

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

A Report on the Quality of Education in

**Ynysowen Primary School
Aberfan
Merthyr Tydfil
CF48 4NT**

School Number: 6752039

Date of Inspection: 04/06/07

by

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

The inspection of Ynysowen Primary School took place between 04/06/07 and 06/06/07. An independent team of inspectors, led by Michael T. Ridout undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

- 1 Ynysowen School is a community primary for boys and girls aged three to eleven years. There are twelve classes: a nursery and a reception class for the under-fives, seven mostly mixed age classes across both key stages and three Special Educational Needs (SEN) classes provided by the Local Education Authority (LEA). These cater for pupils with speech and communication disorders, moderate learning difficulties and complex needs including hearing impairment. In total, there are 273 full-time equivalent (fte) pupils on roll. The average class size is 27 (not including nursery and SEN classes). There are 14.6 (fte) teachers, including the head teacher and one part-time teacher. There are eight full-time and one part-time learning support assistants (LSAs).
- 2 The school is situated in Aberfan, a large post-industrial village within a regeneration zone to the south of Merthyr Tydfil. The majority of pupils live in the local area that is described as a community with acute social deprivation. There is some privately owned and many rented homes. Thirty-six per cent of pupils are entitled to free school meals; this is well above local and national averages. There are few pupils from ethnic minorities. No pupils come from homes where Welsh is the first language. English is the predominant language spoken and the school teaches Welsh as a second language.
- 3 Assessment data confirms that the school receives pupils from the full range of abilities. A significant minority of children start school with under developed skills. Baseline assessments in reception compare well with local averages. Around 30 per cent of pupils have SEN. The proportion, excluding those attending the three SEN classes, is around 23 per cent. Seven pupils have a statement of SEN.
- 4 The school was previously inspected in June 2001. Since that time, the number on roll has declined, the number and organisation of classes has changed and from September 2006 the nursery became part of the primary school. The school has achieved the Basic Skills Quality Mark.

The school's priorities and targets

- 5 The school's work is guided by eight broad aims to raise pupils' aspirations and enable them to realise their potential in both personal and academic aspects. These aims are published in the school's prospectus.
- 6 The school development plan (SDP) provides a three-year overview (2006 - 2008) of areas for development. The three current major areas for improvement are Welsh second language, music and early years. Further aspects for improvement are also identified in other areas of the school's work.

Summary

- 7 Ynysowen School has established outstanding practice in its provision of guidance, care and support for pupils. This results from the skilful leadership of the head teacher in enabling an enthusiastic staff to raise pupils' aspirations and steadily improve quality and standards across the school.

Table of grades awarded

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

- 8 The findings of the inspection team match the judgements of the school for each of the seven key questions in its self-evaluation report.

Standards

- 9 In 36 lessons or parts of lessons in the subjects inspected standards were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
-	61%	33%	6%	-

- 10 In more than 60 per cent of the lessons observed standards of achievement were good or better. This is close to the 2007 Welsh Assembly Government (WAG) target of at least good standards (grade two and above) in 65 per cent of lessons inspected.
- 11 The educational provision for the under-fives has some weaknesses, but there is evidence that these weaknesses can soon be put right.
- 12 By the end of Key stage 2 (KS2) learners achieve good overall standards in subject knowledge, understanding and skills. The school is successful in meeting and in some cases exceeding its end of key stage targets for attainment in English, mathematics and science.

- 13 Good achievement in personal and social skills contributes well to academic standards. The school is successful in enabling most pupils to attain at least the nationally expected standard in four of the subjects inspected; there is evidence of improving standards in the other two.

Grades for standards in subjects inspected:

Subject	Key stage 1	Key stage 2
Welsh second language	Grade 3	Grade 3
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Design technology	Grade 2	Grade 2
Art	Grade 3	Grade 3
Music	Grade 2	Grade 2

- 14 Learners have generally sound knowledge of key skills in literacy, numeracy and information and communications technology (ICT) but their use of these skills lacks consistency.
- 15 Pupils are slowly developing competence in bilingual skills.
- 16 The school's 2006 Key stage 1 (KS1) National Curriculum (NC) results indicate standards in English, mathematics and science are below national figures. In comparison with similar schools, having more than 32 per cent free school meals, standards are broadly average in English and mathematics and below average in science.
- 17 In KS2, the school's 2006 NC results indicate standards are in line with national figures in English, above in mathematics and well above in science. In comparison with similar schools, the results are well above average in all three subjects.
- 18 Analysis of the school's results shows that overall the girls out perform the boys in English but, in mathematics and science, there is relatively little difference in the performance of boys and girls.
- 19 Standards at the end of KS2 indicate sound overall progress and the inspection confirms that progress across the curriculum steadily accelerates in KS2. However, the progress of more-able pupils is variable in both key stages.
- 20 Pupils with Special Educational Needs (SEN) attending the special classes make good and sometimes very good progress towards their learning targets. Pupils with SEN in mainstream classes also make good progress, especially when learning in small supported groups.
- 21 The majority of pupils behave responsibly and have positive attitudes to learning. The behaviour of pupils at break times is good.
- 22 Over the last three terms, attendance figures average 91 per cent. This is below the national and local average and lower than most similar schools having more than 32 per cent free school meals. The majority of pupils are punctual but a small minority often arrive late.

- 23 Pupils' competence in using study, research and problem solving skills, both collaboratively and independently, is underdeveloped.
- 24 Pupils show very good overall progress in their personal, social moral and wider development.
- 25 Pupils have good awareness of equal opportunity issues and demonstrate good respect for diversity. They are prepared well for participation in the community and workplace.

The quality of education and training

- 26 In 42 lessons or parts of lessons the quality of teaching was judged as follows¹:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	52%	33%	5%	-

- 27 In more than 60 per cent of the lessons observed, teaching was good or better. This is below the overall national picture reported by Her Majesty's Chief Inspector (HMCI) in her annual report 2005 – 2006 but the proportion of teaching with outstanding features compares well with the national picture. Nationally, the quality of teaching is good in 84 per cent of lessons, with 17 per cent of lessons having outstanding features.
- 28 Although there was variation in the teaching observed, the impact over time is good. There are strengths in early years, the SEN classes and in particular areas in other classes, including the positive influence of integration and Personal and Social Education (PSE).
- 29 Teaching successfully fosters good working relationships with pupils.
- 30 Planning identifies overall objectives for lessons clearly but the effectiveness of planning is sometimes reduced where the content is not developed fully to match pupils' differing needs and abilities.
- 31 Good features of planning include the identification of opportunities to develop key skills and the use of focused evaluations related to pupils' achievements. This good practice provides the basis of further improvement.
- 32 There is good consistency in teachers' use of incidental Welsh.
- 33 The rigour of assessment is good and effective use is made of the evidence produced. The marking of pupils' work, the setting of individual targets and pupils' involvement in their own assessment is developing well.
- 34 Annual reports to parents are informative and comply with statutory requirements.
- 35 Taken overall, the education the school provides meets the needs of pupils across the age range well. This is particularly evident in the good personal and academic standards pupils achieve by the end of KS2.

¹ At the time of the inspection two full-time teachers were absent due to illness.

- 36 The curriculum provides a wide range of learning experiences; it is broad and well balanced. The provision to promote basic skills is good but the provision for key skills is less well developed.
- 37 There is good emphasis on Y Cwricwlwm Cymreig and the provision promotes well the history and culture of Wales. The provision to promote bilingual skills is good.
- 38 The provision to broaden and enrich pupils' learning experiences is a very good feature. There is a wide range of extra curricular clubs and activities.
- 39 The provision for pupils' personal development, including their spiritual, moral, social and cultural development is good.
- 40 The school has strong and beneficial links with parents, the community, other schools and institutions and the business community.
- 41 The school successfully promotes education for sustainable development and awareness of global citizenship. The school's work reflects well national priorities for lifelong learning and community regeneration.
- 42 The school is a caring community where every individual is valued and respected. High quality pastoral care is securely embedded in the school's culture and practice. The low key, subtle and effective manner of its implementation is outstanding.
- 43 The school places its PSE programme at the heart of its life and work. This is an outstanding feature that makes a significant contribution to the well-being of pupils. The programme is well structured and systematically implemented. The school diligently promotes the healthy development and safety of pupils.
- 44 The overall quality of the school's provision for pupils' additional learning needs is good. Inclusion and integration are strong features. The provision in the Special Resource Base (SRB) classes has outstanding features. The school makes appropriate adjustments to ensure those with disabilities are not disadvantaged.
- 45 Pupils presenting challenging behaviour are well supported. The school's measures to eliminate oppressive behaviour are outstanding.

Leadership and management

- 46 The head teacher successfully provides very good leadership in pastoral aspects and good leadership in educational matters.
- 47 The school's positive ethos, its commitment to raise pupils' aspirations, teamwork among members of staff and the positive impact on standards all reflect good features in strategic management.
- 48 Leadership skilfully creates the conditions for teachers to develop their expertise, roles and responsibilities.
- 49 The governing body (GB) meets its responsibilities well.
- 50 The impact of self-evaluation is good but the means of achieving key priorities in the school development plan (SDP) is not always clearly enough defined and securely linked to the monitoring of learning and teaching.

- 51 A culture of self-evaluation is well established in the work of subject leaders. This is reflected well in the school's plans to develop further the leadership of learning.
- 52 The school is staffed with well-qualified and experienced teachers but there is limited provision of learning support assistants (LSA) employed by the school. There are appropriate arrangements in place to review and promote the professional development of members of staff.
- 53 There is a good range of learning resources and the accommodation provides a good setting for effective learning and teaching. Day-to-day organisation and administration is efficient.
- 54 Taking into account the good progress made since the last inspection in tackling the key issues raised at the time, the good standards attained at the end of KS2 and recent improvements in provision, the school provides good value for money.

Recommendations

- 55 In order to raise further overall standards and continue to improve the quality of learning and teaching the school should continue to implement its development plan, placing particular emphasis on:
- R1 continuing to raise overall standards in Welsh second language and art;
- R2 improving the consistency of pupils' progress, especially the more able;
- R3 promoting greater competence in key and bilingual skills and appropriate independence in using study, research and problem solving skills;
- R4 continuing to disseminate good practice in teaching and strengthen the content of lesson planning to:
- match closely the differing needs and abilities of pupils;
 - focus both learning activities and teaching; and
 - build on evaluations of progress linked to learning objectives;
- R5 review and strengthen school development planning, including the leadership of learning, and structure ways forward in a clear programme to focus whole-school improvement;
- R6 review the provision of learning support staff in mainstream classes.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

- 56 The findings of the inspection team match the judgement of the school in its self-evaluation report.
- 57 In 36 lessons or parts of lessons in the subjects inspected standards were judged:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
-	61%	33%	6%	-

- 58 In more than 60 per cent of the lessons observed standards of achievement were good or better. This is close to the 2007 WAG target of at least good standards (grade two and above) in 65 per cent of lessons inspected.
- 59 The educational provision for the under-fives has some weaknesses, but there is evidence that these weaknesses can soon be put right.
- 60 Taken overall, children under five years of age make a positive start in the acquisition of basic and key skills, and progress well in their personal development.
- 61 By the end of KS2 learners achieve good overall standards in subject knowledge, understanding and skills. Good achievement in personal and social skills is a consistent feature that contributes well to academic standards.

Grades for standards in subjects inspected:

Subject	Key stage 1	Key stage 2
Welsh second language	Grade 3	Grade 3
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Design technology	Grade 2	Grade 2
Art	Grade 3	Grade 3
Music	Grade 2	Grade 2

- 62 The school is successful in enabling most pupils to attain at least the nationally expected standard in four of the subjects inspected; there is evidence of improving standards in the other two. The school is successful in meeting or exceeding its end of key stage targets for attainment in English, mathematics and science.
- 63 Learners have a sound overall knowledge of the key skills in literacy, numeracy and ICT. However, the extent to which they use these skills in different subjects lacks consistency. They are slowly developing greater competence in bilingual skills.
- 64 The 2006 NC results at the end of KS1, based on teacher assessments, indicated that standards in English, mathematics and science were below national figures. In comparison with similar schools, having more than 32 per cent free school meals, standards are broadly average in English and mathematics and below average in

science. The proportion of pupils attaining at least the expected level 2 in all three subjects was 79.5 per cent.

- 65 In KS2, the schools 2006 NC results based on teacher assessments indicate standards are in line with national figures in English, above in mathematics and well above in science. In comparison with similar schools, the results are well above average in all three subjects. The proportion attaining at least the expected level 4 in all three subjects was 78.9 per cent.
- 66 The school's NC results include the data for a small number of pupils with SEN. Adjusting the figures to show the performance of mainstream pupils results in the core subject indicator in KS1 being 89 per cent and in KS2 it is 81 per cent.
- 67 Over the last six years, the school's KS1 results indicate a flat trend in English and mathematics and an upward trend in science and the proportion of pupils attaining at least expected levels in all three subjects. The mixed picture indicates the school has not improved its performance in line with similar schools, even though its adjusted results generally compare favourably with the overall national picture.
- 68 The results in KS2, over the same period, show a fluctuating picture in English with an overall flat trend. In mathematics and science the trend is positive overall. The proportion of pupils attaining at least expected levels in all three subjects shows a flat trend.
- 69 Analysis of the school's results shows that overall the girls out perform the boys. The difference is most evident in English in both key stages. There is relatively little difference in the performance of boys and girls in mathematics and science although results fluctuate from year to year. The school's figures are broadly in line with the national picture in KS1 with greater variance in KS2.
- 70 Baseline assessments in reception compare well with local figures and NC results confirm good standards at the end of KS2 thus indicating sound overall progress. The evidence of inspection shows that progress steadily improves across KS2.
- 71 The scrutiny of pupils' work and the observation of lessons confirm good overall progress in basic skills. On occasions, both the less-able and most-able pupils make good progress, such as in solving mathematical problems. Across the curriculum there is greater variation in progress. This reflects the extent to which pupils are enabled to use key skills and to develop a range of study skills within their learning. Furthermore, the progress of more-able pupils depends on the extent to which they are challenged to increase their understanding in line with their potential.
- 72 In music pupils are making good overall progress from a low starting point and in some classes their skills in refining compositions and performances are at an early stage. In science, progress in the confident use of scientific vocabulary and in using thinking skills to develop investigations is sometimes slow. Similarly in mathematics, although pupils' skills in written computation are good, progress in improving mathematical thinking skills is limited in some KS2 classes.
- 73 Discussion with pupils and observing them in lessons indicate that many learn a great deal orally, especially in KS2. The good standard of speaking and listening skills among many older pupils supports well the acquisition of knowledge and skills.

- 74 Pupils with SEN attending the special classes make good and sometimes very good progress towards the learning targets set for them in individual education plans (IEPs). In mainstream classes pupils with SEN also make good progress towards their learning targets, especially when they learn in small supported groups.
- 75 Most pupils show a clear understanding of what they are asked to do in lessons. Their understanding of their individual learning targets, of how well they are progressing and what they need to do to improve is steadily developing. The older pupils in KS2 have good levels of awareness.
- 76 By the end of Year 6, pupils are well prepared for the next stage of their education and the majority make good progress towards fulfilling their potential.
- 77 Children under five are well motivated, happy in their learning and maintain effort and concentration well. Across both key stages pupils are ready to collaborate, the majority is well motivated, perseveres well and makes effective use of time to learn.
- 78 The majority of pupils behave responsibly and have positive attitudes to learning. This is particularly evident among older pupils who show respect and consideration for others. The behaviour of pupils at break times is good.
- 79 Over the last three terms, attendance figures average 91 per cent. This is below the national and local average and lower than most similar schools having more than 32 per cent free school meals. Attendance figures in the school were heavily affected by absences due to illness during the Spring term and the high proportion of families taking holidays during term time also significantly affects overall attendance.
- 80 The majority of pupils are punctual but a small minority often arrive late. In some classes this disrupts learning at the beginning of the day and despite the school's best efforts a minority of families are slow to ensure their children arrive on time.
- 81 Older pupils are beginning to demonstrate capacity to work independently. However, the extent to which pupils across the school apply study, research and problem solving skills both collaboratively and independently is generally limited.
- 82 Pupils show very good overall progress in their personal, social, moral and wider development. They are considerate, show empathy towards others and contribute generously towards the good causes that the school chooses to support. Pupils readily undertake a limited range of appropriate responsibilities in the school.
- 83 Pupils have a good awareness of equal opportunity issues and demonstrate good respect for the diversity of different people's backgrounds and the range of skills and talents they possess.
- 84 Pupils are prepared well for participation in the community and workplace. Through the school council, the Eco committee and their participation in school and community activities the pupils learn about good citizenship. For instance, older pupils have invited local officials to the school to discuss the proposed new school and features of the village in need of regeneration. Pupils' awareness of the workplace is developed well through the school's very good links with business promoted through the local education business partnership.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

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

86 At the time of the inspection two full-time teachers were absent; experienced teachers employed on a temporary basis replaced them.

87 In 42 lessons or parts of lessons the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	52%	31%	5%	-

88 In more than 60 per cent of the lessons observed, teaching was good or better. This is below the overall national picture reported by Her Majesty's Chief Inspector (HMCI) in her annual report 2005 – 2006 but the proportion of teaching with outstanding features compares well with the national picture. Nationally, the quality of teaching is good in 84 per cent of lessons, with 17 per cent of lessons having outstanding features.

89 Although there is variation in the quality of teaching observed across the school the impact over time is good, with particular strengths in early years, the SEN classes and in particular areas across other classes, including the positive influence of integration and PSE. There is good evidence of improvements in teaching in the nursery and in the teaching of several subjects including Welsh and music across the school.

90 Teaching places strong emphasis on enabling pupils to achieve well in their personal development and the acquisition of basic learning skills. In the nursery the foundations for learning are very well promoted; in reception and KS1 teaching promotes sound achievement and by the end of KS2 teaching successfully challenges pupils to achieve well and in line with their capabilities.

91 Across the school teaching successfully fosters good working relationships with pupils. The adults, including the LSAs provide good role models for pupils and a purposeful climate for learning results.

92 Taken overall there is good subject knowledge and expertise across the school but individual levels of expertise vary in some practical subjects and in promoting key skills. However, the effective work of several subject leaders and the opportunities afforded through the integration of mainstream and SEN teaching plus the input of the subject leader for music promote the sharing of expertise and build up teachers' confidence and skills well.

93 Planning identifies overall objectives for lessons clearly. In the best practice the objective is explained to pupils in terms that they understand and this helps to focus learning. However, the effectiveness of planning is sometimes reduced where the learning experiences and the teaching are not developed fully to match pupils' differing needs and abilities.

- 94 Good features of planning include the identification of opportunities to develop key skills and the increasing use of focused evaluations related to pupils' achievements. Such examples of good practice provide the basis of further improvement.
- 95 Across the school teaching employs a good range of teaching and organisational strategies. Some very good examples of promoting individual and small group learning programmes are evident in some of the SEN classes. Similarly rigorous organisation, high expectations and focused teaching engages pupils and results in very good lessons in mainstream classes although teaching was over directed in a minority of lessons observed.
- 96 Teaching successfully promotes equality of access within lessons. Issues of gender, race and disability equality are well addressed. This is particularly well reflected in integration sessions and also in the provision to meet the needs of pupils in mainstream classes with SEN. However, opportunities for average and more-able pupils to excel are not always developed fully.
- 97 There is good emphasis on developing pupils' competence in oracy in English. All teachers make regular use of incidental Welsh and ensure pupils make increasing use of their developing skills in Welsh. There is good consistency in this aspect.
- 98 The quality of planning to meet pupils' individual needs and to review their progress varies from exemplary to sound. Practice is best developed in two of the SEN classes and there are good examples of the effective use of IEPs across the school. In general teachers regularly review pupils' progress but learning is not always tailored closely enough to pupils' differing needs and abilities. Where the match is good progress improves across the key stages.
- 99 Baseline assessment is undertaken in the nursery and when children start full time education in the reception class. The quality of this assessment is good and good use is made of the evidence produced. There are good systems in place for monitoring and assessing the progress of pupils in the core subjects. Teachers maintain extensive records of individual pupils, and track their progress well through both key stages.
- 100 Each child has a record of achievement file where personal targets are set in a shared discussion with staff and pupil. Teachers use a wide range of information to set realistic and challenging targets.
- 101 There are procedures for staff to evaluate short term planning and on-going assessment of pupils' daily work. Marking is regular and positive comments are made to help pupils' progress.
- 102 The assessment coordinator and her colleagues use a range of assessment procedures well. Assessments are used appropriately to track the pupils' achievements and inform future planning.
- 103 Pupils' involvement in their own assessment is developing well. They show a good understanding of their progress and play an active role in negotiating their targets with their teachers. They regularly review their progress in achieving their targets.

104 Annual reports to parents comply with statutory requirements. Reports are informative and refer appropriately to pupils' achievements in relation to the Desirable Outcomes for Children's Learning and the NC. Appropriate comments are made about pupils' personal and social development. Parents have good opportunities to discuss the content of reports with teachers. They also have the option to speak to teachers twice a year in organised consultation meetings.

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

Grade 2: Grade features and no important shortcomings

- 105 The findings of the inspection match the judgement made by the school in its self-evaluation report.
- 106 The curriculum provides a wide range of learning experiences, generally in line with learner's needs and aspirations. The provision is accessible to all, including those with additional learning needs and impacts well on the standards achieved by the end of KS2. There are no disapplications from the NC for pupils with SEN; where appropriate curricular provision is modified in line with pupils' needs
- 107 The curriculum is broad and well balanced. For the under-fives the provision reflects the requirements of the Desirable Outcomes for Children's Learning. Following the nursery becoming part of the school, provision in the early years has been a focus for improvement. The curriculum in the nursery is very well planned and implemented with effective use of the outdoor areas. This provision ensures a very good start in learning for the children. Preparations for implementing the Foundation phase curriculum are in hand with plans to enhance further provision in the reception class and KS1.
- 108 In the key stages, policies and schemes of work all NC subjects and religious education, together with PSE comply with statutory requirements and provide a coherent and well-structured programme for learning. There is appropriate allocation of lesson time to each subject across the academic year and detailed subject planning ensures appropriate progression and continuity in learning.
- 109 There is good emphasis on developing pupils' basic skills in literacy and numeracy. The provision to develop pupils' key skills is less well developed. There is a whole-school framework for key skills, based on published guidelines provided by the education service, but this framework is not yet consistently implemented and portfolios to exemplify the key skills in the subjects are at an early stage of development.
- 110 The provision to broaden and enrich pupils' learning experiences is a very good feature. Educational visits, the contribution of visitors including a peripatetic music teacher and the wide range of extra-curricular activities and clubs are particular strengths of the school. There is a good number and variety of sporting clubs and activities based on art, music, drama, Welsh, healthy cooking and science. There are well attended after school activities in both key stages.

- 111 In practical subjects such as design and technology and art, links with business and opportunities for pupils to work with visiting artists and crafts people has a significant impact on the quality of learning. In particular a number of designers and business ventures significantly enrich the design and technology curriculum. Members of the community, including the local policeman and the vicar, together with the many volunteers that come into school also enhance learning opportunities well.
- 112 The provision for pupils' personal development, including their spiritual, moral, social and cultural development is good. Pupils' spiritual development is well promoted through the life and work of the school. Acts of collective worship within daily assemblies comply with statutory requirements; they are broadly Christian in character and also celebrate other beliefs and traditions. Pupils enthusiastically participate in assemblies and respond appropriately to opportunities for guided reflection.
- 113 Provision to promote pupils' moral and social development is embedded well in school life through the PSE programme. The adults in the school are very good role models in promoting respect, courtesy and a sense of justice and consideration for others. The wide range of club activities is a significant factor in promoting pupils' social skills. Pupils' knowledge of local culture is well promoted through participating in numerous activities in the community; they attend services in the local church and visit places in the village and the surrounding area to learn about the history and culture of the valley. Their knowledge of other cultures is suitably promoted through the curriculum and visits.
- 114 Learning experiences are enriched very effectively through strong partnerships with parents, members of the community, the local education authority, health services and other schools and colleges. The school has informal links with initial teacher training institutions and provides placements for students from further education colleges. A particularly beneficial feature is the very strong links with the business community forged through the education business partnership. Pupils' awareness of the workplace is raised through visits to the fire station, the police, a supermarket and other businesses. Thus, work related education is good.
- 115 The provision to promote bilingual skills is good. The use of incidental Welsh within daily routines is well established and good opportunities are provided to promote pupils' oral skills in both languages. There is commendable consistency in the school's provision. There is good emphasis on Y Cwricwlwm Cymreig in curricular planning and the provision promotes well the history and culture of Wales.
- 116 The school is proactive in tackling social disadvantage and stereotyping. A well-supported early morning breakfast club is well organised and the school has received grants such as to promote a fruit tuck shop. The school promotes equality of access in all activities.
- 117 The school successfully promotes education for sustainable development. An Eco committee is established and pupils work hard to recycle and uphold the school's Eco code. The school has achieved the bronze award and is now ready to take the silver award. The school council and Eco committee have worked impressively on projects to improve the environment.

- 118 Pupils' awareness of global citizenship is fostered appropriately through the curriculum, including beneficial links with children in the Philippines. Pupils in Year 6 thoughtfully compared lifestyles on receipt of letters from their pen pals.
- 119 There is good provision to promote pupils' entrepreneurial skills, particularly through science and design and technology. Pupils are to receive an award for their work on the topic of bridges.
- 120 The school's work reflects well national priorities for lifelong learning and community regeneration. It works closely with organisations such as Communities First and the Groundwork Trust and is actively involved in community enhancement and regeneration initiatives. Close liaison with for example the Sure Start initiative provides various courses for parents and carers. These effectively promote training and employment.

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

Grade 1: Good with outstanding features

- 121 The findings of the inspection team match the judgement made by the school in its self-evaluation report. High quality pastoral care is securely embedded in the school's culture and practice. The low key, subtle and effective manner of its implementation is outstanding.
- 122 The school is a caring community where every individual is valued and respected. This aspect is very well managed. Members of staff provide a safe, happy and secure environment and very successfully promote a positive and supportive climate for learning. The school makes effective use of a wide range of care and support services. The integration of the contribution of support services within the school's work is outstanding.
- 123 The school is very successful in establishing good partnerships with parents, carers and employers. The school welcomes parents and provides both formal and informal opportunities for them to find out about the work of the school and their children's progress. The school provides two formal parent teacher consultations annually; these are well attended and the school places strong emphasis on its *open door* policy that encourages the sharing of any concerns with teachers as they arise.
- 124 Parents are well informed of the life of the school and its various events through a variety of channels including newsletters, reports and an interesting website. Several parents are also actively involved in supporting the school voluntarily on a day-to-day basis.
- 125 The pre-inspection meeting and questionnaire indicates that most parents are happy with the care and guidance the school provides for their children. The majority praises the close links they feel they have with the school and say they appreciate how approachable the head teacher and other members of staff are. Careful consideration is given to parents' opinions and any complaints are investigated fully and dealt with fairly.
- 126 The induction arrangements for pupils are good. New entrants are prepared well for school through link-up pre nursery activities and also through attendance at Sure Start

initiatives. Along with the main school brochure the school also provides a helpful Nursery booklet for parents. Informal meetings are held for both Nursery and Reception parents and their children. An appropriate Home-School agreement is implemented; this sets clear parameters for parental responsibilities and the school's expectations.

- 127 The school places its PSE programme at the heart of its life and work. The programme is well structured and systematically implemented so that it permeates all that the school does and is central to the ethos of support that is fostered. This is an outstanding feature.
- 128 This provision is supported effectively by the contribution of visitors to the school such as the Community Policeman, the School Nurse, local clergy and workers from various charities. The recently established school council increasingly provides an effective forum for gathering pupils' views, involving them in improving the school. The greater involvement of pupils promotes independence and raises self-esteem.
- 129 Appropriate arrangements are in place to monitor pupil attendance and punctuality. The school works closely with the education welfare service where there are significant concerns. Over the last year the number of pupils with below 85 per cent attendance has reduced significantly. In the cases of three temporary exclusions during the last twelve months the correct procedures were followed.
- 130 The school has plans to focus on improving punctuality and encourage a reduction in holidays taken in term time. There are good procedures in place to monitor and support pupils' academic progress and their personal and social well-being, including standards of behaviour. The school is proactive in taking early and appropriate action where concerns arise regarding pupils' well-being.
- 131 The school diligently promotes the healthy development, safety and well-being of pupils. An appropriate policy details procedures for the health and safety of all who work in, and visit the school. Responsibilities for the head teacher, governors, staff and caretaker are clearly outlined. Risk assessments are carried out regularly and since the last inspection arrangements for traffic management within the school grounds have been improved.
- 132 Pupils are well supervised at playtimes and lunchtimes. The school operates a successful Breakfast Club and seeks to persuade the pupils to eat healthily. The school is working towards the Healthy Schools Award.
- 133 The school's policy and procedures to ensure Child Protection are in line with local and national guidance. The head teacher and a member of staff with responsibility for SEN, together with a link governor, are named as those with responsibility. All members of staff are made aware of the referral process and procedures.
- 134 The overall quality of the school's provision for pupils' additional learning needs is good. The procedures to monitor and diagnose individual learning needs are effective.
- 135 In the SRB classes catering for pupils with a wide range of SEN the provision has outstanding features. This is particularly evident in the high quality provision for pupils across the primary age range with complex needs, including hearing impairment, and in the very good provision for pupils with moderate learning difficulties in KS2. The provision for pupils with speech and communication disorders, including speech therapy, is appropriate.

- 136 The well organised teaching in SRB classes and the support for learning provided by skilled assistants, together with the contribution of specialists where appropriate, guides pupils' learning well. This is especially evident as pupils follow individual learning programmes and during lessons where pupils integrate with their mainstream peers.
- 137 Across the school pupils identified with SEN have IEPs that are used well by class teachers. This provision is effectively managed by special and mainstream co-ordinators who maintain a register of pupils with SEN that clearly shows adjustments in provision are made in response to changes in need. The SEN policy, including procedures to liaise with parents and review pupils' progress towards IEP targets are implemented consistently. Provision at the school action stage and at the school action plus stage is in line with the SEN Code of Practice. For pupils with a statement of SEN the arrangements for annual reviews are systematic. Good account is taken of the views of parents and a range of appropriate professionals.
- 138 A small number of pupils sometimes present challenging behaviour. The school is proactive in providing individual support for these pupils. They are provided with individual behaviour plans (IBP) and benefit from support and counselling. There is good evidence to show the school is successful in helping pupils to manage their behaviour and engage fully with their peers in school life.
- 139 The quality of provision for equal opportunities is very good. A range of policies, including the PSE programme, makes a significant contribution to the overall quality of this provision. Good account is taken of pupils' backgrounds and the school supports and guides them appropriately in raising their aspirations. Pupils are treated as individuals, shown respect and due regard is paid to their feelings.
- 140 The school is particularly successful in promoting gender equality and challenges stereotyping of any kind. It has carefully considered the difference in attainment between boys and girls and adjusted its provision to tackle this issue. Equal opportunities are well promoted for boys and girls and all activities are open to all pupils. This is an outstanding feature.
- 141 Although few ethnic minorities are represented in the school it promotes sound race relations through its policies and provision.
- 142 The school's measures to eliminate oppressive behaviour, including racial discrimination, bullying and any forms of harassment are effective and practical. This is an outstanding feature. Incidents of misbehaviour and bullying that arise from time to time are dealt with thoroughly and fairly. Discussions, especially with older pupils, confirm that they feel that bad behaviour and bullying is not a major issue for them in school life.
- 143 Through its accessibility and disability equality plan, the school actively ensures that no pupil or adult is placed at a disadvantage. An inclusive ethos ensures that learning is accessible to all, including pupils' with complex special needs. This aspect is outstanding.
- 144 There are effective initiatives in place to promote pupils' awareness of diversity. The school teaches pupils to value diversity and that they live in a multi-cultural, multi-faith society.

Leadership and management

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

Grade 2: Good features and no important shortcomings

- 145 The findings of the inspection team match the judgement made by the school in its self-evaluation report. Over time leaders and managers are successful in promoting improvements in provision and standards across the school.
- 146 The head teacher successfully provides very good leadership in pastoral aspects and good leadership in educational matters. The school's positive ethos, its commitment to raise pupils' aspirations, the professional development of subject leaders, teamwork among members of staff and the positive impact on standards over time all reflect good features in strategic management.
- 147 Leadership ensures clear direction for the school's work through positive values, clear aims, objectives and targets. An inclusive approach, based on collective teamwork, helps to ensure all members of staff understand the school's policies and priorities. This is especially evident in the way PSE permeates the life and work of the school.
- 148 There is strong commitment to promoting equality for all. An ethos of inclusion is evident throughout the school. Irrespective of background or ability pupils have equal access to the full range of activities provided.
- 149 The school takes good account of national priorities and local initiatives. The drive to raise standards has positive results by the end of KS2, the school works successfully in partnership with public bodies to counteract social disadvantage and promote regeneration and works closely with the comprehensive school to improve transition.
- 150 The system of target setting for end of key stage attainment is well established. The school sets realistic and achievable targets and is generally successful in meeting and in some case exceeding its targets. The setting of goals through the SDP in subjects, and aspects such as PSE, has a positive impact on the quality of provision.
- 151 Leadership skilfully creates the conditions for teachers to develop their expertise, roles and responsibilities. This is particularly evident in the good and sometimes very good quality of subject leadership. The arrangements for the performance management of teachers are in line with statutory requirements and the information gained from the process is increasingly used to inform strategic planning.
- 152 There are appropriate arrangements in place to review and promote the professional development of staff. This is reflected in plans to restructure staff responsibilities through the national introduction of teaching and learning responsibilities. This well considered planning offers opportunity to strengthen the leadership of learning across the school.
- 153 The GB meets its responsibilities well. The GB is a strong support for the school and an effective critical partner in helping to set the strategic direction of the school.

- 154 Governors undertake a range of link roles; these help to inform them about aspects of the school's work and they are kept well informed through regular reports from the head teacher. The role of governors in monitoring the quality of provision is at an early stage of development.
- 155 The GB meets its statutory obligations and has moved quickly to restructure key roles following recent unexpected changes to its membership.

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

Grade 2: Good features and no important shortcomings

- 156 The findings of the inspection team match the judgement made by the school in its self-evaluation report. The impact of self-evaluation is good, especially the contribution of subject leaders, but the means of achieving the school's priority goals is not always clearly documented.
- 157 The head teacher is very well informed about the school's overall performance and individual subject leaders are well informed about provision and quality in the areas for which they are responsible. The head teacher makes effective use of the information gained from monitoring learning and teaching to improve quality and standards further.
- 158 The school management team (SMT) considers annual evaluations for every area of the school's work. This information contributes well to the SDP. The school identifies three major areas for improvement in its current SDP but the way forward in implementing these whole-school initiatives is not always clearly enough defined. However, the impact is good.
- 159 Through effective guidance for teachers in implementing programmes of work and the regular monitoring of standards, particular subject leaders make a very good contribution to improving both quality and standards. The high quality of subject and aspect leadership is particularly evident in science, design and technology and music, in the provision of PSE, and in the recent improvements in the nursery.
- 160 Self-evaluation arrangements are comprehensive across subjects. The monitoring procedures ensure subject leaders have a good overview of provision. They work closely with the head teacher to manage their areas of responsibility. Subject leaders evaluate standards, discuss their findings with the whole staff and identify issues that the school needs to focus on to bring about further improvement.
- 161 The school's self-evaluation report (SER) is perceptive and generally gives an accurate picture of its performance. The findings of the inspection match the school's judgement in the seven key questions. However, the process of producing a whole-school SER is not yet embedded in the school's culture.
- 162 The school takes good account of the views of stakeholders although it has yet to implement formalised arrangements as part of its self-evaluation procedures. The GB is closely involved in determining the school's priorities; through formal and

informal consultations the views of parents are listened to and the recently established school council provides opportunity for pupils' voices to be heard.

- 163 The school is successful in establishing an inclusive approach within its self-evaluation arrangements; individual subject leaders are involved fully and effectively. A culture of self-evaluation is well established in the work of subject leaders and particular members of the SMT contribute very well to this process. Following whole-school discussions, based on the detailed subject or aspect development plans formulated by subject leaders, a small number of major priorities is identified.
- 164 Subject action plans identify appropriate criteria for success; timelines for action and key responsibilities in each area but the overall effectiveness of the SDP in charting ways forward is reduced by the inclusion of every subject and aspect action plan. Furthermore, links to the monitoring of learning and teaching are not well defined.
- 165 The contribution and impact of the SMT in setting clear priorities for the school is good although records of strategic planning, such as plans of action to co-ordinate and focus improvement initiatives with a clear focus on monitoring learning and teaching in the priority areas, are limited.
- 166 The SMT makes sure adequate resources are directed to fund the priorities and objectives identified in the SDP.
- 167 The school has made good progress in resolving the key issues identified in the last inspection. Measurable improvements are evident in NC performance data at the end of KS2 and in the two subjects, music and art, that were judged unsatisfactory in 2001. The implementation of PSE is an outstanding feature and the role of subject leaders has been developed so that it impacts well on provision and standards.

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

Grade 2: Good features and no important shortcomings

- 168 The findings of the inspection match the judgement made by the school in its self-evaluation report.
- 169 The school is adequately staffed with well-qualified and experienced teachers. This provision is enhanced by a significant number of highly motivated and valued volunteer parent helpers. However, there is limited provision of LSAs employed by the school. The LSAs based in the nursery and SRB classes are well deployed but those in other classes, including those employed under the WAG initiative to raise standards, are not always deployed appropriately. This limits their impact.
- 170 All learners access a good range of materials and resources that are well matched to their needs. Each classroom is well stocked with a broad range of books, which enhance reading and research skills. There are a good number of computers available to the pupils and the interactive whiteboards available to some teachers are used well. Library books are appropriately organised and pupils access them readily for research and enjoyment.

- 171 Teachers' continuous professional development is well managed. The head teacher gives strong encouragement and support to individual members of staff to develop their professional interests and roles of responsibility. This is a strong feature.
- 172 In response to the national workload agreement, teachers are released for non-contact time to prepare, plan and assess learning and teaching experiences. The teaching cover provided for these sessions enables both class teachers and pupils to benefit from the expertise of a teacher well qualified in music. This provision has a positive impact on standards and builds up the confidence of non-specialists in teaching the subject.
- 173 The school buildings and site are well maintained. Colourful and well-presented displays considerably enhance the learning environment. The accommodation is adequate for the number of pupils and provides good facilities to meet the requirements of the curriculum. In particular, the provision of work areas alongside classrooms is a good feature but these areas are not utilised consistently.
- 174 The provision in the nursery is particularly appropriate to the development of three and four year olds and provides an excellent setting for the introduction of the Foundation phase. The provision for children in reception is appropriate with the use of resources and facilities being developed.
- 175 The outdoor areas of the school are extensive with good provision for sports. The playground areas are well organised and appropriately used by all pupils. External canopies offer shelter from wet weather, for learning and play.
- 176 Day-to-day organisation and administration is efficient. The school is well run with appropriate deployment of teaching and support staff. Daily routines and the organisation of lesson time are effective and most resources are used well.
- 177 Taken overall members of the teaching and support staff are managed appropriately. The school administrator, lunchtime staff, and caretaker carry out their roles with a calm efficiency. They are valued and supportive members of the school team.
- 178 The resources available are matched well to the school's priorities. Financial management is effective and uses ICT well to ensure efficiency. Subject leaders regularly review the use of resources and the head teacher recommends resource needs and priorities to the GB. Expenditure is regularly and effectively reviewed to ensure best value for money.
- 179 Taking into account the good progress made since the last inspection, the good standards attained at the end of KS2 and recent improvements in provision, the school provides good value for money.

Standards achieved in subjects and areas of learning

Welsh second language

Key Stage 1: Grade 3: Good features outweigh shortcomings

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

- 180 Younger pupils in KS1 respond appropriately to simple questions like *Beth wyt ti'n hoffi?* and *Oes ci da ti?* They name parts of their body, identify colours and know numbers from one to ten in Welsh. Older pupils demonstrate an increasing command of vocabulary, such as in a role play situation where they visit a pet shop. They illicit information from one another in conversation and by asking questions like *Oes cath da ti?* and *Beth ydi hwn?* When following a class story some pupils show a clear, if basic, understanding of what has been read.
- 181 Younger pupils in KS2 use simple vocabulary to describe what they are wearing. They ask questions, *Beth mae e'n wisgo?* or *Ydi --- yn gwisgo crys coch?* They know the days of the week in Welsh and can describe simply if they have a pain or are feeling unwell. Some read their own written work with correct pronunciation and appropriate expression.
- 182 Older pupils in the key stage use an increasing range of patterns to explain what they like. They ask one another and the teacher questions about where they live and what is their age. They display a great deal of enjoyment and fun when they learn language patterns related to going on holidays and many respond well to questions asked. Some write good role-play dialogues using the given patterns to explain where they would wish to go on holidays, how they would travel, and how much it would cost.
- 183 In Year 6, pupils extend their confidence and understanding well when using Welsh. By using the pattern *Ces i* they are beginning to describe what they had yesterday. They describe members of their family, how they look and what they enjoy and like to do. The more-able pupils also write about what they and members of their family don't like doing.
- 184 Throughout both key stages pupils are familiar with Welsh songs and participate well in Welsh assemblies when they sing the hymns and read with sound pronunciation brief descriptions and prayers.

Shortcomings

- 185 Pupils in both key stages do not consistently use Welsh phrases incidentally to reinforce their oral skills within the routines of the school day. Too many are hesitant about the correct patterns to be used and rely too heavily on teacher support.
- 186 In KS2, standards in written work are limited.

Mathematics

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

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

Good features

- 187 In both key stages most pupils show good skills in the manipulation of number mentally and of the application of strategies for working out mathematical problems. Pupils use appropriate mathematical vocabulary accurately and demonstrate good knowledge and recall of number bonds.
- 188 Pupils in Year 1 have good recall of numbers up to 20 on a number line and order them correctly. The more able recognise the word form of numbers to 30. They have a good grasp of odd and even numbers; they confidently identify the pattern for odd and even numbers up to 100 and apply their knowledge of number bonds well in solving simple problems involving money.
- 189 In Year 2 pupils add and subtract simple numbers to 30 well. They display a good understanding of the concept of a half and confidently halve numbers to 20. They understand the properties of simple regular polygons well and readily apply their knowledge of symmetry to squares and rectangles.
- 190 Pupils in Year 3 confidently explain the processes they use to add and subtract and refer to other methods that they have used. They subtract and add two digit numbers and the more able are developing a sound understanding of multiplication and division. They understand the units used to measure weight and readily solve simple word problems involving grammes up to a kilogram.
- 191 Pupils in Year 4 calculate angles up to 90 degrees and understand basic compass directions well. They use addition subtraction, multiplication and division methods accurately with numbers up to 100 and the more-able pupils are confident with numbers to 1000. Pupils have a sound understanding of fractions and confidently solve problems to produce mixed numbers.
- 192 In Year 5, pupils solve word problems relating to number and unequal addition accurately. They explain clearly the methods they use, calculate using the method of long multiplication and confidently apply the four rules to four figure numbers. Pupils accurately use co-ordinates to plot figures and understand the concept of negative numbers. They plot multiple lines of symmetry in irregular shapes well.
- 193 In Year 6, pupils continue to apply a range of methods to their calculations well. They reduce fractions to their simplest form and understand place value in the decimal context. Pupils make good use of addition, subtraction, multiplication and division methods in decimal number work. They show good mental skills and are quick to respond to a wide range of questions involving computation.

- 194 Pupils present their work well and take pride in their achievements. By the end of KS2, pupils demonstrate good knowledge and understanding when collecting and analysing data to solve mathematical problems.

Science

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

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

Good features

- 195 Across KS1, pupils have a good knowledge of healthy and unhealthy foods, and of the conditions for germination and growth. The older pupils know that fruits contain seeds and younger pupils confidently sort foods into the categories of fruit, dairy, vegetables, and meat and fish.
- 196 In Year 1, pupils identify similarities and differences between people, distinguish between living and non-living things and have a sound understanding of materials and forces such as magnetism.
- 197 In Year 2, pupils further their understanding of the properties of materials, such as through identifying different uses in the home. They know a thermometer measures changes in temperature and are aware of safety when using electrical appliances.
- 198 In lower KS2, pupils further their knowledge of the properties of materials; they distinguish between natural and man-made materials, acquire a sound understanding of light sources and reflection, and know the components of a simple electrical circuit.
- 199 Pupils have a good understanding of the conditions for growth and germination and name the parts of a flower. They acquire appropriate knowledge of the five senses, the structure of teeth and oral hygiene; have a developing knowledge of forces such as gravity and of the effect of water on different soils and rocks.
- 200 In upper KS2, pupils have good knowledge of the senses, structures and major organs of the human body. They understand the impact of smoking on the respiratory system and have a sound understanding of food groups and the make up of a healthy balanced diet. The older pupils have a good knowledge of the three main types of micro-organisms.
- 201 Pupils acquire a good knowledge and understanding of materials, magnets and electrical circuits. They distinguish between solids, liquids and gases and understand some substances change, such as when heated and that some changes are reversible and other are not. They conduct experiments with light sources and sounds; investigate the properties of paper, separate materials by filtering and monitor the rate of heating and cooling. The older pupils confidently distinguish between conductors and insulators.

Design and technology

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

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

Good features

- 202 In both keys stages pupils have an increasing ability to design and make prototypes and to use a variety of materials and techniques. They learn to use tools and equipment safely and to consider the hazards and risks in their activities. Pupils measure accurately, making, testing and adapting; the finished products closely resemble their designs and are of good quality
- 203 Pupils in Year 1 build well on prior learning. They develop further their skills acquired through activities such as working with construction kits and in designing foods. In Year 2, pupils are introduced to control technology and successfully programme a controllable robot and use computer software to plot a route.
- 204 Across KS1 pupils have developing knowledge and skills in cutting, drawing, folding and creating simple mechanisms to drive working models. They select materials, discuss methods of joining and making and evaluate against their original designs.
- 205 Pupils experience a wide range of activities including the use of textiles, cookery, and construction. They use tools to create simple moving vehicles, take great pride in their work and produce drawings of their designs to a high standard.
- 206 Across KS2, pupils continue to apply and develop their skills across a wide range of activities. At each stage of the design process they measure, draw and cut with increased skills, progressing to the use of tools in a safe and ordered environment. They evaluate their work for *fitness of purpose* at each stage of design and production. They successfully modify their designs, as in the hand puppets they made from their original drawings.
- 207 In lower KS2, pupils apply knowledge of the eating habits of the Romans well to design and make a suitable meal for a soldier. They have designed and produced bread and worked with an artist to create well-made individual masks and headwear to represent animals from *The Lion King*.
- 208 Pupils learn the rules of simple pneumatics; they successfully design and construct creatures from recyclable materials that move using the pneumatic systems. They also evaluate the quality of their results.
- 209 In upper KS2, pupils develop making and research skills well. They successfully made rag rugs similar to those produced in the Second World War. They have been involved in a mini enterprise project that involved the making of chocolate and they visited a chocolate factory as part of their market research.
- 210 Pupils in Year 6 are involved in a joint mini enterprise with the reception class producing party baskets for *The Ugly Bug Ball*. They have good skills in researching, designing and making. The older pupils questioned the younger children to ascertain

their food preferences. In addition they examined bags from leading stores, tested their durability and based on the best example they accurately made templates for their own designs.

- 211 Pupils from KS2 have been involved in the design and building of a full size coracle that they built using traditional designs and materials. Pupils worked well in groups, taking appropriate responsibility for aspects of the construction and gained a clear understanding of the safe use of tools.
- 212 Pupils in Year 6 acquire appropriate skills in the use of control technology linked to computer software to produce three-dimensional pictures of lighthouses and alter the sequence of lights. Pupils used the software appropriately to programme the sequences.

Art

Key stage 1: Grade 3: Good features outweigh shortcomings

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

- 213 Across the school pupils are steadily developing their observational drawing skills and record initial sketches including the use of patterns and shading.
- 214 In KS1, pupils record the range of colours they observe, such as in a vase of flowers, and use paint, crayon and pencil with increasing skill to record the image they observe. Pupils explore the techniques of printing and weaving appropriately.
- 215 In Year 2 and Year 3, some pupils use the techniques of collage well to create images to represent a secret forest.
- 216 In lower KS2, pupils produce work in the style of Kiffin Williams, including effective use of ICT to produce pleasing graphical effects. In response to considering examples of the work of Henri Rousseau they develop their understanding of the principles of colour mixing well.
- 217 In upper KS2, pupils consider the work of established artists and designers including Matisse, Picasso, Menna Lloyd and Laura Ashley. They learn and reflect appropriately the techniques, styles and designs of established artists in their own pieces. They attentively investigate colour and tone in textiles and use a range of media to develop well the skills of weaving.
- 218 In response to paintings by Christine Eynon pupils in Year 6, reflect a good sense of perspective and effective use of colour, tone and shading in their well executed sketches and paintings of landscapes.

Shortcomings

- 219 Pupils' skills in observational drawing are at an early stage of development.
- 220 Pupils do not develop fully a sufficient range of artistic skills and techniques. Their skills in three-dimensional art, including sculpture, are underdeveloped.

Music

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

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

Good features

- 221 Pupils perform well when they sing in whole school gatherings. The quality of the sound they produce is pleasing and they sing songs in both English and Welsh with good diction and appropriate expression. Some of the older pupils are developing confidence in maintaining a part in a song. Many of the pupils show good posture and effective control of pitch and breathing.
- 222 In KS1 pupils sing clearly, enthusiastically and with appropriate expression. They use songs to explore and change some of the words to longer and shorter sounds. In doing this they develop an early and good understanding of the role that vowels and consonants have in adding colour and changes to a performance. They recognise and select a good range of instruments to develop, explore and practise their work on long and short sounds. They play percussion sounds effectively in accompaniment to the learnt songs and carry out simple evaluations.
- 223 Pupils in Year 2 and Year 3 recall effectively the sounds that a variety of instruments make. They refer confidently to the elements of pitch and tempo as they explore these sounds and use instruments to good effect in their own compositions. Most have a good sense of rhythm as they follow a simple structure for composition. In the process of evaluation they modify the tempo, pitch, and timbre effectively to improve their performances.
- 224 In Year 4 and Year 5 pupils are both confident and competent when describing the moods that music conveys in programme music. They differentiate effectively by identifying instruments and think carefully about the words that best express these moods. They recognise a wide range of pitched and non-pitched instruments and demonstrate good discipline and control as they use them to create sound conversations to reflect the meaning and mood of some of the chosen words. They also explore effectively a variety of vocal sounds that can be used to create mood music. They are aware of how the elements of tempo, dynamics, timbre and duration can affect all these sounds.
- 225 Pupils in Year 6 are developing their understanding that music has a variety of styles and identify rock, metal and country styles with ease. They study graphical symbols and use them effectively when they create their own compositions displaying a good sense of rhythm. They collaborate well to improve their work.
- 226 A small number of children benefit from string, recorder and percussion tuition and achieve well. A school choir produces a pleasing tone when they sing accompanied and unaccompanied Welsh and English songs.

School's response to the inspection

- 227 The head teacher, staff and governors have carefully considered the outcomes of our inspection. The report provides an objective, measured view of school life and of pupils' achievements at the school.
- 228 The inspection was comprehensive, rigorous and efficiently undertaken. Care was taken to arrive at very balanced and considered views, with time given to corroborate judgements where necessary. The head teacher, in his role as nominee, felt that the process was open and transparent and that he was given the opportunity to be involved in constructive and productive discussions. We are therefore confident that the findings of this report are soundly and fairly founded.
- 229 The inspection team identified the good progress that the school has made since its last inspection. The report, gratifyingly, exemplifies the high expectations and good standards that are features of life for all, at Ynysowen Primary School.
- 230 The report notes many strengths and, indeed, some outstanding features in the school. The report is vitally constructive in that it identifies areas for further development, in a positive manner. An action plan will be formulated to address the issues in the report and a new SDP will unambiguously reflect its recommendations.
- 231 The school would like to thank Mr Michael Ridout, the registered inspector, for his skilful management of the process of inspection. Thanks are similarly extended to the inspection team for their positive contribution to future school improvement.
- 232 Courtesy, professionalism and rigour, combined to become the hallmark of this inspection. This is a fact greatly appreciated by the head teacher and staff of Ynysowen Primary School.

Appendix 1

Basic information about the school

Name of school	Ynysowen Primary School
School type	Nursery and Primary
Age-range of pupils	3 – 11 years
Address of school	Aberfan Merthyr Tydfil
Postcode	CF48 4NT
Telephone number	01443 690478

Head teacher	Mr W. D. Griffiths
Date of appointment	1st September 1988
Chair of governors/ Appropriate authority	Councillor D. Lewis
Registered inspector	Mr. Michael T. Ridout
Dates of inspection	4th – 6th June 2007

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	30	30	32	37	35	38	36	35	273

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	14	1	14.6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	21 : 1
Pupil: adult (fte) ratio in nursery classes	10 : 1
Pupil: adult (fte) ratio in special classes	4 : 1
Average class size, excluding nursery and special classes	27 : 1
Teacher (fte): class ratio	1.2 : 1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2006	N/a	90.0	90.4
Autumn 2006	88.0	87.5	92.3
Spring 2007	86.3	84.3	90.3

Percentage of pupils entitled to free school meals	36
Number of pupils excluded during 12 months prior to inspection	3

Appendix 3

National Curriculum Assessment Results - End of Key Stage 1:

National Curriculum Assessment KS1 Results 2006			Number of pupils in Y2:		39		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School	0	13	8	72	8
		National	0.4	3.4	13.1	62.7	20.3
En: reading	Teacher Assessment	School	0	13	8	67	13
		National	0.4	3.8	13.9	54.9	26.8
En: writing	Teacher Assessment	School	0	13	8	74	5
		National	0.4	4.9	14.4	68.4	11.8
En: speaking and listening	Teacher Assessment	School	0	10	10	72	8
		National	0.4	2.4	9.8	63.4	23.9
Mathematics	Teacher Assessment	School	0	10	8	72	10
		National	0.3	2.0	10.4	63.9	23.2
Science	Teacher Assessment	School	0	8	10	59	23
		National	0.3	1.5	8.6	65.5	23.9

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	79.5	In Wales	80.6

D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

National Curriculum Assessment Results - End of Key Stage 2:

National Curriculum Assessment KS2 Results 2006			Number of pupils in Y6		38						
Percentage of pupils at each level											
			D	A	N	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	3	19	39	39
		National	0.3	-	0.1	0.5	0.6	4.0	15.9	48.2	30.4
Mathematics	Teacher assessment	School	0	0	0	0	0	3	11	32	55
		National	0.3	-	0.1	0.5	0.5	3.2	14.4	47.5	33.4
Science	Teacher assessment	School	0	0	0	0	0	0	8	24	68
		National	0.3	-	0.1	0.5	0.3	1.8	11.5	51.8	33.7

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment			
In the school	78.9	In Wales	74.1

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

This data includes the results of a number of pupils with SEN. If these results are excluded the core subject indicator in KS1 is 89 per cent and in KS2 it is 81 per cent.

Appendix 4

Evidence base of the inspection

- The inspection team consisted of four inspectors who worked for 10 inspector days (over three days) gathering first-hand evidence. In total, 42 lessons or parts of lessons were observed and standards and teaching graded. Inspectors evaluated the pupils' work.
- The head teacher took the role of nominee, ensuring effective communication with the inspection team. The nominee attended meetings with inspectors and contributed fully to the discussion of inspection evidence.
- Inspectors observed registration sessions, school assemblies and break-times. All teachers present were observed teaching. Discussions were held with members of the teaching and non-teaching staff, representatives of the GB, parents and others, both during the initial inspection visit and during the inspection.
- All the available work and records of a representative sample of pupils from all year groups were scrutinised. Inspectors sought the views of a number of pupils in discussions with them.
- A large amount of documentation provided by the school was analysed both before and during the inspection.
- The registered inspector held a meeting attended by 15 parents before the inspection and considered 47 parents' responses to a questionnaire.
- At the end of the inspection, the main findings of the inspection were discussed with the head teacher in his role as the nominee. A short time after the inspection, meetings were held with the head teacher, the staff, and the governors, to report the findings of the inspection.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr. M. T. Ridout Registered Inspector	Context Summary Recommendations Key question 1: How well do learners achieve? Key question 2: How effective are teaching, training and assessment? Key question 5: How effective are leadership and strategic management? Additional educational needs (special) - part of key question 4. Science; Art.
Mr. Glyn Scott Team inspector	Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community? Key question 7: How efficient are leaders and managers in using resources? Assessment – part of key question 2 Additional educational needs (mainstream) - part of key question 4. Mathematics; Design and technology.
Mr. A. Williams Team inspector	Key question 4: How well are learners cared for, guided and supported? Key question 6: How well do leaders and managers evaluate and improve quality and standards? Welsh second language; Music.
Mrs. E. Halls Lay inspector	Aspects of Key questions: 1, 3, 4 and 7.

Acknowledgement:

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The Contractor for this inspection was:
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