

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

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

**Llantrisant Primary School  
Coed-Yr-Esgob  
CF72 8EL**

**School Number: 6742124**

**Date of Inspection: 12/10/09**

**by**

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## Introduction

Llantrisant Primary 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 Llantrisant Primary took place between 12/10/09 and 14/10/09. An independent team of inspectors, led by Dr. Peter David Ellis undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

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. Llantrisant Primary School, formerly known as Coed-yr-Esgob, is situated on the edge of the village of Llantrisant and its ancient common. It was built in 1974 and is set within spacious and attractive grounds, comprising a playground, an early years play area, a playing field and grassed open spaces. The accommodation is organised into foundation phase, key stage 1 (KS1) and key stage 2 (KS2) classrooms with their own libraries and shared areas. There is a hall as well as offices, cloakrooms, a kitchen, a foyer, a staff room, a computer area and a computer suite.
2. The school currently caters for 118 full-time equivalent learners between the ages of four and eleven, plus 21 full-time children of nursery age. There are six classes, two of which, established in 1989, cater for learners with complex learning difficulties between the ages of three and seven. Each class contains a mixed age range; one mainstream KS2 class has over 30 pupils. All teachers are full-time, except for a job share arrangement in the foundation phase class. The number on roll has stabilised recently, although it is somewhat lower than at the time of the last inspection.
3. The school serves the village of Llantrisant and the surrounding area, but around 45% of learners come from outside the traditional catchment area through parental choice. According to the school the majority of families are neither prosperous nor economically disadvantaged. The local area is comprised mainly of traditional terraced homes, but there are also two council housing estates, one private estate and a small housing association area. Around 17% of the number on roll are registered as being entitled to receive free school meals, which is around the national and local averages, but this figure has fluctuated over recent years and, according to the school, is normally around 25%. There is minimal mobility within the area.
4. The intake covers the full range of ability, although levels of attainment on entry are below the local average, especially for boys. Around 25% of learners within the mainstream classes are identified as requiring special educational needs (SEN) support, which is above the national average; none is statemented. All learners in the two learning support classes are on school action plus, except for one who has a statement. No learners use Welsh as a first language or are looked after by the local authority. Around 2% have an ethnic minority background, of which one family's home language is Cantonese.
5. The school was last inspected in October 2003. Since then additional support staff have been appointed.
6. The school was awarded the Eco Schools' Green Flag in 2007 and the Basic Skills Quality Mark in 2008.

## **The school's priorities and targets**

7. The school's mission statement is 'Happy to be learning' and its vision is 'to promote an environment where every child is encouraged to succeed, to have respect for themselves and one another and to do so in a spirit of thoughtfulness and humanity'. These statements are underpinned by the following aims:
  - to provide a high quality teaching and learning environment in which every child can succeed;
  - to encourage all children to have respect for themselves and each other; and
  - to promote an atmosphere where children learn thoughtfulness and humanity.
  
8. The school's current priorities, as outlined in its current school development plan (SDP) are to:
  - widen pupils' input into making the classrooms more exciting places to learn;
  - keep the focus on learning and further develop pupils' understanding of how they learn best by using the Brain Box resource;
  - continue to develop foundation phase portfolios;
  - continue involvement in the physical education and school sport (PESS) project;
  - review all schemes of work with regard to the foundation phase and national curriculum 2008;
  - implement identified targets in mathematics and history;
  - achieve the first three targets of the British Educational Communications and Technology Agency's (BECTA) award;
  - sustain the Green Flag award;
  - improve punctuality;
  - develop activities for more able and talented pupils;
  - further develop the outdoor provision; and
  - update computer hardware and the computer suite.



## Summary

9. Llantrisant Primary School has improved significantly since the last inspection, particularly in most of the subjects inspected and in the provision for the early years. Although national curriculum assessment results have fluctuated over the last few years, inspection evidence indicates that standards are now consistently never less than good. The quality of teaching in all classes, the care and support provided and the procedures for self-evaluation and planning for improvement have a number of outstanding features and the school is effectively managed and resourced.

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

10. The inspection team agreed with the school in its self-evaluation report in five of the seven key questions. Where there was a difference in Key Questions 2 and 6 this was because the team awarded a higher grade, due to the number of outstanding features identified.

### Standards

11. National curriculum assessment results in both KS1 and KS2 have to be treated with considerable caution. This is because cohorts are small and vary widely in their composition. In addition the school's free school meals figure has fluctuated and there is a high proportion of pupils with SEN within the figures, including the oldest learning support class in KS1.
12. In national teacher assessments for KS1 in 2009 the percentage of pupils attaining level 2 or above was below national and local averages in the three core subjects. The proportion attaining the higher level 3 was much lower than nationally and locally, particularly in English and mathematics. Over half the pupils in KS1 were at level 1 in reading and around a third were at level 1 in oracy and writing, most of whom were boys and none of whom attained level 3.

However, boys did better in mathematics and science, where no girls attained level 3. Within Wales in comparison to similar schools, KS1 pupils in 2009 performed in the lowest 25% in all three subjects and below the average of other schools in their family at both level 2 or above and at level 3.

13. In national teacher assessments for KS2 in 2009 the percentage of pupils attaining level 4 or above was below national and local averages in the three core subjects. The proportion attaining the higher level 5 was about the same in English and mathematics as nationally and locally, but lower in science. As in KS1, boys did not do so well in English, but they did better in mathematics. Within Wales in comparison to similar schools, KS2 pupils in 2009 performed in the lowest 25% in all three subjects, although they attained as well as the average of other schools in their family in science at level 4 or above and in English and mathematics at level 5.
14. Results in KS2 have varied considerably in previous years, including the difference between boys and girls, and at times pupils have performed as well as, and even better than, other schools nationally and locally.
15. Standards of achievement in the six subjects inspected were:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
40%	60%	-	-	-

16. These figures represent a considerable improvement since the last inspection and are well above the national averages published in Her Majesty's Chief Inspector's (HMCI) latest Annual Report for 2007-8, which indicates that standards of achievement in primary schools in Wales are 84% Grade 2 or better, of which 12% is Grade 1.
17. The findings of the inspection team are considerably better than the school's national curriculum assessment results for 2009. This is due particularly to the variation in the small cohorts and the amount of Grade 1 work being concentrated in the foundation phase and learning support classes. The predicted targets for the current Year 6 (Y6) cohort are much better and there is evidence of value added achievement through KS2.

#### Areas of learning for the under-fives

Area of learning*	Inspection Grade	
	Nursery	Reception
Personal and social development, wellbeing and cultural development	Grade 1	Grade 1
Language, literacy and communication skills	Grade 1	Grade 1
Welsh language development	Grade 1	Grade 1
Mathematical development	Grade 1	Grade 1
Knowledge and understanding of the world	Grade 1	Grade 1
Creative development	Grade 1	Grade 1
Physical development	Grade 1	Grade 1

18. Baseline assessment indicates that levels of entry are generally below local and national averages, especially for boys, but children make rapid progress in the foundation phase and by the end of reception their standards of achievement in basic skills are often outstanding. The overall quality of the educational provision, therefore, is appropriate to children's needs and they make very good progress towards the foundation phase outcomes.

### Grades for subjects inspected

Inspection Area	Under-fives	Key Stage 1	Key Stage 2
Foundation Phase	Grade 1		
English		Grade 2	Grade 2
Science		Grade 2	Grade 1
Art and design		Grade 2	Grade 2
Physical education		Grade 2	Grade 2
Religious education		Grade 1	Grade 2

19. Since the last inspection standards have improved in all areas of learning in the early years and in both key stages in English and in art and design. They have also improved in science in KS2 and in religious education in KS1.
20. All learners, whatever their age, ability or background, make good progress through the school.
21. Standards in the key skills of literacy, numeracy and information communications technology (ICT) in the foundation phase, in speaking, listening and numeracy in KS1 and KS2 and in bilingualism across the school are outstanding overall. Standards in reading, writing and ICT in KS1 and KS2 are good.
22. There are some outstanding aspects of learners' personal, social and learning skills. They have very good attitudes, work productively and make good use of their time. Their thinking skills are well developed overall and they have a reasonable understanding of how well they are doing.
23. Learners' behaviour and the respect they show to staff and each other is outstanding. Throughout the school they are friendly, polite and considerate and they relate extremely well to adults and visitors.
24. At 93.76 per cent the average rate of attendance for the three terms prior to the inspection is above the local authority (LA) and national averages. Nearly all learners attend school regularly and arrive on time.
25. Learners have a secure awareness of equal opportunities issues and become aware that people in other societies hold different beliefs and views to their own. They have a strong sense of belonging to the school and the local community and they are well prepared for the world of work.

## The quality of education and training

26. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
50%	46%	4%	-	-

27. These figures represent a considerable improvement since the last inspection and are well above the national averages published in HMCI's latest Annual Report for 2007-8, which indicates that the quality of teaching in primary schools in Wales is 83% Grade 2 or better, of which 16% is Grade 1.
28. Outstanding features of teaching were identified in every class and consistently in the foundation phase and the learning support classes.
29. In those lessons where the teaching was judged to be Grade 1, the outstanding features include high staff expectations, extremely well structured and organised lessons, consistent use of incidental Welsh, observational assessment that is embedded in practice, effective posing of problems and very well directed plenary sessions.
30. In those lessons where teaching was judged to be Grade 2, the good features include clear, well planned introductions and explanations, a good pace, a wide range of effective teaching strategies, good questioning techniques and a good range of resources and peer assessment.
31. In the very small minority of lessons where teaching was judged to be Grade 3, the shortcomings relate to poor time management.
32. The quality of relationships between adults and learners is an outstanding feature. The level of respect between them is exceptional and has an extremely positive effect on learning.
33. Teachers plan and prepare lessons thoroughly and promote bilingualism and equality of opportunity very effectively.
34. Well qualified and enthusiastic support assistants make a significant contribution to learning in all classes. They show good initiative and sensitivity in their dealings with learners.
35. Assessment procedures throughout the school are well managed and meet statutory requirements. A thorough analysis of data, termly moderated assessments in each subject and individual tracking records enable teachers to monitor learners' progress, to identify underachievers and the more able and to support effective target setting.
36. The quality of marking throughout the school plays a significant part in the raising of standards. All work is marked up to date and teachers make oral and written detailed comments.

37. Teachers in the school implement assessment for learning procedures and have started to involve learners in setting their own targets and evaluating their own progress and that of others, particularly in KS2, but these aspects are not yet fully developed throughout the school.
38. Annual written reports to parents fully comply with statutory requirements. Parents are invited to school twice a year to discuss their children's progress and achievements.
39. The curriculum is broad, balanced and relevant and meets statutory requirements and the needs of the range of learners. It ensures continuity and progression in learning and offers equality of access. The school day is well organised.
40. The foundation phase curriculum is fully implemented. Daily routines are well established based on the principles of learning through play and independent learning. Medium and short term planning is very thorough.
41. In KS1 and KS2 existing schemes of work are currently in various formats and stages of development. Generally, they are being revised in line with the foundation phase and new skills framework for KS2 as the topics are taught. Medium and short term planning is detailed and generally consistent across subjects and classes.
42. Planning for key skills and the development of bilingualism are strengths of the school.
43. The school has recently implemented a number of major curriculum initiatives and the well established language support programme is a successful school innovation.
44. The school operates a number of lunchtime and after school activities, which are well attended and organised efficiently. There are also regular visits by outside providers as well as educational and social visits to places of interest locally and in South Wales. An outstanding feature is the range of visits further afield for older pupils.
45. Learners' spiritual, moral, social and cultural development is good. Acts of collective worship are held every day and meet statutory requirements. Learners know the difference between right and wrong and work and play together very well. The school has a policy and framework for personal, social and health education (PSHE) and provision for cultural diversity and the cwricwlwm Cymreig is good.
46. Sustainable development and global citizenship are evident in the curriculum of all classes and are given high priority by the school.
47. There are close relationships with parents and the school uses many methods to communicate with them. Pupils in KS1 and KS2 are given homework regularly and consistently.

48. The school has well established links with the community and there is a developing partnership with industry. Appropriate attention is given to national priorities for lifelong learning and community regeneration.
49. The quality of care, support and guidance is good with many outstanding features. All staff work very well together to ensure learners' wellbeing.
50. Appropriate arrangements are in place for children's entry into school and they settle quickly into the foundation phase class. There are positive links with the main receiving secondary school and a transition plan is in place. Transfer procedures for learners in the learning support classes are handled sensitively and carefully.
51. The school runs a very successful breakfast club and has a healthy eating policy; a high priority is given to exercise, fitness and physical and mental wellbeing. There are regular health and safety checks and appropriate risk assessments are undertaken.
52. Learners are encouraged to support each other within the school community and the extent to which they do so, both with their learning and at play, is another outstanding feature of the school. Both the school council and the eco committee are very active.
53. The school has appropriate safeguarding procedures and the site is secure.
54. There are very effective policies and procedures in place to monitor attendance, punctuality, behaviour and performance. Registration arrangements comply with statutory requirements and parents are reminded regularly of the importance of good attendance. Teachers and support staff know the policy for rewards and sanctions and apply behaviour management procedures consistently.
55. The provision for SEN is another outstanding feature of the school. Rigorous procedures ensure that learners are identified early and the school works closely with outside agencies. The mainstream SEN co-ordinator (SENCo) and the learning support class SENCo liaise effectively with class teachers, support staff and the designated governor to monitor progress and ensure full access to the curriculum.
56. The provision in the learning support classes is particularly outstanding. Individual education plans (IEP) are developed to provide suitably detailed learning programmes that are closely tailored to individual needs and capabilities. Integration occurs in all school routines and in lessons when learners have strengths in particular areas.
57. The language support programme successfully withdraws relevant pupils in small groups from mainstream classes for extra help from a higher learning teaching assistant (HLTA) in reading and writing.
58. The provision for equal opportunities is good. Boys and girls work and play happily together. Pupils and parents consider bullying is not a problem and they

are very aware of what to do should it occur. Good race relations are positively promoted throughout the school.

59. The school makes good provision for any pupils who may have a disability. The accommodation is accessible to wheelchair users and a disability equality scheme is in place, although it is not accompanied by a specific action plan.

### **Leadership and management**

60. The school's mission and vision statement reflect its ethos and core values and these in turn underpin its life and work and are reflected in the attitudes and conduct of its learners and staff.
61. The leadership of the headteacher is efficient and effective. He leads by example and has a good oversight of the administration and strategic direction of the school.
62. The deputy headteacher provides good support and undertakes his role and responsibilities conscientiously and effectively. A teaching and learning responsibility (TLR) structure is in place and members of the senior management team (SMT) work well together. Good team work among staff is evident.
63. Co-ordinators are in place for all subjects and there is an appropriate balance of responsibilities between them. They undertake their role efficiently and have a good oversight of their subjects.
64. Appropriate procedures are in place for performance management for teachers in line with statutory requirements. Support staff also meet individually with the headteacher or deputy headteacher each term to discuss their role and development needs.
65. Governors are very supportive and most attend training events and are regular visitors to the school. They are appropriately involved in the strategic direction of the school and kept well informed.
66. Good attention is given to national and local priorities. All statutory policies and requirements are in place.
67. A culture of self-evaluation is well established and involves all stakeholders. Targets for school improvement are appropriate and realistic and based on first hand evidence and the needs of the school. Assessment data are thoroughly analysed, followed up and reported to governors. Parents, pupils and governors are canvassed for their views on a variety of matters.
68. Planning for improvement is outstanding and the SDP and self-evaluation report are comprehensive documents that clearly set out the school's strengths and priorities for action. There is evidence that actions and initiatives have resulted in measurable improvements.

69. The school has an effective approach to the deployment and management of staff and makes good use of their time and skills. Teachers receive their full entitlement to planning, preparation and assessment (PPA) time under the workload agreement, which is fully implemented.
70. All staff keep abreast of new initiatives and attend in-service education and training (INSET) regularly.
71. The condition and appearance of the internal and external fabric of the building are good and various improvements have been made in recent years. There is sufficient space for the number of pupils on roll, particularly in the early years. However, the KS2 classrooms are small for the numbers being taught. The outside environment is an outstanding feature and the quality and appropriateness of resources are good.
72. The governing body (GB) has a good understanding of the principles of best value for money. Spending decisions, including those relating to the purchase of resources and the budgeting for staff, are matched to the school's priorities, as set out in the SDP. The headteacher and GB monitor expenditure very closely and ensure that a positive budget is set each year. Overall, the school provides good value for money.

## **Recommendations**

In order to build on its evident improvement and progress, the school needs to:

- R1 continue to address the performance of boys, particularly in English;
- R2 continue to develop curriculum planning and organisation in light of the implementation of the foundation phase and the skills framework for KS2; and
- R3 further develop assessment for learning procedures and self and peer evaluation with particular reference to more able and talented pupils.

N.B. All of these recommendations are an integral part of the school's current SDP.

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



## Standards

### Key Question 1: How well do learners achieve?

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

73. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
74. National curriculum assessment results in both KS1 and KS2 have to be treated with considerable caution. This is because cohorts are small and vary widely in their composition, as indicated by the fluctuations in results over the last few years. In addition, the school's free school meals figure has varied and there is a high proportion of pupils with SEN within the figures, including the oldest learning support class in KS1. Five of the eleven KS2 pupils assessed in 2009, for example, were on the SEN register at the school action stage with three others having psychological assessments, including one who was dyslexic and one who was at the school action plus stage.
75. In national teacher assessments for KS1 in 2009 around 69% of pupils attained at least level 2 in English, 77% did so in mathematics and 85% did so in science, so that the core subject indicator (CSI), which is the percentage of those attaining at least level 2 in all three subjects, was 69%. This is below national and local averages. The proportion attaining the higher level 3 was much lower than nationally and locally in all three subjects, particularly English and mathematics. However, no pupil was assessed as working towards level 1 and, if the pupils in the oldest learning support class are extracted from the figures, then the CSI rises by thirteen points to around 82%, which is just above national and local averages.
76. In English over half the pupils in KS1 were at level 1 in reading and around a third were at level 1 in oracy and writing, most of whom were boys and none of whom attained level 3. However, boys did better in mathematics and science, where no girls attained level 3.
77. Within Wales in comparison to schools with a similar free school meals percentage, KS1 pupils in 2009 performed in the lowest 25% in all three subjects and the CSI and below the average of other schools in their family at both level 2 or above and at level 3. This is similar to previous years, although the school did a little better in mathematics and science in 2008.
78. KS2 national teacher assessments in 2009 showed a similar pattern to KS1. Around 64% of pupils attained at least level 4 in English, 73% did so in mathematics and 82% did so in science, so that the CSI, which is the percentage of those attaining at least level 4 in all three subjects, was around 64%. This is below national and local averages. However, no pupil was assessed below level 3. The proportion attaining the higher level 5 was about the same as nationally and locally in English and mathematics, but lower in science.

79. In English, similar to KS1, results were much lower for boys, where 60% only attained level 3, although 20% did gain level 5. Boys again did better in mathematics, where 40% attained level 5, although the same percentage did not attain better than level 3 in mathematics or science. Rolling averages over the last five years, however, indicate that the gender gap varies, so that there is no long term trend of under performance by boys in either key stage, although more are consistently on the language support programme.
80. Within Wales in comparison to schools with a similar free school meals percentage, KS2 pupils in 2009 performed in the lowest 25% in all three subjects and the CSI and below the average of other schools in their family at level 4 or above in English and mathematics, although results were comparable to the family in science at level 4 or above and at level 5 in English and mathematics.
81. Results in KS2 have varied considerably in previous years; they were well down in 2007, but in 2006 and 2008 the school did as well as the best 25% of schools in Wales in English, as well as the best 50% and 25% for the two years respectively in mathematics and as well as the best 50% in science for both years, when, consequently, the CSI was in the best 25%. Overall, rolling averages over the last five years indicate that KS2 pupils have at times performed as well as, and even better than, other schools nationally and locally with the most consistent results being in science.
82. Standards of achievement in the six subjects inspected were:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
40%	60%	-	-	-

83. These figures represent a considerable improvement since the last inspection and are well above the national averages published in HMCI's latest Annual Report for 2007-8, which indicates that standards of achievement in primary schools in Wales are 84% Grade 2 or better, of which 12% is Grade 1.
84. The findings of the inspection team are considerably better than the school's national curriculum assessment results for 2009. This is due particularly to the variation in the small cohorts and the amount of Grade 1 work being concentrated in the foundation phase and learning support classes, which constitute half of the classes in the school. In KS2 the inspection findings, in fact, match those for 2008 more closely, when there was a more able cohort, and the predicted targets for the current Y6 indicate that results in 2010 are likely to be similar to those for 2008. Through KS2 there is also evidence of value added achievement, when results at Y6 are compared to those at Y2 for the same cohort. For example, in 2009 pupils made a 26% improvement overall through KS2.

### Areas of learning for the under-fives

Area of learning*	Inspection Grade	
	Nursery	Reception
Personal and social development, wellbeing and cultural development	Grade 1	Grade 1
Language, literacy and communication skills	Grade 1	Grade 1
Welsh language development	Grade 1	Grade 1
Mathematical development	Grade 1	Grade 1
Knowledge and understanding of the world	Grade 1	Grade 1
Creative development	Grade 1	Grade 1
Physical development	Grade 1	Grade 1

85. Baseline assessment indicates that levels of entry are generally below local and national averages, especially for boys, but children make rapid progress in the foundation phase and by the end of reception their standards of achievement in basic skills are often outstanding. The overall quality of the educational provision, therefore, is appropriate to children's needs and they make very good progress towards the foundation phase outcomes.

### Grades for subjects inspected

Inspection Area	Under-fives	Key Stage 1	Key Stage 2
Foundation Phase	Grade 1		
English		Grade 2	Grade 2
Science		Grade 2	Grade 1
Art and design		Grade 2	Grade 2
Physical education		Grade 2	Grade 2
Religious education		Grade 1	Grade 2

86. Since the last inspection standards have improved in all areas of learning in the early years and in both key stages in English, especially in reading and writing, and in art and design. They have also improved in science in KS2 and in religious education in KS1. Standards in physical education remain good.

87. All learners, whatever their age, ability or background, and particularly those in the foundation phase and learning support classes, as well as those with additional learning needs in the mainstream classes, make good progress through the school. The more able and talented are beginning to be suitably challenged. Learners fulfil their potential and most achieve the targets and predicted levels set for them.

88. Standards in the key skills of literacy, numeracy and ICT in the foundation phase are outstanding. Children listen very attentively and speak confidently and articulately. They enjoy books and can retell stories in sequence. They begin to make meaningful marks on paper and to write their name correctly. They engage in a range of sorting and counting activities and start to develop good computer skills.

89. Standards in speaking, listening and numeracy across the curriculum are outstanding overall in KS1 and KS2. Pupils in all classes listen extremely well to their teachers and peers and they are not hesitant to answer questions and to make presentations in front of others; they display good understanding and comprehension. They engage in a range of mathematical experiences across the curriculum and by the end of KS2 their mental arithmetic skills are very well advanced; they can answer random questions quickly and accurately using a variety of strategies.
90. Standards in reading, writing and ICT in KS1 and KS2 are good. Pupils have a positive attitude to reading and most use a range of approaches to tackle unfamiliar words, although a few, especially boys, lack confidence and phonic knowledge at times. Nearly all read with increasing fluency and improving understanding and expression.
91. In both key stages pupils write for a range of purposes and audiences and achieve good standards in handwriting, punctuation and spelling; they engage in increasingly extended writing as they get older and present work in a range of different formats. They use a variety of ICT equipment confidently and competently for different purposes across the curriculum, using different fonts, images and colours.
92. Although the provision varies somewhat between classes, standards in bilingualism overall are outstanding across the school. From an early age in the foundation phase children learn to speak and understand Welsh on a regular basis. At all ages they use the language naturally as part of their daily routines and activities and quickly learn to speak it accurately and confidently; they engage in conversations readily using full sentences.
93. There are some outstanding aspects of learners' personal, social and learning skills. They have very good attitudes, work productively and make good use of their time. They are well motivated and concentrate on the tasks they are set. They tackle problems and new experiences confidently and enjoy practical challenges. Their thinking skills are well developed overall.
94. Learners work successfully on their own, with a partner and in a group. They co-operate with each other very well and regularly share their ideas and findings with others. They produce original suggestions and make choices and decisions confidently. They respond well to advice.
95. Learners have a reasonable understanding of how well they are doing and they thrive on praise and success. They engage in self and peer assessment activities.
96. Learners' behaviour and the respect they show to staff and each other is outstanding; parents and governors support this view. The basis for good behaviour is laid very effectively in the foundation phase and, as a result, even the youngest children know what is expected of them. All move sensibly in and around the school. They are friendly, polite and considerate and they relate extremely well to adults and visitors.

97. At 93.76 per cent the average rate of attendance for the three terms prior to the inspection is above the LA and national averages. Absences are caused mainly by illness but holidays in term time adversely affect the overall rate. Nearly all learners attend school regularly and arrive on time at the start of the school day, although a very small number are persistently late and the education welfare officer is working with the headteacher to address this issue.
98. Learners have a secure awareness of equal opportunities issues and realise that everyone should be treated fairly and equitably, regardless of background or circumstance. Through the curriculum and the daily life of the school they become aware that people in other societies hold different beliefs and views to their own, which need to be respected.
99. Learners have a strong sense of belonging to the school and by undertaking a range of responsibilities and entrepreneurial activities they are well prepared for the world of work. They take their duties very seriously and show strong commitment to their roles. They also gain a good understanding of the needs of the wider community.

## The quality of education and training

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

#### Grade 1: Good with outstanding features

100. The findings of the inspection team do not match the Grade 2 judgement made by the school in its self-evaluation report, because the team awarded a higher grade due to the number of outstanding features identified in teaching.

101. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
50%	46%	4%	-	-

102. These figures represent a considerable improvement since the last inspection and are well above the national averages published in HMCI's latest Annual Report for 2007-8, which indicates that the quality of teaching in primary schools in Wales is 83% Grade 2 or better, of which 16% is Grade 1.

103. Outstanding features of teaching were identified in every class and consistently in the foundation phase and the learning support classes.

104. In those lessons where the teaching was judged to be Grade 1, the outstanding features include:

- high staff expectations within an atmosphere of mutual respect;
- extremely well structured and organised lessons that stimulate learners' interests and systematically develop their skills, knowledge and understanding in an interesting way;

- consistent use of incidental Welsh at every opportunity throughout the school and to a particularly high standard within the foundation phase;
  - observational assessment that is built into activities and embedded in practice;
  - effective posing of problems and exploring of solutions; and
  - very well directed plenary sessions to reinforce the learning objectives and to discuss achievements.
105. In those lessons where teaching was judged to be Grade 2, the good features include:
- clear, well planned introductions and explanations that motivate learners;
  - good pace of teaching with the lesson objective clearly communicated to learners and referred to throughout the lesson;
  - a wide range of effective teaching strategies that encourage learners to work together in pairs and groups;
  - good questioning techniques to reinforce previous learning and to draw out ideas from learners;
  - a good range of resources, including ICT, which are well used to make lessons interesting and stimulate learning; and
  - peer assessment used to identify steps for improvement.
106. In the very small minority of lessons where teaching was judged to be Grade 3, the shortcomings relate to poor time management with learners being given too little time in which to complete tasks.
107. The quality of relationships between adults and learners is an outstanding feature. The level of respect between them is exceptional and has an extremely positive effect on learning.
108. Teachers plan and prepare lessons thoroughly. In nearly all lessons they give clear introductions, explain the learning objectives and use plenary sessions effectively to share achievements and consolidate learning.
109. Well qualified and enthusiastic support assistants make a significant contribution to learning in all classes. They show good initiative and sensitivity in their dealings with learners. In the learning support classes extremely effective use is made of their expertise and knowledge of each learner's needs. In the foundation phase all know their roles and the learning goals they are expected to promote.
110. Teachers' expertise in Welsh varies across the school, but all promote bilingualism enthusiastically. They use incidental Welsh across the curriculum, as well as during other activities.
111. Teachers promote equality of opportunity well. Boys and girls are enabled to participate in all sports and activities. In older KS2, in response to the last inspection, teachers choose class reading books carefully to encourage boys to perform to their full potential.

112. Assessment procedures throughout the school are well managed and meet statutory requirements. The policy for assessment, recording and reporting provides good guidance for teachers, in order to promote consistency throughout the school. Termly moderated assessments in each subject and individual tracking records enable teachers to monitor learners' progress and to identify underachievers and the more able.
113. The school carries out a thorough analysis of assessment, using LA and external data to identify individual strengths and weaknesses and to support effective target setting. This information is used well to provide information for parents and other interested parties.
114. The quality of marking throughout the school plays a significant part in the raising of standards. All work is marked up to date, usually using the system of 'two stars and a wish'. Teachers make oral and written detailed comments, occasionally using the Welsh language, that help to show the way forward. In a minority of instances, learners respond to the comments with their own observations.
115. Examples of levelled and annotated work are kept in portfolios for the core subjects and in assessment files for the foundation subjects. Effective moderation and standardisation procedures are being developed by the cluster group.
116. Teachers are implementing assessment for learning procedures and have started to involve learners in setting their own targets and evaluating their own progress and that of others, particularly in KS2, but these aspects are not yet fully developed throughout the school.
117. Parents are invited to school twice a year to discuss their children's progress and achievements with their teachers. They may also arrange to see staff at other times on request to discuss any specific issues.
118. Annual written reports to parents fully comply with statutory requirements. They are clear and give an accurate picture of learners' progress over the school year. They helpfully indicate ways in which parents can support their children at home and include an opportunity for them to respond.

**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**

119. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
120. The curriculum is broad, balanced and relevant and meets statutory requirements and the needs of the range of learners. It ensures continuity and progression in learning and offers equality of access. The school day is well

organised, although the first session in the afternoon is long for pupils of infant age.

121. The foundation phase curriculum is fully implemented in nursery and reception and provides a firm basis for children's early learning. Good use is made of both the indoor and outside areas and a range of stimulating activities ensure that all seven areas of learning are comprehensively covered. Daily routines are well established, based on the principles of learning through play and independent learning, and medium and short term planning is very thorough. A new foundation phase scheme of work is being developed from existing documents and ideas that are brainstormed with the children.
122. The curriculum in KS1 and KS2 is also related to a two year cycle of themes that caters for the mixed age groups. The existing schemes of work are currently in various formats and stages of development, as the foundation phase and new skills framework for KS2 are introduced; generally, they are being revised as the topics are taught.
123. Medium and short term planning in KS1 and KS2 is sufficiently detailed and generally consistent across subjects and classes; teachers prepare co-operatively and evaluate what has been taught and the headteacher regularly reviews and comments on their plans.
124. Provision is made for differentiation by input, task and outcome; pupils in KS1 and KS2 are taught in sets for mathematics according to their abilities. Teachers also outline the assessment and learning methods they intend to apply.
125. Planning for key skills is a strength of the school. Social and academic skills are clearly identified in the planning process and teachers ensure that these are addressed in all subjects and aspects of learning. Skills for the week are identified and built in to each lesson's learning objectives and linked to learners' key skills booklets, which have been devised by the school.
126. Planning for the development of bilingualism is also very good. Specific Welsh sessions are taught each week in every class and incidental Welsh through daily routines, songs and discussions are built in to the planning process.
127. The school has recently implemented a number of major curriculum initiatives, such as 'Think2Learn' and 'Brain Box', and it is developing various 'Assessment for Learning' strategies, which are becoming embedded in classroom practice across the key stages. The well established language support programme is also a successful school initiative that has improved lower achieving pupils' access to the curriculum and helped to raise their standards of achievement.
128. The school operates a number of lunch time and after school activities, which are well attended and organised efficiently. These mainly involve various sports, such as rugby, netball, Tang Soo Do, football, athletics and cricket, and there are two dance clubs; learners benefit from professional coaching in some of these areas, which can lead to opportunities for involvement with external teams and public performances.



129. There is also a lunch time newsletter club, designed particularly for the more able, which produces a termly newsletter for parents, as well as articles for the local paper, whose reporters have visited the school. Pupils take on specific roles and conduct interviews based on questionnaires they have devised.
130. There are also regular visits by outside providers, such as the police, the fire service, actors and musicians, and there are educational and social visits to places of interest locally and in South Wales. An outstanding feature is the range of visits further afield for older pupils, such as a trip to the Imperial War Museum and a theatre in London, a residential visit to an outdoor education centre and a skiing trip to Austria.
131. Learners' spiritual, moral, social and cultural development is good. Acts of collective worship are held every day and meet statutory requirements. They are led at times by outside visitors, such as the local vicar, and they include elements of praise, prayer and pupil participation and are mainly Christian in content, although the singing and spiritual ambience at times are relatively underdeveloped.
132. Learners know the difference between right and wrong and work and play together very well. They take on responsibilities willingly and older ones help those younger than themselves. They develop a good appreciation of those less fortunate than themselves and regularly support various charities.
133. The school has a policy and framework for PSHE, based on the social and emotional aspects of learning (SEAL) resources; these are built around themes and messages that promote emotional and social wellbeing, as well as an understanding of other cultures and the diverse nature of the world. Learners participate in a lunchtime 'Around the World' club and visit different places of worship. In addition, a member of staff who has lived in Hong Kong shares her experiences of customs and culture there. The school is considering reviving its participation in the Comenius project, which in recent years has involved pupils and teachers visiting Italy and Ireland.
134. Staff and learners are committed to the concept of global citizenship, which is addressed particularly through geography. There is, for example, a news wall where items of local, national and international news are displayed and discussed.
135. Provision for the cwricwlwm Cymreig is good. The Welsh dimension is an integral part of subject policies and schemes of work and is evident in the work learners produce in a range of subjects. Displays of the local area and of Welsh artists and authors are particularly prevalent. St. David's Day is celebrated and visits are made to various places of Welsh culture and heritage.
136. Sustainable development is evident in the curriculum of all classes and is given high priority by the school; this has been recognised by the Green Flag award. All learners are aware of the need to be environmentally friendly, to recycle materials and to save energy. The school also actively promotes fair trade and recently held an assembly on this topic. Each class has its own vegetable

garden and there is a weekly gardening club; the produce is sold at the summer fete. There is a litter policy and many learners take part in litter picks in the locality.

137. There are close relationships with parents, especially in the foundation phase and learning support classes. The school uses many methods to communicate with parents, such as the prospectus, weekly newsletters and class blogs, and parents receive information about the curriculum; for example, those with children in nursery and reception have been informed about the foundation phase. However, parents generally are less familiar with the new skills framework for KS2.
138. Parents feel they are able to talk to staff regarding concerns they have and they are confident that any complaints or suggestions they may have will be dealt with promptly and effectively. They support termly open evenings and other events within school and, along with grandparents, they are invited in to help in class and with trips. There is an active parent-teacher association (PTA) which raises funds for the school and an appropriate home-school agreement is in place.
139. Pupils in KS1 and KS2 are given homework regularly to consolidate and reinforce learning objectives taught in school; they take reading books home regularly in all classes and there is a reading diary parents and teachers can comment in. They also take home mathematics work and spellings. The homework policy is clearly laid out in the prospectus for each class and parents are happy with the arrangements.
140. The school has well established links with the community; there are visits, for example, by the health and dental services, artists and performers and pupils sing at a residential home and a local superstore. There are links with the local church and involvement with the community Christmas tree festival; the rugby club use the school field.
141. The school is in partnership with a local teacher training university and welcomes students from other local colleges and schools on placement.
142. There is a developing partnership with industry. A range of educational visits and visitors help to raise learners' awareness of the world of work and economic development both past and present. There are links with building contractors and visits to shops and an arts centre. Local businesses support the school in fund raising events.
143. Parents, other family members and people from the community share their experiences and talk about their work and learners visit their places of employment. All provide very good role models that help raise aspirations, for example as female engineers. Currently no staff have benefited from industrial placements to enhance professional development and support their teaching and management skills.

144. The school attends to national priorities for lifelong learning and community regeneration. For example, it successfully encourages volunteers to access further education and to gain qualifications and it has provided employment in the school.

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

**Grade 1: Good with outstanding features**

145. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
146. The quality of care, support and guidance is good with many outstanding features. All staff work very well together to ensure the wellbeing of all learners, who report that they feel safe and secure; they trust all adult practitioners to deal with any concerns they may have quickly and sensitively. Parents appreciate the care that teachers give to ensuring their children are happy and making good progress.
147. Appropriate arrangements are in place for children's entry into school and they settle quickly into the foundation phase class. Admission procedures are carefully planned and a pre-school mother and toddler group held in the hall once a week provides support for children and their families and helps them become familiar with the school environment. There are also close links with two local private pre-school settings, which are visited by the teachers and whose children come occasionally to assemblies.
148. A KS2/KS3 transition plan is in place and there are positive links with the main receiving secondary school, which Y6 pupils visit and whose teachers come to Llantrisant. There is a programme of activities, including cluster sports festivals for Y6, tag rugby and a bridging unit involving team building.
149. Transition procedures for learners in the learning support classes, who in almost all cases do not proceed into KS2 at the school but transfer elsewhere, are handled sensitively and carefully and parents are involved at every stage.
150. The school runs a very successful breakfast club, which is funded by the Welsh Assembly Government and which has been in operation for three years. It has a regular attendance of more than twenty learners of all ages and promotes healthy eating and social and language development. The club also helps to increase punctuality. There is no equivalent after school club, but care is available from a private provider.
151. The school has a healthy eating policy and a high priority is given to exercise, fitness and physical and mental wellbeing. Learners are very aware of health related issues and the importance of exercise and they follow appropriate routines, such as washing their hands before eating. A fruit tuck shop is run once a week run by three Y6 girls. School dinners provide healthy options.

152. There are regular health and safety checks and appropriate risk assessments are undertaken. Medical support is documented and appropriately controlled. Fire drills are held periodically and any accidents are recorded and reported.
153. Learners are encouraged to support each other within the school community and the extent to which they do so, both with their learning and at play, is another outstanding feature of the school. For example, older pupils are very good role models and support younger ones and there is a playground 'buddy bench', where individuals can go to find a friend.
154. A 'Play Leader' scheme is successfully run twice weekly at lunchtime by one of the teachers during which pupils from Y5 and Y6, who have applied for and been appointed as play leaders, lead their peers in outdoor games. Lunch time supervisors are also trained in these games and participate in them. In discussion pupils say the system works well.
155. Play times are staggered during the morning and afternoon sessions to allow more space for younger children to play on their own and for older pupils to engage in more lively games, such as football, which is not allowed when all play together at lunch time. During all breaks outside learners have access to a range of equipment for a variety of games.
156. The school council comprises representatives from each year in KS2, with all members taking great pride in representing their fellow pupils. They meet each half term to discuss initiatives and issues and have suggestion boxes for other pupils to make contributions. Members of the school council read the suggestions in assembly and also make representations to staff and the GB who take heed of their suggestions.
157. There is also a school eco committee, which comprises a representative from each year group from Y1 to Y6 and meets each half term.
158. Sex education is an integral part of the PSHE and science programmes. Specific lessons are taught to the oldest pupils in the school and parents are informed of the content of these and have the right to withdraw their children if they wish.
159. The school has appropriate safeguarding procedures; child protection policies and practices follow national guidelines. The headteacher is the child protection officer and there is a designated governor. All staff have Criminal Records Bureau (CRB) clearance and have been trained, although not recently. The site is secure.
160. There are very effective policies and procedures in place to monitor attendance, punctuality, behaviour and performance. In the celebration assembly, for example, at the end of the week learners show the trophies and certificates they have won in various external activities and one selected individual from each class is presented with a certificate for outstanding behaviour, good work, effort or attendance.

161. Behaviour is very closely monitored and, when required, appropriate action is taken to support learners who may experience difficulties. The school has established effective systems to monitor and promote positive behaviour, for example by using a traffic light process, awarding house points and giving out weekly certificates. School and class rules are proposed by the school council and selected by learners. Teachers and support staff know the policy for rewards and sanctions and apply behaviour management procedures consistently. There have been no exclusions in the past three terms.
162. The school has an efficient system to monitor attendance and punctuality, for which the headteacher is responsible. Parents are reminded regularly of the importance of good attendance and a first day response system is in place if a pupil has not arrived by the end of the morning. A 'Late on the Gate' initiative has recently been established in an attempt to improve punctuality. Pupils with 100% attendance at the end of each term receive a certificate in assembly. The school has set itself a target to improve attendance by 0.5% over the next year.
163. Arrangements for the registration of pupils comply with statutory requirements and the school clerk monitors these on a daily basis. Registers are electronic, but teachers also keep paper records in case of emergencies.
164. The provision for SEN is another outstanding feature of the school. Rigorous procedures ensure that needs are identified early and the school works closely with outside agencies, such as the educational psychologist, LA officers and health workers, to provide appropriate individual support, particularly for those in the two learning support classes, all of whom have complex needs. A register has also been developed for the more able and talented.
165. The mainstream SENCo and learning support class SENCo liaise effectively with class teachers, support staff and the designated governor to monitor progress and ensure full access to the curriculum. They seek additional support when required. IEPs are reviewed at least twice a year and parents, teachers, support staff and, where appropriate, outside agencies are involved in these reviews.
166. The provision in the learning support classes is particularly outstanding. IEPs are developed to provide suitably detailed learning programmes that are closely tailored to individual needs and capabilities. Integration occurs in all school routines and in lessons when learners have strengths in particular areas. The two classes also come together for activities such as physical development.
167. The language support programme successfully withdraws relevant pupils in small groups from mainstream classes for extra help from an HLTA in reading and writing. Extra help is also provided in mathematics, when necessary. Staffing is well deployed to support pupils with SEN and a wide range of resources is available for them.
168. The provision for equal opportunities is good. The school has appropriate policies and procedures in place to ensure no child or adult is discriminated against and these are evident in the day to day practices of the school. Boys

and girls are accorded the same opportunities in all activities and work happily together. They are quick to note that the school is a friendly place and that they value their teachers and feel they are treated fairly.

169. Pupils and parents consider bullying is not a problem and they are very aware of what to do should it occur. The school has a bully box for pupils to voice any concerns, but this is rarely used.
170. An appropriate racial equality policy is in place and good race relations are positively promoted throughout the school. No incidents of racism have been reported or recorded.
171. The school makes good provision for any pupils who may have a disability. The accommodation is accessible to wheelchair users and a disability equality scheme is in place, although it is not accompanied by a specific action plan.

## **Leadership and management**

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

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

172. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
173. The school's mission and vision statement reflect its ethos and core values and these in turn underpin its life and work and are reflected in the attitudes and conduct of its learners and staff.
174. The leadership of the headteacher is efficient and effective. He has been in post since 1994 and leads by example. He has a good oversight of the administration and strategic direction of the school and is well respected by learners, staff, governors and parents. In liaison with the LA, he has been instrumental in establishing resource packages for the foundation phase and skills framework for KS2 and, as chair of the local federation of primary school headteachers, he has led an initiative to address funding imbalances between schools.
175. The deputy headteacher has also been in post for several years. He provides good support and undertakes his role and responsibilities conscientiously and effectively. He is a member of the GB and provides a good role model of successful classroom practice.
176. A TLR structure is in place and the SMT comprises the headteacher, the deputy headteacher and one of the TLR post holders, who is also the SENCo; they work well together as a team and hold regular meetings, which are minuted. The other TLR post holder oversees the foundation phase.

177. All staff, including teachers and support assistants, work together well and good team work is evident in the planning and implementation of the curriculum and in daily routines. Staff meetings are held every week and minuted.
178. Co-ordinators are in place for all subjects and there is an appropriate balance of responsibilities between them. They undertake their role efficiently and have a good oversight of their subjects, providing advice and guidance when necessary for colleagues.
179. There are two newly qualified teachers on the staff, one who is responsible for the KS1 class full-time and one who is completing her probationary year as part of the job share in the foundation phase class, covering for a maternity leave. Both are effectively monitored and mentored by the headteacher and are given their statutory entitlement time away from classroom duties. They also appreciate the help and support provided by all other staff.
180. Appropriate procedures are in place for performance management in line with statutory requirements. All teaching staff have professional targets for themselves and their learners, which contribute to the SDP. Support staff also meet individually with the headteacher or deputy headteacher each term to discuss their role and development needs.
181. Governors are very supportive and most attend training events and are regular visitors to the school, including attending lessons; they have subject interests and meet their respective co-ordinators. They act as critical friends and are kept up to date on assessment results and comparative data about the school's performance. They are appropriately involved in the strategic direction of the school through, for example, discussions on the SDP and the self-evaluation report.
182. The GB meets at least once every term and has the necessary statutory sub-committees. Meetings are usually well attended and members are kept well informed through the headteacher's reports and other documentation.
183. Good attention is given to national and local priorities. All statutory policies and requirements are in place and most are signed and dated. There is an appropriate complaints procedure.

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

**Grade 1: Good with outstanding features**

184. The findings of the inspection team do not match the Grade 2 judgement made by the school in its self-evaluation report, because the team awarded a higher grade due to the number of outstanding features identified in planning for improvement.

185. A culture of self-evaluation is well established and involves all stakeholders. Targets for school improvement are appropriate and realistic and based on first hand evidence and the needs of the school.
186. Accurate judgements are made about the school's strengths and areas for development and this is supported by the fact that the inspection team agreed with the school in its self-evaluation report in five of the seven key questions.
187. Subject co-ordinators take responsibility for their own monitoring; this occurs in various ways, such as listening to learners, looking at work and scrutinising planning. Class observations occur in the core subjects in each class once a year and in other subjects according to need; there is currently no rolling programme of subject review, as all curriculum areas are being revised in line with the foundation phase and new skills framework for KS2. Where observation occurs there is an agreed focus and verbal and written feedback is provided.
188. Subject co-ordinators review and audit their subjects annually and produce a written report and action plan if their subject is on the SDP. The headteacher also monitors standards and teaching periodically and oversees the planning process. Recommendations for action are analysed and targets are set, which are then incorporated into the following year's SDP.
189. Very good use is made of first hand evidence. Assessment data are thoroughly analysed and followed up and the school's performance is appropriately compared to that of other local, national and similar schools and reported to governors. Parents, pupils and governors are canvassed for their views on a variety of matters and their responses are analysed and fed into the self-evaluation process; action is taken where appropriate. The school council and the eco committee also contribute very effectively to the school improvement agenda.
190. Planning for improvement is outstanding and the SDP and self-evaluation report are comprehensive documents that clearly set out the school's strengths and priorities for action. The targets identified are closely related to the school's current context and needs. The SDP is well structured and outlines a programme for development over the next two years with a focus on the strategies, key staff, deadline dates, costs and success criteria for the current year.
191. The SMT draws up the draft outlines of the SDP and the self-evaluation report and the detail is then discussed at staff and GB meetings and amendments are made as necessary. In order to discuss the self-evaluation report, the GB split into small groups to look at a key question each according to their interests and expertise and then grades were finally agreed. The SDP is displayed in the staff room and reviewed as an agenda item at every termly GB meeting.
192. There is evidence that actions and initiatives, such as programmes related to assessment for learning and thinking skills, have resulted in measurable improvements, but their impact, for example in relation to boys' performance in



reading and writing, is not always fully evaluated to ensure the maximum benefit is derived.

193. Significant progress has been made since the last inspection and this is supported by a recent review from the LA. Standards and the provision have improved substantially in the nursery and reception class and have been raised or maintained in the subjects inspected. Teaching and organisational strategies are now much more appropriate and consistent leading to better challenge for learners and key skills are very well applied across the curriculum. The process of self-evaluation is now much more systematic and makes effective use of the available evidence. Attendance registers are completed in line with statutory guidance.

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

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

194. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
195. The school has an effective approach to the deployment and management of staff and makes good use of their time and skills. Teaching and support staff are appropriately qualified and their expertise is well matched to the demands of the curriculum.
196. Teachers receive their full entitlement to PPA time under the workload agreement, which is fully implemented. In the foundation phase this time is allocated as part of the job share arrangement and in KS1 and the learning support units the nursery nurse takes the lead based on the teacher's planning. In KS2 the headteacher and the HLTA take classes for handwriting, ICT, religious education and swimming. The arrangements meet requirements.
197. All staff have a job description and keep abreast of new initiatives. They attend INSET regularly according to the needs of the school and their own responsibilities and professional development. For example, support staff in the learning support units have undertaken specialist training in teaching those with complex needs. Training is evaluated and outcomes are fed back to other staff.
198. The school secretary provides valuable assistance to the headteacher in the efficient daily administration of the school. She has undertaken training to implement systems that support data handling and day-to-day office routines.
199. Lunchtime supervisory staff monitor pupils effectively and ensure that they play in a safe environment. The school caretaker makes an excellent contribution to the maintenance and decoration of the school and has been instrumental in developing the gardening areas for each of the classes. There is a very good standard of cleanliness within the school and the outside areas are free from litter and graffiti.

200. The condition and appearance of the internal and external fabric of the building are good and various improvements have been made in recent years. There is sufficient space for the number of pupils on roll, particularly in the early years. However, the KS2 classrooms are small for the numbers being taught and reduce the opportunities for collaborative learning. In an effort to counteract this, good use is made of the shared areas adjacent to the classrooms.
201. The school's outside environment is an outstanding feature. Although the playground is small for the number of pupils, much has been done to enhance the facilities and there is a separate early years adventure play area. The surrounding grassed areas provide plenty of space for play in the summer months and for environmental projects and the large playing field enables pupils to engage in a range of sports. There is also a wooded area which is well used for outdoor education activities.
202. The quality and appropriateness of resources are good; they are regularly audited and well maintained. The school makes effective use of ICT equipment and interactive whiteboards are available in each classroom; a computer suite has been established for KS1 and KS2, which is well used.
203. The GB has a good understanding of the principles of best value for money. Spending decisions, including those relating to the purchase of resources and the budgeting for staff, are matched to the school's priorities, as set out in the SDP. There were eight recommendations in the most recent auditor's report of December 2006, all of which, according to the school, have been addressed.
204. The headteacher and GB monitor expenditure very closely and ensure that a positive budget is set each year. Capitation is above average. There was an 8% carry over of funds from 2008-9, which was reserved to maintain existing staffing levels during the current financial year. Overall, the school provides good value for money.

## **Standards achieved in subjects and areas of learning**

### **Foundation phase for the under 5s**

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

#### **Personal and social development, wellbeing and cultural diversity**

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

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

#### **Outstanding features**

205. Despite younger children only having started in the school recently, all those under five in the foundation phase relate exceptionally well to each other and to adults. They show an outstanding level of care, respect and affection for their peers. They play very happily together, take turns readily and share equipment fairly.
206. Both younger and older children work very well together in small groups. They exercise choice responsibly, initiate ideas sensibly, make their own decisions confidently and tackle tasks enthusiastically.
207. When engaged in activities, both younger and older children show high levels of concentration, perseverance and motivation. They remain on task for extended periods and are keen to complete what they are doing. The standard of behaviour in both the foundation phase class and early years learning support class is outstanding.
208. Children in the early years learning support class develop their personal and social skills very appropriately in line with their abilities and stage of development. They clearly appreciate and value the high level of care they receive.

#### **Good features**

209. All children have a very good understanding of daily routines. They move quickly and quietly between activities, both indoors and outdoors, and respond quickly to instructions and directions.
210. Nearly all foundation phase children successfully develop independence in dressing and undressing themselves for physical activities. They put on their own painting aprons and outdoor clothes, asking for help when they need it. They go to the toilet independently and wash their hands before touching food and having lunch.
211. Older children in particular demonstrate good independence by taking responsibility for their own actions and by helping practitioners, for example by tidying up.

212. Both younger and older children have a good understanding of other cultures, for example by undertaking activities related to China and Africa.

### **Shortcomings**

213. There are no important shortcomings.

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

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

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

### **Outstanding features**

214. Younger children make rapid progress in their language, literacy and communication skills, at times from a low base.
215. Both younger and older children sit quietly and listen very attentively. They respond well to questions and instructions and react very positively to stimuli, such as a glove puppet.
216. All children in the foundation phase speak clearly when talking to adults and when playing with each other. Many older ones, in particular, speak confidently, expressing their opinions well and using a wide range of age appropriate vocabulary. They use a good variety of descriptive words when retelling a story and are keen to talk about what they have learned.

### **Good features**

217. All foundation phase children develop good quality language when undertaking role play, for example in the vet's surgery and the pet shop, which they recall visiting. They also converse readily with others at the dinner table.
218. The development of children's early reading skills is good. Younger children begin to show an interest in books and handle them with care, turning the pages appropriately and discussing the pictures with a good awareness of detail. The large majority of older children begin to read a simple text accurately and to browse through books for longer periods, behaving like readers. They can retell stories in sequence.
219. All children enjoy listening to stories and reciting poems and rhymes. Nearly all older ones can recite at least two nursery rhymes as a group, pronouncing the words accurately.
220. Younger children enjoy mark making and begin to make meaningful marks on paper. Older ones start to write more purposefully and they can write their name correctly; they recognise that print conveys meaning and they show a good understanding of the functions of writing. They start to take care with the formation of their letters.

## **Shortcomings**

221. There are no important shortcomings.

## **Welsh language development**

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

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

### **Outstanding features**

222. Considering many children enter the school with no knowledge of the Welsh language, all in the foundation phase make exceptionally good progress in their Welsh language development. They confidently respond in Welsh during whole group sessions and use simple words, greetings and expressions very accurately.

223. Both younger and older children enjoy using Welsh and speak it naturally and spontaneously during their play and daily routines. They show that they understand questions and instructions by responding appropriately in a range of situations, for example in their role play or when the story of the Three Bears is being told.

224. All children join in enthusiastically with songs in Welsh and can recognise the names of fruits and colours, which they often use in their everyday conversations.

## **Shortcomings**

225. There are no important shortcomings.

## **Mathematical development**

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

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

### **Outstanding features**

226. Commensurate with their abilities and stage of development, children in the foundation phase develop very good number, counting and measuring skills from the experiences they have. They learn to count in both English and Welsh and have a sound knowledge of numbers up to 10 and beyond. They very carefully and accurately, for example, measure out ingredients when making porridge for the Three Bears.

227. Both younger and older children can recognise the names of common two dimensional shapes and older ones can also identify the basic properties of these. All can sort a variety of shapes and objects into groups confidently and correctly using different criteria.

### **Good features**

228. Younger and older children know and enjoy a variety of number rhymes and their mark making indicates a growing awareness of numbers and the language associated with different aspects of mathematics, such as measuring. For example, when playing in the sand and water, they begin to use comparative terms such as 'big' and 'small' and 'full' and 'empty'.

### **Shortcomings**

229. 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**

### **Outstanding features**

230. Both younger and older children develop a very good knowledge and understanding of the world from the wide range of first hand activities they experience both inside and outside the classroom. They enjoy exploring and investigating their environment and make interesting observations about what they discover.
231. All children in the foundation phase enjoy solving problems and finding solutions to questions, for example when working in the investigatory area or when attempting to get Goldilocks from one side of a muddy field to the other. They apply reasoning in order to understand and explain why they think things happen.
232. All children show outstanding observational skills when examining objects and living things and they show concern and respect for them. They value their local environment and show responsibility for it and the creatures which inhabit it. They learn to care for animals and living things.
233. All children confidently engage with new learning opportunities. They use computers as a natural part of their learning and operate the mouse and keyboard effectively, for example to move objects across the screen.

### **Good features**

234. All children in the foundation phase show wonder at the world around them. They have a good knowledge and understanding of the weather, the changes in the seasons and days of the week. They enjoy cooking and growing plants. They realise that life in the past was different for people who lived then and that they themselves and the world will change as they grow older.
235. In religious education both younger and older children begin to realise that people are all different and have varying ideas and lifestyles depending on where they live and who their parents are. They learn about these differences through stories and role play and come to understand that many children are

less fortunate than themselves. They realise the importance of giving thanks for the world and for their own lives, for example by saying prayers. They quickly accept the need for rules, so that people can live happily together.

### **Shortcomings**

236. There are no important shortcomings.

### **Physical development**

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

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

### **Outstanding features**

237. All children in the foundation phase take very good advantage of the opportunities provided to develop their gross and fine motor skills. For example, they ride and pedal wheeled vehicles with confidence and good agility, using space well and avoiding others skilfully. A minority are able to ride two wheeled vehicles safely.

238. Both younger and older children show very well developed skills when running, jumping, climbing and landing; they control their body movements very competently for their age. Many demonstrate originality and creativity when moving in different ways and at different levels.

239. Both younger and older children are able to remember the rules for physical development sessions in the hall and can recall their learning from the previous lesson. They follow instructions well, perform with good co-ordination and are proud to demonstrate in front of their peers.

240. Nearly all children handle small tools and implements, such as paint brushes and glue sticks, carefully and competently. Many show particularly good manipulative skills when using scissors.

### **Good features**

241. All children in the foundation phase develop a good understanding of space and positional language when asked to place themselves or objects in relation to things or other people. They have a good understanding of vocabulary related to direction and movement.

242. All children develop a good understanding of their bodies and what they need to grow and to be healthy. Older children, in particular, begin to realise the need for exercise and a healthy diet.

### **Shortcomings**

243. There are no important shortcomings.

## **Creative development**

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

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

### **Outstanding features**

244. Younger and older children demonstrate a range of outstanding creative skills in the models and pictures they produce. They use a wide variety of techniques and materials to express their ideas, showing a good use of colour and originality.
245. Younger and older children paint confidently and use pencils, chalks and crayons to produce very effective images. Their self portrait pencil drawings are particularly striking.
246. All children develop very good skills of sticking, gluing, cutting and mixing when model making; their finished products are of a high standard for their age and stage of development.

### **Good features**

247. Both younger and older children enjoy role play in various forms. They engage in purposeful dialogue together and take on different roles imaginatively.
248. All children enjoy music making and they join in with songs and actions enthusiastically. They are able to keep to a beat and to replicate a simple rhythm. They express themselves well through dance and movement.

### **Shortcomings**

249. There are no important shortcomings.

<b>English</b>
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**Key Stage 1: Grade 2: Good features and no important shortcomings**

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

### **Good features**

250. Standards in speaking are good overall and at times very good. At appropriate levels all pupils in both key stages speak clearly and with confidence and are eager to participate in group and class discussions. In KS1 they take turns and answer questions with enthusiasm. In younger KS2 they make very good use of the woodland area to create appropriate settings for telling stories that are then recreated in the classroom. In older KS2 they ask questions during class and group discussions that show good levels of understanding and clarity of speech.
251. Standards in listening are good and at times very good throughout both key stages. In KS1 most pupils take turns and listen carefully to instructions and the



ideas of others. In KS2 they listen attentively and demonstrate courtesy towards their peers when they speak.

252. Pupils in the learning support classes develop their communication skills well and are encouraged to listen and speak clearly to adults and their peers. The 'Children's Choice' activity allows them to discuss a story and to choose how they would like to develop this during the following week.
253. Standards in reading at both key stages are good overall and pupils have access to a wide range of books. By the end of KS1 many read with a good level of fluency and understanding, using phonic cues when they encounter unfamiliar words. The majority in KS2 read with accuracy and fluency and have a clear understanding of the text. Towards the end of the key stage the more able are proficient readers and can discuss their preference for various genres of writing and different authors.
254. Throughout KS1 pupils understand that they can write in a range of forms for different audiences and purposes. Most can spell a number of familiar words and correctly use basic punctuation, such as capital letters and full stops. KS2 pupils write in response to a range of stimuli, for example the music of Gustav Holst, to produce good emotive and creative writing.
255. Throughout both key stages, handwriting skills develop well and the presentation of work at the end of KS2 is usually of a high standard.

### **Shortcomings**

256. There are no important shortcomings, but a minority of pupils in KS2 have difficulty in producing extended pieces of well structured writing in narrative form.

<b>Science</b>
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**Key Stage 1: Grade 2: Good features and no important shortcomings**

**Key Stage 2: Grade 1: Good with outstanding features**

### **Outstanding features**

257. Pupils in KS2 regularly engage in a range of exciting and stimulating scientific investigations and consistently produce high quality results. They follow the scientific method of predicting, planning, experimenting, recording and evaluating their results extremely well.
258. Younger KS2 pupils make initial suggestions about the outcomes of their enquiries based on the evidence available. They pose appropriate questions and reach logical conclusions to try to uncover the truth, for example about who the culprit was in a crime investigation. They record their results accurately and present them to the class confidently, based on the data they have discovered. Their engagement in the task and their strategies for reaching a conclusion are outstanding.

259. Older KS2 pupils experiment very sensibly and carefully, for example when recreating the effects of a lunar eclipse. They understand that the further an object is away from the light source the smaller the shadow will be. They work exceptionally well on their own and in groups in order to measure their results precisely and they repeat their investigation if any of their findings appear to be inaccurate.

### **Good features**

260. In both key stages pupils undertake a range of scientific activities with interest and enthusiasm that are well matched to the national curriculum programmes of study. They present their work clearly and in a variety of forms that shows they develop a good understanding of various scientific topics and processes.

261. In both key stages pupils regularly engage in experiments and investigations. They are familiar with the concept of a fair test and why only one variable should be changed when undertaking an experiment.

262. In KS1 pupils test out their predictions carefully and make logical choices and evaluate their findings. For example, they are able to identify and categorise various sources of light; they realise what is a light source and what is not. They are also familiar with life cycles, seed dispersal, the seasons, materials and physical processes, such as electricity and magnetism.

263. By the end of KS2 pupils have a sound background knowledge of various aspects of science, such as the human body, plants, food changes, conductors and insulators, friction and pressure and reversible and irreversible changes.

264. Pupils in both key stages use relevant scientific vocabulary well and they are aware of health and safety procedures. They have a growing awareness of the application of science to everyday life.

### **Shortcomings**

265. There are no important shortcomings, although pupils in KS1 could be more involved in planning out their work at times.

<b>Art and design</b>
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**Key Stage 1: Grade 2: Good features and no important shortcomings**

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

### **Good features**

266. There are good examples of art work throughout the school. In both key stages pupils demonstrate abilities to apply the skills of toning and shading and to use a drawing pencil to create depth and texture.

267. In KS1 pupils experiment using a variety of media, including ICT, to create Rangoli patterns. They produce their own detailed and intricate designs and understand why symmetry is used in patterns.
268. Younger KS2 pupils experiment with different printing techniques and apply repetitive patterns in quilt making. They are able to explain their technique and their objectives for a finished product. They discuss each other's ideas and designs and evaluate their outcomes.
269. Older KS2 pupils design and create effective models, such as making a three dimensional mask using newspaper. They use sketch books well to research and plan out their work and they achieve a good standard of finished product.
270. Pupils learn different techniques from the expertise of particular teachers and visiting artists. In the KS1 learning support class, for example, they use specialised vocabulary to describe the colours and subject matter to a class visitor, who is dressed up as Sir Kyffin Williams. In older KS2 a local artist instructs and encourages pupils in certain techniques, so that they experiment with confidence.
271. The study of local and Welsh artists is a feature of the curriculum and many pupils speak knowledgeably about the work, for example, of Sir Kyffin Williams and Laura Ashley. In KS2 they create their own images and designs in the style of these artists.

### **Shortcomings**

272. There are no important shortcomings.

<b>Physical education</b>
---------------------------

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

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

273. In both key stages only gymnastics lessons with some elements of dance were observed.

### **Good features**

274. Pupils in both key stages respond very well to instructions and behave impeccably in physical education lessons. They participate enthusiastically and show good interest and enjoyment. In the majority of lessons they warm up and cool down appropriately.
275. In KS1 pupils effectively recall previous learning activities and build successfully on the skills they have acquired. They use space well and are able to work independently and in small groups, devising and practising their own sequences of movement carefully and conscientiously. They follow instructions well and provide useful feedback to their partner, using the 'two stars and a wish' process.
276. KS1 pupils in the learning support class respond extremely well to instructions and guidance during physical education sessions. All participate, most without

adult support, and they try hard to succeed. They move successfully at different levels and in varying directions and show good co-ordination and control of their bodies commensurate with their abilities, both within the lesson in the hall and back in the classroom during a follow-up physiotherapy session. They work well together in small groups. Most are not hesitant to demonstrate in front of the class and to make suggestions for improvement.

277. Younger KS2 pupils show good agility and effective control over their movements. They make their own decisions about where equipment should be placed and test it out for safety. They work on the equipment independently, devising their own sequences that incorporate the shapes, concepts and skills that are the focus of the lesson. They demonstrate their achievements confidently and share their ideas with their partners, recording their evaluations on cards in preparation for the next lesson.
278. Older KS2 pupils move in an orderly and sensible manner and produce good examples of sequences that incorporate the learning objectives of the lesson. They move adeptly and skilfully on and off the apparatus, displaying originality and good starting and finishing positions.
279. Pupils in KS2 have regular swimming lessons at the local leisure centre and by the end of the key stage the school reports that nearly all can swim the expected 25 metres.
280. All pupils give good attention to health and safety issues and all are suitably attired for physical education lessons. They help to get out and put away equipment quickly and efficiently.
281. Pupils in both key stages are familiar with the PESS concepts and procedures, which they perform skilfully and which are built in to all lessons. They participate enthusiastically in outdoor and adventurous activities, based in the school's wooded area.

### **Shortcomings**

282. There are no important shortcomings.

<b>Religious education</b>
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### **Key Stage 1: Grade 1: Good with outstanding features**

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

### **Outstanding features**

283. KS1 pupils in the learning support class show an outstanding knowledge and understanding for their age and stage of development of various aspects of the Christian and Jewish religions. For example, they recall details of a mock baptism, led by the vicar, and of the Jewish festival of Sukot. When they take on different roles to re-enact the baptism, they perform and respond very well and are able to produce impromptu prayers.

284. Pupils in KS1 make excellent use of the religious education area they have helped to create in order to gain an understanding of the ways in which people of different faiths worship. This has considerably enhanced their awareness of Christian practices in particular.

### **Good features**

285. Pupils in KS1 make and use religious artefacts, such as the Jewish hanukiyah, and most can talk about the festivals associated with these. They produce good results and a minority are able to say a spontaneous prayer when the candles are lit.

286. Younger KS2 pupils have a good recall of special memories and make good attempts to sequence the story of the Passover. They are familiar with the menu and artefacts of a Seder meal, which they handle and taste with care and respect. They undertake their own research on the purpose and use of the various menu items and artefacts.

287. Older KS2 pupils explore how religious beliefs affect people's actions, producing mind maps in small groups. Most can explain the diamond ranking task they are asked to complete and give good reasons for their choices. They write about the purposes and effects of fasting and how these are related to people's beliefs.

288. In KS2 pupils develop their knowledge of Christianity, Judaism and Islam and can discuss the main features of these religions. They are able to identify religious artefacts and objects and to describe their significance within the different faiths. Older ones use a range of techniques to compare and contrast the main festivals celebrated within the three religions studied.

289. Pupils in both key stages undertake visits to places of worship, such as the local Church, a synagogue and a mosque.

### **Shortcomings**

290. There are no important shortcomings.

## **School's response to the inspection**

291. The school is very pleased that the inspectors noted there are outstanding elements of teaching in all classes throughout the school and in particular in the foundation phase and learning support classes. This is emphasised by the fact that the percentage of lessons graded at the highest level in both standards and teaching is more than three times the national average.
292. The school is also pleased that the inspectors recognised that the recommendations for improvement are already being addressed through the current SDP. These targets will be systematically implemented and developed.
293. The report acknowledges the role of the GB in supporting and guiding the school's development and also the confidence that parents have in the school. It also highlights the relationships between adults and learners as being 'exceptional' and having an 'extremely positive effect on learning'. The school is proud of these comments, especially as it considers the happiness of children to be an extremely important aspect of their education.
294. Staff and governors would like to thank the inspection team for their professionalism in their analysis of the written information they were given and the positive and courteous way they conducted their interviews, meetings and observations during the inspection. The school would also like to thank them for the friendliness and good humour they showed in their conversations and dealings with learners. This helped to make what is invariably an anxious time less stressful for both staff and children.

## Appendix 1

### Basic information about the school

Name of school	Llantrisant Primary
School type	Primary inc Foundation Phase
Age-range of pupils	3 to 11
Address of school	Coed-Yr-Esgob, Llantrisant Rhondda Cynon Taff
Postcode	CF72 8EL
Telephone number	01443 237829

Headteacher	Mr. Michael Emanuel
Date of appointment	01/09/1994
Chair of governors / Appropriate authority	Mr. Michael Bent
Registered inspector	Dr. P. David Ellis
Dates of inspection	12/10/09 – 14/10/09

## 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	21	18	16	24	12	12	16	20	139

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	2	7

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	24.6
Pupil: adult (fte) ratio in nursery classes	7:1
Pupil: adult (fte) ratio in special classes	4:1
Average class size, excluding nursery and special classes	31
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2008	93.5	89.1	94.3
Spring 2009	92.1	91.2	93.6
Summer 2009	85.4	87.5	93.4

Percentage of pupils entitled to free school meals	17%
Number of pupils excluded during 12 months prior to inspection	Nil

## Appendix 3

This report uses data for 2009 for LEA and Wales comparative information

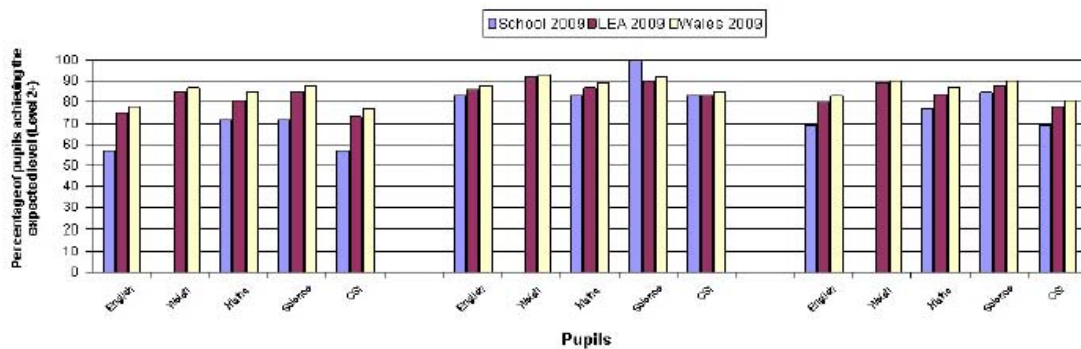
Llantrisant Primary School  
Rhondda Cynon Taf

LEA/School no: 674/2124

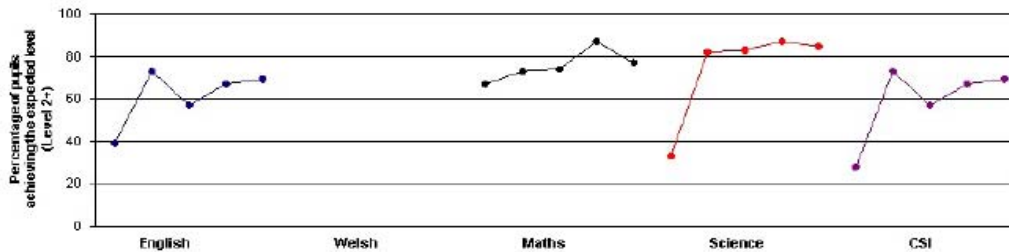
### School comparative information: National Curriculum Assessments 2009 with benchmarking Key Stage 1

Percentage of boys, girls, and pupils achieving at least the expected level (Level 2+):

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	57	75	78	83	86	88	69	80	83
Welsh	.	85	87	.	92	93	.	89	90
Maths	71	81	85	83	87	89	77	84	87
Science	71	85	88	100	90	92	85	88	90
CSI	57	73	77	83	83	85	69	78	81



### School Performance over time (2005 - 2009)



### Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

Quartile 1 School is in the top 25 per cent.

Free School Meal Group

Quartile 2 School is in the top 50 per cent but not the top 25 per cent.

More than or equal to 8 per cent and up to 16 per cent eligible for FSM

Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent.

Quartile 4 School is in the bottom 25 per cent.

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English	69	80		88		93	
Welsh		84		92		100	
Maths	77	84		90		96	
Science	85	87		94		100	
CSI	69	76		85		92	

#### Notes:

1. Figures for Welsh refer to attainment in Welsh first language only.

2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 2 in both Mathematics and Science and either English or Welsh first language.

3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

Report created by DEWi on 15/09/2009

Page 1 of 1



This report uses data for 2009 for LEA and Wales comparative information

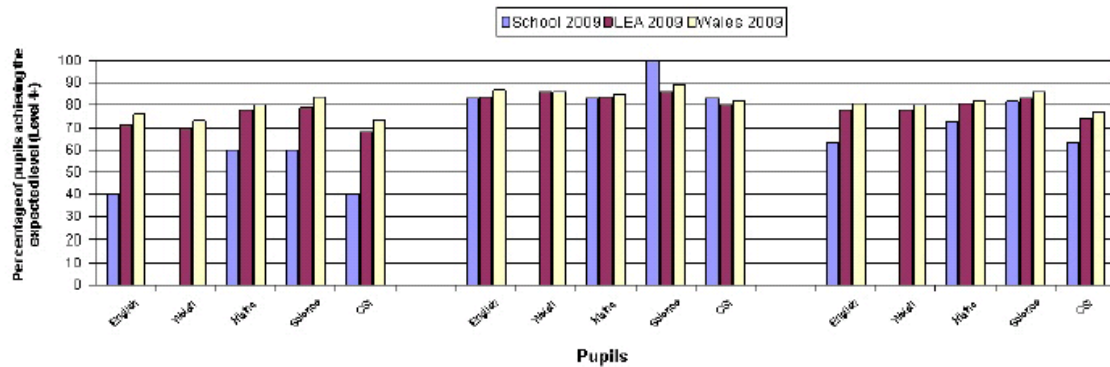
Llantrisant Primary School  
Rhondda Cynon Taf

LEA/School no: 674/2124

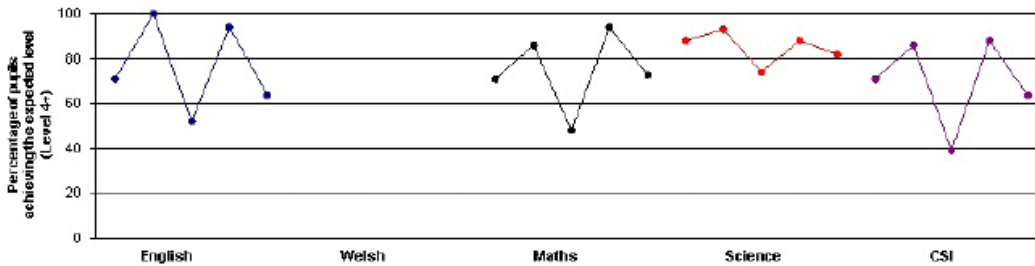
**School comparative information: National Curriculum Assessments 2009 with benchmarking**  
**Key Stage 2**

Percentage of boys, girls, and pupils achieving at least the expected level (Level 4+):

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	40	71	76	83	84	87	64	78	81
Welsh	.	70	73	.	86	86	.	78	80
Maths	60	78	80	83	84	85	73	81	82
Science	60	79	84	100	86	89	82	83	86
CSI	40	68	73	83	80	82	64	74	77



**School Performance over time (2005 - 2009)**



**Contextual Information**

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.  
School's results shown in greyed boxes. Column headings refer to...

- Quartile 1 School is in the top 25 per cent.
  - Quartile 2 School is in the top 50 per cent but not the top 25 per cent.
  - Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent.
  - Quartile 4 School is in the bottom 25 per cent.
- Free School Meal Group  
**More than or equal to 8 per cent and up to 16 per cent eligible for FSM**

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English	64	78		85		92	
Welsh		69		80		90	
Maths	73	79		87		93	
Science	82	84		90		97	
CSI	64	72		81		88	

**Notes:**

1. Figures for Welsh refer to attainment in Welsh first language only.
2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 4 in both Mathematics and Science and either English or Welsh first language.
3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

## Appendix 4

### **Evidence base of the inspection**

Three inspectors spent a total of seven inspector days in the school. There was also a peer assessor on the team, who spent three days in the school, and a nominee, who was the headteacher.

The inspection team visited:

- twenty-six lessons or part-lessons;
- all classes at least three times; and
- three acts of collective worship.

The inspection team held meetings with:

- staff, governors and parents before the inspection;
- managers, teachers and support, ancillary and administrative staff during the inspection;
- groups of learners during the inspection; and
- staff and governors after the inspection.

The inspection team also considered:

- the school's self-evaluation report;
- forty responses to the parents'/carers' questionnaire; 97% of answers were positive;
- a comprehensive range of documentation provided by the school before and during the inspection; and
- a variety of learners' current and past work.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Dr. P. David Ellis Registered Inspector	Context Summary Key Question 1 Key Question 3 Key Question 5 Key Question 6 Foundation phase, science, physical education Appendices
Mrs. Shan Clark Team Inspector	Key Question 2 Key Question 4 Key Question 7 English, art and design, religious education
Mrs. Caterina Lewis Lay Inspector	Contributions to Key Questions 1, 3, 4 and 7
Mrs. Margaret Lugg Peer assessor	Observing lessons and attending meetings
Mr. Michael Emanuel Headteacher and nominee	Nominee

### Acknowledgement

The inspection team would like to thank the governors, headteacher, staff and pupils for their co-operation and courtesy throughout the inspection.

### Contractor

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