

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

**A Report on the Quality of Education in**

**Treorchy Primary School  
Glyncoli Road,  
Treorchy,  
Rhondda Cynon Taff.  
CF42 6SA**

**School Number: 6742251**

**Date of Inspection: 17/11/08**

**by**

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Treorchy 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 Treorchy Primary School took place between 17/11/08 and 20/11/08. An independent team of inspectors, led by Luned Eleri Betts 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:

|                |   |
|----------------|---|
| <b>Grade 1</b> | good with outstanding features                          |
| <b>Grade 2</b> | good features and no important shortcomings             |
| <b>Grade 3</b> | good features outweigh shortcomings                     |
| <b>Grade 4</b> | some good features, but shortcomings in important areas |
| <b>Grade 5</b> | 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. Treorchy Primary School is a community school catering for an age range of three to eleven year olds. It is situated in the centre of the busy town of Treorchy at the upper end of the Rhondda Valley. The school occupies a very large site with separate infant and junior buildings at either end of a very large yard. A separate canteen is located midway between both buildings.
2. Many children who enter school at three years of age have attended the local playgroup. Numbers in key stage 2 (KS2) are increased because pupils from Ynyswen Infant School are admitted to the school in Year(Y)3.
3. At present the number of pupils is 311. This figure includes 54 full-time equivalent children in nursery classes. Although the school in recent years has seen a small influx of families from outside the area, the school population is mainly stable. There are ten full-time teachers and two part-time; learners are taught in ten classes. During the inspection three teachers were unavoidably absent; the supply teachers who replaced them were all observed. Eighty-six pupils are on the special educational needs (SEN) register which is approximately 28% of the school population and is above the national average; none has a statement. No pupils have been excluded during the last twelve months.
4. The school serves a mixture of mainly private and rented homes but the area can be described as predominantly disadvantaged. There is a wide range of parent and carer occupations but many children come from homes with no working parent and many have single parents. Around 21% per cent are eligible for free school meals, a figure which is higher than local and national averages.
5. Children enter school with less developed language and personal skills than in previous years. English is the predominant language for most pupils; none uses Welsh as a first language. Approximately one per cent are from ethnic minority groups. Two pupils receive support in English as an additional language (EAL) and one pupil is looked after by the local authority.
6. The school was last inspected in October 2002. The Basic Skills Quality Mark 2 was achieved in January 2008 and the Investors in People Award gained in July 2008. Except for a change in management there have been no other changes since the last inspection.

### The school's priorities and targets

7. The school's mission statement is:  
'Believing, learning and growing together' 'Credud, dysgu a thyfu gyda'n gilydd.'

8. The school's main aims are to develop children into individuals who:
- are independent, enthusiastic, confident and feel valued;
  - have a love of learning and an awareness of their strengths and talents and are able to recognise and celebrate their achievements;
  - have high expectations of themselves and the motivation to fulfil their potential;
  - are aware that they are part of a wider global community; and
  - are tolerant and respectful of the beliefs of others and are able to work collaboratively towards a common goal.
9. **The school's priorities for this year are to:**
- develop the skills based curriculum through art and history;
  - develop the role of the pupil in assessment for learning strategies;
  - develop the Foundation Phase;
  - establish the school as an Eco school;
  - develop aspects of the personal and social education curriculum (PSE) further;
  - develop aspects of health education further;
  - develop the role of the governing body (GB) in self-evaluation; and
  - develop aspects of the accommodation.

## Summary

10. Treorchy Primary School is a good school. Despite the many difficulties presented by the accommodation, pupils receive a good quality education. The close-knit team spirit ensures that it is a warm, friendly and welcoming community. The school has moved forward significantly in the last two years.

### 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 1          |
| 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 |
|---|--|---------|

11. The team agreed with the grades given by the school in its self-evaluation report in all seven key questions.

### Standards

12. Grades for standards in areas of learning for under-fives were as follows:

| Area of learning  | Nursery | Reception |
|---|---------|-----------|
| Personal and social development well-being and cultural diversity | Grade 2 | Grade 2   |
| Language, literacy and communication skills                       | Grade 2 | Grade 2   |
| Mathematical development  | Grade 2 | Grade 2   |
| Knowledge and understanding of the world                          | Grade 1 | Grade 1   |
| Welsh language development  | Grade 1 | Grade 2   |
| Physical development  | Grade 2 | Grade 2   |
| Creative development  | Grade 3 | Grade 3   |
| Foundation Phase  | Grade 2 |           |

13. The overall quality of provision for the under-fives is appropriate to their needs and children make good progress towards the Foundation Phase outcomes. Baseline assessments show that children are admitted to school with less developed skills in language and personal and social development than in previous years. However, they quickly make good progress in the Foundation Phase classes.
14. Grades for standards in subjects inspected were as follows:

| Subject        | Key Stage 1 | Key Stage 2 |
|----------------|-------------|-------------|
| English        | Grade 2     | Grade 2     |
| Mathematics    | Grade 2     | Grade 2     |
| History        | Grade 2     | Grade 1     |
| Art and design | Grade 3     | Grade 2     |
| Music          | Grade 2     | Grade 2     |

15. Since 2001 pupils in KS1 have generally achieved above local and national levels. Even though there are exceptions, girls generally outperform boys at both key stages.
16. In 2008 in English, mathematics and science in KS1 the number of pupils who achieved a level 2 (which is the level expected of pupils who are seven years of age) was above local and national averages. The core subject indicator (CSI), which is the number of pupils who achieved a level 2 in the three core subjects), was also above local and national figures. The percentage of pupils achieving the higher level 3 was above local and national averages in English but below in mathematics.



17. In KS2 in English, mathematics, science and the CSI in 2008, the number of pupils who achieved a level 4 (the level expected of children who are eleven years of age) was higher than local and national percentages. However the number of pupils who achieved the higher level 5 was lower than local and national percentages.
18. In comparison with schools who have the same number of pupils eligible for free school meals, results vary significantly year on year. In 2008 however, they showed an improvement in both key stages. In English, mathematics and the CS1 in KS1 they were just below the middle while in science they were at the top of the upper quarter. In KS2 they were above the middle in English and mathematics and below the middle in science and CSI. These comparisons do not give a clear picture of performance as the school is not consistently in the same free school meals group.
19. Grades for standards in subjects and areas of learning observed during the inspection were as follows:

| <b>Grade 1</b> | <b>Grade 2</b> | <b>Grade 3</b> | <b>Grade 4</b> | <b>Grade 5</b> |
|----------------|----------------|----------------|----------------|----------------|
| 12%            | 76%            | 12%            | -              | -              |

20. These figures are above the national averages as published in Her Majesty's Chief Inspector (HMCI's) Annual Report for 2006-7, where overall standards in primary schools in Wales are reported to be a Grade 2 or better in 80% of lessons and Grade 1 in 10%. These percentages show a significant improvement since the last inspection.
21. Learners are set realistic and often challenging targets and the vast majority achieve them. Those with additional learning needs (ALN) also, almost all, achieve their targets. Most pupils achieve well regardless of their social, linguistic or ethnic background. They almost always make good progress in fulfilling their potential and demonstrate that they are well prepared for moving on to the next stage in their learning.
22. Standards in the key skills of literacy, numeracy and the use of information and communication technology (ICT) are good overall in the under fives' classes and both key stages. Standards in bilingualism are outstanding in nursery and good in the rest of the school.
23. Pupils have a clear understanding of what they are doing and are well informed about how they are progressing. However, many are unsure of what they need to do to improve their performance.
24. Learners work conscientiously and productively in lessons and are highly motivated. They are very well behaved throughout the day and are very considerate to one another.
25. At around 92% attendance is currently below the Welsh national figure for primary schools as well as that for similar schools. Punctuality at the beginning of the school day is good.

26. Pupils respond well to the clear framework for personal, social and moral development and the example set by its adults. Although there is some gender differentiation in school routines, pupils show an appreciation of the importance of equal opportunities in their daily life. They have an excellent awareness of work-related issues.

### **The quality of education and training**

27. Grades for teaching in sessions observed during the inspection were as follows:

| <b>Grade 1</b> | <b>Grade 2</b> | <b>Grade 3</b> | <b>Grade 4</b> | <b>Grade 5</b> |
|----------------|----------------|----------------|----------------|----------------|
| 27%            | 53%            | 20%            | -              | -              |

28. These figures are above the national averages as published in HMCI's Annual Report for 2006-7 where the overall quality of teaching in primary schools in Wales is reported to be Grade 2 or better in 80% of lessons and Grade 1 in 14%. These percentages are a significant improvement on the last inspection.
29. Teachers plan lessons well, use appropriate resources and overall have good knowledge of subjects and recent developments in primary education. However, teachers and support staff do not yet have a full understanding of the importance of learning through play in the Foundation Phase. Together with support staff they establish excellent working relationships with pupils and foster an interest in learning. At times younger children are over-directed and are set insufficiently challenging tasks.
30. The school's assessment procedures are in the process of being developed but are already used effectively to plan pupils' learning. Documentation offers clear guidance for teachers on aspects of assessment and teachers implement the policies consistently.
31. The quality of assessment for the under-fives is good, although the process is at an early stage of development. Good use is made of data to plan and improve learning. Assessment procedures meet statutory requirements, including those for pupils with SEN. However, marking of work does not give sufficient advice to pupils about how they can improve. Procedures for providing information for parents are good; reports meet statutory requirements.
32. Curriculum provision is broad and balanced and statutory requirements are met. Although there is some inconsistency between classes, activities and tasks are generally suitably challenging for the wide range of ages and abilities, including the more and less able and those with SEN. All pupils have equal access to curricular experiences.
33. Planning is in the process of being successfully adapted to reflect the Foundation Phase at the younger end of the school and in KS2 the new skills based Curriculum 2008 is being appropriately introduced mainly through art and history.

34. Provision for personal and social growth and for spiritual and moral development is good and well-promoted throughout the daily life at the school. Pupils have many opportunities to distinguish between right and wrong. Collective worship meets statutory requirements.
35. Provision for promoting bilingual skills is good and often outstanding. It is also good and sometimes outstanding for cultural development. The heritage of Wales and its present day culture is presented through a well-managed programme of curricular experiences. Pupils are also provided with opportunities to reflect on other cultures. These experiences promote their understanding of their place in the world as global citizens.
36. A wide range of after school activities and visits extend pupils' confidence and broaden and consolidate their learning experiences.
37. The school has very strong links with the parents and carers of its pupils and is very much at the heart of its local community. It contributes successfully towards community regeneration.
38. Induction arrangements for children entering the school are very effective. The school's preparation of pupils for secondary education, through its links with other schools in the cluster is outstanding. Parents remark on how well their children are prepared for this major change in their lives.
39. The way learners are prepared for effective participation in the workplace and the community is an outstanding feature of the school. Pupils are generally well equipped with the creative thinking and problem solving skills needed for life long learning.
40. The quality of care, support and guidance provided for pupils is excellent, and care arrangements are very well managed. During discussions, pupils state that they are extremely happy with the school's arrangements. Valuable links with official support agencies ensure excellent support for pupils. These are all used well to ensure the well-being of all pupils.
41. Pupils receive high quality personal support and guidance. Adequate arrangements are in place for ensuring the healthy development and well-being of all pupils.
42. The school is participating successfully in the Healthy Schools scheme and road safety training. Appropriate procedures for child protection are in place, and all staff has received training.
43. Provision for pupils with SEN is outstanding and meets the requirements of the Code of Practice. There are effective arrangements for the early identification of pupils with SEN. These pupils make very good progress relative to their ability. The school makes very effective use of support services, such as health visitors, speech therapists and the behaviour support team to ensure the best possible provision for pupils with SEN. The performance of all pupils is monitored effectively throughout the school.

44. The school has effective procedures for monitoring pupils' attendance and punctuality which include a strong working relationship with the education welfare service. However, actions taken to improve attendance have not been effective to date. Behaviour is monitored well and effective action taken promptly.
45. The school caters for the needs of disabled pupils particularly well. Pupils' understanding of diversity is developing well in several curricular areas.

### **Leadership and management**

46. The headteacher provides outstanding leadership which has made a significant impact on improving standards and school development and has co-ordinated effective procedures to facilitate a common purpose for school improvement. The deputy headteacher provides a very effective role model for best practice.
47. Members of staff have a shared vision. All adults understand what is expected of them. Very effective relationships within the school ensure equal opportunities for all staff; all contributions are valued. Subject leaders' roles are clearly defined with subject reviews and the monitoring of standards now well established.
48. The school takes careful note of national priorities and local partnerships are used to enhance the strategic development of the school. Statutory performance management requirements are met and all members of staff undertake carefully planned professional interviews twice yearly.
49. Planning, preparation and assessment (PPA) time is well managed to ensure maximum effectiveness in school routines, the maintaining of standards and good use of expertise. Work force remodelling is proceeding well.
50. The GB meets its statutory obligations and ensures that appropriate procedures are in place to ensure the school is well managed. Members are supportive and enthusiastic about their role and are developing individual responsibility for overseeing aspects of the curriculum and school life.
51. The school's self-evaluation report prepared for the inspection team is comprehensive and rigorous and presented detailed information and valuable judgments. It reflects clearly the school's confidence in its established self-evaluation processes. The school development plan (SDP) has been reviewed annually for the last two years. Actions to date are identified, outcomes noted and the way forward recorded.
52. Progress since the last inspection has been good overall; since 2006 it has been outstanding. However, although aspects of the building identified in the last report have been addressed, improving the accommodation is still a priority for the school.
53. The headteacher, deputy and subject leaders appropriately monitor subject areas and aspects of teaching and learning as part of a set rolling programme.

54. Although the school has made outstanding progress overall in relation to self-evaluation in recent months, the school itself identifies the need to develop further the role of the GB in its self-evaluation strategies and procedures.
55. Although some classes are large, staffing levels are appropriate. Teaching staff are well qualified and work effectively in teams, collectively providing good levels of expertise in teaching all aspects of the curriculum.
56. The school maintains a good provision of resources to support learning in all subject areas and to match the educational needs of pupils. Resources are effectively managed.
57. The internal refurbishment of both the infant and junior buildings has been a vast undertaking during the last two years and this has had a negative impact on the money available for teaching and learning. Many safety issues, mostly related to the age of the building, were identified during the inspection and discussed with the GB.
58. Space within the accommodation and site is managed well and staff work hard to create a stimulating and welcoming learning environment. Younger pupils have benefited from recent development of the outdoor area, which has significantly improved opportunities for their learning.
59. In recent years, because of excessive spending on the accommodation, the school budget has fallen into deficit. The school and LEA have formed an acceptable agreement to address this. Overall financial implications are clearly thought through and the school gives good value for money.

## Recommendations

In order to continue to move the school forward staff and the GB need to:

- R1 raise standards in creative development for under fives and art and design in KS1 and maintain the good and outstanding standards in other areas of learning and subjects;
- R2 further develop strategies to improve attendance across the school;
- R3 continue to develop assessment strategies and procedures;
- R4 continue to develop awareness, provision and resources for the Foundation Phase;
- R5 further develop the role of the GB in the school's self-evaluation processes;  
and
- R6 work with the LEA to continue improving the quality of the accommodation both inside and outside.

A number of risk and safety issues were discussed with the GB.

Recommendations 3,4,5 and 6 are already prioritised in the SDP and SER.

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

60. The findings of the inspection team match the grade given by the school in its self-evaluation report.
61. Grades for standards in areas of learning for under-fives were as follows:

| Area of learning  | Nursery | Reception |
|---|---------|-----------|
| Personal and social development well-being and cultural diversity | Grade 2 | Grade 2   |
| Language, literacy and communication skills                       | Grade 2 | Grade 2   |
| Mathematical development  | Grade 2 | Grade 2   |
| Knowledge and understanding of the world                          | Grade 1 | Grade 1   |
| Welsh language development  | Grade 1 | Grade 2   |
| Physical development  | Grade 2 | Grade 2   |
| Creative development  | Grade 3 | Grade 3   |
| Foundation Phase  | Grade 2 |           |

62. The overall quality of provision for the under-fives is appropriate to their needs and children make good progress towards the Foundation Phase outcomes. Baseline assessments show that children are admitted to school with less developed skills in language and personal and social development than in previous years. Many enter school with limited learning skills. However, they quickly make good progress in the Foundation Phase.
63. Grades for standards in subjects inspected were as follows

| Subject        | Key Stage 1 | Key Stage 2 |
|----------------|-------------|-------------|
| English        | Grade 2     | Grade 2     |
| Mathematics    | Grade 2     | Grade 2     |
| History        | Grade 2     | Grade 1     |
| Art and design | Grade 3     | Grade 2     |
| Music          | Grade 2     | Grade 2     |

64. Since 2001 pupils in KS1 have generally achieved above local and national levels except for 2007 when there was a dip in performance. Even though there are exceptions, girls generally outperform boys at both key stages.
65. In 2008 in English and mathematics in KS1 the number of pupils who achieved a level 2 was above local and national levels. The performance of boys was well above both percentages while that of girls was a little below. The percentage of pupils achieving the higher level 3 was above local and national figures in English but below in mathematics.

66. In science in KS1 all pupils achieved a level 2 but the number achieving a level 3 was below local and national percentages. The CSI for all pupils was above local and national percentages.
67. In KS2 in English and mathematics in 2008 the number of pupils who achieved a level 4 was higher than local and national percentages with both boys and girls performing above the average. However the number of pupils who achieved the higher level 5 was lower than local and national percentages.
68. In science in KS2 the number of pupils who achieved a level 4 was a little higher than both local and national percentages. The performance of boys in the cohort however, was higher. The number of pupils who achieved a level 5 was below local and national achievement.
69. The CS1 in KS2 was slightly above local and national percentages. The performance of boys was above both while the performance of girls was slightly above local and below national percentages.
70. In comparison with schools who have the same number of pupils eligible for free school meals, results vary significantly year on year. In 2008 however, they showed an improvement in both key stages. In English, mathematics and the CS1 in KS1 they were just around the middle while in science they were at the top of the upper quarter. In KS2 they were above the middle in English and mathematics and below the middle in science and just above in the CSI These comparisons do not give a clear picture of performance as the school is not consistently in the same free school meals group.
71. Grades for standards in subjects and areas of learning observed during the inspection were as follows:

| <b>Grade 1</b> | <b>Grade 2</b> | <b>Grade 3</b> | <b>Grade 4</b> | <b>Grade 5</b> |
|----------------|----------------|----------------|----------------|----------------|
| 12%            | 76%            | 12%            | -              | -              |

72. These figures compare well with the national averages as published in HMCI's Annual Report for 2006-7, where overall standards in primary schools in Wales are reported to be a Grade 2 or better in 80% of lessons and Grade 1 in 10%. These figures are a significant improvement since the last inspection.
73. Pupils are set realistic and often challenging targets and the vast majority achieve them. Pupils with ALN also almost all achieve their targets.
74. Most pupils achieve well regardless of their social, linguistic or ethnic background. They almost always make good progress in fulfilling their potential and demonstrate that they are well prepared for moving on to the next stage in their learning.
75. Standards in the key skills of literacy, numeracy and the use of ICT are good overall in the under-fives' classes and both key stages. Pupils' listening skills are good across the school and are sometimes very good when they are proactive in lessons.



76. Pupils' speaking skills are constantly good across the school; they talk confidently about their experiences and activities and respond well to questions. Older ones present their views and opinions maturely. When critical skills strategies are used, their speaking skills are often outstanding. Pupils of all ages use reading well as a tool to research for information and they read aloud confidently from paper texts and interactive whiteboards. Across the school they use writing skills to communicate through persuasion and writing in character.
77. Across all classes pupils use and apply their skills in numeracy in practical situations effectively. They display good skills in solving number problems using a variety of methods and can record data accurately.
78. Pupils use ICT in a few lessons effectively, for example in Welsh, where they record their newly acquired language pattern and dialogue skills. In history they produce accounts of Aberfan and posters of famous people. They use a range of technological aids successfully in music. However their skills in ICT are inconsistently developed between classes.
79. Standards in bilingualism are outstanding in nursery and good in the rest of the classes. As pupils proceed through the school they familiarise themselves successfully with bilingualism around them and are able to apply many of the Welsh language patterns learnt in new and parallel situations with English.
80. Pupils have a clear understanding of what they are doing and proceed confidently with the task in hand; they are also well informed about how they are progressing. However, many are unsure of what they need to do to improve their performance.
81. Pupils are eager to start their lessons on arrival at school. They work conscientiously and productively in lessons and respond enthusiastically to teachers' questions. There is little time wasting as they settle down to set activities with a purpose. They are highly motivated in everything they do, both inside and outside the classroom.
82. Pupils understand and appreciate the clear guidelines for behaviour they have helped the school set. Consequently, they are very well behaved throughout the day. They move around the school in an orderly manner and are very composed and attentive in assemblies. At break times they play happily together. In the classroom, they can get rather excitable in response to some activities and there is occasionally some inappropriate behaviour by a very few members; however, teachers quickly bring such situations under control.
83. Pupils are very considerate to one another and there is an ethos of mutual respect between them. Their relationships with adults within the school are also very good. They are courteous and respectful to visitors and keen to engage them in conversation.
84. Attendance is around the same level as at the time of the last inspection. At around 92% it is currently below the Welsh national figure for primary schools

as well as that for similar schools, as determined by the percentage of pupils entitled to free school meals. Punctuality at the beginning of the school day is good.

85. Pupils are actively involved in every aspect of school life and see themselves as an integral part of the school community. The critical skills programme has enabled them to become proficient, for example in problem solving and decision making. This has enabled them to develop the self-assurance to work competently without close supervision. The school is developing in its pupils an awareness of, and enthusiasm for learning which will stand them in good stead for the rest of their lives.
86. Pupils respond very well to the clear framework for personal, social and moral development and to the guidance given through lessons and the example set by its adults. Parents are very appreciative of the school's efforts in this direction. Pupils are assisted in these experiences by the many opportunities they have to meet a wide range of other children and adults through their many activities outside school. Also, they express opinions willingly and value the views of others in an atmosphere that encourages inquisitiveness as a virtue.
87. Although girls and boys are sometimes separated during school routines, pupils show an appreciation of the importance of equal opportunities in their daily lives and are fully aware of the diverse nature of society. They demonstrate a respect for those from different cultural and religious backgrounds, as well as those less fortunate than themselves.
88. Pupils have an excellent awareness of work related issues. They benefit from visits to the local library and other services in the community. This is developed further through the school day organisation which promotes team spirit; entrepreneurial skills are also developed effectively when pupils sell products made in design and technology lessons.

## The quality of education and training

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

#### Grade 2: Good features and no important shortcomings

89. The findings of the inspection team match the grade given by the school in its self-evaluation report.
90. The quality of teaching in sessions observed during the inspection was judged as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 27%     | 53%     | 20%     | -       | -       |

91. These figures compare favourably with the national averages as published in HMCI's Annual Report for 2006-7 where the overall quality of teaching in primary schools in Wales is reported to be Grade 2 or better in 80% of lessons and Grade 1 in 14%. These figures are a significant improvement on the last inspection
92. Teachers plan lessons well; there are clear learning objectives for what pupils should learn, which are communicated effectively to them. Appropriate learning resources, such as the interactive whiteboard, are used effectively by teachers to interest and stimulate pupils.
93. Overall, teachers have good subject knowledge and a sound knowledge of recent developments in primary education. Training courses on the skills based curriculum is having a positive impact in KS1 and KS2. However, teachers and support staff do not yet have a full understanding of the importance of learning through play in the Foundation Phase, in order to deliver the curriculum more effectively to the youngest children in the school.
94. Teachers and support staff establish excellent working relationships with pupils, which foster interest in learning. Support staff are deployed effectively and are well briefed about what they are expected to do. Teachers prepare differentiated tasks to cater for the needs of all pupils and intervene effectively in the learning according to the needs of individuals and groups. Homework is given on a regular basis and encompasses a whole variety of activities to support children's learning.
95. Where there are outstanding features, teachers:
  - have high expectations;
  - provide challenging activities;
  - use a wide variety of teaching approaches and have a good awareness of pupils' different learning styles
  - set time limits for the completion of tasks.
96. Where there are good features, teachers:
  - ensure lessons proceed at a lively pace;
  - listen well to pupils;
  - give clear explanations and question effectively.
97. Where there are shortcomings, teachers:
  - over-direct pupils;
  - set insufficiently challenging tasks.
98. Teachers promote equality of opportunity appropriately and successfully and, in general, address gender equality appropriately through the school's activities.
99. There is a good emphasis on developing English language skills of pupils. Particular emphasis is placed on improving oral skills, with teachers using

every opportunity to develop language skills in various contexts. In general, they successfully promote bilingual skills, such as incidental Welsh, within day-to-day routines. In the nursery class adults plan and implement excellent opportunities for children to develop and apply their bilingual skills.

100. On the whole, teachers cater well for the learning of pupils of all abilities, ensure their full participation in lessons, and monitor and review their progress well. The teaching of pupils with SEN is good, with suitable targets being set for them.
101. The school's assessment procedures are in the process of being developed but are already used effectively to plan pupils' learning. Documentation offers clear guidance for teachers on assessment, and they implement the policies consistently
102. The quality of assessment for the under-fives is good, although the process is at an early stage of development. Children are assessed according to the LEA baseline assessment. Detailed records are kept of nursery and reception children's progress and day-to-day assessments, in the form of post-its, are discussed by staff on a weekly basis and are used appropriately to inform planning.
103. The development of pupils in KS1 and KS2 is assessed regularly through effective use of teachers' assessments, standardised tests and day-to-day record keeping. Teachers know their pupils well and there is an effective tracking system to monitor the progress of individual pupils and cohorts. Portfolios of work produced by the school and moderating files produced by schools in the cluster are in the process of being developed to standardise assessment.
104. Good use is made of data to plan and improve learning. Included in the school development plan (SDP) is a review of target setting processes, to ensure a sufficient level of challenge for pupils of all ability levels.
105. Assessment procedures meet statutory requirements, including those for pupils with SEN.
106. In all classes work is marked regularly, and feedback to pupils through written or oral dialogue is generally helpful and informative. However, not all comments offer pupils clear targets for improvement. Older pupils in KS2 have a good understanding of what they need to do to improve their work, through effective use of 'The Next Steps in my Learning' sheets.
107. Although the school has begun to involve pupils in setting individual targets in literacy and numeracy, the process is not yet fully developed throughout the school. As a result, pupils in a few classes do not have sufficient understanding of the purpose of assessment, and as yet do not play a sufficiently active role in the process of planning and improving their work.

108. Procedures for providing information for parents are good, and they are happy with the termly consultation evenings, to discuss their children's work. Where necessary they are consulted whenever the school perceives there is either an academic or social difficulty.
109. In general annual, reports are of a good quality, giving a full picture of children's progress in all subjects, as well as comments about social and personal development. However, some describe work covered by the whole class in various subjects rather than giving evaluative comments about individual attainments. Teachers provide appropriate guidelines regarding future progress, and parents are invited to respond. Reports meet statutory requirements.
110. Governors are fully informed about test results, and relevant data and information is transferred to the receiving secondary school, to the LEA and to various outside agencies, in order to secure continuity and progression in pupils' learning.

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

**Grade 2: Good features and no important shortcomings**

111. The findings of the inspection team match the grade given by the school in its self-evaluation report.
112. Curriculum provision is broad and balanced. Appropriate allocation of time is given to both core and foundation subjects in KS1 and KS2; in the under five classes areas of learning are integrated well ensuring that all areas have appropriate attention. Statutory requirements are met.
113. The taught curriculum is suitably matched to the age and range of pupils, including those in mixed age classes in KS2. All have equal access to curricular experiences. The school shows a sensitive awareness of the needs of all its learners. There is no stereotyping or gender intolerance within curricular provision.
114. Although there is some inconsistency between classes, activities and tasks are generally suitably challenging for the wide range of abilities including the more and less able and those with SEN.
115. Policies and schemes of work are effective documents in determining long term planning and has been successfully adapted to reflect the Foundation Phase at the lower end of the school. In KS2 the new skills based Curriculum 2008 is being appropriately introduced mainly through art and history. A skills ladder is piloted appropriately to plan activities, in order to ensure that activities become more challenging as pupils progress through the school.

116. Daily planning of lessons is recorded in detail and is consistent between classes. Key learning skills are identified in planning to ensure that these are consolidated and refined through related experiences in subject areas.
117. Provision for personal and social growth is good. Pupils are provided with many opportunities to develop an understanding of the importance of looking after the environment. They develop a sense of pride and respect for the school community. Their social development is fostered effectively through taking on responsibilities such as the buddy system and the school and eco councils. They exercise initiative with clear motivation.
118. Provision for spiritual and moral development is good and well promoted throughout the daily life of the school. Acts of collective worship conform to statutory requirements and consolidate pupils' understanding of moral issues as well as providing them with time for reflection and contemplation to foster their spiritual development. Learners are also provided with opportunities for pupils to be proud of their achievements and to understand how they can help others. They are provided with many opportunities to distinguish between right and wrong.
119. Provision for promoting bilingual skills is good and often outstanding. Pupils are provided with opportunities to use a range of language patterns as part of daily routines. Younger children see and use Welsh consistently and understand that two languages are spoken in Wales. The provision for older pupils, who are part of the bilingual project linked to the secondary school is an outstanding feature. An opportunity for them to learn French is an additional strength and prepares them successfully for the next stage in their learning.
120. The provision for cultural development is good and sometimes outstanding. The heritage of Wales and its present day culture is presented through a well managed programme of curricular experiences, which is often based on historical events and the lives of famous people from Cwm Rhondda. Provision for the cwricwlwm Cymreig is good and is extremely prominent in music, literacy and history.
121. Pupils are also provided with opportunities to reflect on other cultures; for example, a link with a school in Mbale Uganda helps their understanding of the diversity of the world and how the quality of life can differ from country to country. This also promotes their understanding of their place in the world as global citizens as does their support for a range of charities. Pupils work with Valleys Race Equality Council (VALREC) to promote their understanding of racial tolerance. They are given opportunities to study aboriginal art and identify musical instruments representing a range of cultures.
122. Other initiatives are successfully integrated into the curriculum. The school has made a start on Eco-school accreditation; activities linked to the local initiative RHYS cycle for older pupils, the use of Freda the Frog for younger children and the Yellow Woods Challenge effectively promote aspects of sustainable development. The school recognises the need to develop this aspect further.

123. Out of hours and off site provision broaden and consolidate learners' physical experiences. Homework extends classroom experiences successfully. Peripatetic teachers in music and the participation with the Treorchy Male Voice Singer and Musician of the Year develop musical talents and interests. Physical initiatives such as Physical Education and School Sports(PESS) develop sporting talents successfully. A wide range of after school activities extend pupils' confidence.
124. The school has very strong links with parents and carers. It seeks to inform and involve them as much as possible through regular meetings and newsletters. The 'Meet the Teacher' sessions early in the school year give parents the opportunity to discuss how well their children are settling in, to find out what they will be studying and to receive advice on how to help them in their learning. In addition, there is a family learning group where parents of pupils in reception and Y1 can learn how to help their children over an 11-week period. The Friends Association provides the school with particularly valuable support through the significant sums it raises in many social and fund-raising activities.
125. The school is very much at the heart of its local community, with several local groups using its facilities during the evenings. Pupils perform at the local theatre and for the residents of a local nursing home as well as attending services at local places of worship. There is also a steady stream of visitors, including the emergency services and sports and other organisations, which enrich the life experiences and knowledge of pupils.
126. The way in which the school prepares its pupils for secondary education, through its links with other schools, is outstanding. The headteacher chairs the Treorchy cluster group of schools, which oversees a very impressive transition programme. The Y6 teachers work closely with those from the secondary school in English, mathematics and science and pupils have regular opportunities to mix with their future colleagues during visits to the school and other joint activities. Parents remark on how well their children are prepared for this major change in their lives. The school also makes good use of links with child care training institutions to widen the experiences of its pupils and has started making links with an initial teacher training institution.
127. The way pupils are prepared for effective participation in the workplace and the community is an outstanding feature of the school. Through a very active participation with the local Education Business Partnership (EBP), teachers and support staff undertake several short placements in a range of organisations. They use these to develop curriculum experiences based on the workplace for their pupils. In recognition of this committed approach the school received the 2007 Teacher Placement Award from the EBP.
128. KS2 pupils visit a wide range of local organisations and there is a strong link with local shops for KS1 pupils. In return, many people visit the school to pass on their knowledge and life experiences. Links with businesses and industry are very well exploited to raise awareness of the world of work.

129. The school's well established provision for developing critical skills ensures that older pupils are generally equipped with skills needed for life long learning. Other family learning initiatives contribute also contribute significantly towards community regeneration.

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

**Grade 1 : Good with outstanding features:**

130. The findings of the inspection team match the grade given by the school in its self-evaluation report.
131. The quality of care, support and guidance provided for pupils is outstanding and care arrangements are very well managed. During discussions, pupils state that they are extremely happy with the school's arrangements. The school makes very effective use of support services, such as health visitors, speech therapists and the behaviour support team. to ensure the best possible provision for those with SEN. The valuable links with official support agencies ensure excellent support for pupils. These are all used well to ensure the well-being of all pupils. A breakfast club is used an appreciated by many.
132. Partnership with parents is outstanding. Parents are welcome to visit the school to discuss concerns at any time. They are well informed about the curriculum and about events in school, and the formal home-school agreement supports pupils' effectively. Parents' views are taken into account and they praise the care and ethos of the school highly.
133. Induction arrangements for children entering the school are very effective. Link up sessions are held weekly, and the nursery teacher and nursery nurses make home visits, which enable children to settle quickly and successfully into their new environment. Transition from KS1 to KS2 is effective, and any new pupil joining the school is paired with a 'buddy'. Arrangements for pupils transferring to KS3 are outstanding, and the school's use of the facilities of the comprehensive school on a regular basis, and the many curricular links, help ensure a smooth transition for pupils.
134. Pupils receive high quality personal support and guidance. Support programmes, for example PSE, are extremely well planned and integrated effectively into the work of the school, so that pupils' needs are met fully. In discussion, pupils state that they feel valued, happy and secure in school. The 'Prefects' Charter' is one of the extremely valuable ways in which pupils can seek help from fellow pupils if they have a problem.
135. Personal and social skills are promoted most effectively through visits by professional workers, and the school makes full use of specialist services such as policemen, fire-fighters. The school council take their duties of giving support to younger and more vulnerable peers very seriously.



136. Adequate arrangements are in place for ensuring the healthy development and well-being of all pupils. Health and safety audits and risk assessments are carried out at appropriate times.
137. The school is participating successfully in the Healthy Schools scheme and road safety training. It runs a daily fruit shop, and is eager to raise pupils' fitness. Y6 pupils benefit from participation in a SAFE programme, and Y1 pupils develop good personal and social skills through their involvement with the All Wales Personal and Social programme, taught by the local police officer. Mid-day supervisors have undergone playground 'In Zone' training, and are able to support all pupils' behaviour effectively.
138. Appropriate procedures for child protection are in place, and all staff have received training.
139. Provision for pupils with SEN is outstanding and meets the requirements of the Code of Practice. There are effective arrangements for the early identification of pupils with SEN. The quality of individual education plans (IEPs) is very good, and the new child-friendly ones enable pupils to set their own targets. Those who receive reading support or have specialist support in various areas achieve well against their personal targets, owing to the excellent support of the literacy support assistant and initiatives such as 'Blast Off' and 'Spotlight'.
140. Pupils with SEN make very good progress relative to their ability. Those with specific difficulties, for example, dyslexia or speech and language impairment, receive valuable extra support from outside agencies, which has a positive impact on the quality of education provided for these pupils. Liaison arrangements to involve parents in the work of pupils with SEN are particularly good.
141. The school works in very close partnership with the behaviour support team to provide very good help for pupils whose behaviour impedes their progress and that of others. The school promotes positive reinforcement of good behaviour in an exceptional way and sanctions include 'time out' and reflection.
142. Behaviour is monitored well and effective action implemented promptly. Very positive steps are taken to ensure that pupils are free from any form of harassment, for example, bullying. Every effort is made to combat oppressive behaviour, with a policy of zero tolerance towards undesirable attitudes. Incidents are recorded so that action can be taken to prevent similar incidents from taking place. Performance is also monitored effectively throughout the school.
143. The school has effective procedures for monitoring pupils' attendance and punctuality which include a strong working relationship with the education welfare service. However, actions taken to improve attendance have not been effective to date. There is also some inconsistency in the completion of registers.

144. The good provision for equal opportunities ensures that every child has full access to every part of the school's life and work. All pupils are supported and guided well, taking into account their social, educational, ethnic or linguistic backgrounds. The clear and relevant policies, and the involvement of the school in VALREC ensure that pupils are aware of the multicultural nature of society, and are free from discriminatory attitudes. The positive attitudes of members of staff and peers guarantees that pupils from ethnic minority groups are completely integrated and accepted in the school.
145. Policies and practices within the school promote gender equality and challenge stereotypes in pupils' choices and expectations well.
146. The school caters for the needs of disabled pupils particularly well; they have full access to the curriculum and to extra-curricular activities. There is an appropriate access plan under the Disability Equality Scheme, which ensures the continuance of the active promotion of equality for adults and pupils.

## **Leadership and management**

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

#### **Grade 1 : Good with outstanding features.**

147. The findings of the inspection team match the grade given by the school in its self-evaluation report.
148. The headteacher provides outstanding leadership which has made a significant impact on improving standards and school development. The team felt that although Key Questions 1 and 7 were a Grade 2 that the outstanding contribution of the headteacher in the relatively short time since her appointment was deserving of a Grade 1.
149. The deputy headteacher provides a very effective role model for best practice and makes a significant contribution to developing teaching and learning throughout the school.
150. The headteacher has co-ordinated effective procedures to facilitate a common purpose for school improvement. The excellent clear direction and strong commitment of staff and all adults who are involved in the school is a result of this shared vision. There are outstanding management processes which are embedded in the day to day running of the school. The school day proceeds at a brisk pace and in an orderly manner.
151. Morale is good; members of staff have high expectations of themselves and their pupils. All adults understand what is expected of them and know the perimeters of their responsibilities. Staff members are focused in their understanding of pupils' needs and as a team strive to improve standards in teaching and learning.

152. Very effective relationships within the school ensure equal opportunities for all staff; all contributions are valued. Teaching staff meetings are held regularly; support staff also have regular meetings with the headteacher to ensure that they are fully informed of developments.
153. The school takes careful note of national priorities; local partnerships are used to enhance the strategic development of the school. Standards in the school are carefully monitored and data is effectively used to set targets for improvement.
154. Stakeholders are made aware of priorities and targets for improvement. These are carefully considered and all contribute in setting challenging and realistic targets to ensure the school makes progress.
155. Statutory performance management requirements are met and all members of staff undertake carefully planned professional interviews twice yearly. Staff agree clear objectives. Targets for the school improvement cycle are initiated through this process and are a core element in the SDP.
156. PPA time is very well managed to ensure maximum effectiveness in school routines, the maintaining of standards and good use of expertise. Work force remodelling is proceeding well.
157. Staff are encouraged to develop their roles within the school. They take advantage of opportunities to extend their expertise and undertake initiatives which have a positive impact on standards. Subject leaders' roles are clearly defined with subject reviews and the monitoring of standards now well established. Very good use is made of grants from the General Teaching Council for Wales, for example in undertaking a history project linked to Treorchy cemetery.
158. The GB meets with its statutory obligations and guarantees that appropriate procedures are in place to ensure the school is well managed.
159. The GB is supportive and enthusiastic about their role; the chair of governors is experienced and works closely with the headteacher. Governors are developing their individual responsibility for overseeing aspects of the curriculum and school life. They work closely with the headteacher and make a good contribution to strategic planning for school improvement.

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

**Grade 2: Good features and no important shortcomings.**

160. The findings of the inspection team match the grade given by the school in its self-evaluation report.

161. The team agreed with the grades given by the school in its self-evaluation report in all seven key questions. This indicates how well the school knows itself.
162. The school's self-evaluation report prepared for the inspection team was comprehensive and rigorous and presented detailed information and valuable judgments. It reflects clearly the school's confidence in its established self-evaluation processes.
163. In the report following the last inspection it was noted that the school's self-evaluation in relation to identifying priorities for improvement was underdeveloped. An action plan responding to this issue identified a number of strategies which would develop the school's self-evaluation process.
164. Since 2006 the school has successfully developed a culture of self-evaluation which considers lesson observation records, sampling of pupils' work, teachers' planning and assessment data as well as 'listening to learners' strategies.
165. The SDP, since the arrival of the current management team, has been pivotal to the school's self-evaluation system. It clearly identifies staff responsibilities, resources and costings for implementing targets and time scales for completion. Targets are effectively set out for each key question in the Estyn framework. Although detailed for one year only, a projection for a further two years shows how targets will be developed further.
166. The SDP has been reviewed annually for the last two years. Actions to date are identified, outcomes noted and the way forward recorded.
167. Subject leaders monitor their subject area as part of a set rolling programme. Their findings are discussed openly and feed into the SDP. The headteacher monitors teaching regularly with an agreed focus; individual feedback is provided to staff and good practice is shared. Performance management and continuous professional development are also core elements of the annual cycle of self-evaluation. The deputy carries out lesson observations focusing on communication skills.
168. All stakeholders are effectively included as partners in the self-evaluation process. One day is dedicated annually for self-evaluation with the school's link adviser. The headteacher's reports fully inform the GB of current developments. Parents, pupils and members of the GB are consulted through questionnaires; these are collated and analysed in detail. The school council, in particular, gives pupils a strong voice in school affairs.
169. The school analyses its data in detail. This includes data from early years' baseline records, end of key stage assessments, teachers' continuous assessments and standardised tests. Targets for both staff and pupils are realistic but challenging.
170. Progress since the last inspection has been good overall. Since 2006 it has been outstanding. Particularly effective has been progress in identifying,

developing, monitoring and applying key skills which in this inspection were identified as a strength. All statutory requirements have also been addressed fully and the self-evaluation issues have been developed well. Some shortcomings have been addressed in relation to the accommodation. Outdoor provision has improved steadily with extra resourcing for the Foundation Phase. Although other aspects of the building have also improved, the accommodation is still a constant cause for concern.

171. Although the school has made outstanding progress overall in relation to self-evaluation in recent months, the school itself identifies the need to develop further the role of the GB in its self-evaluation strategies and procedures.

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

**Grade 2: Good features and no important shortcomings.**

172. The findings of the inspection team match the grade given by the school in its self-evaluation report.
173. Although some classes are large, staffing levels are appropriate. Teaching staff are well qualified and work effectively in teams, collectively providing good levels of expertise in teaching all aspects of the curriculum. The exchange of classes at the older of KS2 is a good use of staff expertise. Teachers make good use of PPA time to improve their own effectiveness.
174. Support staff have a key role in the school making a good contribution to raising and sustaining pupils' standards of achievement. All staff regularly attend courses which are linked to priorities in the SDP.
175. Administrative and lunch time supervisors all make a good contribution to ensure that the school is an orderly community.
176. The school maintains a good provision of resources to support learning in all subject areas and to match the educational needs of the pupils.
177. Resources are effectively managed; subject co-ordinators have designated budgets to ensure resources for their subject support effective learning opportunities for pupils. The recent development of ICT resources has enabled further opportunities for pupils to develop key skills which they can use in all aspects of their learning.
178. The accommodation, deemed unsatisfactory in the last inspection, has undergone a transformation in the last two years. The internal refurbishment of both infant and junior buildings has been a vast undertaking. The playground has been resurfaced and remarked and toilets have been refurbished and now include disabled accesses and three disabled toilets.
179. The impact of the continuous need to stop the deterioration of the school building because of age has a negative impact on the money available for

teaching and learning. Many safety issues, mostly related to the age of the building, were identified during the inspection and discussed with the GB.

180. However, space within the accommodation and site is managed well and staff work hard to create a stimulating and welcoming learning environment. Wall displays have created a pleasant learning environment although they do not always celebrate pupils' own work sufficiently.
181. Indoor areas are maintained appropriately by the caretaker and cleaners. The accommodation has been developed to include a new library and ICT suite for junior pupils. Younger pupils have benefited from recent development of the outdoor area which has significantly improved opportunities for their learning.
182. In recent years the school budget has fallen into deficit because of the excessive amount spent on the upkeep of the building. However, the school and LEA have formed an acceptable agreement to address this. Overall financial implications are clearly thought through and the school gives good value for money.

## Standards achieved in subjects and areas of learning

Under 5s

Grade 2

### Personal and social development well being and cultural diversity

**Nursery : Grade 2: Good features and no important shortcomings.**

**Reception: Grade 2: Good features and no important shortcomings.**

#### Nursery

##### Good features

183. Very young children show an ability to form good relationships with other children and adults. They understand that there are times to listen and conform while at other times they may be able to make their own decisions. They concentrate for long periods on classroom tasks and show confidence in their exploration of the outdoors. They begin to take responsibility for their own hygiene and safety. Most are willing to take turns and share with others. They have a good awareness of what is fair and unfair. They understand that each one of them is special and that their practitioners are people they can turn to. They are aware that they are Welsh but understand that people from other places in the world may do things like dress differently.

#### Reception

##### Good features

184. Children begin to show a sensitivity to others and display confidence when demonstrating their ability in a range of tasks. They understand that they are

expected to share and are aware of the need for being fair at all times. They keep on task when engaged in solitary learning and play. They understand that a set of routines are part of the school day and know what is expected of them at these times. They respond positively to new cultural experiences and understand that people from other cultures are to be respected. They develop a sense of belonging to their own community.

### **Shortcomings**

185. There are no important shortcomings.

### **Language, literacy and communication skills**

**Nursery : Grade 2: Good features and no important shortcomings.**

**Reception: Grade 2: Good features and no important shortcomings.**

### **Nursery**

#### **Good features**

186. Children listen well and show a good understanding of instructions and guidance from practitioners. They develop an increasing vocabulary and are confident when responding to staff and when engaged in dialogue with peers. All can recall and enunciate clearly a number of rhymes and repetitive jingles. Many recognise their names cut out in foil, which are displayed on the classroom wall, and a few can recall their address. They begin to understand how story books work and can reiterate repeating phrase in stories. They listen with enjoyment and respond positively to the class story book. They make marks on paper and make marks and draw lines on the wallboard outside. They begin to understand the purposes of writing and that a menu is a list of food available in a café.

### **Reception**

#### **Good features**

187. Children enjoy learning new words and phrases. They use a range of appropriate words to describe a selection of objects. They can communicate to others what they like and dislike. They ask questions accurately, display good listening skills when their peers offer answers, state their opinions and discuss their play. They handle books correctly and use cover clues to predict the content. They can identify a range of initial sounds and understand that words are made up of individual letters. In their emergent writing they succeed in producing a combination of letters and shapes. They understand that writing is used for different purposes and are aware of what the format of a letter looks like.

### **Shortcomings**

188. There are no important shortcomings.

## **Mathematical development**

**Nursery : Grade 2: Good features and no important shortcomings.**

**Reception: Grade 2: Good features and no important shortcomings.**

### **Nursery**

#### **Good features**

189. Children recognise and name numbers up to five. They join in rote counting to ten. They understand the concept of pairs when talking about their wellingtons and the animals they dig up in the sand tray. They can identify and name basic two dimensional shapes and understand what makes one shape different from another. They understand the purpose of money and can name a number of basic coins they use in Caffi'r Cwm. They begin to use language linked to capacity confidently when playing with sand and water. They can sort into sets items that are the same or different.

### **.Reception**

#### **Good features**

190. Children use numbers confidently and match the symbols correctly to the corresponding object. They accurately add one more to a number less than ten. They recognise coins to the value of ten pence and understand how prices of items for sale are displayed on price tags. They use the language of measurement accurately and show an understanding of what is short and shortest, long and longest. They can arrange a repeating pattern when placing clothes on a clothes line; they can explain why it forms a pattern. They understand the concept of small, middle and large in connection with the story of 'Goldilocks and the Three Bears'

### **Shortcomings**

191. There are no important shortcomings.

## **Knowledge and understanding of the world**

**Nursery: Grade 1: Good with outstanding features.**

**Reception: Grade 1: Good with outstanding features.**

### **Nursery**

#### **Outstanding features**

192. Children have an outstanding awareness of the world of work. For example, they understand what they need to do if they are waiters and waitresses in a café. They eagerly take on the responsibilities of serving at the tables. As customers they also understand the need to choose food from a menu and that they must pay for it afterwards. They understand that cafes are important



places in Treorchy and that there are many other places in the where people meet; they realise that supermarkets are busy places and that they provide choice in products, such as the many cereals they sell.

### **Good features**

193. Children understand that eating a breakfast is important and that a balanced and healthy diet is important. They are familiar with what constitutes a good breakfast. They know the names of many fruits and understand that a magnifying glass is helpful to observe detail in the skin of an orange. They have a developing awareness of their senses and understand that touching, tasting, feeling and smelling can help them distinguish between the fruits they eat. They are aware that celebrations of special events are important; they realise the importance of celebrating birthdays and grasp the excitement surrounding such occasions as Halloween.

### **Reception**

#### **Outstanding features**

194. Children understand the purpose of going to the optician and show an excellent awareness of how an optician's surgery works. They understand that an appointment has to be made and are convincing in their role as receptionists. They have an outstanding awareness of other services in the community and can talk about the different kinds of houses they pass on their journey to school.

### **Good features**

195. Children understand that autumn is a special time of year. They know that it is a colourful season and that leaves fall off the trees. They realise that different kinds of clothes are needed for cold and warm times of the year and they can identify ones suitable for both kinds of weathers. They are aware of the meaning of 'waterproof' and realise the advantages of wearing protective weatherproof clothing in rainy weather. They understand that bonfire night is an occasion where they can have fun. They can recall the names of a selection of vegetables and fruit. They understand how to make 'cawl' and how they must cut and cook the vegetables used.

### **Shortcomings**

196. There are no important shortcomings.

### **Welsh language development**

**Nursery : Grade 1: Good with outstanding features.**

**Reception: Grade 2: Good features and no important shortcomings.**

### **Nursery**

#### **Outstanding features**

197. Children acquire an excellent understanding of basic instructions, greetings, commands and observations. Their recall of vocabulary learnt in their first few weeks in nursery is outstanding. They understand that they are learning a new language and concentrate in order to learn more new word. Many of these they use voluntarily. They join in eagerly in Welsh action songs and rhymes enunciating the words clearly; they enjoy repetitive songs and their actions show their clear understanding of them. They empathise well with Cadi the cat in their Welsh story book who can only speak Welsh. They recall the story correctly and repeat extracts of the text accurately. They follow the story and are excited to take Cadi home to speak Welsh to their parents.

## **Reception**

### **Good features**

198. Children understand and respond in Welsh to the register. They confidently count in Welsh. They follow simple questions preceeded by Ble mae? They sing a number of Welsh songs and can recall words correctly in language songs. They use Welsh in class routines and know a collection of words for clothes. They can say which clothes they like or dislike wearing. They respond positively to their new language experiences.

### **Shortcomings**

199. There are no important shortcomings.

### **Physical development**

**Nursery : Grade 2: Good features and no important shortcomings.**

**Reception: Grade 2: Good features and no important shortcomings.**

## **Nursery**

### **Good features**

200. Children show a good awareness of apace when engaged in physical activities both in the classroom and outdoors. They handle small table top equipment and toys well. They can control gluing, cutting and painting tools competently. In the outside environment they move their bodies confidently with increasing control, balance and co-ordination. They can steer bicycles and tricycles along a pathway and that they must go in the same direction along the yard track-way. They display good climbing and pushing skills on large outside equipment. They handle tools and small objects in the sand tray confidently. They demonstrate good sending and catching skills when throwing and receiving balls of various sizes.

## **Reception**

### **Good features**

201. Children handle a range of small equipment well in the classroom. They can handle parts of the computer confidently including clicking the mouse. They handle glue sticks and a selection of media and materials when producing pictures. In Goldilocks' house they handle kitchen equipment correctly, carefully and responsibly. They show good control of their bodies when re-enacting animal movements. They enjoy changing their movements from walking to running and jumping. They are aware of the hygiene and safety issues involved in their movements.

### **Shortcomings**

202. There are no important shortcomings.

### **Creative development**

**Nursery : Grade 3: Good features outweigh shortcomings.**

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

### **Nursery**

#### **Good features**

203. Children produce attractive pictures of their homes using paint and a range of different materials. The self-portraits they produce using paints are lifelike and show detailed observation skills. They understand the importance of primary colours and know how mixing paints can produce different colours and hues. They use torn paper from magazines and autumn leaves to produce attractive pictures. They sing a range of songs, and when accompanied by guitar, display a good sense of rhythm and beat. Body actions show their understanding of content and mood of the song. All understand that untuned instruments produce a range of different sounds and that different body movements are often needed to play them.

### **Reception**

#### **Good features**

204. Children create attractive sparkly pictures using glitter and paint depicting firework scenes effectively. They design attractive umbrellas and decorate frilly pants with attractive shapes and colours; they enjoy showing their finished products to others. Children create attractive colourful Divali lamps. They can name a number of untuned instruments and play them well to begin developing their awareness of dynamics. They can identify which ones will produce 'loud' and 'soft' sounds. They enact parts of the story of Goldilocks convincingly.

### **Shortcomings**

205. Children in both classes do not explore and experiment with a sufficient variety of techniques in their art work and do not make enough individual choice when using materials. They make little use of their own creativity and imagination.

|                |
|----------------|
| <b>English</b> |
|----------------|

**Key stage 1 : Grade 2: Good with no important shortcomings**

**Key stage 2 : Grade 2: Good with no important shortcomings**

**Good features**

206. Pupils across the school have good listening skills. In KS1 they listen well to stories and poems, and respond appropriately to instructions. In KS2 they listen attentively to their teachers and to their peers. They recall accurately what has been said or read to them, and respond appropriately.
207. Pupils in both key stages make good progress in their speaking skills. In KS1 they respond well to questions and address different audiences appropriately. They understand the need to speak clearly, for example, when discussing natural objects found on a woodland walk in groups. They display clear development in their vocabulary and sentence structure as they progress through the key stage.
208. In KS2 pupils discuss their tasks and activities enthusiastically and confidently, using appropriate vocabulary. Older ones voice their opinions well when reviewing books, and many give extended answers. They communicate effectively in a variety of situations, and use an appropriate register when talking to visitors. Their oral skills are extended further in drama workshops run by a visiting drama company.
209. Standards in reading are good in both key stages, and pupils progress well in relation to their age and ability. They benefit from visiting the Book Bus and local library and show a particular interest in their class novels. .
210. In KS1 the vast majority read correctly and fluently, and show a good understanding of the text. They use a range of reading cues appropriately, and their phonic knowledge is good. Older ones know the difference between fact and fiction. They refer successfully to the attributes of a book, such as cover and author, and show a lively interest when discussing events and characters in books.
211. Pupils in KS2 read from a variety of sources, and many are avid and enthusiastic readers who are able to express and give reasons for their choice of favourite author. The majority read aloud with accuracy and good expression and can discuss sensibly what they have read. They predict events and justify their ideas well. They make good use of their reading skills to gather information from books and other sources, for example, younger pupils in the key stage retrieve information about sporting heroes quickly from text.
212. Older pupils read aloud with appropriate expression. In Y6, for example, demonstrate great enjoyment from reading a graphic version of a James Bond novel as a class reader comparing it effectively to the paper back version.

213. Throughout the school pupils successfully undertake a broad range of writing tasks, and make good progress in their writing skills, especially when writing for specific purposes. Younger ones write key words correctly and understand that they can record what is said in speech bubbles. In Y1 they describe fireworks and washday artefacts in a lively fashion, and write long lists of seasonal objects. In Y2 they sequence sentences, using wordbooks and dictionaries confidently to help them with their spelling, for example, when composing letters.
214. Pupils in KS2 write effectively for a range of purposes. Younger ones in the key stage create lively stories using a range of well-chosen connecting words to extend their sentences. They write effective beginnings to stories, for example, when describing witches, and establish realistic story settings. They have a good understanding of how a text can be edited and make sensible suggestions when evaluating their own written work and that of others.
215. Pupils' awareness of poetry is very good and poems such as acrostic poems in Y3 and cinquain and haiku poems in Y5 and Y6 display effective use of adjectives. Y4 pupils work well in groups to produce exciting posters which provide information about famous sportsmen. Pupils in Y5 make effective use of planning sheets to write newspaper articles and in Y6 they succeed in ensuring that their writing conveys meaning clearly.
216. Pupils' knowledge and understanding of language is good across the school. In KS1 they display a sound understanding of the conventions of punctuation and parts of speech. In KS2 they use a range of parts of speech correctly and can differentiate between direct and indirect speech. Spelling is good in both key stages, with younger pupils building words effectively, and older pupils showing a good knowledge of spelling patterns. Handwriting and presentation of work is good across the school.

### **Shortcomings**

217. There are no important shortcomings.

|                    |
|--------------------|
| <b>Mathematics</b> |
|--------------------|

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

**Key Stage 2: Grade 2: Good features and no important shortcomings.**

### **Good features**

218. Most younger pupils in KS1 are familiar with increasingly larger number bonds. They recognize and count numbers up to 100, confidently counting forwards and backwards.
219. As they progress through KS1 pupils can add and subtract numbers and use simple methods to solve associated problems. They order and use money and can sequence days of the week and months of the year.

220. Older pupils in KS1 can recognize two-dimensional shapes and can identify some associated properties. They are familiar with simple measures and can use ICT programs to complete problem solving activities. Some more able learners calculate simple problems using money and develop a good idea of equivalence
221. A few pupils in KS1 are able to represent data on simple graphs and make sensible conclusions from their representations.
222. In KS2, younger pupils confidently use numbers to 100 and demonstrate an understanding of place value. More able ones can use a variety of oral and written methods to calculate numbers up to and beyond 1000.
223. Most pupils in KS2 are aware of symmetrical patterns. They can tell the time and the more able successfully complete more complex time related problems.
224. By Y4 most pupils demonstrate a sound understanding of standard measures, properties of shapes and calculating perimeter and area. They can solve problems with the use of graphs and tables when handling data.
225. Most pupils can use mental methods and are more confident when recalling multiplication tables. They apply rounding up and down methods to help them in their calculations.
226. Older pupils in KS2 use different strategies to solve problems. They can multiply and divide to find answers in number tasks and when applied to standard measures. The more able apply a variety of long multiplication methods providing sound mathematical justification for their strategies when solving problems.
227. In Y5 most pupils understand fractions and decimals; they are familiar with angular measures and properties of three-dimensional shapes. They can apply a variety of methods to carry out calculations of profit and loss and demonstrate their understanding of mathematics when applied to a commercial investigation.
228. By Y6 pupils can select mean, mode and median methods to analyse data. The more able use their knowledge of the properties of shapes to calculate more challenging tasks in perimeter and area. Most use written methods for long multiplication and division with remainders; they can use negative numbers and read information from graphs and tables using temperature related data

### **Shortcomings**

229. There are no important shortcomings.

## History

**KS1: Grade 2: Good features and no important shortcomings**

**KS2: Grade 1: Good with outstanding features**

### Outstanding features

230. KS2 pupils' understanding of local history is well developed. The school has strong links with the community and has developed several initiatives through this partnership, which make an outstanding contribution to raising standards in history throughout the school.
231. Older pupils in KS2 recall facts about Tudor times in Wales. They reflect well on their visit to Neath Abbey and are able to offer accurate descriptions of the impact of Henry V1111's policies. Some work completed by more able pupils based on their interpretation of cause and consequence is outstanding.

### Good features

232. Younger pupils in KS1 are able to identify differences and make comparisons between aspects of life from the past and in the present. Most pupils are able to record their work related to sequencing events using simple timelines and pictorial representations of events.
233. More able and older pupils in KS1 can, with support, order pictures and dates on a timeline and provide sensible explanations for their choices.
234. In KS2 younger pupils demonstrate their increased knowledge and understanding of the past. They accurately recall some facts about the development and growth of the mining industry in the local community. They are able to empathise with the working conditions and life styles of children during the nineteenth century.
235. Most pupils in KS2 can write meaningful accounts of the daily routines of family life during this period. More able ones use appropriate and relevant language, reflecting on recent class visits to Big Pit. They make good use of previous work on adjectives to improve their standard of writing.
236. Pupils in Y5 are able to write in character and create a range of enquiry based questions to demonstrate their understanding of historical events studied. They are able to sequence events use a range of key skills effectively during their study of history
237. In Y6 pupils are able to recall their knowledge of Celts demonstrating good understanding of the roles in Celtic society. The more able can argue persuasively about the value and position of individuals in Celtic communities. They can draw conclusions based on evidence and summarise discussion effectively in oral presentations.

## Shortcomings

238. There are no major shortcomings.

## Art and design

**KS1: Grade 3 : Good features outweigh shortcomings**

**KS2 : Grade 2 : Good features and no important shortcomings**

### Good features

239. Pupils in KS1 understand the purpose of mixing colours well, and handle materials and equipment appropriately to create simple drawings, paintings and collages. They experiment successfully to produce interesting shades in their portrayal of trees in autumn, and show a good awareness of texture and colour when overlapping cellophane leaves to create an autumn display.
240. In KS1 pupils explore ideas and create interesting shapes in various media, and show effective use of line, tone and colour, for example, in their pastel and chalk drawings of bowls of fruit. Their sketches of objects found on the beach demonstrate the development of keen observational skills. Also, they produce exciting objects and artefacts in three dimensions, using an appropriate range of tools and techniques, for example, when creating attractive sculptures based on natural materials found on the beach.
241. Through visits to art galleries and museums, and through working with artists in residence, pupils in KS2 have developed good observational skills. They discuss the work of well-known artists, including Welsh artists, with good understanding, referring to both style and effect, and they produce exciting work based on the techniques of some of these artists. For example, in Y4 and Y5 they produce sensitive charcoal sketches of miners, where they smudge and blend lines to create depth, reflecting the work of Nicholas Evans that they have seen in the Glynn Vivian Gallery. They create lively collages, using mixed media, of houses in the Rhondda in the style of David Carpanini.
242. Older pupils in KS2 worked effectively with a local artist to create striking pieces of large-scale work using felt and fabrics, making wall hangings based on Welsh mythology. They also worked with a local stonemason to produce high quality designs on slate tiles.
243. In KS2 pupils' skills in creating three-dimensional work are good. Y3 pupils make lively clay models of gargoyles, and year 4 pupils use dough to create attractive love spoons.
244. Across the school pupils use appropriate art terminology to describe their own work and that of well-known artists, such as Andy Warhol. They also evaluate displays of artwork around the school and their own work with confidence and enthusiasm.



245. Pupils in both key stages make appropriate use of ICT graphic programs to further their skills in drawing and painting. For example, in Y1 they use a paint programme effectively to portray materials found in the park, and in Y4 they use a computer programme imaginatively to change the size and shape of heads in photographs of themselves, creating exciting images.
246. All pupils make regular and systematic use of sketchbooks to record observations, and to experiment and investigate aspects of art. For example, in Y3 they display good observational skills in their line drawings of plants, and in Y4 and Y5 they put their observational skills to good effect when sketching terraces of houses in the locality.
247. Pupils, particularly in KS2, effectively transfer skills practised in their sketchbooks to their art and design work. For example, in Y6 they bend and twist wire effectively to produce attractive pieces of Celtic jewellery, based on exploration of line and shape.
248. Pupils in both key stages have a good understanding of aspects of multicultural art, with older pupils in particular making sensible comparisons between their own work and that of others from a range of cultures. In Y2 they design Rangoli patterns, create Divali cards and exciting African masks. In Y5 they handle clay and tools skilfully to depict Australian creatures in a lively way and decorate their models effectively with the horizontal strokes that are characteristic of Aboriginal art.

### **Shortcomings**

249. In KS1 pupils rely too much on support and direction by teachers, rather than using their creative skills to produce imaginative work in a variety of media.
250. There are no important shortcomings in KS2, but pupils do not make sufficient effective use of graphics programmes to further their drawing, painting and designing skills.

|              |
|--------------|
| <b>Music</b> |
|--------------|

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

**Key Stage 2: Grade 2: Good features and no important shortcomings.**

### **Good features**

251. Pupils in both key stages sing tunefully. In KS1 they can recall the words and tunes of a number of songs in English and Welsh. Across the school they show a developing awareness of rhythm. In KS2 they use their musical awareness of pitch and dynamics well when singing in unison and two parts.
252. Younger pupils in KS1 listen to music sensitively and can identify the basic musical elements in short pieces of music. They can compare music and can identify 'fast' and 'slow' examples. They confidently keep the beat of a slow piece and can accurately clap the rhythms of their names. They perform in

groups confidently, they listen to their compositions, evaluate the efforts of others and identify the way forward effectively.

253. Older pupils in KS1 understand the need to warm up before starting a musical activity. They can repeat the rhythmic pattern of an African song correctly. They use a range of musical terms such as 'piano', 'allegro' and 'andante', appropriately. The majority can identify a steady beat and clap it effectively. They work well in groups to depict a variety of weathers, using a variety of instruments. They know the names of the ones they use and use accurate actions to play them effectively. They evaluate each others' performances and give thoughtful reasons for liking or disliking the performance and improving it.
254. Younger KS2 pupils combine Indian animal hand shapes with music and create personal and descriptive sequences. They interpret the music well and produce a good match of movement and music; their understanding of pitch and tempo is good.
255. Across KS2 pupils become aware of how they can continue and develop their interest in music within the community. They are very aware that the school is the base for the Treorchy Male Voice Choir and take part and gain success in the annual singer and composing competitions. Many use the skills they learn in brass and string lessons effectively. They apply the skills they learn in class when working with a music and drama company weekly.
256. Across the school pupils' awareness of musical instruments which represent different cultures is good. Younger ones can identify the parts of a harp and older ones are aware of instruments representing a range of African and aboriginal cultures.
257. Older pupils in KS2 have a clear awareness of how music can convey atmosphere and drama. They have a convincing knowledge of pace, tempo and rhythm and apply these to scenes from well known movies. They discuss a range of movie music knowledgeably and can justify their views on how effective the music conveys the atmosphere. They create their own atmospheric group compositions depicting a series of scenes from the novel Silverfin. They show impressive creativity in their use of untuned and tuned instruments, body percussion and voice. They offer constructive comments on refining compositions and stating preferences.

### **Shortcomings**

258. There are no important shortcomings.

## School's response to the inspection

259. The inspection findings recognise that the school has moved forward significantly in the last two years and that the school's self-evaluation gradings matched their findings exactly. Thus the school knows itself well. Standards have been maintained in all subjects and improved in subjects such as mathematics, history and art at KS2. In the Early Years, knowledge and understanding of the world and standards in bilingualism were deemed to be outstanding.
260. We are pleased that the inspectors found that learners work conscientiously and productively in lessons and are highly motivated. In addition the quality of care, support and guidance provided for pupils is excellent and care arrangements are managed well. The skill and dedication of teachers and the care and talent of support staff are duly recognised.
261. A number of outstanding features have been recognised which include the very strong link with parents and carers, preparation for effective participation in the workplace and SEN provision. Most importantly, the inspection report makes clear the elements that make our school what it is. In particular the report confirms that we are achieving our aim of making the school a happy and secure place in which pupils grow in confidence and independence.
262. An action plan will be put in place to address the recommendations in the report. Raising standards in creative development for under-fives and art in KS2 are aspects that we can confidently address, while recommendations concerning the Foundation Phase, assessment, further involving the GB in the self-evaluation process and working with the LEA to improve the quality of the accommodation are already prioritised in the SDP.
263. Where it is possible to do so, staff and governors will address the recommendations before the end of the school year. Improving attendance across the school will be a priority for us and we will make sure that this aspect is included in our SDP. Further strategies have already been put in place to address this target.
264. A copy of the school's action plan in response to the inspection recommendations will be sent to all parents and carers. The governors' annual report to parents will report on the progress we are making on the inspection recommendations.
265. The school wishes to acknowledge the thorough, professional and courteous approach of the inspection team.

## Appendix 1

### Basic information about the school

|                     |   |
|---------------------|---|
| Name of school      | Treorchy Primary School                           |
| School type         | Primary   |
| Age-range of pupils | 3-11 years of age                                 |
| Address of school   | Glyncoli Road,<br>Treorchy,<br>Rhondda, Cynon Taf |
| Postcode            | CF42 6SA  |
| Telephone number    | 01443 773084                                      |

|   |   |
|---|---|
| Headteacher                               | Mrs Louise Evans  |
| Date of appointment                       | January 2006  |
| Chair of governors/ Appropriate authority | Mr Anthony Thomas   |
| Registered inspector                      | Mrs Eleri Betts   |
| Dates of inspection                       | November 17 <sup>th</sup> 18 <sup>th</sup> 19 <sup>th</sup> 20 <sup>th</sup> a.m. |

## 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                    | 54      | 27 | 37 | 34 | 41 | 43 | 36 | 39 | 311   |

| Total number of teachers |           |           |                            |
|--------------------------|-----------|-----------|----------------------------|
|                          | Full-time | Part-time | Full-time equivalent (fte) |
| Number of teachers       | 10        | 2         | 11                         |

| Staffing information   |        |
|--|--------|
| Pupil: teacher (fte) ratio (excluding nursery and special classes) | 28.5:1 |
| Pupil: adult (fte) ratio in nursery classes                        | 1:9    |
| Pupil: adult (fte) ratio in special classes                        | NA     |
| Average class size, excluding nursery and special classes          | 28.5   |
| Teacher (fte): class ratio   | 1.1:1  |

| Percentage attendance for three complete terms prior to inspection |       |       |                |
|--|-------|-------|----------------|
| Term   | N     | R     | Rest of school |
| Autumn 2007  | 80.2% | 92.6% | 92.7%          |
| Spring 2008  | 86%   | 88%   | 91.3%          |
| Summer2008   | 87.8% | 90.6% | 91.7%          |

|  |        |
|--|--------|
| Percentage of pupils entitled to free school meals             | 21.22% |
| Number of pupils excluded during 12 months prior to inspection | 0      |

## Appendix 3

### National Curriculum Assessment Results End of key stage 1:

| National Curriculum Assessment KS1 Results 2008 |                    |          | Number of pupils in Y2: |     | 35   |      |      |
|---|--------------------|----------|-------------------------|-----|------|------|------|
| Percentage of pupils at each level              |                    |          |                         |     |      |      |      |
|   |                    |          | D                       | W   | 1    | 2    | 3    |
| English:  | Teacher assessment | School   | 0                       | 0   | 14.3 | 65.7 | 20   |
|   |                    | National | 0.2                     | 3.5 | 13.8 | 63.0 | 19.4 |
| En: reading                                     | Teacher assessment | School   | 0                       | 0   | 11.4 | 65.7 | 22.9 |
|   |                    | National | 0.2                     | 4.1 | 14.9 | 55.2 | 25.5 |
| En: writing                                     | Teacher assessment | School   | 0                       | 0   | 40   | 42.9 | 17.1 |
|   |                    | National | 0.2                     | 4.8 | 15.9 | 67.8 | 11.3 |
| En: speaking and listening                      | Teacher assessment | School   | 0                       | 0   | 8.6  | 65.7 | 25.7 |
|   |                    | National | 0.2                     | 2.4 | 10.7 | 62.8 | 23.8 |
| Mathematics                                     | Teacher assessment | School   | 0                       | 0   | 14.3 | 77.1 | 8.6  |
|   |                    | National | 0.2                     | 2.0 | 10.9 | 65.2 | 21.6 |
| Science   | Teacher assessment | School   | 0                       | 0   | 0    | 80   | 20   |
|   |                    | National | 0.2                     | 1.6 | 8.5  | 66.3 | 23.4 |

| Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment |     |          |       |
|---|-----|----------|-------|
| In the school   | 86% | In Wales | 80.7% |

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

## National Curriculum Assessment Results

| National Curriculum Assessment KS2 Results 2008 |                    |          | Number of pupils in Y5: |     |     |     |      |      | 41   |
|---|--------------------|----------|-------------------------|-----|-----|-----|------|------|------|
| Percentage of pupils at each level              |                    |          |                         |     |     |     |      |      |      |
| End of key stage 2:                             |                    |          | D                       | W   | 1   | 2   | 3    | 4    | 5    |
| English   | Teacher assessment | School   | 0                       | 0   | 0   | 0   | 14.6 | 63.4 | 22.0 |
|   |                    | National | 0.2                     | 0.5 | 0.6 | 3.1 | 15.6 | 51.3 | 28.5 |
| Mathematics                                     | Teacher assessment | School   | 0                       | 0   | 0   | 0   | 12.2 | 61.0 | 26.8 |
|   |                    | National | 0.2                     | 0.5 | 0.6 | 2.7 | 14.7 | 51.4 | 29.9 |
| Science   | Teacher assessment | School   | 0                       | 0   | 0   | 0   | 14.6 | 58.5 | 26.8 |
|   |                    | National | 0.2                     | 0.5 | 0.5 | 1.8 | 11.4 | 53.9 | 31.7 |

| Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) |        |               |    |
|---|--------|---------------|----|
| by teacher assessment   |        | by test       |    |
| In the school   | 75.61% | In the school | NA |
| In Wales  | 75.5%  | In Wales      | NA |

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

## Appendix 4

### Evidence base of the inspection

Four inspectors spent the equivalent of twelve inspector days in the school. The school's nominee and a peer assessor were also part of the team. All members met as a team before the inspection.

These inspectors visited:

- Fifty one lessons or part lessons were observed, forty-four in subjects inspected and seven in other subjects;
- registrations, and acts of collective worship; and
- a range of extra-curricular activities.

Members of the inspection team had meetings with:

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

The team also considered;

- the school's self-evaluation report;
- fifty-one responses to a parents' questionnaire of which over 99% were positive;
- documentation provided by the school before and during the inspection; a wide range of pupils' past and current work; and
- samples of pupils' reports.

After the inspection the team held meetings with staff and governors.

## Appendix 5

### Composition and responsibilities of the inspection team

| <b>Team Member</b>                         | <b>Responsibilities</b>   |
|--|---|
| Mrs Eleri Betts<br>Registered Inspector    | Context<br>Summary Report<br>Responsible for Key Questions 1/3/6<br>Foundation Phase,<br>Music. |
| Mr Ted Tipper<br>Lay Inspector             | Contributions to Key Questions 1/3/4/7.   |
| Mrs Zohrah Evans<br>Team Inspector         | Responsible for Key Questions 2/4<br>English,<br>Art and design.                                |
| Mr Graham Haines<br>Team Inspector         | Responsible for Key Questions 5/7<br>Mathematics,<br>History.                                   |
| Mrs Elizabeth Owen<br>Peer Assesor         | Observing in classrooms and<br>contributing to team discussions.                                |
| Mrs Louise Evans<br>Nominee<br>Headteacher | Attending team meetings and supplying<br>information.   |

### Acknowledgements

The inspection team would like to thank the pupils, parents, staff and GB for their co-operation before and during the inspection.

### Contractor

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