

**INSPECTION UNDER SECTION 10
OF THE SCHOOL INSPECTION ACT 1996**

**Llantilio Pertholey Church in Wales
Primary School
Hillgrove Avenue
Mardy
Abergavenny
NP7 6LT**

School Number: 679/3004

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Under ESTYN contract number T/241/02P

OHMCI

Report Reference: 679 3004

LLANTILIO PERTHOLEY CHURCH IN WALES PRIMARY SCHOOL

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CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13 the year group who attain the age of 18 during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key Stage 1 of the national curriculum consists of Y1 and Y2; Key Stage 2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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PART 2: THE INSPECTION SCHEDULE

1. CONTEXT

The school and its priorities

The school is situated in Mardy, a semi-rural location on the outskirts of the town of Abergavenny. The area is identified as being neither prosperous nor economically disadvantaged, with a quarter of the intake coming from relatively prosperous backgrounds. Thirteen per cent of the pupils are entitled to free school meals. No pupils come from homes where Welsh is spoken as the first language. At the time of the inspection there were 218 pupils on roll. Numbers on roll have remained steady for several years, although the school now admits a small, but growing number of pupils with emotional and behavioural difficulties.

The school aims to provide a happy, caring, stimulating environment in which every child can develop intellectually, physically, emotionally, socially, spiritually and morally to their full potential, in preparation for their role in tomorrow's society, within a school firmly based on Christian traditions.

The school development plan for 2002/03 identifies as priorities the development of the curriculum for personal and social education (PSE), the continued development of writing skills, the development of elements of the curriculum for physical education (PE) and the continuing development of performance management procedures.

2. MAIN FINDINGS

The main findings of the report

Llantilio Pertholey Church in Wales Primary School is a good school, with many very significant strengths, which serves its pupils and the wider community very well. All staff and governors are totally committed to further improving the quality of the curricular provision, so that personal and academic standards are raised to even higher levels. The headteacher provides very effective, caring leadership and is very ably supported by his dedicated deputy, the hard working staff and the committed governing body who all work as a very effective team. Together they create the very positive ethos that is central to the life of the school. The curriculum provided by the school is broad, balanced, rich and exciting, and is a major strength.

Educational standards achieved in subjects and areas of learning

- Pupils' standards of achievement were very good in 10 per cent of the lessons observed, good in 65 per cent and satisfactory in the remaining 25 per cent.
- The educational standards achieved by children under five are good. The overall quality of the educational provision for children under five is appropriate to their needs and they make good progress towards the Desirable Outcomes for Children's Learning. Baseline assessments indicate that attainment on entry is broadly average.
- Standards in the six areas of learning are as follows:

Language, literacy and communication skills	Good
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Personal and social development	Good
Mathematical development	Good
Knowledge and understanding of the world	Good
Physical development	Good
Creative development	Good

- Pupils' standards of achievement in the NC subjects and religious education are as follows:

	KS1	KS2
English	Good	Good
Mathematics	Good	Good
Science	Good	Good
Welsh second language	Good	Satisfactory
Design and technology	Very good	Very good
Information technology	Good	Good
History	Good	Very good
Geography	Good	Very good
Art	Very good	Very good
Music	Good	Good
Physical education	Satisfactory	Good
Religious education	Good	Good

- In KS1, standards are good overall in English and pupils benefit greatly from the structured literacy sessions. They achieve very good standards in speaking skills; their listening skills are good and they listen attentively and with interest. They achieve very good standards in reading and good standards in writing.
- In KS2, standards are good overall in English. Pupils achieve very good standards in speaking and reading and good standards in listening. Standards in writing are currently good, but are improving rapidly.
- Standards are good overall in mathematics in both key stages and pupils benefit from the use of numeracy strategies. They make very good progress in developing competence in number.
- Standards in science are good overall in both key stages and most pupils make very good progress in developing scientific enquiry and investigative skills.
- The school's NC assessment results for 2002 and 2003 reflect the high standards seen during the inspection in the core subjects.
- Pupils' standards and progress in key skills across the curriculum are good overall. Children under five make very good progress in developing key skills. In both key stages, standards achieved in literacy skills are good overall. The use of numeracy skills in different subjects is good. Pupils' use of ICT for different purposes is good at KS1 and very good at KS2.

Ethos of the school

- The provision for pupils' spiritual, moral, social and cultural development is good. The high standards in values, beliefs and spiritual awareness promoted by the school clearly reflect the caring, Christian ethos that is evident in all aspects of school life. The contribution of collective worship to the spiritual, moral, social and cultural development of the pupils is very good. Pupils

appreciate the culture and heritage of Wales as well as other cultural traditions. Pupils respond well to the school's provision in this area.

- Pupils' behaviour and attitudes to learning are good and have a positive effect on standards achieved and the quality of life in the school.
- Levels of attendance are good and there are good procedures in place to monitor and follow up absences. Punctuality at the start of the school day and individual lessons is very good. The school does not however meet all statutory requirements as in some classes, pupils are not registered at the start of the afternoon session.

Quality of Education

- The quality of teaching was very good in 16 per cent of lessons observed, good in 66 per cent and satisfactory in 16 per cent. Only 2 per cent of teaching was unsatisfactory, when one very ambitious lesson did not result in effective learning. Teachers have a very good knowledge and understanding of the Desirable Outcomes for Children's Learning and the NC subjects. They generally have very high expectations and use a suitable range of teaching techniques and strategies to promote pupils' learning. Lesson planning is very well structured with clear learning objectives.
- The quality of assessment, recording and reporting is good. There are very effective systems for assessing and recording pupils' achievements in English, mathematics and science and effective systems for most other subjects. The quality of reports to parents is good. They provide detailed information about pupils' progress, particularly in English, mathematics and science and are greatly appreciated by parents. Reports for children under five follow the subjects of the National Curriculum (NR) and are not related to the desirable outcomes.
- The curriculum provided in the early years and for both key stages is broad, balanced, rich and exciting, and is a real strength of the school. The very good provision for all subjects contributes to the achievement of good and sometimes very good standards and prepares pupils well for the opportunities, responsibilities and experiences of adult life. The provision for the Cwricwlwm Cymreig is good. There is a very good range of extra-curricular activities, including sport.
- The quality of support and guidance for pupils' welfare is good. The school ensures that all pupils are equally valued and treated with respect and understanding. The needs and progress of pupils are carefully monitored and their personal and social development is well promoted through the curriculum and life of the school.
- The quality of provision for pupils with SEN is satisfactory overall, with good and often very good features, particularly in the day to day provision for pupils with learning difficulties. The provision for the small number of pupils with emotional and behavioural difficulties is satisfactory overall, but unsatisfactory in some classes.
- The school's partnership with parents and the community, schools and other institutions is good and the school is seen as a welcoming place with very approachable staff. All these links have a very positive impact on the standards that pupils achieve throughout the school.

Management

- The quality of self-evaluation and the school's planning for improvement is very good. The headteacher, key staff and governors have worked very hard to successfully create a very effective culture of self-evaluation throughout the school. There are effective procedures for evaluating and monitoring progress towards agreed targets for improvement.

- The quality of leadership and management of the school is very good. It ensures a clear sense of purpose and direction to the work of the school and promotes very high standards. The headteacher provides very good, caring leadership and is ably supported by the deputy and staff, who work together well as a team.
- The governing body is very effective. It is very supportive of the school and fulfils most of its statutory obligations very well. Governors are very well informed about life in the school both through their regular visits and through the regular and detailed reports they receive from the headteacher. As a result they understand their roles and responsibilities and are very well placed to ask challenging questions.
- The school manages its resources efficiently and budget planning reinforces the aims of the school, ensuring it gets very good value for the money it spends. The school's monitoring and self-evaluation procedures are effective in identifying areas for improvement and the training needs of staff. Challenging targets are set and are achieved.
- The overall provision of staffing, accommodation and resources is very good. Staff are very well qualified and are suitably experienced. Support staff are dedicated and provide very good support to teachers and pupils, especially those pupils with learning difficulties.
- The school has very good accommodation for the number of pupils on roll and the building is very well maintained. Good use is made of all available space to provide a very attractive environment for pupils. There are very good quality displays of pupils' work. The quality and provision of resources is very good. Staff and pupils make very effective use of all the available resources.
- The school has made good overall improvement since the last inspection. The improvement in the standards achieved by pupils is very good.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

Pupils' standards of achievement were very good in 10 per cent of lessons observed, good in 65 per cent and satisfactory in the remaining twenty five per cent.

- Standards of achievement of children under five are good in all the areas of learning and they make good, and often very good, progress. By the age of five, the majority of children meet, and some exceed, the Desirable Outcomes for Children's Learning.
- Standards are good overall in English at both key stages and are very good in the upper years of KS2. Pupils achieve very good standards in speaking skills, which they use with increasing confidence in their work. Pupils' listening skills are good and they listen attentively to adults and other pupils. They achieve very good standards in reading because of the very systematic teaching that takes place throughout the school. Many pupils also benefit from the support that parents give their children in reading. Standards in writing are good overall. Standards in handwriting are very good.
- Standards in mathematics are good overall in both key stages and are very good in the upper years of KS2. Pupils make good progress in developing their competence in number and understanding of mathematical concepts.
- In science, standards are good overall at both key stages and are very good in the upper years of KS2. Pupils generally make very effective use of their scientific enquiry and investigative skills during practical sessions.
- When compared with similar school in Wales, the NC assessment results for 2002 at KS2 were well above the average in English, maths and science. Whilst no national figures are yet available, the results for 2003 were almost as high as those achieved in 2002.
- When compared with other schools nationally, where similar numbers of pupils are entitled to free school meals, the results for 2002 at KS2 were well above the average. The performance of boys and girls was very similar.
- Standards of achievement at KS1 are very good in design and technology and art. Standards are good in Welsh second language, information technology, history, geography and music and religious education. Standards are satisfactory in physical education. At KS2, standards are very good in history, geography, design and technology and art. Standards are good in information technology, music, PE and religious education. Standards are satisfactory overall in Welsh as a second language, but are good in Years 5 and 6. Pupils make good progress in improving their skills, knowledge and understanding in these subjects.
- All pupils make good progress towards their individual targets and those targets for improvement set by the school in relation to national criteria. The targets are based on the effective assessment of pupils' achievements as well as the results of baseline and NC assessments. Pupils with learning difficulties make very good progress towards the targets set in their IEPs and achieve good standards, relative to their ability. A small number of pupils with emotional and behavioural difficulties do not make appropriate progress in some lessons.

3.2 Standards Achieved in Key Skills across the Curriculum

Standards in key skills across the curriculum are good.

- Standards in key skills in the early years are consistently good. Most pupils engage willingly in conversation and many speak confidently to adults including visitors. They are beginning to recognise and use numbers. They operate computer programs effectively in mathematics, geography and Welsh, for example.
- Pupils listening skills, in both key stages are good. In lessons where pupils are totally engaged and teaching is effective, standards are often very good. Writing skills are also good and are developing very well.
- Standards in speaking and reading are very good in both key stages. Pupils can express themselves clearly and concisely. The good range of reading materials and the encouragement to use the school and local libraries has made reading a major strength of the school. Many of the older pupils read accurately and with very good expression. The inclusion of Welsh texts in the allocated reading time at KS2 has led to some pupils reaching a good standard in reading Welsh literature.
- Standards in numeracy are good. Pupils make good use of their developing numeracy skills in subjects such as science, geography, and design and technology. The use of numeracy in Welsh is good and has enhanced pupils' achievement.
- Pupils make regular use of their developing information and communication technology skills across the curriculum. Standards are good throughout the school and very good with the older pupils in KS2.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

The provision for pupils' spiritual, moral and social development is good. The provision for cultural development is satisfactory.

- Pupils respond very well to the positive and caring ethos displayed in the school. Good opportunities are provided for pupils of all ages to gain knowledge and insight into the values and beliefs of the world's main religions through the well organised and good quality daily acts of collective worship and lessons such as RE and English.
- The contribution of collective worship is very good and is closely linked with the school PSE curriculum. It is very well arranged and closely monitored to ensure there is no repetition of themes. Some acts of worship provide opportunities for pupils to reflect on their lives and on those in less developed countries. Pupils benefit from visitors such as the local vicar and from outside speakers from other religious organisations. Pupils make very generous contributions to the regular school collections arranged for local and worldwide religious and humanitarian charities.
- Appropriate emphasis is placed on Christian teaching although the precepts, traditions and teachings of other religions are sensitively introduced to the pupils from an early stage. Visits are arranged to several religious communities, which give pupils opportunities to gain an awareness of Christianity, Islam, Sikhism and Buddhism.
- Singing in the assemblies is lively and tuneful and pupils at both key stages know a good range of both English and Welsh songs and hymns, many from memory. Pupils learn and perform a range of Welsh songs for the Eisteddfod.
- Pupils' social development is good and is well supported by the recently introduced circle time and the use of the 'think book'. This enables pupils to share any concerns they may have in confidence with their teacher. Pupils collaborate well in pairs, groups and in whole class activities. They have a good understanding of concepts such as taking ownership, stewardship, responsibility and democracy through their participation in the school council. Pupils' social skills are further enhanced by taking part in an extensive range of lunchtime and after school clubs. Older pupils gain much valuable experience through attending the regular residential courses. All pupils benefit from their participation in well-organised cultural and recreational school trips.
- Pupils' moral development is good. Most are well behaved both inside and outside the classroom and show much respect to classmates, staff and to their school environment. They are anxious to assist visitors and willingly undertake routine jobs such as door duties. This makes movement of classes into and from the assemblies run smoothly. They also operate the overhead projector used for the hymns in acts of worship.
- The pupils' appreciation of the natural world through art, science and literature is satisfactory. As is their understanding of the Welsh culture. In art, for example, pupils in Year 1 produce very good work in the style of Cefyn Burgess, whilst pupils in Year 2 examine the work of famous international and Welsh artists. Some acts of worship have a significant input in Welsh. Prayers in Welsh and English are said collectively both in acts of worship and in classrooms at the end of the day. Presently the European dimension within the school is underdeveloped.

4.2 Behaviour and Attitudes

The quality of pupils' behaviour is good. Their attitudes to learning are also good. The school is a happy, friendly and caring community.

- Pupils of all ages are very friendly and sociable. They are polite to visitors and keenly explain what they like about school, and why. They have positive attitudes to learning and like to get involved in the many activities that are provided for them. The very youngest children in the reception class quickly learn to listen and respond appropriately, to share and take turns. Pupils are used to all school routines, which run very smoothly.
- Outside of lessons pupils' behaviour is very good. Pupils act very sensibly, for example, when visiting the nearby swimming baths. They are very kind to each other on the playground. Pupils eat their dinners in a calm and orderly environment. During whole school assemblies they listen and respond thoughtfully and join in singing together happily.
- During most lessons pupils behave well and this has a positive impact on the standards they achieve. However, in a small number of lessons behaviour is less than good because a small minority of pupils does not always try their hardest to complete the tasks they are asked to do. Sometimes this group of pupils, who have more challenging behaviour, disrupt the normally busy working atmosphere within lessons.
- There is very little evidence of bullying or harassment in the school and pupils report that any problems that do occur are dealt with quickly and effectively. Pupils are rewarded and praised for especially thoughtful behaviour and actions. They are reminded of the need to look after each other as well as themselves.
- The school has recently reviewed its behaviour policy. This is a useful document, giving relevant guidance. In addition, there is a clear anti bullying statement that outlines the school's opposition to bullying at every level. These policies now need to be amended to provide guidance in the management of pupils with emotional and behavioural difficulties.

4.3 Attendance

Attendance levels are good and pupils arrive on time.

- The majority of pupils are very keen to attend school and many have very good attendance rates.
- The school exceeds the National Assembly for Wales target of 92 per cent for 2002/03 and levels for the most recent school year were almost 95 per cent. This is despite many families taking holidays during term time, sometimes for over two weeks. Pupils are rarely absent through illness.
- Staff comply with most of the requirements of the National Assembly for Wales Circular 3/99 to record attendance, but some teachers are still not completing registers at the beginning of afternoon sessions which is both a legal and a safety requirement. They do however make very clear distinctions why pupils are sometimes absent and all staff record the small number of unauthorised absences.
- Pupils arrive punctually at the start of the school day, including some in transport provided by the local authority.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching is good throughout the school and particularly good in the upper years of KS2. In all but one of the lessons seen the teaching was at least satisfactory and in most cases it was good. This is an improvement from the previous inspection, when there was a much higher proportion of unsatisfactory teaching, with some teaching judged to be poor.

- Very good teaching was observed in 16 per cent of lessons. Good teaching was seen in 66 per cent of lessons. Sixteen per cent of teaching is satisfactory. Only 2 per cent of the teaching seen was unsatisfactory, when one very ambitious lesson did not result in effective learning. No poor or very poor teaching was observed. Good teaching was seen in every class.
- The teaching of children under-five is predominantly good and takes effective note of the range of abilities and development of young children. The teaching of language, literacy and communication and physical development is very good.
- Teachers have very good knowledge and understanding of the subjects they teach and of the levels at which the work should be pitched. There is particular expertise in the teaching of English, mathematics, science, art, design and technology, geography and history.
- Lessons are generally well planned and are very well matched to the prior achievement of the pupils. This is particularly evident in the teaching of reading, mathematics, science, geography and history. Teachers know their pupils well and make good use of assessment information to ensure all are suitably challenged with tasks that match the needs of individual pupils.
- Most teachers make use of a wide range of techniques and organisation to ensure that pupils make good progress and achieve as well as they can. The learning outcomes and assessment criteria are shared with pupils so that they have a clear understanding of what they need to achieve. Almost all pupils are provided with very good support from their teachers, including those with learning difficulties. There are many very good opportunities for pupils to work collaboratively and to take responsibility for their own learning, particularly in the upper years of KS2.
- There is good use of teaching assistants to support specific pupils, particularly those with special educational needs. Teaching assistants have received appropriate training and take good note of individual education plans for special needs pupils in order to support their learning.
- Teachers generally have high expectations of pupils' behaviour and achievement. They ask challenging questions to extend pupils' oral skills and understanding of work in progress. Plenary sessions at the end of lessons are used well to consolidate skills and knowledge, to assess understanding and to evaluate the progress made in the lesson.
- Relationships are generally good and teachers have worked hard to implement effective behaviour management strategies. These generally work well but in one class the needs of a small number of pupils with emotional and behavioural difficulties are not being fully met.
- Most teachers in both key stages make satisfactory and sometimes good use of incidental Welsh within lessons and daily acts of collective worship. As a result most pupils respond quickly to spoken Welsh.
- All staff work very hard to ensure that classrooms and shared areas have interesting and colourful displays and interactive questions to stimulate pupils' interest.
- Teachers work very hard in their own time to provide a wide range of activities to ensure an enriched extension of subjects through after-school clubs and visits. This has a very positive impact on pupils' standards of achievement and the development of their moral and social skills.

Areas for development:

- The planning of PE lessons at KS1 does not place sufficient emphasis on the teaching of skills. Throughout the school pupils are not given enough opportunities to evaluate their own work or the work of others in PE.
- On occasions pupils spend too long sitting on the carpet at the start of lessons.
- Some staff are not completely confident with the teaching of Welsh at KS2. Some opportunities are also missed in lessons across the curriculum and in acts of worship to reinforce the learning of Welsh.

5.2 Assessment, Recording and Reporting

The school's provision for assessment, recording and reporting pupils' progress is good.

- Across both key stages, the assessment of work produced by individuals and classes is undertaken with care and the findings are used well to improve provision and to promote even better standards of achievement. Each pupil has a comprehensive record of achievement that provide a full and detailed picture of their achievements and the progress made. These are regularly monitored and updated by the conscientious co-ordinator.
- Arrangements for assessing the core subjects are very good. Good assessment procedures currently exist in most other subjects. Subject reports for core subjects contain very specific and detailed comments, with frequent references to National Curriculum levels, but this is not always the case for foundation subjects.
- Information gained from termly assessments and from National Curriculum tests is very carefully analysed by the school and forms an integral part of the self-evaluation programme.
- Carefully annotated portfolios of pupils' work are maintained in many subjects, and give a clear indication of the standards achieved and the work covered.
- All staff have copies of pupils' individual education plans and these are generally used well when specific work is being planned for pupils with SEN.
- Pupils' work is regularly and sensitively marked with encouraging and constructive comments. However, there is some inconsistency, with some teachers, for example, making comments that are not sufficiently well focussed and do not help pupils to improve the quality of their work.
- There are termly meetings for parents to discuss the progress that their children make. End of year reports are issued in good time and enable parents to study them in detail prior to meeting the teachers. Reports for reception are not always helpful as they are linked to National Curriculum subjects rather than the Desirable Learning Outcomes for young children.
- Parents are encouraged to express any views they have on the progress their children are making. An open door policy exists which allows parents to discuss any concerns they may have about their children's progress with staff or the head teacher. All written reports set appropriate targets for their future development and fully comply with current statutory requirements.

5.3 Curriculum

The curriculum provided in the early years and for both key stages is broad, balanced and exciting and is a real strength of the school. This very good provision contributes to the achievement of good and sometimes very good standards and prepares pupils well for the opportunities, responsibilities and experiences of adult life. The curriculum fully complies with the current regulations.

- The whole school planning for the development of key skills is good, and especially so in Year 6. Allocation of time to subjects is good and effective use is made of pupil grouping, within classes, to ensure that pupils are given work that matches their individual needs. The provision for Welsh as a second language is good.
- The provision for pupils' personal and social education is well structured and delivered and is effectively integrated into school subjects such as Science and RE. The newly introduced PSHE programme and circle time contribute effectively to the school's well-considered and effective curriculum provision. Sex education is provided in accordance with the school's policy. Parents are well informed about the contents and are very satisfied with the provision. RE is now provided according to the county's agreed syllabus.
- The wide range of cultural and extra curricular activities provided for pupils at both key stages extends the rich curriculum enjoyed by the pupils even further.
- The use of incidental Welsh in registration and throughout the school is good. Its use in some subjects such as PE and Music is inconsistent and opportunities to extend pupils' knowledge of Welsh are missed.
- The curriculum is socially inclusive. In some classes, however, with better management of pupils' emotional and behavioural issues, this could be strengthened even further.

5.4 Support, Guidance and Pupils' Welfare

The quality of support, guidance and pupils' welfare is good. Parents' confidence in the care provided for all pupils is well founded.

- There is very good involvement of governors in ensuring that matters of safety are given good attention and they fulfil their role in monitoring Health and Safety in the school well. They undertake regular audits of the site including the buildings. Risk assessments are thoroughly undertaken for many school activities including, for example, when pupils go on visits out of school.
- All staff have had training in first aid and the named first aider shares his role with another senior member of staff. Procedures are in place to ensure that serious head bumps are always reported to parents. Record keeping is satisfactory, but more detail should be given when describing accidents or injuries that take place during the school day.
- Staff are kept fully informed of procedures and the policy for child protection. The designated person is fully trained and liaison with outside agencies is secure. The needs of pupils who are in public care are overseen effectively.
- The headteacher monitors attendance closely. Support from the education welfare service is received for a very small number of pupils who are not in school quite as often as they should be. Attendance figures are regularly reported to Governors.
- The school has a caring ethos and pupils are given good personal advice and guidance. Older pupils are actively encouraged to share any concerns or worries with teachers who take time to listen and work with families to sort out any difficulties that may arise.
- A developing personal and social education programme is being implemented across the school, which follows new guidance and includes a very good range of topics, which include healthy living. A school council has recently been formed. Posters and displays are well used throughout the school to raise awareness of many topical issues.

- Arrangements for pupil support and social inclusion have some very good features. It is to the schools credit, for example, that every single Year 6 pupil joins in the residential visit to London in the summer term. Pupils themselves say they are treated very fairly and equally. However, in one class the practice of sending pupils out of the room is too often used as a strategy to manage awkward behaviour and these pupils are not receiving their full curricular entitlement.

5.5 Provision for Pupils with SEN

The provision for pupils with special educational needs is satisfactory overall with good features, and sometimes very good, particularly in the provision for pupils with learning difficulties. This is a slight improvement on the situation found in the previous inspection.

- There are twenty pupils on the school's SEN register. Two pupils have statements of special educational need and are supported in mainstream classes. Twelve pupils are at School Action stage whilst six are at School Action Plus.
- The school policy and procedures for special needs are in line with the new Code of Practice and a governor has responsibility for monitoring the school's arrangements.
- The identification and assessment of pupils with SEN, together with general record keeping and reporting are satisfactory, but sufficient time is not always given to the administration of this area and, as a result, the records are not fully up to date.
- All pupils with learning difficulties have been identified appropriately, are receiving good, targeted support and are making good and often very good progress. Not all of the small, but growing number of pupils with emotional and behavioural difficulties have had their need properly identified. As a result the progress of these pupils is not as good as it should be, and they sometimes disturb the learning of others.
- Most of the targets in the individual education plans are clear, concise and manageable. They provide good guidance for teachers and learning support assistants in planning work to help pupils overcome difficulties and include a suitable level of challenge. Most staff maintain good records of the progress made towards achieving these targets.
- Good, well-focussed support is provided both in class and in withdrawal groups by experienced and skilled learning support assistants who know the pupils well and are sensitive to their difficulties. As a result these pupils make good, and sometimes very good progress.
- Parents and older pupils make appropriate contributions to the termly reviews of individual educational plans and to the annual reviews of statements. The review process is effective and fully meets statutory requirements.
- The school works closely with the school psychological service and other agencies to obtain advice and support for pupils who have statements of special educational need and those at the School Action Plus stage.
- The level of support that the school receives from outside agencies is effective in helping to meet the needs of pupils with learning difficulties. The school will however, require additional support to devise an effective whole school policy for dealing with the complex needs of the small number of pupils with emotional and behavioural difficulties.

5.6 Partnership with Parents and Community, Schools and Other Institutions

The partnership with parents is good and the school is seen as a welcoming place, with staff being very approachable. Links with the community, including those with other schools and institutions, are also good.

- The school has an open door policy, which in practice is working well because many parents come into the school throughout the week for different reasons. The headteacher is often around at the beginning and end of the school day and makes a point of being accessible to all parents.
- Nearly half the parents completed the pre inspection questionnaire and overall their responses were very positive. They especially value the encouragement given to them to become involved in school life if they want to. Many parents give time every week to help voluntarily in classrooms with a range of practical activities.
- Information to parents is clearly presented and well written. There is plenty of relevant detail within the school prospectus. Regular informative newsletters are sent to all parents twice each term. Teachers also regularly let families know what topics will be studied each term. However Governors are not currently providing parents with all of the required statutory information. Reports to parents are good.
- There is a well-established and supportive Parent Teacher Association, which successfully raises substantial funds. These are very well spent in school. In addition parents of pupils in Year 6 have worked tirelessly to raise significant funds from within the community for an exceptionally well-planned trip to London.
- The headteacher actively seeks and responds to the views and opinions of parents.
- The school is situated on the edge of its community and members of this community including parents, are often very supportive of school events such as the Summer Fair. However, pupils speak unhappily about vandalism, which occurs to the buildings and site on a very regular basis. Sadly they suspect the vandals are people who live within the community.
- The Home School Agreement has been drawn up and implemented and parents and children sign it when they start at school.
- The membership of the governing body represents parents, the wider community and the church. In addition to the very close links with the local church, pupils visit other places of worship as part of their work in religious education.
- All pupils visit the community very regularly including the nearby post office, museums and places of interests further afield. This effectively supports the work that pupils are studying in class. Pupils actively participate in many sporting events within the community and against other schools.
- Links with the secondary school are in place and pupils have opportunities to visit before they transfer at the end of Year 6. Partnership agreements also exist with colleges and teacher training institutions and many students complete short, or longer term, work placements in the school.
- The impact made on standards of achievement and to pupil's overall development by this range of links, is good.

5.7 Partnership with Industry

The school's partnership with industry has continued to develop in recent years and is good.

- Pupils learn about the world of work not only through visits but also from the many visitors to school, who talk about their occupations and interests. This year for example a journalist talked about her work, which encouraged pupils to produce their own newspaper.
- Pupils take part in many competitions that are sponsored and organised by industry, and are often very successful. They benefit from links with the police and road safety officer who visit the school to talk to children of all ages on a regular basis.
- Staff have benefited from short-term placements in the world of work including within industry. For example, the headteacher undertook a three day placement looking specifically at ICT.
- Other members of staff are invited to attend short courses after school that are organised by industry. They have looked, for example at “pulleys” which enhances first hand experience and therefore understanding at a practical level.
- Many local businesses and shops are supportive of the school and donate raffle prizes and resources, such as sports kits, which benefit pupils.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

The quality of self-evaluation and the school's planning for improvement is very good. The headteacher, key staff and governors have worked very hard to successfully create a very effective culture of self-evaluation throughout the school.

- An effective performance management policy has been developed and agreed upon by staff and governors. This complies with statutory requirements and provides a very secure basis for continuing professional development.
- The headteacher and senior staff have produced a very detailed and accurate self-evaluation report that clearly details strengths and areas for improvement and places the school in a clear context. This compliments the school improvement plan, devised after full consultation with all interested parties, which clearly identifies areas for improvement and sets realistic time scales for their completion.
- The school has undertaken a thorough and regular review of policies, schemes of work and assessment procedures in all areas of the curriculum. The information gained from assessments is used very effectively in target setting and in the planning of future work.
- Procedures for monitoring teaching and learning are good. Staff training needs are identified and in-service training is appropriately linked to individual needs and the needs of the school as a whole.
- The headteacher, governors and senior staff have a very good understanding of the standards achieved by pupils and the quality of school's educational provision. The very good use of this data to inform planning and improvement has resulted in the good standards that exist in the school.

6.2 Leadership and Efficiency

The quality of leadership and the efficiency with which the school is run is very good. It ensures a clear sense of purpose and direction to the work of the school and promotes high standards.

- The school's aims and values and the very high personal level of involvement from staff and governors promote a very caring ethos and the high standards that are achieved. The school achieves its aims of providing an environment where pupils feel safe, secure and happy, which is challenging yet supportive and which seeks to stimulate the development of lively enquiry.
- The headteacher provides very good leadership and is ably supported by the deputy and one other senior teacher who together form a very effective senior management team.
- The governing body is very effective, is supportive of the school and fulfils almost all of its statutory requirements very well. Governors are very well informed about life in the school both through their regular visits and through the regular reports they receive from the headteacher. As a result they understand their roles and responsibilities and are well placed to ask challenging questions. There is a well-organised committee structure for managing aspects such as finance. There are formal links with subjects in order for each governor to monitor the quality of education and pupils' standards of achievement. Governors make regular visits to the school and some help in the classrooms.

- All staff work together very well as a team and are committed to improving the quality of the educational provision and standards of achievement.
- Teachers share the responsibilities for managing aspects of the curriculum and are very effective in providing leadership in those areas, and in monitoring provision and standards. Resources are managed efficiently, standards are carefully monitored and regular audits are made to identify areas for development and associated staff training needs.
- The school succeeds in maintaining and improving standards of achievement and the quality of educational provision by setting challenging but achievable targets in the SIP and through the on-going process of self-evaluation.
- The good quality performance management policy provides a clear framework for reviewing performance through self-evaluation and monitoring. It enables managers to identify areas for development and for professional training.
- The governing body, through its finance committee, ensures that the budget is linked to the school's educational priorities as identified in the SIP.
- The budget is well administered by the headteacher and the school secretary. They monitor the budget and provide regular reports to the governing body. The finance committee monitors spending and sets the budget that is ratified by the whole governing body. The school has had a recent financial audit and has addressed the minor recommendations made in the report. The school manages its resources efficiently and ensures best value for money.
- The school secretary undertakes the administration tasks allotted to her very effectively and ensures the very efficient day-to-day running of the school.

6.3 Staffing, Accommodation and Learning Resources

The overall staffing, accommodation and learning resources are very good.

- The school is very well staffed with well-qualified teachers and their deployment meets the needs of the school. All staff have very good subject knowledge and the expertise to teach the full requirements of NC subjects and religious education.
- The school makes effective use of the particular subject expertise of individual teachers. This has had a positive effect raising standards since the previous inspection.
- Support staff are very well deployed and make a significant contribution to pupils' learning, particular slower learning pupils and those with special educational needs.
- Procedures for induction, appraisal and professional development are very good. The training programme is effectively linked to the SIP.
- All staff work together as a team to provide the highest possible quality education and to create an attractive and welcoming environment for the pupils.
- The school is set in extensive and very attractive grounds that include ample playgrounds, playing fields, gardens and parking for cars.
- There is now a good sized outside play area for children under-five, and the school continues in its planned development of this area as an effective outdoor classroom.

- The school building provides very good, spacious accommodation for the number of pupils on roll and for the delivery of the curriculum. In addition there is a large hall, a music room and a number of shared areas that provide accommodation for small teaching groups.
- The school buildings are very well cared for and kept in very good condition by the caretaker and the cleaners.
- In all classrooms and shared areas there are colourful and attractive displays of artefacts and pupils' work. These provide a stimulating environment in which pupils can learn. Teachers ensure that pupils' work is celebrated and that displays reflect the quality of the learning and the achievement of the pupils.
- There is a well-stocked library with a good selection of fiction and non-fiction books. Pupils make good use of the library and of computer facilities to find information.
- The provision of resources is very good in most subjects. Available resources are used very effectively to meet the needs of the curriculum. Resources are well managed and maintained and are accessible to staff and pupils. All members of staff know what is available and share the resources within the school. The school has sufficient computers, but some of them will soon need to be replaced.
- The school makes very good use of parent helpers, visiting musicians, artists in residence and other visitors to enrich the curriculum. This has a very positive impact on the school's provision and the standards achieved by pupils.

7. SUBJECTS AND AREAS OF LEARNING

7.1 Progress Since the Last Inspection

Provision for the under-fives

The provision for children under five in the reception class is appropriate to their needs. The curriculum provided is very good and successfully promotes all the desirable outcomes. Children make good progress in all of the six areas of learning and the standards found are generally better than those usually found. The majority of children either meet or exceed the Desirable Outcomes by the end of their time in the reception class. There have been a number of significant improvements since the last inspection.

Good Features

Language, literacy and communication

Standards of achievement are good.

- Children quickly gain confidence in expressing themselves in small groups and in front of an audience. They listen carefully to the teacher and to the contributions of their friends. They take turns to speak and express their ideas clearly. Many speak in extended sentences with a good range of vocabulary. They listen intently for rhyming words, identifying 'and' and sand and even 'shells' and 'smells'.
- Children can match the letters and sounds of the alphabet and are beginning to blend the sounds that make up simple words. Most children can follow the text in a book and recognise familiar words. Many children write fluently and neatly, producing imaginative and well-considered sentences. Children make good use of word processing programs and appropriate literacy activities to develop their skills with the computer.
- There is effective use of incidental Welsh throughout the day and children are increasing their understanding of basic phrases.

Personal and social development

Standards of achievement are good.

- Children play well together and greatly enjoy role-play activities. They develop friendly and effective relationships with other children and adults. They show an eagerness to explore new learning and are beginning to initiate ideas and solve problems when engaged in purposeful play sessions and adult-led activities.
- Children know the importance of being kind and helpful to others and they demonstrate this in their relationships. They settle quickly to tasks and organise themselves well. All children help to tidy away at the end of sessions and they are learning to take responsibility. This was demonstrated to very good effect when the children put away all the equipment after a PE lesson in the hall. Children concentrate well for extended periods of time and persevere in their learning.

Mathematical development

Standards of achievement are good.

- Children sing number songs and rhymes with confidence and enjoy working on simple number games, including those on the computer. They can name shapes correctly and are developing a good vocabulary for comparing objects.
- Children can count confidently to ten and by the end of the year, most are confident to twenty and beyond. They use money confidently and most can identify the coins required to buy small items from the class shop. Higher achieving children can see that they can make 5p in a variety of different ways. Children know the days of the week and most can order them correctly, with higher achieving children understanding the significance of words like yesterday and tomorrow.
- All children gain good understanding of volume, weight and measuring through different play and practical activities inside and outside the classroom.

Knowledge and understanding of the world

Standards of achievement are good.

- The children's natural interest in the world about them is effectively fostered by the many well-planned learning experiences they take part in. They are enthusiastic learners who are keen to find out more.
- Children are aware of the purposes of different buildings and that houses and homes can be very different. They also know that in the past some people lived in castles. They have a good understanding of how experiments are conducted from the study of which type of crisps the wild birds in the school grounds preferred. They have also investigated how many children in the class have pets and the sorts of pets they keep. They have studied the local environment and found out that many different people in the school and the wider environment help us. The school is developing the outdoor learning area for geographical role-play. A road network has now been painted and a streetscape is planned.
- All children have direct experience of working with simple forces, learning to push, pull and change the direction in which toys/vehicles move. They understand that there are many different sources of information and they use books, pictures, television and information technology to effectively develop their learning.
- Children know a range of stories from the Bible and take part in a range of festivals celebrated by different religions.

Creative development

Standards of achievement are good.

- The children sing tunefully with good diction and know the words of many songs and nursery rhymes. Children enjoy using paint to create their own pictures. They use fabric paints confidently and create attractive pictures in sand trays using shells and small stones.
- Children work with a wide range of 2D and 3D media and implements so that they develop confidence in their own abilities to make and create form. They made some very well constructed and interesting models using art straws and a variety of waste materials. Children greatly enjoyed the opportunities to use large construction materials in the outdoor learning area. This work had many interesting links to mathematical learning as the children discovered that their models

consisted of numerous triangles and squares. In role-play activities, children use their imagination well to act out situations and events, for example, when children kept themselves very busy in the vets.

Physical development

Standards are good.

- Children make good progress in handling and manipulating small objects. They have good pencil control that is reflected in the very good standard of handwriting. Children respond well to instructions and quickly become aware of the need to move sensibly around the limited space of the nursery.
- All children develop confidence in running, jumping and climbing and use the full range of large and small equipment with evident enjoyment. In gymnastics children stretch and move all parts of their bodies with balance and control and develop very good sequences of quite complex movements. They have a good awareness of space and are light on their feet.

Shortcomings

- There are no significant shortcomings.

English

Standards of achievement are good in both key stages. The progress made by pupils with learning difficulties is good. Pupils with emotional and behavioural difficulties do not always make appropriate progress in some classes. Since the previous inspection, standards have been improved at both key stages.

Good features

- The majority of pupils attain standards that are above the national average and, by the time they reach the end of Year 6, a significant proportion achieve well above average standards in speaking, reading and aspects of writing.
- Listening skills are well developed throughout the school. Pupils of all ages are attentive in lessons. They listen carefully to the teacher and to the contributions of other pupils and most maintain high levels of concentration. They respond to questions promptly showing a high level of interest and understanding. Pupils with learning difficulties are sensitively and patiently enabled to develop their concentration and extend their learning.
- Speaking skills develop very effectively as pupils move through the school so that standards are very good in both key stages. Pupils gradually develop confidence in speaking in small groups and in front of larger audiences, such as in assemblies. This was demonstrated to very good effect when the pupils in Year 6 spoke with great clarity and expression during their performance of 'Joseph'.
- Standards in reading are very good in both key stages. Pupils throughout the school have very positive attitudes to reading. This has a significant impact on the standards they achieve. Pupils of all ages approach reading with great pleasure and enthusiasm. This is a major strength of the school and has an enormous impact on learning in other subjects.
- The majority of pupils read common words with ease and are developing a wide range of strategies to help them tackle new words and make sense of them. They make good use of punctuation to read with very good expression. The school has a well-developed culture of

reading for pleasure and information. Older pupils have a sound understanding of different styles, purposes and genres of writing and they talk about books and authors in an informed manner. They use dictionaries and thesauruses effectively and confidently locate information in a range of reference books and on the Internet.

- Pupils who experience difficulties with reading generally receive sensitive support in class and make good progress as a result of well-focused additional teaching they receive in withdrawal groups.
- Standards of writing are good at the end of KS1 and they steadily improve throughout KS2 so that by Year 6, standards are good, and often very good. At KS1, the majority of pupils form their letters neatly and correctly, space their words sensibly and create interesting and imaginative sentences. By the end of the key stage, most pupils write confidently in sentences with capital letters. Pupils write simple stories and accounts using a developing vocabulary. Their spelling of common words is good and their handwriting generally very good.
- At KS2, pupils write confidently for a wide range of purposes and audiences. They plan, draft and edit their work to improve both style and content. Good examples of vividly expressed stories and poetry are seen in all years. Older pupils have produced a well-structured and informative newspaper. Standards of spelling are good and handwriting and presentation are very good.

Shortcomings

- There are no significant shortcomings.

Mathematics

Standards of achievement are good in both key stages. This is an improvement from the previous inspection when standards were satisfactory. The progress made by all pupils, including those with learning difficulties is good. Pupils with emotional and behavioural difficulties do not always make appropriate progress in some classes.

Good features

- By the end of KS1, pupils have a good understanding of basic mathematical concepts and most pupils recall mathematical facts quickly and accurately. The ability of most pupils to spot mathematical patterns is strong.
- Pupils organise their work well, and presentation standards are good. In most cases pupils set exercises and tasks are nearly always completed.
- Pupils in Year 1 can add and subtract two numbers up to ten and can add three numbers. They can measure correctly using standard and non-standard units. They compare capacities of various containers and use such terms as full, half-empty and nearly empty accurately. They understand taller and larger and some make accurate predications.
- Pupils in Year 2 make good use of number fans for multiplication and their understanding of tens and units is good. They understand symmetry and use mirrors to check the accuracy of symmetrical blocks and diagrams.
- By the end of KS2 the majority of pupils can define the concept of probability and use their ICT skills to handle data very effectively.
- Pupils in Year 3 have a good understanding of simple fractions and can use explain how many quarters or halves there are in a whole. They can also produce clear diagrams to illustrate $\frac{3}{4}$.

- In Year 4 almost all pupils complete mental calculations quickly and accurately and can tell if their answers are reasonable. Most can measure area correctly using squared paper. They appreciate the approximate nature of some measurements including, for example, the surface area of a leaf. They understand the relationship between mm, cm and metres and, in addition, some pupils have a good understanding of feet and inches.
- Pupils in Year 5 use programmable machines effectively to enhance their measurement of angles. They prepare and use line and bar graphs to illustrate results of surveys. All pupils plot their own graphs though some need the assistance of pre-drawn axes.
- Pupils in Year 6 have a very good knowledge of the properties of triangles and have an excellent understanding of different types of lines. Their use of mathematical terms such as: perpendicular; vertical; parallel; and tessellate, is very good. They know what is meant by fractions of a turn or degrees and can identify acute and obtuse angles. When estimating angle sizes most pupils are very accurate.
- Those pupils that find mental mathematics very challenging work well when using the computer and when playing number games.

Shortcomings

There are no significant shortcomings.

Science

Standards of achievement are good in both key stages. This is an improvement on the standards found in the previous inspection. The progress made by pupils with learning difficulties is good. Pupils with emotional and behavioural difficulties do not always make appropriate progress in some classes.

- Pupils at both key stages achieve very well in practical activities that involve predicting, testing, recording and evaluating. They make very good progress in the development of investigative skills and they record their findings in a variety of ways, often using the computer.
- Pupils in Year 1 have a well-developed knowledge of the five senses. They listen to sounds carefully and can explain what they are hearing and why some sounds seem close whilst others seem far away. They have examined how different sorts of toys move and have investigated how waterproof different materials were when selecting the best materials to use when constructing an umbrella.
- Pupils in Year 2 have a good understanding of electrical circuits. They know that electricity cannot flow if the circuit is broken and make accurate predictions about conductive and insulating materials. They are developing a good understanding of the need for a 'fair test' and how to conduct one.
- Pupils in Year 3 have a satisfactory understanding of materials and can describe the differences between materials that are opaque, transparent and translucent. Some pupils have not had sufficient opportunities to devise their own experiments and many do not understand the need to keep other variables constant when testing the impact of change.
- Pupils in Year 4 have a good knowledge of the key features of the human skeleton. They understand the importance of habitats to different creatures and can accurately predict the influences of extreme heat and cold to particular substances. They know the difference between reversible and non-reversible change in materials. They have investigated the effect of different forces and most understand the influence of friction on moving objects.

- Pupils in Years 5 and 6 have completed a very wide range of work. They have a detailed knowledge and understanding of a wide range of complex subjects. The standards achieved by the majority are well above the national average by the time they leave the school at the end of Year 6.

Shortcomings

- There are no significant shortcomings.

Welsh second language

Standards of achievement are good at KS1. Standards are satisfactory overall at KS2 and good in Years 5 and 6. All pupils, including those with SEN, are making good progress in KS1. Progress is satisfactory in KS2 but good for the older pupils. This is a significant improvement since the previous inspection.

Good features

- Pupils in KS1 read aloud the texts of the big books with their teacher. Intonation and pronunciations are secure.
- Pupils in Year 1 enjoy listening to Welsh stories on CDROM. They are able to converse using simple and increasingly complex phrases to discuss their favourite foods, toys and daily weather conditions. They are beginning to write words and phrases in Welsh and can understand the meaning of what they have written.
- Pupils in Year 2 rehearse phrases such as *Ga I* and respond with *Cei /Na chei* and *wrth gwrs*. They enjoy their lessons and are able to sustain concentration for considerable periods. The more able show a good understanding of the story content and can role play the main points of the story (*Sioe Ffasiwn Siw*).
- Pupils in Year 3 speak clearly and with increasing confidence and most are very willing to contribute. They are confident with phrases such as *Be sy'n bod* and *Sut wyt ti?* They can read the print of the big book without support and as individuals they read out the text to their peers with good expression. Response to instructions in Welsh, such as *Codwch and Eisteddwch*, are good. Pupils can write out the story with the support of worksheets. The slower learners can sequence the story correctly.
- Using their Welsh and ICT skills pupils in Year 4 have produced a database of a survey of personal details of all members of the teaching staff. Some pupils respond orally with confidence when answering questions independently, but others prefer to work with a partner. Reading skills are developing well. Some individuals can give a lucid oral presentation of their findings.
- Pupils in Year 5 have good listening skills and, with their developing command of the language, they succeed in identifying well known characters from descriptive paragraphs read out to them. They know some phrases such as *Gwaetha'r modd*. With the support of a work sheet they can role play situations such as visiting a Camping shop to buy equipment. They make good use of Welsh magazines such as *Bore Da*.
- Pupils in Year 6 listen and participate well. They can role-play a situation, such as visiting Majorca and flying from Cardiff. Although their play is based upon a commercial video extract, their fluency and use of vocabulary is good and their reading and writing such as in the preparation of a postcard is developing well. Many pupils are good independent learners using Welsh dictionaries to extend their accounts of an imaginary visit they made to Italy.

Shortcomings

- Although good progress is often made during Welsh periods in both key stages, the opportunity to re-visit their learning during the week is limited, especially in the lower years of KS2.
- There is a tendency for some staff to be too dependent on the good quality teaching given by the visiting specialist teacher in KS2.

Design and technology

Standards of achievement are very good in both key stages. All pupils, including those identified with SEN, make very good progress. This is a much higher standard than that found in the previous inspection. Although no lessons were observed a scrutiny of pupils' work and displays, and discussion with pupils indicate that pupil achievement is consistently very good.

Good features

- Pupils in KS1 use a good range of different materials and can select materials based on their fitness of purpose. Pupils have good measuring, cutting and fixing skills and have a good understanding of the design process. They can state what changes, if any, they would make if they were producing this particular article in the future.
- Pupils in Year 1 can assemble and rearrange various materials and components to make simple constructions. They can manipulate simple tools safely and assemble and join materials in a variety of ways. Most pupils write simple, but effective evaluations of their final products based on their personal likes and dislikes.
- Pupils in Year 2 make more ambitious structures and moving models involving wheels and axles. They plan their work indicating the sequences and then make well-informed decisions on the materials at they will need and give reasons for their choice. Before assembling, rather than disassembling, they examine similar structures to understand what the task will involve.
- Pupils in KS2 undertake a very wide range of practical activities involving a good range of materials. They have consulted with outside experts such as the Environmental Health Officer on matters of food hygiene and have written e-mails to companies that produce breakfast cereals and other foods to discuss nutritional values and healthy eating.
- Pupils in Year 3 link their work on teeth in Science and produce attractive and very professional packaging for toothpaste. They understand the importance of the quality of the finished product and the need to make it attractive to purchasers.
- Pupils in Year 4 make various kinds of money containers and create prototypes of books with moving parts, and of articles that can be 'pushed and pulled'. They prepare books on themes such as 'Space Adventures' and 'Monsters' and they link their products with topics studied in Welsh lessons such as '*Y Tywydd*'.
- Pupils in Year 5 make musical instruments such as 'tubular bells' and undertake a home project on 'Storing it' such as CD containers. In Food Technology, they design a healthy snack. More able and numerate pupils undertake a costing exercise on the ingredients of a snack bar and make good use of their numeracy skills and mathematics to work out operating costs and profit margins.
- Pupils in Year 6 complete a wide range of activities. They design and construct slippers and design attractive and well considered working models of fairground rides, for example.

Shortcomings

There are no significant shortcomings.

Information technology

Standards of achievement are good in both key stages. They are very good in the upper years of KS2. This is a higher standard than was found in the previous inspection. All pupils, including those identified as having SEN, are making good progress. The school has adopted a very effective cross-curricular approach to the subject.

Good features

- Pupils in Year 1 have developing keyboard skills and can handle the mouse confidently to access commercial learning programmes. They can choose different stories from the menu and understand basic on screen instructions including some in Welsh e.g. *Yn ôl, Ymlaen*, and *eto*. Most are not yet able to load programs onto the computer themselves.
- Pupils in Year 2 have their own floppy disk on which to save their work. Pupils enter text, e.g. their own poems and can redraft their work, correcting errors in punctuation and entering capital letters. They can delete, change font sizes and add colours. They can access a variety of maths, English, and science programs e.g. on wildlife. They use a school produced multidimensional presentation to study a contrasting area in their Geography project. They enjoy using the interactive whiteboard for their studies.
- Pupils in Year 3 can word process using various commercial packages. They can insert clipart and drop pictures into their text. They make colourful posters and have used e-mail to arrange their visit to the Reformed Synagogue in Cardiff. They listen to the sounds orchestral instruments make on a CDROM and use a musical notation programme to print their own musical compositions. Pupils have also compiled a data file on '*Fi fy hunan*'.
- Pupils in Year 4 have all used the school digital camera. They access the Internet for information on their class topics. They use a CDROM to study crocodile clips and devise simple battery operated electrical circuits. Slower learning pupils use programs that expand and consolidate their vocabulary.
- Pupils in Year 5 have conducted a questionnaire with visitors to Porthcawl (their contrasting area in geography) and have analysed their findings. They are confident in using computer-controlled vehicles. They use database programs with assurance, and interrogate the data collected to produce pie and bar charts. All pupils have made a presentation to their peers using multi media programs on laptop computers.
- Pupils in Year 6 use the Internet to gather information on locations in London prior to their residential visit. Pupils in Years 5 and 6 have produced a very high quality interactive map with digital photographs of all of the main features of the school. This is available to all visitors in the school's entrance hall. Members of the newly formed School Council have produced an effective multi media presentation on 'What's Hot and what's not', listing the strengths of the school provision from a pupils' perspective and identifying what could be further developed.
- Pupils who have no access to computers at home are targeted for the lunchtime computer club to redress any imbalance.

Shortcomings

There are no significant shortcomings.

History

Standards of achievement are good at KS1 and very good at KS2. All pupils, including those identified as having SEN, are making good progress. Progress is particularly good in the upper years of KS2. This is a significant improvement since the previous inspection.

Good features

- Pupils in Year 1 gain a good impression of life a long time ago, and Welsh culture, by studying houses and their contents during a visit to the museum at St Fagan's. They compare and contrast both the buildings and the artefacts and recognise that modern day life is much more comfortable.
- Pupils in Year 2 study an excellent range of photographic evidence to compare and contrast life and behaviour at the beach in the past with how it is now. They are developing a good understanding, for example, of how and why the clothing worn on the beach has changed.
- Pupils in Year 3 have gained much historical knowledge and understanding from their study of the Romans and the Celts. They gain for example, a good understanding of how hard life was for a slave in Roman times.
- Discussions with pupils in Year 4 reveal that they have thoroughly enjoyed their study of life in the time of the Tudor and Stuart monarchs and gained much from the associated educational visits that are arranged for them.
- In Year 5, the pupils have completed a wonderful range of work associated with their study of life in World War 2. They have had access to a very wide range of excellent resources and this has enabled them to gain a very detailed understanding of the life and conditions experienced by the people who lived through those times.
- Pupils in Year 6 have a very detailed knowledge and understanding of life in Victorian times. The work produced as part of this extended topic is of a very high standard and has helped the pupils to interpret the available evidence and develop a very good understanding of the reasons for change over time.
- The majority of pupils produce work of a very high standard because of the very practical, cross-curricular approach to the subject adopted throughout the school.
- The many beautiful displays of artefacts and pupils' work in classrooms and shared areas make a very positive contribution to the very high standards achieved in this area. The interactive display of the Anderson Shelter is of particular note.
- The school is developing a very effective time-line, based in a shared area. This helps pupils to develop a very good understanding of chronology.

Shortcomings

There are no significant shortcomings.

Geography

Standards of achievement are good at KS1 and very good at KS2. All pupils, including those identified as having SEN, are making good progress. Progress is particularly good in the upper years of KS2. At KS1 this is similar to that found in the previous inspection, but it is an improvement at KS2.

Good features

- Throughout KS1 pupils gain a very good understanding of the location of places in Wales, the UK as a whole and the wider world. They plot the places visited by ‘Travelling Ted’, who accompanies most staff and pupils on their adventures. Pupils have a good understanding and knowledge of place, direction and their locality.
- Pupils in Year 1 can identify where they live and describe the area around their school, explaining those features they like and dislike, and giving good reasons for their choices. They recognise buildings in the locality from photographs and can explain what sorts of activities take place in them. They have a good understanding of different sorts of weather and can explain why people wear different clothing in different weather conditions.
- Pupils in Year 2 identify Wales on a map of the British Isles and accurately show Barry on a map of Wales. They study maps of the local area and know that Llantilio Pertholey is a village and that Abergavenny is a town. Pupils are familiar with a globe and identify countries on a map of the world.
- Pupils at KS2, gain a very good understanding of locations and world events from their study of people and places that are ‘In the News’. They make good use of ICT to produce multi-media presentations, to create maps, charts and graphs.
- Pupils in Year 3 have a good awareness of the impact of weather on human activity. They understand that weather patterns and conditions vary from place to place and have a significant impact both on the landscape and on human activity.
- Through their study of St Lucia, pupils in Year 4 have developed a good understanding of a contrasting area of the world. They can explain how life in all its dimensions, differs from their life in South Wales. They understand clearly, for example, that occupations are different and that leisure time is spent in totally different ways.
- Pupils in Year 5 have completed a detailed and high quality study of Porthcawl. This has enabled them to develop a very good understanding of many facets of geographical enquiry. Pupils interpret, with commendable accuracy, the excellent range of maps and aerial photographs that are available to them and which give them a very clear picture of land use in the area. Pupils have a very good understanding of a whole range of geographical concepts, including planning and environmental issues, and is of a very high standard.
- By the end of KS2 pupils have a very good awareness of locality and the wider world. They have developed a wide range of geographical skills and can research and interpret data in a wide variety of forms. Pupils in Year 6 complete a detailed study of London. This work is very effectively supported by a residential visit that takes place in the Summer Term.
- The very high quality of the displays of pupils’ work and artefacts in classrooms and shared areas makes a very positive impact on pupils’ learning.
- The majority of pupils produce work of a very high standard because of the very practical, cross-curricular approach to the subject that is adopted throughout the school. There are often very close links between work studied in history, geography and IT.

Shortcomings

There are no significant shortcomings.

Art

Standards of achievement are very good in both key stages. Scrutiny of pupils' work shows that pupils in all years, including those with SEN, are making very good progress.

Good features

- Pupils throughout the school make very good use of their immediate environment to explore colour and texture. They explore various shades of blue and the different ways in which artists have depicted the sea in contrasting paintings such as 'The Lifeboat', by Soden, and 'Boats on a Beach' by Kilsey.
- Pupils in Year 1, and throughout their time in school, keep high quality sketchbooks, in which they record their work as they explore colour and texture. They make very good line drawings of their favourite places. They make careful pencil drawings and neat pastel pictures of fruit, by mixing two colours. They produce good work in the style of Cefyn Burgess.
- Pupils in Year 2 make sketches and prepare a very effective collage of the local church of St Teilo. They block in skilfully, blending and overlaying colours to illustrate the subtle changes in the shapes and of the surface.
- Pupils at KS2 continue to examine and explore the work of famous international and Welsh artists. They produce good quality portraits of famous characters such as Captain Morgan and depict characters from their historical study of the Celts.
- Pupils in Year 3 sketch objects and shapes found in the school's environment. They sensitively explore colour and texture of leaves and mix paints to produce natural colours. They make very effective links with Welsh literature and paint pictures depicting imaginary animals such as the *Gwdihw*, *y crwban* and *Y broga*.
- Pupils in Year 4 can knowledgeably discuss the qualities of warm and cold colours very well and chose appropriate colours to convey facial expressions of fear and despair based on the most famous picture by the 19th century painter Munch (*The Scream*). Pupils make good use of their sketchbooks to prepare good pencil drawings before making pastel paintings on sugar paper. They also produce very good standards of printing.
- Pupils in Year 5 explore the shapes of buildings in Abergavenny and research the area by making good use of the town's website. They explore the shapes and sculptural images in the work of the adopted Welsh artist, Josef Herman, who depicted the life of the Welsh miners in the South Wales valleys.
- Pupils in Year 6 prepare portraits using their experience and knowledge of different materials to design three-dimensional shapes such as hats from different historical periods. They take accurate head measurements and create card templates before making their finished product.

Shortcomings

There are no significant shortcomings.

Music

Standards of achievement are good in both key stages. All pupils, including those identified with SEN, are making good progress.

Good features

- Pupils at KS1 pupils perform, compose and appraise music and undertake focussed listening. They are familiar with a good range of vocal and instrumental music including songs in Welsh and the work of some Welsh composers.
- Pupils in Year 1 perform well with tuned percussion instruments. They have drawn a row of buildings and sing their music street with low buildings represented by deep sounds and high buildings by high-pitched sounds. They visit the 'quiet room' to choose for themselves instruments which they feel match their pictures of builders constructing a house. They very effectively reproduce sounds of digging, hammering and sawing.
- Pupils in Year 2 compose equally ambitious works. They are becoming proficient at keeping a steady beat and acquire good collaborative skills when preparing group compositions and performances.
- Pupils at KS2, mostly from Years 3 and 4, enjoy singing in the school choir, which performs a wide range of music. Throughout the school pupils singing in both English and Welsh is enthusiastic and mostly in tune, although phrasing is still not perfect.
- Pupils in Year 4 perform their own music adding ostinato to the performance of their own musical composition entitled 'Jelly on the Plate'. They can appraise a performance of music taken from their music scheme. Pupils identify the sound of different orchestral instruments and describe tempo accurately as slow and fast.
- Pupils play a range of untuned instruments such as shakers, drums, castanets and whistles. They can beat in threes and discuss dynamics and ways of changing the balance of sound between singers and instrumentalists. Very good use is made of IT programs to record musical notation.
- Pupils in Year 5 discuss ways in which they can improve their performances including diminuendos at the end of their compositions. They play untuned and tuned instruments such as the xylophone and metallaphone. Pupils sing the songs softly or loudly to reflect the happy or sombre message conveyed in the verses.
- Pupils in Year 6 are beginning to use an extended musical vocabulary such as pace and accompaniment but still some still find the concept of pitch challenging. They perform a musical sketch about the Welsh pirate, Harri Morgan and compose some rap music from the Caribbean.
- Pupils benefit from performing jointly with neighbouring schools in local festivals. Pupils sang songs from the musical 'Joseph' with great enthusiasm and considerable skill. A group of instrumentalists accompany the singing during assemblies and acts of worship, using a range of woodwind instruments.

Shortcomings

There are no significant shortcomings.

Physical education

Standards of achievement are satisfactory at KS1 and good overall at KS2. All pupils, including those identified with SEN, make similar progress. When compared to the previous report this is a similar situation in KS1 and an improvement at KS2.

- Pupils understand the necessity for warm-up activities and explain clearly the beneficial effects of exercise on body fitness and general health.

- Pupils at KS1 have a good awareness of space. Pupils in Year 1 move well and are quite light on their feet. They respond well to a pre-recorded tape and concentrate hard on their dance movements, which are of an appropriate quality. Pupils in Year 2 send and receive a variety of different objects and balls with reasonable accuracy.
- Pupils at KS2 make very good progress in developing their physical skills through gymnastics, games and dance. Pupils in Year 3 perform good quality practised movements to music and create interesting sequences when acting out dramatic settings linked to their work on the Celts and the Romans. They adopt an interesting array of shapes and move confidently with increasing control and co-ordination and make good use of the space around them. Pupils respond well to music and perform a variety of movements in response to changes in tempo and rhythms.
- Pupils in Year 4 throw and catch well and are being taught to throw accurately to good effect. This enables their partners to catch. Pupils in Year 5 handle a rugby ball securely and are gaining a good understanding of its capabilities. They make significant gains during lessons and are developing a significant level of skill in various games. Year 5 pupils swim well and attain good standards.
- Pupils in Year 6 make good progress in improving their ball skills. They are developing good skills of throwing, catching and passing. They work very well in teams to practise these skills and perform them with greater speed when playing rounders and cricket. Pupils thoroughly enjoy team games and understand how playing games can lead to a healthy lifestyle.
- Very good opportunities are provided for pupils to develop physical skills through performing traditional and modern dance, gymnastics, athletics, outdoor adventurous activities and taking part in the good range of extra-curricular sports clubs, including competitive games.

Shortcomings

- Pupils at KS1 are slow to develop certain movement and games skills.
- Throughout the school pupils do not sufficiently develop the skills of evaluating their own work and that of others.

Religious education

Standards of achievement are good in both key stages. Good progress is made by all pupils, including those identified as having SEN. Only lessons at KS1 were observed during the inspection period, but scrutiny of pupils' work indicates that pupils achievement is good at both key stages.

Good features

- Pupils at KS1 are becoming familiar with the distinctive characteristics of the worship of different religions represented in Britain. Pupils have a very good understanding of a number of Christian ceremonies, including baptism.
- Pupils in Year 1 listen well and express enjoyment when hearing Biblical stories. They effectively explore the role of the family. They write good quality accounts of the harvest festival and the Christian role of helping others.
- Pupils in Year 2 have a good understanding of Judaism and of life in a Jewish family. They appreciate the emphasis placed in Judaism on not working on the holy day of rest. They know and can list the various ways in which Jews prepare to celebrate their Sabbath.

- Pupils in Year 3 explore various aspects of Christianity and Judaism. They visit places of worship such as churches and a synagogue and have good opportunities to question priests and other religious representative who visit the school. They prepare their own code of conduct based on the principles expressed in the Decalogue.
- Pupils in Year 4 make use of sacred texts such as the Quran. They explore the significance of pilgrimages such as the annual visit to Mecca. They are familiar with the lives of religious founders such as Guru Nanak and the Buddha.
- Pupils in Year 5 make good use of religious artefacts central to Sikhism and other main religions and explore the use symbolism such as the 5Ks and of the Seder plate used in the commemoration of the Jewish Passover meal.
- Pupils in Year 6 explore how people put faith into practice in the modern world and appreciate the importance of religious beliefs in shaping both individuals and faith communities. During their leavers service the pupils lead an act of worship based on the musical 'Joseph' that sensitively and effectively deals with issues such as jealousy.
- The school is making good progress in introducing the recently adopted county agreed syllabus for RE.

Shortcomings

- Little use is made of CDRoms and audio and other ICT sources such as the Internet materials in exploring the world of faith especially at KS1.
- The suggested levels agreed in the county syllabus for assessing progress have not, as yet, been implemented.

Personal, Social and Health Education

The school's recently introduced and rapidly developing provision for PSHE is good overall, with many very good features.

- The school is aware of the ACCAC guidelines for the delivery of PSHE and has given due attention to each of the ten aspects defined.
- The intention of delivering an integrated approach is already firmly established and the school provides all pupils opportunities that are in accordance with its equal opportunities policy, including encouraging positive attitude to racism.
- Sex Education is provided very effectively according to the Sex Education Policy approved by the governing body and is delivered mainly to Year 6 by class teachers. The head teacher makes additional input for the boys. Parents are given an opportunity state whether they want their children to be included in this programme.
- The programme is provided through outside speakers, well chosen visits by pupils to various local centres, the deliberations of the school council and through various subjects such as DT, science, RE and through circle time. The circle time period observed with older pupils, on the topic of bullying, was particularly effective due to the sensitive approach adopted and the ability of the pupils to listen to and understand the feelings being expressed.

- The school council, which considers themes such as ‘the listening school’ is well organised and the suggestion made by class representatives are always seriously considered and often implemented by the senior staff.
- Pupils are encouraged to apply for posts of responsibility within the school so that they understand what is required of them. When pupils apply to run the tuck shop, for example, they are asked to consider the importance of qualities such as honesty, reliability, and care with handling money.
- The good use of ‘Thinking Books’ with older pupils ensures that the topics discussed are both interesting and relevant to their experience. Residential visits also help to develop pupils’ social skills outside of the school environment.
- The school is in the process of introducing a more formal approach to providing pupils with peer support. Through the training of a member of staff and a small number of pupils in KS2 the school is to offer support to all pupils within this stage. It is also intended to encourage KS2 pupils to accept more responsibility by giving support to the younger children in reception when they join the school.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

Improvement since the last inspection has been good overall.

Key Issue 1 – Raise standards in handwriting, spelling and presentation of work.

RESPONSE HAS BEEN VERY GOOD. Standards in all three of these areas are now well above average and the quality of the written work in books and on display around the school is a credit to the school and to the pupils.

Key Issue 2 – Raise standards in Welsh as second language and the use of incidental Welsh.

RESPONSE HAS BEEN GOOD. The school has worked very hard to improve the quality of its provision for Welsh as a second language and in addition to the contributions of the hard working co-ordinator and the staff, the school now purchases the services of a specialist teacher of Welsh to work throughout the school. The quality of the provision is now good. Standards in Welsh, which were unsatisfactory at both key stages, are now good at KS1 and in the Upper Years of KS2. Standards are only satisfactory in the lower years of KS1. The use of incidental Welsh is generally good.

Key Issue 3 – Ensure the planning and provision for the under-fives meet the desirable outcomes for children's learning.

RESPONSE HAS BEEN GOOD. Work is now planned against the desirable outcomes for children's learning and supports the good, and often very good, progress that is made in the reception class.

Key Issue 4 – Develop a consistent approach to whole-school planning to ensure that all pupils experience a balanced curriculum and continuity and progression in their learning.

RESPONSE HAS BEEN GOOD. The quality of planning throughout the school is now a strength, as is the overall quality of the curriculum. The school had adopted and customised good quality curricular guidance for all subjects and has supplemented this with a very high quality and well co-ordinated programme of visits and extra curricular activities that effectively meets the needs of all pupils. The school is now aware of the need to develop a programme to meet the needs of the small number of pupils with emotional and behavioural difficulties.

Key Issue 5 – Ensure that on-going assessment is used to inform the planning of new work that will provide an appropriate level of challenge to all pupils.

RESPONSE HAS BEEN GOOD. The school has developed very good assessment procedures to support work in English, mathematics and science and all pupils are now achieving very well in these subjects, irrespective of their prior attainment. The school is now in the process of developing good assessment procedures for all other subjects. The improvements in assessment have underpinned the significant improvements in the quality of planning and of the overall curriculum.

Key Issue 6 – Continue developing the role of senior management and subject leaders in monitoring and evaluating pupils' standards of achievement.

RESPONSE HAS BEEN GOOD. Senior management and subject leaders are given regular and frequent opportunities to monitor quality and standards and have a very detailed

knowledge and understanding of the strengths and weaknesses that exist in their areas of responsibility.

Key Issue 7 – Develop a policy and a whole school overview for the full implementation of the Cwricwlwm Cymreig.

RESPONSE HAS BEEN GOOD. The school has developed an effective policy for the development of the Cwricwlwm Cymreig that has been effectively implemented throughout the school and is having a very positive impact on pupils' knowledge and appreciation of the Welsh culture.

8.2 Key Issues for Action

In order to raise standards further, the school needs to:

1. Improve standards in Welsh in the lower years of KS2.
2. Improve standards in physical education at KS1, and provide better and more frequent opportunities throughout the school for pupils to evaluate their own performance and the performance of others.
3. Improve the provision for pupils with emotional and behavioural difficulties so that they achieve higher standards.
4. Ensure that attendance registers are marked at the beginning of each session.

APPENDIX

A. Basic Information About the School

Name of School	Llantilio Pertholey Church in Wales Primary School
School type	LEA Maintained (Voluntary)
Age-range of pupils	3 – 11 years
Address of school	Hillgrove Avenue Mardy Abergavenny – Monmouthshire
Post-Code	NP7 6LT
Telephone Number	01873 853746

Headteacher	Mr J D Evans
Date of appointment	January 1991
Chair of Governors/ Appropriate Authority	Father John Connell
Registered Inspector	Mr Tim Boyce
Dates of inspection	30 June - 3 July 2003

B. School Data and Indicators

Number of pupils in each year group									
Year group	N	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	0	29	30	30	31	30	30	38	218

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	9	1	9.3

Staffing information	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	23.4
Pupil : adult (fte) ratio in nursery classes	0
Pupil : adult (fte) ratio in special classes	0
Average class size, excluding nursery and special classes	27
Teacher (fte) : class ratio	1 : 1

Percentage attendance for three complete terms prior to the inspection				
	R	KS1	KS2	Whole school
Term 1	95.8	94.0	95.9	95.16
Term 2	91.2	94.5	93.3	93.35
Term 3	94.7	93.3	95.5	94.99

Number of pupils excluded during 12 months prior to inspection.	None
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C. Results of National Curriculum Assessments and Public Examinations

NATIONAL CURRICULUM ASSESSMENT RESULTS END OF KEY STAGE 1: 2003

National Curriculum Assessment KS 1 Results: 2003			Number of pupils in Y2: 30					
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	7	10	60	23	0
		National	0	4	13	63	20	0
EN: Reading	Teacher Assessment	School	0	7	13	57	23	0
		National	0	4	14	54	28	0
	Task/Test	School						
		National						
EN: Writing	Teacher Assessment	School	0	7	13	70	10	0
		National	0	5	13	71	11	0
	Task/Test	School						
		National						
EN: Speaking and listening	Teacher Assessment	School	0	3	3	70	23	0
		National	0	2	12	64	22	0
MATHEMATICS	Teacher Assessment	School	0	0	7	67	27	0
		National	0	2	9	61	26	0
	Task/Test	School						
		National						
SCIENCE	Teacher Assessment	School	0	0	7	63	30	0
		National	0	2	13	67	17	0

No mandatory national testing for Year 2 in Wales. Teacher assessment only. Testing in schools for Year 2 is optional.

NATIONAL CURRICULUM ASSESSMENT RESULTS
END OF KEY STAGE 2: 2003

National Curriculum Assessment KS 2 Results: 2003								Number of pupils in Y6:- 38						
Percentage of pupils at each level														
			D	A	N	B	W	1	2	3	4	5	6	
English	Teacher assessment	School	0	0	0	0	0	0	0	13	42	45	0	
		National	0	0	0	0	1	1	7	20	46	24	0	
	Test/Task	School	0	0	0	0	0	0	0	0	8	45	47	0
		National	0	2	1	2	0	0	6	14	43	32	0	
Mathematics	Teacher assessment	School	0	0	0	0	0	0	0	13	40	47	0	
		National	0	0	0	0	0	1	5	20	45	28	0	
	Test/Task	School	0	0	0	0	0	0	0	7	32	61	0	
		National	0	2	1	1	0	0	4	20	42	30	0	
Science	Teacher assessment	School	0	0	0	0	0	0	0	0	42	58	0	
		National	0	0	0	0	0	0	3	14	49	33	0	
	Test/Task	School	0	0	0	0	0	0	0	0	37	63	0	
		National	0	2	0	1	0	0	2	11	47	38	0	

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	Not available	In the school:	84.2%
In Wales:	Not available	In Wales:	Not available

- D Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996.
A Pupils who have failed to register a level because of absence.
N Pupils who have failed to register a level for reasons other than absence.
B Pupils not entered for tests because they are working outside the levels of the tests.
W Pupils who are “working towards” level 1, but have not yet achieved the standards needed for level 1.
n Tests do not cover these levels.
n/a Not applicable.

D. The Evidence Base of the Inspection

A team of three inspectors carried out the inspection. The registered inspector and the team inspector were each in school for three and a half days whilst the lay inspector was in school for the last three days of the inspection.

The report was based on evidence from:

- Pre-inspection meeting held with the headteacher, staff and governing body.
- The analysis of 105 returned parents' questionnaires and a meeting with 8 parents before the inspection.
- The observation of 49 lessons.
- A scrutiny of pupils' work and listening to pupils read.
- An examination of assessment records and reports to parents.
- Observation of registration procedures.
- Scrutiny of school documentation, teachers' plans and assessment and evaluation.
- Observation of pupils' behaviour in and around the school, at break times, lunchtimes and before and after school.
- Attendance at collective worship in assemblies.

E. Composition and Responsibilities of the Inspection Team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Tim Boyce	RGI	1 - 2 - 3.1 - 5.1 - 5.5 - 6.1 - 6.2 - 8.1 - 8.2	Early Years English Science History Geography Physical Education
Charlotte Roberson	LI	4.2 - 4.3 - 5.4 - 5.6 - 5.7 - 6.3	
Dafydd Treharne	TI	3.2 - 4.1 - 5.2 - 5.3	Welsh as a second language Mathematics Technology Information Technology Music Art Religious Education

The visiting inspectors wish to thank the governors, the head and all the staff for the co-operation and courtesy they received during the inspection.