 210 In Y4 the majority use their knowledge and understanding of doubles well to find and record ways of making a target number. More able pupils organise their investigation carefully to ensure they include all possible combinations. When combining symbols and colours they work methodically to investigate the range of possible permutations and many show good understanding of how to solve problems logically.

- 211 In Y5 and Y6 most pupils have quick recall of multiplication and division facts. Most know that multiplying the length and width of a rectangle will calculate its area. They know how to calculate perimeter and know that while perimeters may be measured in centimetres or metres, areas are measured in square centimetres or metres. The majority know that the area of a complex shape can be calculated when the shape is divided into constituent rectangles and triangles. Their skills in mathematical calculation are well developed.
- 212 In Y6 most pupils work out correctly the ratio of different coloured squares in a design and express this in the lowest terms. A minority clearly explain the differences between ratio and proportion and most clearly explain the terms median and mean.

Shortcomings

- 213 There are no important shortcomings.

Science

Key stage 1: Grade 2: Good features and no important shortcomings
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Key stage 2: Grade 3: Good features outweigh shortcomings
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Good features

- 214 In Y1 most pupils acquire a good knowledge of the senses. For example, using the sense of smell they identify a variety of substances and use correct vocabulary to describe their findings.
- 215 Most pupils in Y2 know the major bones of the skeleton and can explain that the skeleton gives shape to the body and protects the major organs. They also have a secure understanding of an electric circuit and most name the components of a simple circuit.
- 216 Many pupils in Y3 and Y4 know the conditions required for grass and other plants to grow. Nearly all know the reasons why leaves are necessary for plants to grow. Most understand that, when investigating this, a fair test must be designed. Most show a good understanding of how variables must be controlled to ensure fair testing.
- 217 Most pupils in Y3 and Y4 know that the properties of materials are linked to the uses to which they are put and many know that shadows are formed when light from a source is blocked by an opaque object.
- 218 Many pupils in Y5 have good knowledge of the functions of the parts of a flower and correctly label diagrams using terms, including petal, anther and ovary correctly. Most carefully dissect a flower and correctly identify the parts.
- 219 A majority of pupils in KS2 clearly explain the life cycle of a plant, beginning with the germination of a seed. They classify living things according to such criteria as their characteristics and habitats and most older ones know that microorganisms such as bacteria and moulds can be either helpful or harmful.

- 220 In Y6, a majority of pupils understand the principles of fair and reliable testing. When investigating how to slow a falling object, many describe conflicting forces correctly. They know how to enter their measurements in a table and plot results in a line graph to represent their findings.

Shortcomings

- 221 In KS2 most pupils seldom develop the skills of scientific investigation adequately. They do not build on their scientific knowledge to form hypotheses and test them through designing and carrying out their own investigations.
- 222 Previous work in KS2 indicates that most pupils are over reliant on completing written exercises or copying texts. This constrains the depth of their studies, their ability to develop enquiry skills and limits their understanding of scientific methodology.

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

- 223 Pupils' mouse control and keyboard skills develop well as they progress through the school so that; by the end of Y6 a minority are beginning to use keyboard shortcuts with confidence. For example, to cut and paste text and graphics.
- 224 When using a word processing, many in Y1 and Y2 confidently change font, size and colour and older ones use the spell check. Many can load a CD-ROM and skilfully use the program to simulate making an electric circuit.
- 225 Many pupils in KS1 use a paint program competently. They quickly change colour, pen size and use the spray tool skilfully to produce interesting and creative images.
- 226 When using a database program, most pupils in Y3 and Y4 understand the terms records and fields. Most younger ones search individual record cards and fill in data in the appropriate field cells. They sort data correctly and use the graphics tool to enable them to answer questions about the data.
- 227 Nearly all pupils In Y5 and Y6 are confident in logging on and opening programs and files. Many have good navigation skills and follow on-screen commands well. When using a simulation program, a majority activate sensors successfully, for example, when identifying eggs which are not fresh.
- 228 In Y6 nearly all pupils correctly enter data into a prepared spreadsheet. Most know how to use the 'sum' facility to calculate totals. A majority understand that these totals can be used to calculate a mean value. A minority successfully copy the formula to calculate means in other cells and most use the chart tool competently to produce line graphs.
- 229 Many older pupils are adept at searching selected internet sites for information and images which they combine using presentation software. Although few pupils can

link their pages, the majority are sufficiently competent to produce a number of pages that combine text, graphics and sounds.

Shortcomings

230 There are no important shortcomings.

History

Key stage 1: Grade 2: Good features and no important shortcomings
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Key Stage 2: Grade 3: Good features outweigh shortcomings
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Good features

- 231 Many pupils in Y1 successfully recognise changes over time, for example, through studying pictures of the seaside. They develop a good understanding of chronology through ordering photographs and artefacts in a time line. For example, they pose pertinent questions and develop enquiry skills well when studying wash day artefacts and through role play they develop their understanding of how different home chores were over a hundred years ago.
- 232 Most pupils in Y2 listen with interest to stories about famous characters and events in the past. They thoughtfully compare their own lives with that of Susan Rees, a pit worker, and show a clear understanding of the importance of the work of Florence Nightingale.
- 233 A majority of pupils in Y3 acquire a good understanding of life in Roman times. Many confidently answer questions about the type of food eaten by the Romans and begin to understand the importance of banquets in Roman culture in their role-play. They use a range of sources to research the Roman lifestyle, including the kinds of food eaten.
- 234 In Y4 pupils further their enquiry skills. Based on a visit to a Tudor farmhouse many pose and answer questions about the reasons for the features of Tudor buildings and begin to understand that based on different sources, including artefacts, inferences can be drawn about life at the time.
- 235 A majority of pupils in Y5 compare and contrast Victorian and present day school life. They clearly understand the differences and quickly deduce that these differences are linked to the way of life at the time. They use secondary sources of information well to inform their arguments for a debate about school life in Victorian times.
- 236 Most pupils in Y6 make good use of copies of original documents to identify the number of evacuees in their school during the war. They reflect carefully on wartime food shortages and understand the reasons for these. When studying anecdotal evidence they develop a greater understanding of why people acted as they did.

Shortcomings

- 237 In KS2 pupils' make insufficient progress in acquiring the skills of historical enquiry and they seldom study topics in sufficient depth.

- 238 In KS2, older pupils' understanding of different interpretations and representations of history is underdeveloped.

Music

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

- 239 Most pupils in KS1 name a range of percussion instruments and know how they are played. They understand 'volume' and how it alters music and beat time accurately with instruments, increasing and decreasing volume by following the teacher's hand signals.
- 240 A majority of pupils in KS1 sing tunefully demonstrating a good awareness of posture, breathing, diction, rhythm and pitch. They demonstrate well high, medium and low pitch with their voices and instruments. They know and play the three notes A, G and F on tuned percussion instruments to accompany well a piece of music. They also compose a simple tune using a music programme using ICT effectively.
- 241 Pupils in KS1 appraise their own and others' performance sensitively and make insightful comments about the way in which different musical elements such as pitch, volume and rhythm enhance music. They make their own musical instruments and compose pieces using simple notation that they play effectively.
- 242 In Y3 and Y4 pupils' understanding of musical elements is good. They explain well the terms 'dynamics', 'rhythm' and 'pitch' and know how they affect a piece of music. Many understand and recognise an ostinato when listening to a piece of music. They play instruments well to create an ostinato to a Welsh song. Their appraisal skills are very well developed; they offer informed suggestions as to how performances could be improved.
- 243 In Y5 and Y6 pupils sing tunefully and sustain well one tune while others play an ostinato. For example, they maintain their part well when singing a Welsh folk song in a round. Most demonstrate good pitch, rhythm, clear diction and good attention to breathing. When playing African drums they vary rhythm, pace and dynamics to good effect. The quality of their performance is good and they show a good understanding of musical elements when appraising their performance.
- 244 The participation of a significant number of pupils in recorder groups and the school choir, together with a few having brass tuition, has a positive impact on the overall standard of musical performance.

Shortcomings

- 245 There are no significant shortcomings.

School's response to the inspection

We are pleased that the inspection report has highlighted many positive features in our school. The report recognises that pupils are happy at school and those with SEN are very well supported. It recognises that behaviour around the school is good and learners are attentive and well mannered, respectful of each other, treat adults with courtesy and confidently engage adults in conversation.

We are also pleased that there are many good features within the report. For example, the very good provision made to broaden and enrich learners' experiences and the way in which the school promotes their personal development, including social, moral, spiritual and cultural development.

The school and GB recognise that there are a range of recommendations within the report that will be addressed as a matter of high priority, particularly in meeting the requirements of the changes to the NC that were introduced from September 2008. We note that the inspection team found that the new management team is well placed to implement the recommendations. A robust and detailed action plan will be drawn up indicating the ways in which the school and governors intend to address the issues raised.

Appendix 1

Basic information about the school

Name of school	Llwyncrwn Primary School
School type	Primary inc Foundation Phase
Age-range of pupils	3 – 11 years
Address of school	Llwyncrwn Road Beddau Pontypridd RCT
Postcode	CF38 2BE
Telephone number	01443 203557

Head teacher	Mr S Phillips
Date of appointment	1 st September 2007
Chair of governors/ Appropriate authority	Mr Glenn Armstrong
Registered inspector	Mr Michael T. Ridout
Dates of inspection	18 th – 21 st May 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	40	39	45	49	55	44	37	65	374

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	17	1	17.4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	23 : 1
Pupil: adult (fte) ratio in nursery classes	8.66 : 1
Pupil: adult (fte) ratio in special classes	3.3 : 1
Average class size, excluding nursery and special classes	25.5
Teacher (fte): class ratio	1.1 : 1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2008	85.80	89.06	90.85
Autumn 2008	90.80	89.55	91.70
Spring 2009	88.10	91.40	92.00

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

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2008						Number of pupils in Y2:		46
Percentage of pupils at each level								
			D	N	W	1	2	3
English:	Teacher Assessment	School	-	-	-	6.1	65.3	28.6
		National	0.2	0.1	3.5	13.8	63.0	19.4
En: speaking and listening	Teacher Assessment	School	-	-	-	10.2	67.3	22.4
		National	0.2	0.1	2.4	10.7	62.8	23.8
En: reading	Teacher Assessment	School	-	-	-	4.1	69.4	26.5
		National	0.2	0.1	4.1	14.9	55.2	25.5
En: writing	Teacher Assessment	School	-	-	-	6.1	73.5	20.4
		National	0.2	0.1	4.8	15.9	67.8	11.3
Mathematics	Teacher Assessment	School	-	-	-	12.2	79.6	8.2
		National	0.2	0.1	2.0	10.9	65.2	21.6
Science	Teacher Assessment	School	-	-	-	6.1	49.0	44.9
		National	0.2	0.1	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	87.8	In Wales	80.7
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D represents pupils who have been disapplied under sections 364 - 367 of the Education Act, or pupils for whom teachers were unable to provide an assessment.

N represents pupils not awarded a level for reasons other than disapplication.

W represents pupils who are 'working towards' level 1, but have not yet achieved the standards needed for level 1.

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

National Curriculum Assessment Results End of Key stage 2:

National Curriculum Assessment KS2 Results 2008						Number of pupils in Y6:		49		
Percentage of pupils at each level										
			D	N	W	1	2	3	4	5
English	Teacher assessment	School	-	-	-	-	-	25.0	44.2	30.8
		National	0.2	0.1	0.5	0.6	3.1	15.6	51.3	28.5
Mathematics	Teacher assessment	School	-	-	-	-	-	21.2	63.5	11.5
		National	0.2	0.1	0.5	0.6	2.7	14.7	51.4	29.9
Science	Teacher assessment	School	-	-	-	-	-	26.9	57.7	13.5
		National	0.2	0.1	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) according to teacher assessment

In the school	67.3	In Wales	75.5
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D represents pupils who have been disapplied under sections 364 - 367 of the Education Act, or pupils for whom teachers were unable to provide an assessment.

N represents pupils not awarded a level for reasons other than disapplication.

W represents pupils who are 'working towards' level 1, but have not yet achieved the standards needed for level 1.

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

Appendix 4

Evidence base of the inspection

Five inspectors and a peer assessor appointed by Estyn, spent the equivalent of 17 inspector days in the school and met as a team before the inspection. The school did not appoint a nominee to work with the inspection team. During the inspection the registered inspector kept the head teacher informed about the findings of the inspection team.

These inspectors visited:

- Seventy-two lessons or part lessons, across areas of learning and NC subjects;
- registrations, assemblies and acts of collective worship; and a range of extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection;
- the acting head teacher, teachers, support and administrative staff;
- groups of pupils representing each year group;
- the school council and eco committee; and
- representatives of organisations associated with the school.

The team also considered:

- the school's self-evaluation report;
- 50 responses to a parents' questionnaire, of which 89 per cent were positive;
- documentation provided by the school before and during the inspection;
- a wide range of pupils' past and current work; and
- samples of pupils' reports.

After the inspection, the team held meetings with the head and deputy teacher, the staff and governors. Representatives of the Local Education Authority (LEA) attended the meetings with governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr. Michael T. Ridout Registered Inspector	Context Summary Recommendations Key Question 1: How well do learners achieve? Key Question 2: How effective are teaching, training and assessment? Key Question 5: How effective are leadership and strategic management? SEN aspects of Key Question 4
Mrs. Janet Marsden Team inspector	Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community? Equal opportunities aspect of Key Question 4 Under-fives and history.
Mr. Chris Dolby Team inspector	Key Question 7: How efficient are leaders and managers in using resources? Mathematics; science and information communications technology
Mrs, Branwen Llewellyn-Jones	Assessment aspect of Key Question 2. Key Question 4: How well are learners cared for, guided and supported? Key Question 6: How well do leaders and managers evaluate and improve quality and standards? music
Mr. John Foley Lay inspector	Aspects of Key Questions: 1, 3 and 4.
Mr. Melfyn Hopkins Peer Assessor	Observing lessons and taking part in discussions.

Acknowledgement:

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

The Contractor for this inspection was:

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