

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

**TRELALES PRIMARY SCHOOL
WELL STREET
LALESTON
NR. BRIDGEND
SOUTH WALES
CF32 0LF**

SCHOOL NUMBER: 672 2256

DATE OF INSPECTION: 21ST – 24TH JUNE 2004

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REGISTERED INSPECTOR: W227/15669

DATE: 16TH JULY 2004

UNDER ESTYN CONTRACT NUMBER: C/T/9/03P

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CURRICULUM NOMENCLATURE AND KEY STAGES

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

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

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

Key stage 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

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

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

LIST OF ACRONYMS USED IN THE REPORT IN ALPHABETICAL ORDER :

ACCAC	-	Awdurdod Cymwysterau Cwricwlwm ac Asesu Cymru (The Qualifications, Curriculum and Assessment Authority for Wales)
AM	-	Assembly Member
AT	-	Attainment Target
CD-ROM	-	Computer Disk-Read only Memory
CoP	-	Code of Practice
EBP	-	Education Business Partnership
EWO	-	Education Welfare Officer
GB	-	Governing Body
GNVQ	-	General National Vocational Qualification
ICT	-	Information and Communications Technology
IEP	-	Individual Learning Plan
INSET	-	In-Service Education and Training
ISBN	-	International Standard Book Number
KS	-	Key Stage
LEA	-	Local Education Authority
LSA	-	Learning Support Assistant
NC	-	National Curriculum
NFBR	-	National Foundation for Educational Research
PSE	-	Personal and Social Education

PTA	-	Parent-Teacher Association
QCA	-	Qualification and Curriculum Authority
RoA	-	Record of Achievement
SEN	-	Special Educational Needs
SENCO	-	Special Educational Needs Co-ordinator
SMT	-	Senior Management Team
WAG	-	Welsh Assembly Government
Y	-	Year

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1. CONTEXT

The school and its priorities

- Trelales Primary School is situated in the village of Laleston in Bridgend County Borough Council and is administered by Bridgend LEA. It has a full time equivalent roll of 217 pupils aged three to 11 years; the majority come from Laleston and the surrounding rural area. In general terms the school describes a quarter of the area it serves as relatively prosperous and three quarters neither prosperous nor economically disadvantaged. The annual intake covers the full ability range. Approximately 3% of pupils are registered as being entitled to receive free school dinners and around 98% come from homes where English is the main or only language. There are 30 identified by the school as requiring SEN support.
- The school has a mission statement; ‘All staff at Trelales Primary School are committed to providing a broad based curriculum within a caring, happy, disciplined and secure environment in which all pupils irrespective of gender, race or ability realise their full potential’.
- The school identifies the following areas for improvement in its current SDP: Key skills of literacy, numeracy and ICT, staff development in relation to the new workload agreement, resources, assessment, recording and reporting, science, quality of teaching and learning, nursery provision and the school environment.
- The school was last inspected in February 1998.

2. MAIN FINDINGS

The main findings of the report

Trelales Primary school is a very well led school with a strong team ethos, where standards are good and often very good in pupil achievement and all aspects of its organisation.

- The quality of education provision for the under-fives taken overall is appropriate to their needs children make good to very good progress towards the Desirable Outcomes for Children’s Learning. Standards achieved overall in the nursery are good and in reception they are very good.
- Standards in the six areas of learning are as follows:

Areas of Learning	Nursery	Reception
Language, literacy and communication skills	Good	Very good
Personal and social development	Good	Very good
Mathematical development	Good	Very good
Knowledge and understanding of the world	Good	Very good
Physical development	Good	Very good
Creative development	Good	Very good

- In both key stages, pupils' standards of achievement in the different subjects of the NC and religious education are as follows:

Subject	Key Stage 1	Key Stage 2
English	Very good	Very good
Mathematics	Very good	Very good
Science	Very good	Very good
Welsh second language	Good	Good
Design and technology	Good	Good
Information technology	Good	Good
History	Good	Good
Geography	Good	Good
Art	Very good	Very good
Music	Very good	Very good
Physical education	Very good	Very good
Religious education	Good	Good

- Standards of achievement in both key stages are good or better in all lessons seen. They are very good in approximately 31% and good in around 69%. In KS1 they are very good in approximately 34% and good in around 66% and in KS2 they are very good in approximately 30% and good in around 70%.
- NC teacher assessments for summer 2003 show that at the end of KS1 the percentage of pupils achieving level two or above in English, mathematics and science and in the core indicator was significantly above the national average. When compared with similar schools assessments at KS1 are in the upper quartile.
- NC test results for summer 2003 showed that at the end of KS2 the percentage of pupils achieving level four or above was above the national average in English, mathematics and science and in the core subject indicator. When compared with similar schools results in KS2 are in the upper quartile.
- Throughout the school pupils' standards in the key skills of speaking, listening, reading, numeracy and ICT across the curriculum are very good; standards in writing are good overall.
- The school's provision for pupils' spiritual, moral, social and cultural education is very good. The school provides and promotes a caring, supportive and welcoming ethos and has a clear sense of community, to which all stakeholders contribute. These are outstanding features. Appropriate arrangements are made for a daily act of collective worship; these fully comply with statutory requirements. Social skills are very good and are enhanced by the many extra-curricular activities and clubs provided by the school. The cwricwlwm Cymreig is promoted well across the school. Visits to the Maestir School in the Museum of Welsh Life, the Eisteddfod on St. David's Day and the appropriate use of incidental Welsh throughout the school enhance this provision.
- There is a comprehensive race equality policy and all pupils irrespective of gender, race or ability are treated equally to enable them to realise their full potential. Appropriate procedures are in place should there be a need to report any racial incidents.

- Behaviour and attitudes are very good. In lessons pupils are industrious and attentive; they listen to their teachers and carry out instructions with the minimum of fuss. This has a very positive effect on standards of achievement and the quality of learning.
- Attendance is good overall. The school successfully meets its target for attendance and punctuality is very good.
- The quality of teaching in the early years and in KS1 and KS2 is good or better in all lessons seen; it is very good in approximately 33% and good in around 67%. A significant feature of the school is the consistently good and often very good teaching that exists throughout the school, which enables good and often very good standards to be achieved.
- The quality of assessment, recording and reporting is very good. There is a high level of consistency in the implementation of assessment practices by teachers and records are maintained with care and detail. Information gained from statutory tests, commercial materials and ongoing assessments is used to assess pupils' progress and to set individual cohort and school targets for improvement.
- Teachers keep manageable cumulative records of pupils' progress in the core subjects and comment on pupil performance at an individual and group level when evaluating their lessons. Marking often offers praise and encouragement and in the best practice pupils are guided towards improvement. Reports are of good quality and meet statutory requirements.
- The school offers a very good curriculum that is broad and balanced and successfully meets statutory requirements and the needs of pupils. It has a policy for key skills and effectively identifies appropriate opportunities for their development. Provision for pupils' PSE is very good; it is supported through daily interactions and classroom activities.
- The school is fully inclusive and provides pupils with equality of access and opportunity to the curriculum in line with its equal opportunities policy. Homework is matched to the needs of pupils, reinforcing the work introduced in lessons. The school is well aware of the needs of all pupils including the less able and the very able and caters for their needs by differentiation and extension work.
- Very good provision is made for the support, guidance and welfare of pupils. The inspection confirms the view of the vast majority of parents who replied to the questionnaire and attended the pre-inspection meeting that the school provides very good support and guidance and that their children are happy in school.
- Overall, very good provision is made for pupils with SEN. Effective support is provided for pupils, who make sound to very good progress in line with their abilities. Teachers generally know their pupils well and, in liaison with the SENCO, ensure through ILPs that work is matched to their needs, particularly in English and mathematics. Withdrawal support is appropriate and beneficial for all pupils with SEN. Those with statements follow the same areas of the curriculum in English and mathematics. All are fully integrated into school life and have equal access to all parts of the curriculum.
- The school's partnership with parents and community, schools and other institutions is very good; the community fully supports the school.

- The school's partnership with industry is very good. There is a very good approach to business and industrial links. Each class is linked to industry in some way and from the start of their school career pupils have an opportunity to learn about the jobs people do.
- The quality of self-evaluation and planning for improvement is very good. The school is developing a highly effective, self-critical culture for self-evaluation among staff and governors and there is a clear commitment to school improvement and the raising of standards. Targets identified in the self-evaluation report for this year provide areas for development in the SDP.
- The management and efficiency of the school are very good overall. The head sets high standards and tackles his tasks conscientiously with a sense of purpose and vision to give a clear direction to the work of the school. His leadership and management skills are very good ensuring all staff are valued and that a very good team spirit exists. The clear mission statement, aims and values adopted by the school contribute to a shared sense of purpose and a strong commitment to equality of opportunity and to raising of standards of achievement. The GB is very supportive of the head and shares his values. Governors are well informed and fully committed to the life and work of the school.
- The head is ably supported by the deputy head, senior teacher and teaching staff, whose combined strengths fulfil the management and leadership responsibilities within the school efficiently. The leadership role of curriculum leaders is well developed.
- The head and GB of the school are very effective in managing the budget and resources; targets in the SDP are costed prudently. Very good secretarial support, school routines, administration and organisation enable the school to function as a happy, well organised and harmonious community.
- The quality of staffing and learning resources is very good overall; the quality of accommodation is good. Teachers and LSAs make a valuable contribution to pupils' learning and there is very good support from ancillary staff. Attractive and stimulating displays throughout the school enhance the learning environment and have a positive effect on standards of achievement, although some classrooms in KS2 are small and storage space is at a premium and the accommodation for nursery pupils restricts somewhat the provision towards the Desirable Outcomes for Children's Learning and in particular their physical development. A new information technology suite provides outstanding ICT provision to develop the curriculum. Resources for learning are of very good quality and their use has a positive effect on the standard of achievement of the pupils.
- Very good progress overall has been made to address the key issues identified in the previous inspection report.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

Standards of achievement in both key stages are good or better in all lessons seen. They are very good in approximately 31% and good in around 69%.

- In KS1 standards are very good in approximately 34% and good in around 66% and in KS2 they are very good in approximately 30% and good in around 70%.
- Children in the nursery achieve good standards and in reception they achieve very good standards in language, literacy and communication skills, personal and social development, mathematical development, knowledge and understanding of the world, physical development and creative development.
- In both key stages standards are very good in English, mathematics, science, art, music and physical education. They are good in Welsh as a second language, design and technology, information technology, history, geography and religious education.
- NC teacher assessments for summer 2003 show that at the end of KS1 the percentage of pupils achieving level two or above in English, mathematics and science and in the core indicator was significantly above the national average. When compared with similar schools assessments at KS1 are in the upper quartile.
- NC test results for summer 2003 showed that at the end of KS2 the percentage of pupils achieving level four or above was above the national average in English, mathematics and science and in the core subject indicator. When compared with similar schools results in KS2 are in the upper quartile.

3.2 Standards Achieved in Key Skills across the Curriculum

Throughout the school pupils' standards in the key skills of speaking, listening, reading, numeracy and ICT across the curriculum are very good; standards in writing are good.

- In the early years children acquire very good listening and speaking skills in a wide range of learning activities. They listen attentively and take turns to speak; early reading and writing skills develop appropriately. They use number to count objects in a variety of activities and use ICT confidently to support their learning.
- In both key stages pupils speak clearly and with confidence in a wide range of planned activities and to a variety of audiences. They demonstrate a wide vocabulary in expressing their ideas and views.
- Throughout the school pupils listen very well whether in class or in whole school gatherings. As a result, they respond appropriately to questions asked of them.
- Standards of reading in all year groups are very good. Pupils read with expression and understanding and use their reading skills to research topics in other curriculum areas. They use CD-ROMs and the Internet together with other reading materials, such as books and magazines.
- Pupils write in a variety of styles for different purposes and audiences, some of which are very good such as historical writing in English. However, achievement in a few subjects is limited by an over dependency on worksheets.

- Pupils are confident when applying their numeracy skills in other areas of the curriculum. In both key stages they collate information enabling results to be presented in a variety of tables and graphs and through pictorial representations. Mathematical skills and concepts are reinforced and applied in other subjects such as using co-ordinates in geography and measuring in design and technology.
- Pupils in all classes are confident and are able to use their ICT skills to access information; they use word processing and improve the layout and presentation of their work by dropping graphics into text to illustrate their writing. They use a range of ICT skills to research and enhance their mathematical knowledge.
- Pupils with SEN make very good progress in line with their stage of development; they make appropriate use of ICT to support and supplement their learning across the curriculum.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

The school's provision for pupils' spiritual, moral, social and cultural education is very good.

- The school provides and promotes a caring supportive and welcoming ethos. There is a clear sense of community to which all stakeholders contribute. These are outstanding features.
- Appropriate arrangements are made for daily acts of collective worship. These fully comply with statutory requirements and strengthen pupils' sense of community, knowledge and their understanding of religions, including Buddhism. They provide meaningful opportunities for the enhancement of spiritual, moral, social and cultural development, including time to reflect and contemplate as they leave the hall.
- Opportunities are created for pupils to participate in assemblies and they respond positively. The very good musical contributions of the school choir, orchestra and musical groups make an outstanding contribution towards ensuring collective worship occurs in an atmosphere of reverence.
- Through its mission statement and aims, the school successfully promotes a framework which underpins the moral, ethical and behavioural ethos of the school. These values enable pupils to understand and develop a sense of fairness and honesty to be able to tell the difference between right and wrong, and to have respect for themselves and others, their property and possessions.
- Pupils respond well to teachers and other adults; they are very courteous and welcoming to visitors to the school.
- Pupils collaborate well and support each other in classroom activities; they work and play together in harmony. They exhibit good responsibility when setting in place the structures for the election of fellow pupils to the School Council and to the posts of head boy and head girl. The use of school monitors is well established in the school.

- Social skills are very good; these are enhanced by the many extra-curricular activities and clubs provided by the school. Attendance at these activities is very good with boys and girls participating together.
- Staff in the nursery and reception class place a strong emphasis on developing children's moral and social skills. Spiritual development is promoted effectively through stories and discussions and a focus on the immediate environment.
- Pupils are well aware of those less fortunate than themselves in the immediate community and in the wider world. Funds are raised for a number of worthy and worthwhile charities, including The Noah's Ark appeal, The Joshua Foundation, Children in Need, Comic Relief, the Mozambique Flood Appeal and Seeds for Africa appeal.
- Visitors to the school, such as the police and fire service, enrich the curriculum, while visits to places of interest enhance pupils' learning. Pupils develop a deeper understanding of their local culture and heritage when visiting Laleston Village and St. David's Church. Their spiritual awareness and understanding are further developed by visits from members of local religious denominations.
- There is a comprehensive race equality policy and all pupils irrespective of gender, race or ability are treated equally to enable them to realise their full potential. Appropriate procedures are in place should there be a need to report any racial incidents.
- Pupils' awareness of other cultures is extended primarily through studies of other world faiths in religious education and through the study of India in geography. They develop tolerance and understanding of the implications of living in a multicultural society.
- The cwricwlwm Cymreig is well promoted across the school. Visits to the Maestir School in the Museum of Welsh Life, the Eisteddfod on St. David's Day and the appropriate use of incidental Welsh throughout the school enhances this provision, although it is inconsistent.
- Pupils develop a very good understanding of their responsibilities for the environment.
- Pupils' response to the school's provision for spiritual, moral, social and cultural development is very good.

4.2 Behaviour and Attitudes

Pupils' behaviour and attitudes are very good.

- In lessons pupils are industrious and attentive; they listen to their teachers and carry out instructions with minimum fuss. This has a very positive effect on standards of achievement and the quality of learning.
- The school fulfils its mission statement successfully and creates an environment where pupils can relate positively to others, work collaboratively, take responsibility, exercise initiative and participate effectively in the school and in the community. The quality of life in the school is very good.
- Lunchtimes enable pupils to develop more fully their social interaction skills and in the playground they play happily together.

- A behaviour and discipline policy sets out the school's aims and strategies for developing good behaviour. Very good systems are in place whereby teachers use praise and awards to applaud achievement and to reward good behaviour.
- Parents overall are very pleased with the standards of behaviour and discipline set by the school.
- Bullying is handled sensitively and the school makes pupils aware that there is no place for this kind of behaviour. The ethos is such that any bullies find it difficult to carry out their activities.
- There have been no exclusions in recent years.

4.3 Attendance

Attendance is good overall.

- Levels of attendance in the three terms prior to the inspection for those pupils of school age averaged over 95%; in the week prior to the inspection 97% of pupils attended school.
- There is no unauthorised absence and any authorised absence is mainly due to illness. Few take holidays in term time and, if they do, the necessary permission is obtained.
- The school meets its target for attendance successfully which is to continue to maintain the high levels achieved.
- Punctuality is very good.
- Parents know the rules governing attendance and absence, as these are published comprehensively in the school prospectus.
- Registration occurs on arrival in the morning and immediately after lunch. Registers are marked with codes and the data is efficiently entered into the computerized system regularly to enable the secretary and the head to pick up on any absenteeism or regular patterns of absence.
- The school has a very good relationship with the EWO who visits regularly.
- WAG guidelines for the recording and reporting of attendance are fully met.

5 QUALITY OF EDUCATION

5.1 Teaching

A significant feature of this school is the consistently good and often very good teaching that exists throughout the school, which enables good and often very good standards to be achieved.

- The quality of teaching in the early years, KS1 and KS2 is good or better in all lessons seen; it is very good in approximately 33% and good in around 67%.
- In KS1 it is very good in approximately 34% and good in around 66%. In KS2 it is very good in approximately 32% and good in around 68%.

- Teachers have a good knowledge and understanding of the subjects they teach. All teachers employ an appropriate variety of methods involving whole class, group or individual strategies to fit the purpose of the lesson.
- Good or better teaching is characterised by effective planning where learning outcomes are clearly stated and challenging tasks are set that are successful in meeting the needs of pupils of different ages and abilities. On these occasions teachers' expectations for both work and behaviour are high and pupils respond accordingly.
- Where teaching is particularly effective, there is good variety and pace to extend pupils' thinking and encourage thoughtful responses; effective organisational strategies set learning in interesting contexts and teachers' interventions support and accelerate learning. Well judged questioning techniques in plenary sessions probe the security of pupils' learning and their understanding of the topics and skills being taught.
- In the good or better lessons pupils are praised for both effort and achievement; relationships are good and pupils' attitudes to work are reflected in their positive behaviour.
- Pupils in both key stages, who belong to the orchestra and school choir, are taught effectively.

5.2 Assessment, Recording and Reporting

The quality of assessment, recording and reporting is very good.

- There is a high level of consistency in the implementation of assessment practices by teachers and records are maintained with care and detail. Information gained from statutory tests, commercial materials and ongoing assessments is used to assess pupil progress and to set individual cohort and school targets for improvement.
- Arrangements for assessment, recording and reporting to parents for under-fives, KS1 and KS2 are very good.
- The policy framework document for assessment, recording and reporting provides detailed information and guidance on the school's procedures. The policies for marking, target setting, monitoring and evaluation also provide clear guidelines for their effective implementation.
- As part of the school's very comprehensive and detailed self-evaluation programme, assessment for learning processes are examined in detail and the resultant outcomes are identified for inclusion in the SDP.
- All school data on standards of achievement is thoroughly analysed by the school to identify trends, gender imbalance and benchmarking quartiles; the results are translated effectively into targets for improvement at individual, cohort and school level.
- Baseline assessments in nursery and reception provide valuable insights into children's achievements and enable targets to be set. Teachers observe children closely and record their findings in ongoing files and field notes, which provide good continuity from nursery through to reception. Children's work is also annotated by teachers who record the criteria by which it is set.

- Comprehensive assessments of pupils' progress are undertaken continually in all year groups through a specified schedule of assessment tasks and formal testing procedures including NFER and QCA programmes. Information gathered enables precise tracking of pupils. Assessment opportunities are specifically identified in teachers' short term planning.
- Moderated portfolios of pupils' work in the core and foundation subjects are used effectively to ensure consistent and secure judgements about pupils' progress and teachers' expectations in each year group and subject area. Portfolios for the foundation subjects continue to be developed.
- Teachers keep manageable cumulative records of pupils' progress in the core subjects and comment on pupil performance at an individual and group level when evaluating their lessons. Individual reading records are maintained thoroughly and help to focus attention on areas of strength and weakness and precise needs.
- Teachers carry out regular and in the main, purposeful marking, using guidelines outlined in the school policy. Learning objectives are shared with pupils and marking and feedback are directly related to them. Marking often offers praise and encouragement and in the best practice pupils are guided towards improvement.
- Parents visit the school twice a year to discuss their child's progress. They are informed of his or her attainment in the statutory attainment tasks and tests and of the school's overall performance. Reports are of good quality and meet statutory requirements. They provide information on standards achieved in all areas of learning and set realistic targets for future development.
- Throughout their time in the school pupils gather information within files, charting their academic progress and other achievements during their time at Trelales School.

5.3 Curriculum

The school offers a very good curriculum that is broad and balanced and successfully meets the needs of pupils.

- The school's curriculum aims are well reflected in what is planned and delivered.
- The curriculum for the under-fives is well planned and delivered through a number of themes. It promotes the Desirable Outcomes for Children's Learning.
- The curriculum in both key stages meets with statutory requirements. All the prescribed subjects for the NC are provided and the common requirements are met. The school has a policy for key skills and successfully identifies appropriate opportunities for their development.
- The school has a general curriculum statement, clear policies and schemes of work for each NC subject, religious education and PSE. Schemes of work identify opportunities for assessment, ensure progress within subjects and across year groups and provide a basis for planned learning activities that are matched to pupils' different abilities. Schemes of work provide the foundation for the monitoring and evaluation of standards of achievement as well as the quality of teaching and learning within each subject.

- The curriculum is well-planned in core and foundation subjects; teachers' planning is detailed and effective with aims and objectives clearly stated. The quality and relevance of the curriculum is quality assured through consistent monitoring of teaching and learning and subject areas by the SMT and curriculum leaders. Outcomes are followed up and used to address areas for development.
- Provision for pupils' PSE is very good; it is supported through daily interactions and classroom activities. Staff provide very good role models and enable pupils to make appropriate decisions and develop self-esteem. In addition there is a discrete programme of PSE which follows ACCAC guidelines. The school also has a policy for the teaching of sex education.
- The overall amount of teaching time in both key stages is broadly in line with WAG recommendations. Subjects are timetabled and an appropriate amount of time is apportioned to them. The school organises its whole curriculum on the basis of separate subjects and subject focused topics.
- The school aims to be fully inclusive by providing pupils with equality of access and opportunity to the curriculum in line with its equal opportunities policy. It is successful in achieving this.
- Homework is provided in line with the school's homework policy; it is matched to the needs of pupils, reinforcing work introduced in lessons.
- The school offers a very good range of clubs and extra-curricular activities and these are attended by boys and girls. Some are led by the staff of the school, while others are funded and delivered by outside providers such as Dragon Sport. These activities are well attended and enrich and enhance the school's taught curriculum.
- A range of visits to places of educational interest support curriculum delivery and act as a stimulus for work in the classroom; these include residential weeks when many curriculum areas are sampled.
- The cwricwlwm Cymreig is well represented in art, music, history and geography.
- The school is well aware of the needs of the more able and talented pupils and aims to cater for their needs by differentiation and extension work. There are currently no pupils for whom the curriculum is modified or disapplied.

5.4 Support, Guidance and Pupils' Welfare

Very good provision is made for the support, guidance and welfare of pupils.

- Pupils are very well supported academically through the very good teacher/pupil relationships and through the careful monitoring of progress. The needs of all pupils are well met through the differentiation of work and the additional support given by LSAs and visiting teachers.
- Pupils have very good opportunities to learn about such issues as healthy eating, road safety and their own general well being through the well structured PSE programme. Sex education is also delivered through the curriculum and close liaison takes place with the school nurse on health matters and sex education, particularly for Y6.

- Pastorally pupils are very well looked after in a warm, caring and friendly environment. They have the opportunity to visit Stackpole Quay where they learn a range of other skills and how to be more independent.
- Appropriate policies are in place covering such areas as behaviour and discipline, anti-bullying, citizenship, equal opportunities, looked after children, educational visits and activities, and drugs education. All key health and safety areas, such as fire drills, fire inspections, supervision and visits, are addressed with staff being fully aware of their roles and responsibilities. Minor safety issues were brought to the school's attention during the inspection.
- Child protection procedures are known to all staff and the school's policy is built on the guidelines of the All Wales Child Protection procedures and the LEA guidance entitled 'The Umbrella of Safety'. There is a designated teacher for child protection.
- The prospectus informs parents and guardians of the school's strategies for taking care of pupils if they are ill or following an accident. During the inspection there were several minor bumps on the playground but these were well handled and logged appropriately in the accident book. The first aid box is properly equipped but supervision staff do not always wear the protective gloves provided.
- There is a newly formed School Council which meets regularly. Pupils are very excited about this and have already drawn up some ideas on how to improve this already very good school.
- The vast majority of parents who replied to the inspectors' questionnaire report that they feel the school provides very good support and guidance and that their children are happy in school.

5.5 Provision for Pupils with SEN

Overall, very good provision is made for pupils with SEN.

- Effective support is provided for pupils, who make sound to very good progress in line with their abilities.
- Sixteen per cent of pupils have SEN; learning difficulties are identified at an early age.
- Policies and procedures fully conform to the new CoP. The SENCO is most conscientious in her duties and keeps detailed, relevant and appropriate documentation. The school has a SEN link governor who is well informed.
- The school has very good procedures for identifying pupils with SEN. Assessment is used to ensure that pupils are given an appropriate level of support based on the school's commitment to being fully inclusive. ILPs are of very good quality and include targets that are regularly reviewed and updated.
- All pupils have appropriate ILPs, which are reviewed each term and new targets are set when necessary which are shared with children and parents appropriately. The dates when these targets are introduced and evaluated are not entered until the end of term.
- The annual review of statements complies with statutory requirements.

- Teachers generally know their pupils well and in liaison with the SENCO ensure through ILPs, that work is matched to their needs, particularly in English and mathematics.
- Withdrawal support is appropriate and beneficial for all pupils with SEN. Those with statements of need follow the same areas of the curriculum in English and mathematics.
- The quality of support provided by the SENCO, LSAs, parents and the external learning support service and outside agencies is very good overall.
- All pupils are fully integrated into school life and have equal access to all parts of the curriculum.
- Appropriate targets are set for SEN in the SDP.

5.6 Partnership with Parents and Community, Schools and Other Institutions

The school's partnership with parents and community, schools and other institutions is very good.

- The quality of the information provided for parents is very good and both the school prospectus and the annual written report of the governors to parents meet statutory requirements fully. A particularly noteworthy feature is the school's own newspaper produced by pupils, and in addition, there is a school web site.
- The school firmly believes that close liaison with parents is essential and the very clear communications policy explains how the school ensures parents are kept fully informed.
- There is a very active PTA. Many parents and friends of the school help in class and the school library, and with school trips and organising fund raising and fun events. The latter two are very well attended.
- The community fully supports the school. Local people are invited in to share their experiences with pupils. Church members visit regularly to take assembly, to help in class and to promote pupils' spiritual and moral development. The emergency services visit to talk to pupils about their work and the importance of road safety and other issues. The school plays a full role in community events, and local residents will soon be able to use the school's computer suite. The school has won the prestigious Schools Curriculum Award for its work with and within the community.
- New children are welcomed into the nursery or reception and have very good opportunities to spend time with their new teacher and in their new class prior to entry.
- Relationships with other primary schools in the area are very good. For example, pupils in KS2 link up for sports activities and the heads meet regularly to discuss areas of common interest.
- Pupils are very well prepared for secondary education. In Y6, they attend the comprehensive of their choice for an induction day and staff from the secondary

schools visit to discuss the new intake with primary staff and to talk to the pupils. Some useful curriculum links are in place, for example joint science projects.

- The school has an official partnership agreement with local teacher training universities and students undertake teaching practice in the school. GNVQ childcare students also come into school and there is a very good relationship with the local further education college.

5.7 Partnership with Industry

The school's partnership with industry is very good.

- There is a very good formal policy setting out the school's approach to business and industrial links. Each class is linked to industry in some way and from the start of their school career pupils have an opportunity to learn about the jobs people do, for example the police, the fire service and the legal profession. At the end of KS2, they carry out a mini-enterprise activity well to produce an interesting school magazine.
- Through the very close liaison that the school has with the local EBP, older pupils are able to visit various companies to improve their knowledge and understanding of the world of work and to link these experiences with learning in the classroom.
- A great deal of work has been undertaken to build a school nature area to give pupils a first class learning environment and enhance the science curriculum. They develop a good knowledge of environmental issues and the necessity for recycling and sustainable development.
- The AM for the area has visited the school to attend an informative and lively debate on fox hunting.
- The school possesses several awards acknowledging its role in building links with commerce and industry and the many areas of good practice found at the school.
- Several staff have undertaken placements in industry, for example working for a newspaper, to develop teaching and management skills and to learn about the academic requirements of businesses.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

The quality of self-evaluation and planning for improvement is very good.

- The school is developing a highly effective, self-critical culture for self-evaluation among staff and governors and there is a clear commitment to school improvement and the raising of standards. A recently updated version of its very clear approach enables the school to set an appropriate range of objectives in response to its self evaluation.
- The very good self-evaluation report includes a clear recent history and context of the school and how it has addressed the previous inspector report's key issues.
- Very good use is made of NC assessment and other tests to identify trends and weaknesses. The head and the SMT use a wide range of qualitative and quantitative

measures to evaluate the curriculum and to track pupils' progress; analysis of data is used very effectively to identify areas requiring specific attention. Performance is measured very well in the core subjects against targets set for individual pupils, specific groups and the school as a whole and comparisons are made with local and national data.

- Curriculum leaders have identified opportunities to move their subjects forward and they plan improvements carefully. The GB is well aware of the new priorities generated through this ongoing process of whole school self-evaluation. A coherent and comprehensive process of monitoring of teaching and learning and subject areas is undertaken by senior management and subject leaders and outcomes are discussed and acted upon effectively.
- The comprehensive and very detailed SDP sets out the important actions to be taken in order to meet the targets set for improvement. Clear success criteria, personnel and timescales are included and earlier targets at appropriate stages are thoroughly reviewed. Progress is discussed by staff and governors regularly.
- Targets identified in the self-evaluation report for this year provide areas for development in the SDP.

6.2 Leadership and Efficiency

The management and efficiency of the school are very good overall.

- The head sets high standards and tackles his tasks conscientiously with a sense of purpose and vision to give a clear direction to the work of the school. His leadership and management skills are very good ensuring all staff are valued and that a very good team spirit exists. He is a positive influence in relation to the overall improvement in standards and the caring ethos of the school.
- The clear mission statement aims and values adopted by the school contribute to a shared sense of purpose and a strong commitment to equality of opportunity and the raising of standards of achievement.
- The GB is very supportive of the head and shares his values. Governors are well informed and fully committed to the life and work of the school; their role as a critical friend is developing appropriately through their continued training in school and with the LEA.
- The head is ably supported by deputy head, senior teacher and, teaching staff whose combined strengths help fulfil the management and leadership responsibilities within the school efficiently.
- The leadership role of curriculum leaders is well developed. Formal, appropriate systems are in place for the head, SMT and curriculum leaders to monitor teaching and learning, and evaluate pupils' work. Teachers are given relevant feedback after monitoring and attend appropriate INSET courses to enhance their professional development. Recognised good practice is shared among staff during in-house INSET.
- The head and GB of the school are very effective in managing the budget and resources; targets in the SDP are costed prudently.

- Efficient secretarial support, school routines, administration and organisation enable the school to function as a happy, well organised and harmonious community.

6.3 Staffing, Accommodation and Learning Resources

The quality of staffing and learning resources is very good overall. The quality of accommodation is good.

- The school has an appropriate number of teaching and non-teaching staff; they are well qualified and deployed effectively and they are very committed to the success of the school and their pupils.
- Ratios of adults to pupils are good overall. A number of non-teaching staff and trained volunteer helpers work alongside teachers in supporting pupils. In the nursery class ratios are never greater than 1:10. They are slightly larger in the reception class.
- The school has a range of effective policies associated with staffing matters; these include a staff handbook and a staff induction policy.
- All staff have job descriptions which are clear about their roles and responsibilities. A performance management system is in place; team leaders have been identified and training for staff undertaken. Targets for development and improvement are set and reviewed appropriately for all staff.
- Peripatetic teachers attend the school to teach violin and Welsh; they have a positive impact on pupils' learning and standards achieved.
- LSAs make a valuable contribution to pupils' learning and there is very good support from ancillary staff. A number of parents and other adult helpers also support the school by raising funds or helping in class or on school.
- Arrangements for continued professional development are very good; there are a co-ordinator and policy in place. The INSET programme accessed reflects identified individual staff and school needs which are linked to priorities within the SDP identified from the school's self evaluation process.
- The continual training of non-teaching staff is a feature of school policy. They are trained either in-house or on designated courses, when more specific expertise is required. Governors receive training in SEN, early years and assessment and ICT; volunteer helpers also receive appropriate training.
- Attractive and stimulating displays throughout the school enhance the learning environment and have a positive effect on standards of achievement. They are informative, reflecting and supporting pupils' learning and indicate the value teachers place on pupils' achievements.
- Accommodation is good overall, though some classrooms in KS2 are small and storage space is at a premium, so that, for example, the photocopier is situated inappropriately in a main corridor. Elsewhere the school library, hall and the remainder of the classrooms help to promote learning and have a very good effect on pupils' standards of achievement. A new information technology suite with 32 forward facing flat screen computers and interactive whiteboard provides outstanding ICT provision to develop the curriculum.

- The accommodation for nursery pupils restricts somewhat the provision towards the Desirable Outcomes for Children’s Learning and in particular their physical development. Though the nursery class has its own enclosed outside play area, it is not sufficiently large for the number of pupils and is not covered by a safety surface.
- Outside hard standing facilities are appropriate for the number of pupils and the school benefits from a large well maintained playing field. There is an environmental area, including a pond and garden and wildlife area.
- Resources for learning are of very good quality and quantity and are continually being upgraded and added to. They are well used, successfully managed and accessible to staff; their use has a positive effect on the standards of achieved by pupils.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

- The quality of education provision for the under-fives taken overall is appropriate to their needs children make good to very good progress towards the Desirable Outcomes for Children’s Learning.

Nursery

Language, literacy and communication skills

Standards are good.

Good features

- Children listen attentively to adults and follow simple and appropriate instructions accurately. Most develop very good speaking skills and speak clearly using phrases and full sentences.
- Children enjoy listening to stories. They discuss and retell parts of stories that they have heard, such as ‘Commotion in the Ocean’, and talk about characters who live in the sea.
- Children handle books with care and understand that words and pictures convey meaning. Many recognise initial sounds and understand that written symbols have sound and meaning.
- Children listen and respond appropriately to simple phrases in Welsh; they sing Welsh songs and rhymes.

Shortcomings

- There are no major shortcomings.

Personal and social development

Standards are good.

Good features

- Children know their daily routines and settle quietly at the beginning of each session. They work and play co-operatively together. They make good progress in developing respect and regard for each other. They form appropriate relationships with their peers and adults.
- Most children use the toilet and wash their hands independently and put on and take off their coats with the minimum of help.

Shortcomings

- There are no major shortcomings.

Mathematical development

Standards are good.

Good features

- Children know number rhymes and songs and most count and recognise numbers to 10. They count objects and match them successfully according to specific criteria. They sort and count different coloured boats during a whole class activity, recognise patterns and count and order numbers.

Shortcomings

- There are no major shortcomings.

Knowledge and understanding of the world

Standards are good.

Good features

- Children use the computer and control the mouse well. They know about the seasons and the weather patterns.
- Children are aware of people who help us for example the postman, the policeman and the fireman, and, they understand that they belong to a community of families.

Shortcomings

- There are no major shortcomings.

Physical development

Standards are good.

Good features

- Children's fine motor skills are good and they handle tools, materials and small equipment correctly.
- Children use big toys and ride bikes with confidence and care. They make dragon boats using construction kits.

Shortcomings

- There are no major shortcomings.

Creative development

Standards are good.

Good features

- Children paint colourful pictures of the beach, make models of Chinese long boats and engage in role play of beach activities. They respond to and enjoy rhythm in music making with instruments and their voices.

Shortcomings

- There are no major shortcomings.

Reception

Language, literacy and communication skills

Standards are very good.

Good features

- Children make very good progress in developing oral skills, gaining significant confidence when role playing and responding to questions. Their vocabulary is extended through well planned structured play and co-operative free play activities.
- Early writing skills develop well. Appropriate attention is given to correct formation of letters, left to right orientation, upper and lower case letters and ascenders and descenders. Many children are able to write words and sentences independently.
- Very good progress is made in reading. Children enjoy a variety of books and are aware of how to handle them. They know that the printed word carries meaning and that the reading direction is from left to right. They are familiar with such stories as Goldilocks and the Three Bears, which they read with their teacher. Big books used for shared reading and the teaching of high frequency words ensure that many children make very good progress in the early levels of reading scheme books.

Shortcomings

- There are no major shortcomings.

Personal and social development

Standards are very good.

Good Features

- Children play and work co-operatively with each other. They listen for lengthening periods of time and respond positively to new experiences. They follow straightforward instructions well. They understand the need to take turns and they show responsibility when tidying away. Most dress and undress themselves with minimal adult help.

Shortcomings

- There are no major shortcomings.

Mathematical development

Standards are very good.

Good features

- Children develop very good mental strategies and are confident in dealing with numbers up to 20. Using 'Silly Teddy' they count on from a given number in one and two. They use mathematical language with understanding; for example, they use terms correctly such as smaller than and less than, and talk about numbers that come before others.

Shortcomings

- There are no major shortcomings.

Knowledge and understanding of the world

Standards are very good.

Good features

- Children can order times of the day and begin to understand the idea of sequencing and past events. They have a basic grasp of the seasons and the changes they bring.
- Children use very good geographical vocabulary when identifying places in the locality and follow directions and routes confidently, an example being their visit to the fire station. They study materials and experiment with ingredients for making Teddy Bear biscuits and crispy cakes. They use a mouse on a computer to make choices, for example in a painting programme. They role play as bears and Goldilocks in a Teddy Bear's Cottage.

Shortcomings

- There are no major shortcomings.

Physical development

Standards are very good.

Good features

- Children show increasing skills when using tools, scissors and pencils. They are aware of space around them and move with confidence jumping and running from space to space. They catch objects when working in small groups. In the secure and safe outside area all use a range of large equipment with increasing skill and confidence.

Shortcomings

- There are no major shortcomings.

Creative development

Standards are very good.

Good features

- Children explore and experiment with paint in a variety of ways, such as handprints and finger painting. They use clay, plasticine and play-dough to mould, form and feel texture. They know a number of songs in English and Welsh and perform basic movement skills with control and co-ordination.

Shortcomings

- There are no major shortcomings.

English

Standards of achievement are very good in both key stages.

Good features

- Younger pupils in KS1 listen avidly with intense interest and have good recall of facts and express themselves with confidence. They respond well to questions posed by the teacher often speaking in clear long sentences. They readily share their favourite parts of a story and work very well independently to write clear sentences about the story with appropriate adjectives, which they can read well.
- Older pupils in KS1 speak at length confidently to predict a book's contents from its cover. They recall and relate details of what they have heard very well. They write carefully, choosing appropriate words for variety and interest.
- KS1 pupils generally develop effective reading strategies. They respond to books confidently and enthusiastically. They have an appropriate sight vocabulary, which develops according to their needs, and they can apply their phonetic knowledge to tackle new words well. Able pupils in KS1 are already fluent and expressive readers.

- KS1 pupils form letters correctly and develop an appropriate awareness of style. By the end of the key stage many spell frequently used words well and make appropriate use of punctuation.
- Spelling in English in both key stages is sound; pupils reinforce and improve their spelling effectively and progressively through using a spelling program on the computer.
- In KS2 pupils listen very well to teachers and to each other and respond positively to instructions. They have good sequencing skills and retain and recall facts well.
- Pupils in KS2 have an expanding vocabulary and good understanding of stories and contribute willingly to class discussions in complete sentences. They are eager to talk about their work and experiences. They speak clearly and with increasing confidence as they progress through the key stage.
- Younger pupils in KS2 recognise confidently the features of the front cover of a book, such as the title, author, publisher and illustrator, and on the back the synopsis, publisher, ISBN and price; they are able to design their own attractive covers for their 'Pirate Adventure' stories following accepted conventions.
- Early in KS2 pupils compose interesting and varied forms of poetry such as acrostics; later in the key stage they write funny cosmic poems some of which are very astute and rhyme well. The work of some pupils is published in a poetry anthology as part of the 'Young Writers' competition for Bridgend and district. They write for different purposes, for example compiling a recipe for a pizza or a script for a play.
- Later in KS2 pupils generally have a good vocabulary and readily offer valid explanations of the meanings of adjectives and similes in a shared reading of a section of the story 'Harwell Hall'; they use present, future and past tenses accurately.
- Pupils in KS2 are very familiar with the structure of a story, such as the beginning, middle and end and become used to having a climax or an anti-climax. They use their skills well to write interesting stories based on 'Harwell Hall', using it appropriately as a model for structure and style.
- Pupils in KS2 generally read with meaning, understanding and expression. The more able read an increasing range of books and have a good grasp of the main messages in the text, the characters and plot; they make good use of the school's extended range of appropriate reading material of various genres and make good use of the local library.
- Pupils in KS2 can differentiate between fact and fiction and read a good range of literature and library books; research techniques and library skills are well developed. They can easily access books independently through the library classification system.
- Older pupils in KS2 write very well for a variety of audiences and are well aware of the accepted structure of writing a personal letter. They reflect and empathise effectively relating to the Second World War story, 'The Silver Sword' when writing their letters.
- Pupils write in complete sentences and paragraphs when they compare interesting stories about 'The kind of person I am'. They write confidently, for example in

their descriptions about their visit to the WAG and produce exciting stories, such as those of an alien attack, which have plenty of pace and interest.

- Pupils develop grammatical understanding very well as they progress through the school. They use word banks, dictionaries and thesauri very effectively to support their work. By the end of KS2 they write appropriately in different genres for a wide range of audiences and purposes, such as structured prose, stories, poems, letters, dialogues and factual writing.
- Pupils in both key stages learn to write with appropriate attention to punctuation and grammar. They improve their style and correct errors through redrafting their work regularly, sometimes by word processing, which contributes significantly to the raising of standards. They successfully set out arguments and persuasions.
- Comprehension skills are well developed in both key stages. The majority of pupils read with understanding and can extract accurate information from texts and other sources, recording their findings appropriately.
- The handwriting of KS2 pupils, including those with SEN, is good and shows consistency of style.

Shortcomings

- There are no major shortcomings.

Mathematics

Standards of achievement are very good in both key stages.

Good Features

- Pupils in KS1 demonstrate a very good understanding in all aspects of number. Younger ones in the key stage work fluently with number bonds to 10; older ones develop their knowledge further to 20 and 30. They apply the four rules of number at an appropriate level confidently to solve mental and written calculations.
- Across KS1 pupils develop the language of mathematics in a number of operations. They understand the meaning of before, after and between as well as more than and less than. When ordering numbers younger pupils in KS1 know the concept of largest and smallest, the position of first, second and third and arrange numbers accordingly. They recognise patterns in numbers confidently and relate this knowledge effectively when investigating odd and even numbers.
- KS1 pupils recognise a range of two and three dimensional shapes and name them using appropriate mathematical vocabulary. They recognise regular two dimensional shapes in and around their immediate environment and understand that some have straight and others curved lines. Older ones in KS1 use two dimensional shapes in their investigations with right angles; using these as a measure they discover which angles are bigger and which are smaller. They understand when a shape is symmetrical and that, when rotated, angles within the shapes stay the same.

- By the end of KS1 pupils are confident in working in number, money, weight, capacity and measure. They understand fractions as equal parts of a whole and tell the time using fractional parts of an hour. They collect data and interpret simple graphs to a very good standard and use ICT programmes effectively to enhance their work.
- In KS2 pupils build competently upon the foundations laid in KS1. Younger ones in the key stage develop their understanding of the principles of measurement very well and use appropriate units for measure of length, volume, area and capacity. They use a range of weighing scales and balances to develop their understanding of weight, such as the relationship between a kilogram and a gram.
- Later in KS2 pupils understand the rules for finding the area of regular and irregular shapes and use a range of strategies, including squared paper, area grids and multiplication in their investigations.
- Older pupils in KS2 extend their knowledge of the number system and deal confidently with the addition and subtraction of positive and negative numbers in work related to temperature. They order large numbers confidently, work with fractions, mixed numbers and decimals and extend this effectively to work in percentages. They understand well the nature of decimals and fractions and convert fractional amounts from one form to another.
- By the end of KS2 pupils are very adept at constructing angles accurately and have a thorough knowledge of acute and obtuse angles. They understand the relationship between angles and use this knowledge in practical applications. Older ones draw and measure angles using a 360 degree protractor. They find out that there are external and interior angles and that in a triangle they add up to 180 degrees.
- Older pupils in KS2 solve problems confidently; they display very good understanding of the processes and operations involved. The oldest ones understand the difference between solve and simplify and the mechanics behind the operations of unknown quantities. They have very good understanding of the mathematical terminology related to equations, mean, powers of number and simplification. They develop a good understanding of the basic principles of probability.
- Investigative work shows evidence of systematic application of strategies. Pupils use a wide range of methods to record data about themselves and others and use tally, pie and bar charts as well as line graphs to collect and compare information which they display and interrogate.

Shortcomings

- There are no major shortcomings.

Science

Standards of achievement are very good in both key stages.

Good features

- Younger pupils in KS1 have a very good understanding of the differences between living and non-loving things. They are very well aware of a variety of

plants and animals which live on a beach, such as seaweed and starfish, and they know about mini-beasts which grow in their local environment, for example tadpoles and woodlice. They have a very good awareness of the wide variety of wildflowers that grow in the wildlife area of the school; this provides a valuable recourse for pupils to study a natural habitat.

- In KS1 pupils realise there are many kinds of sources of sound.
- Pupils in KS1 use appropriate scientific vocabulary, put forward their own ideas and provide valid explanations for observations. For example older ones realise that materials can exist in many forms and when they apply a force some, such as elastic and plasticine can bend, squash or stretch. They understand very well that both pushing and pulling are examples of forces.
- Older pupils in KS1 know very well that electricity is used in many different ways and that mains electricity can be dangerous and must be treated with extreme care. They can describe knowledgeably how electricity is delivered to buildings, for example using pylons. They identify and record clearly on a plan which devices in the classroom and in the school use electricity. They discuss sensibly the practicalities of the position of sockets for ease of use and realise that a switch in the circuit can be used to control an electrical device.
- Younger pupils in KS2 work collaboratively in groups when they investigate if geranium plants need water, light and heat to grow well. They are well aware of the importance of a fair test and carry out controlled experiments with a number of plants, placed to grow in different conditions and locations such as in a cupboard and on a window sill or in a fridge; They observe and measure carefully the height from soil level to the tip of the shoot and the number and colour of leaves over a few weeks and record their results; they draw valid conclusions that plants need water, light and heat to grow well.
- Younger pupils in KS2 investigate magnets carefully to find out which objects are attracted by them. They test the strength of magnets and understand clearly they have like poles which attract and unlike poles which repel.
- Older pupils in KS2 understand well that the human body needs different foods for activity and growth. They make a careful survey of pupils' arms to investigate if they grow longer as they get older and represent their results on a bar graph.
- Older pupils in KS2 know the effect of exercise and rest on the pulse rate of the heart and that humans and some other animals have skeletons and muscles to support and protect their bodies and help them move.
- Pupils in KS2 have an outstandingly good detailed knowledge and understanding of the parts of a flower and their functions. They are very well aware of the pollination and germination process.
- Towards the end of KS2 pupils have a very good understanding of the forces of friction, including water and air friction, and they are well aware that different surfaces have different levels of friction.
- The oldest pupils in KS2 understand the differences between series and parallel circuits and their appropriate use, for example in wiring a bank of lights. They know that some materials are better at insulating electricity while others are good at conducting it.

Shortcomings

There are no major shortcomings.

Welsh Second Language

Standards of achievement are good in both key stages.

Good features

- Pupils in both key stages speak and listen to incidental Welsh regularly in classroom registration and dinner arrangements.
- Younger pupils in KS1 revise numbers up to 10 effectively by singing the song 'Un Bys, Dau Fys'. They listen to the story 'Pump Broga Bach' with good understanding. They have a sound recall of the story and make good efforts to retell it using prepared picture resources.
- Pupils across KS1 ask simple questions and respond appropriately in Welsh. They name the basic colours well and express preferences in Welsh. They develop a good knowledge of vocabulary when they make a book telling a story in Welsh illustrated by pictures.
- Older pupils in KS1 on the whole recall simple greetings in Welsh well. Most can give one word answers and a significant number give full sentence answers.
- As they move through KS1, pupils make good progress in their reading and writing skills.
- Younger pupils in KS2 respond well and pronounce Welsh clearly.
- Later in KS2 pupils use connectives appropriately to create extended sentences comparing something they can do with something they cannot do.
- Older pupils in KS2 speak clearly and confidently. They learn new words well in a meaningful context when they translate sentences in a dialogue, showing increasing understanding as they read through it.
- In KS2 older pupils translate quickly and accurately flash cards of well known incidental Welsh sentences and words. They share a story of 'Stabec yn y Carnival' well and translate from Welsh to English the passage with good understanding.
- By the end of KS2 pupils can translate simple text accurately, know a good selection of nouns and prepositions and have a good grasp of the present and past tense; their reading and writing develops steadily.
- Pupils in KS2 can ask each other how they are in Welsh, 'Beth sy'n bod arnat ti?'.

Shortcomings

- There are no major shortcomings, but the consistent use by pupils of incidental Welsh as a natural feature of every day school life is variable.

Design and Technology

Standards of achievement are good in both key stages.

Good features

- Younger pupils in KS1 design and make delicious looking fruit kebabs which they enjoy evaluating. They pay due attention to variety of taste and appearance to make them look appetising.
- Older pupils in KS1 research library books and the Internet to gain a good knowledge of different types of bridges. They experiment and solve problems encountered effectively in strengthening paper bridge structures by folding the paper into a concertina shape or folding up the sides to form lintels. They apply the knowledge gained effectively to design, build and reinforce their own strong bridges which they test for strength and weaknesses.
- Older pupils in KS1 practise their good cutting and joining skills and make good quality pencil cases from cardboard tubes which they cover with fabric and seal using a button or a draw string to stop the pencils falling out. They design and make a good variety of buggies with moving wheels and fixed axles or fixed wheels with moving axles. They evaluate how they look and what was good about them and record what they had to change or improve.
- Pupils in KS1 are able to program a programmable floor robot to move in predetermined directions.
- Younger pupils in KS2 design and make practical and attractive desk tidies for home use. They choose carefully the appropriate size of cardboard tubes to hold pencils, rulers and rubbers and use tissues to make a fine papier mache covering, which they paint from a three colour choice.
- Pupils in KS2 design and make land yachts from wood and paper. They apply good strengthening techniques to stabilise the corners of their rectangular and triangular chassis and choose different types of wheels from recycled materials such as cotton reels and plastic lids, they then add sails. They test them effectively using a hair dryer to provide wind propulsion.
- Later in KS2 pupils design and make strong plant pot holders from rolled paper. They disassemble shoes and apply the ideas learnt to make their own interesting products from cardboard.
- Older pupils in KS2 experiment and share ideas effectively on the best way to construct a triangular structure from A4 paper rolled into tubes. They discover convincingly from trying out a wide range of joining techniques, that tying the tubes together with string is the most effective, as the paper tubes are left intact and not crushed where they join.
- Pupils in KS2 design recipes to make savoury or sweet yoghurts which they evaluate appropriately; they design attractive pots to contain the yoghurts. They demonstrate careful sewing and embroidery skills in making wall tidies from Hessian for holding a range of household goods, such as brushes.
- The oldest pupils in KS2 categorise aspects which make up a newspaper well, in order to design a school magazine. They work co-operatively in pairs to consider the appearance of the magazine, decide what sections or articles to write, how much space they occupy and who will be the sub-editors. They study newspapers

appropriately to generate ideas and to find effective ways to highlight text and to use different fonts and photographs.

Shortcomings

- There are no major shortcomings.

Information Technology

Standards of achievement are good in both key stages.

Good features

- Throughout the school pupils use computers competently for word processing. Overall, their development of skills is progressive.
- In both key stages, pupils develop confidence when handling computers. They are able to enter information and communicate their ideas in different forms; for example, they combine text and graphics well to illustrate a story.
- Pupils interrogate CD-ROMs and the Internet appropriately to enhance their learning, particularly in literacy and numeracy.
- Pupils in both key stages respond positively to opportunities to use the computer, and to enter and store information; they work hard to support each other in completing tasks.
- Pupils in KS1 use the computer well to choose fonts; older ones become conversant with Logo.
- In KS2 pupils become increasingly aware that the Internet can be used effectively for research and for downloading pictures and articles when appropriate; they become more confident at recording aspects of their work on a database.
- Older pupils in KS2 demonstrate good typing skills when designing a poster for a wall display. They recognise patterns and relationships in the results obtained from ICT-based models and simulations.
- Pupils towards the end of KS2 are able to set up an appropriate spreadsheet to investigate and solve complex mathematical problems; for example they use a formula to investigate different rectangles. Good use is made of colourful and easily read graphics programs to illustrate, for example, plant species found in a field study.
- Pupils use very good skills to program a light house and traffic lights to perform a variety of sequences; they complete a useful self-assessment chart.
- At the end of KS2 pupils develop good skills when with using an interactive whiteboard to interpret information.

Shortcomings

- There are no major shortcomings, but pupils' use of information technology to improve the presentation of their work across the curriculum, is variable, particularly in the foundation subjects.

History

Standards of achievement are good in both key stages.

Good Features

- In KS1 pupils develop a good awareness and understanding of the ways in which the past is different from the present. Younger ones learn about their immediate environment and locality and note the differences that have occurred.
- Pupils in KS1 learn to undertake research and review the evidence critically, as when they discuss the actions of Guy Fawkes. They compare the lights in houses of today and the past and remember Florence Nightingale as the lady with the lamp. Older ones in KS1 construct an appropriate questionnaire; they conduct interviews with parents and young children to understand how changes occur as people grow and develop. They begin to understand their own position within their own families as a consequence.
- In KS2 pupils extend their historical knowledge and build well upon the work achieved in KS1. They demonstrate an understanding of the chronology of important historical periods in their study of the Romans, Celts, Tudors, Stuarts, Victorians and Second World War and the causes and effects of events and actions.
- KS2 pupils develop further their skills of enquiry and have a good understanding of the difference between fact and opinion. They make effective use of both primary and secondary source material and use a good range of resources and, where appropriate, ICT to investigate life in the past and to compare it with today.
- Younger pupils in KS2 develop a sound knowledge of life in Celtic and Roman times. They know the stories of Romulus and Remus and of Bouddica. They visit the Roman Museum at Caerleon and the Celtic Village at Castell Henllys to enhance their knowledge of these periods. Other pupils know about the Victorians, study the development of transport thoroughly and review evidence from census forms.
- Older KS2 pupils are able to recall a number of facts about life in Tudor and Stuart times. They gain sound knowledge of the Battle of Bosworth and of Henry VIII; they compose good newspaper reports regarding his divorce from Catherine of Aragon. Visits to Llancaiach Fawr Manor House enhance their knowledge, where they dress in costume and undertake role play.
- By the end of KS2 pupils develop a good historical understanding of life during the Second World War. They look at artefacts from the period, select, recall and organise information and present their findings with increasing confidence. They consider the moral issues of the topic appropriately.
- Pupils' knowledge and understanding of change are further enhanced when visitors to the school provide accounts of life during the Second World War. They write empathetic letters home explaining their feelings as an evacuee following a visit from a former evacuee. They use ICT to enhance their extended writing on the consequences of war.
- Visits to places of historical interest, including the local Church of St. David's and the use of visiting speakers, interviews with local residents and scrutiny of evidence enable pupils to develop good skills of historical enquiry. They are able

to ask relevant historical questions, associate artefacts with the appropriate period and make use of a range of resources to help them understand change.

Shortcomings

- There are no major shortcomings, but the overuse of worksheets by pupils in some classes limits the quality and quantity of their contributions, preventing them from demonstrating the full extent of their historical knowledge and understanding.

Geography

Standards of achievement are good in both key stages.

Good Features

- In both key stages pupils develop a sound understanding of local geography and that of Wales and the wider world. They use the correct geographical terms in their discussions and extend their skills of mapping and enquiry as they progress through the school. They use a range of maps and plans and use mapping symbols and co-ordinates to identify key features.
- In their study of place pupils in KS1 enhance their knowledge of the locality through field trips into the community. They observe and collect information on the different houses in the village of Laleston and compare and contrast them well. They map and plan their routes around the school and from their home to school accurately. They recognise basic geographical features using simple maps and atlases.
- Across KS2 pupils build upon their knowledge of maps and plans effectively. They understand that features in a geographical location look different when viewed obliquely or from above. They are able to relate to this information when examining maps.
- Younger pupils in KS2 recall their route taken when visiting the village of Laleston. They identify the main features on a map of the village. They identify changes that have occurred, develop symbols for a key and use four figure grid references effectively to pinpoint features.
- Pupils' understanding of contrasting localities is developing. Later in KS2 they visit Porthcawl where they identify similarities and differences between the areas using old and new maps and write about changes that have occurred.
- Pupils explain with understanding the journey of a river. Later in KS2 they study the River Ogmore and speak with confidence about its source, its flow and its demise when meeting the sea.
- Older pupils in KS2 make good use of aerial photographs of the locality. They identify human and geographical features in the landscape. They study old maps of Laleston from 1800 onwards and express valid opinions about the features of the village including what they like and dislike about it.
- By the end of KS2 pupils study the contrasting locality of the village of Kesharpur in India. They locate India on a World map and identify accurately some of its physical aspects. They name its capital city, know that it is much larger than Wales and investigate the various methods of travelling there. They listen

attentively to a story about 'the day in the life of a child'. They work collaboratively and examine associated photographs to establish the geographical location of the story from the visual evidence available.

- Pupils discuss issues of pollution and older ones begin to formulate ideas and opinions about sustainable development issues; they have a clear understanding of the individual's responsibility for the environment. Older KS2 pupils realise the interrelation within the wider world of decision making and global citizenship.

Shortcomings

- There are no major shortcomings, but pupils' understanding and knowledge of contrasting locations is underdeveloped.

Art

Standards of achievement are very good in both key stages.

Good features

- Younger pupils in KS1 record and experience the built environment of local houses appropriately and make accurate images of them on slabs made of self-hardening clay; they create rough and smooth textures which they colour subtly to create very realistic and attractive tiles.
- Older pupils in KS1 investigate the natural environment from direct experience effectively when they sketch wild flowers. They explore and experiment well with a variety of drawing media, such as pastels, crayons and chalk; they demonstrate a good and often very good sense of line and flow to depict the stems and create colourful impressions of flower blossoms.
- Pupils in KS1 use a simple wash effectively to create a gentle background for sketches of still life. Following individual work, they work collaboratively using a wide variety of media to make 'fantastic creatures', such as dinosaurs, from different materials, including water colour and, wax resist art and finger painting.
- Younger pupils in KS2 experiment with different textures and patterns to create expressive images of water movement. They investigate how to create an impression of movement very well by pasting and overlapping different hues of blue and white to create a wave effect. They match these images to weave similar patterns on a loom, using a range of materials of different colour and size, such as wool, foil, ribbon and tissues. They take much care to weave under and over and not to 'pull' the sides of the weaving; the finished products show good impressions of water movement and are very attractive when displayed together.
- Older pupils in KS2 make good observational drawings of fruit and vegetables in their sketch books using a variety of media. They discuss examples of work by the Welsh artist William Morris to see how his designs for printing can be repeated. They select a favourite drawing, simplify it by tracing, and arrange it in a repeat pattern. They trace these images on to a printing block with a pencil ready to print on to fabric.
- Older pupils in KS2 sketch good images in the style of portraits they observe on a visit to the National Museum of Wales art galleries. They enlarge and paint their

sketches using a grid technique to make very good large portraits framed effectively with gold sprayed pasta.

- The oldest pupils sketch very good natural form figures of the human body, from which they make very effective three dimensional figures in the style of Edgar Degas, using wire covered with plaster.

Shortcomings

- There are no major shortcomings.

Music

Standards of achievement are very good in both key stages.

Good features

- Younger pupils in KS1 are well aware of sounds made by different sound sources and how they can be combined effectively to make pleasing music. They realise sounds can be organised within simple structures; for example they read a graphic score very well to perform the dynamics of a tapping rhythm learnt previously. They begin to appreciate the importance of appropriate silence in music when they evaluate their performance.
- Younger pupils play a wide range of tuned and untuned instruments sensibly and follow peer conductors well. They begin to show reasonable constraint to keep musical instruments quiet when appropriate.
- Pupils in KS1 know a wide range of songs, including Welsh songs. They sing the Welsh song 'Yn Dawnsio' in time, with good intonation and sufficient volume to piano accompaniment. They sit up and breathe appropriately to sing and listen carefully to each other.
- Younger pupils in KS2 improve previously learnt clapping game songs. They are able to sing tunefully in good time with the beat. They collaborate well to tap the beat with their feet well and then develop their sense of rhythm by singing the song 'Pass the Pebble' at the same time passing one object, then two around in time to its rhythm. They listen to a new recorded song and show a good awareness of its rhythm and beat.
- Older pupils use music and song effectively to enhance their visual ideas of a specific theme such as animals. They are able to identify clear differences in pieces of music and instruments being played. For example, they listen and enjoy the light music of 'Dance of the Fire bird' and imagine it to be dainty, neat and light. They can identify musical instruments very well such as violins, harp, trumpet, flutes, clarinet and French horn. They listen to contrasting music, such as the 'Billabong' and the 'Gnu', and draw a picture of the animal of their choice, depicting their impression of the animal, based on the imagery of the music. They evaluate each others efforts appropriately to compare and contrast their impressions.
- Pupils' singing in KS2 is of a very high standard; use of dynamics, response to tempo and very clear diction are very good. They sing the African song 'Nanuma' well. They follow a peer conductor effectively to perform the song in two parts, singing in tune and reaching the high and low notes with accurate pitch.

Their performance is accompanied effectively by a guitar and chime ostinato. They sing a range of songs with vigour and attack often in two part harmony; they pay good attention to dynamics and keep to their parts very well. They sing other quieter songs such as, 'Kum ba Ya' and the Welsh hymn 'Fy Nhw' sensitively and with feeling. They evaluate their performance well to enable them to improve their performance.

- Pupils in both key stages listen to a good variety of recorded music and are able to give valid observations about them.
- By the end of KS2, pupils have a very good appreciation and knowledge of the sounds different musical instruments make and of their contribution to orchestral music.
- A recorder group, consisting of treble and descant recorders, demonstrates very good competence in playing the recorder and tuned percussion instruments accompany the singing during morning assembly.
- A significant number of pupils in KS2 learn to play a musical instrument well using music notation. Instruments learnt through the school's curricular and extra-curricular activities, include recorders, violins, woodwind, guitar and drums. The school has a very good choir and orchestra and some pupils attain high grades in external music exams. They play tunefully and use their skills successfully to express a strong sense of purpose, pride and community; their performances are often enhanced by effective accompaniment by piano and drums played by teachers. This resource of music talent is outstanding and contributes significantly to the overall good standard of music in the school. Pupils share their very good standards with a range of appreciative audiences within the local and wider communities.

Shortcomings

- There are no major shortcomings.

Physical Education

Standards of achievement in physical education are very good in both key stages.

Good Features

- In both key stages pupils change into suitable clothing and listen attentively to instructions. They understand the benefits of warm up and cool down activities prior to and following vigorous activities.
- In KS1 pupils perform simple gymnastic sequences with good skills appropriate to their age. They demonstrate good simple rolls linked by different forms of travelling and evaluate their movements offering suggestions for improvement.
- Pupils in KS1 create dance sequences and fit their movements very well to the rhythm and dynamics of music. They work co-operatively in pairs and in small groups.
- In KS2 sequences in gymnastics are well developed. Later in KS2 pupils devise complex sequences involving rolls, balances and jumps. They evaluate the quality

of movements of themselves and others and offer constructive suggestions for improvement.

- Pupils lift, carry and place equipment efficiently and with due regard to safety. Routines are well established and all are aware of what is expected of them. They work co-operatively and safely together.
- Dance is a well established aspect of the school's physical education programme. Boys and girls participate enthusiastically in country dancing.
- Older pupils in KS2 create repetitive movements by linking movement sequences to the Morse code of their initial. They develop this into group compositions of a very good standard set to music.
- The oldest pupils in KS2 understand the concept of invasion games. They produce very high standards of throwing and catching using a basketball. They demonstrate skills in small groups and team activities and feint, dodge, throw and catch with increasing accuracy and skill.
- Very good use is made of local facilities for teaching pupils how to swim. The school team regularly performs in competitions and galas and has been the overall Championship Shield winners for the previous five years.
- Pupils regularly and successfully participate in local school leagues and competitions in rugby, netball, basketball and cricket. A number of pupils are successful in achieving county and national honours in rugby and the school has a close liaison with Bridgend R.F.C.
- Pupils' gymnastics skills are well established; the girl's gymnastics team is the current Bridgend area gymnastic champions.
- High quality extra-curricular activities are provided for in a wide range of physical activities. Pupils support these with interest and appreciation. Their games skills are particularly enhanced through the Dragon Sport programme and the expertise of professional coaches in a number of sporting areas.
- Older pupils develop a range of physical skills as a result of attending residential courses, which include outdoor activities, such as abseiling, orienteering and canoeing.

Shortcomings

- There are no major shortcomings.

Religious Education

Standards of achievement are good in both key stages.

Good Features

- Pupils make good progress through the religious education curriculum which is based on the requirements of the locally agreed syllabus.
- Across both key stages pupils develop a good religious vocabulary. Good use is made of religious artefacts to develop their knowledge and understanding.

- KS1 pupils have good knowledge of stories from the Bible. They learn about the life of Jesus and some of his followers. They develop an understanding of the importance of prayer and what is right or good and wrong or bad.
- Across the key stage pupils' knowledge of other faiths develops effectively. They understand the variety of ways in which worship can be expressed in a synagogue and the religious ritual and traditions associated with the Jewish Shabbat. They understand that there are special times, such as Diwali.
- Pupils extend their knowledge of in religion by visits to local places of worship. They understand the specific vocabulary that is used to describe the main features, signs and symbols of a Christian place of worship. Their knowledge and understanding of Christian beliefs and practices are also enhanced through visits to the school by local clergy.
- In KS2 pupils build upon their awareness of previous religious knowledge by continuing to learn about religion through their studies of Christianity, Islam, Judaism and Hinduism.
- Younger pupils in KS2 develop their knowledge of the Islamic Faith. They learn that a Mosque is where Muslims pray and that the Qur'an is their special book.
- Later in KS2 pupils learn about the importance of the Hindu temple and the ceremonies associated with it. They undertake research across the faiths to identify similarities of celebration and, as a result, understand the meaning of Ramadan and Lent.
- Older pupils in KS2 understand that in all faiths there are special books such as the Bible, Torah and Qur'an, and that these are central components within each religion.
- The oldest pupils discuss beliefs and begin to understand the causes and effects of persecution and prejudice in religious beliefs.
- All pupils develop their social, moral and cultural skills well and adapt them in practical ways through their behaviour, responsibilities and attitudes to everyday life in school. They understand and demonstrate empathy for the care of the environment and explore the relationship between humans and other living creatures. They recognise that throughout the World there are many people in need.

Shortcomings

- There are no major shortcomings, but pupils' extended knowledge of major world faiths is constrained by limited visits to a range of religious buildings such as mosques and synagogues.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

There were 5 key issues for action identified in the previous report.

- The headteacher, staff and Governing Body should raise standards in information technology in both key stages by continuing to implement the proposed plans.

Standards have improved significantly in information technology from unsatisfactory to good. The school continues to be committed to raising standards in the key skill of ICT through a considerable investment in a recently built large modern computer suite.

- Closer account should be taken of the Code of Practice to improve the overall quality of provision for pupils with special educational needs.

The school follows the new Code of Practice closely to enable very good provision to be given to pupils with SEN.

- The school should make better use of the results of National Curriculum assessments and standardised tests to inform future planning and to set targets for short and long term development.

This key issue has been complied with fully. Very good arrangements are in place to make effective use of results of NC assessments and standardised tests to inform future planning and to set targets for short and long term development.

- There is a need to improve the working relationship amongst all staff, so that the school can better achieve its objectives for further raising standards.

The present head has worked closely and very effectively with staff, parents and governors to ensure a very good team spirit prevails which has vastly improved relationships at all levels and raised overall standards.

- To improve further the arrangements for ensuring the well-being, health and safety of all pupils, fire doors in the new wing should be kept closed, and child protection procedures should be clearly stated and made known to all staff.

Child protection procedures are clearly stated and made known to all staff and fire doors in the new wing are kept closed.

8.2 Key Issues for Action

- The school needs to maintain the high standards achieved by pupils in all subjects.

The visiting inspectors wish to thank the governors, head, staff and all the pupils of Trelales Primary School for the generous hospitality, co-operation and courtesy they received during the inspection.

APPENDIX

A. Basic Information About the School

Name of School	Trelales Primary
School type	Community
Age-range of pupils	3 – 11 years
Address of school	Well Street Llaleston Nr Bridgend South Wales
Post-Code	CF32 0LF
Telephone Number	01656 652747

Headteacher	Mr Clive A Evans
Date of appointment	Seconded January 1999, appointed September 2001
Chair of Governors/ Appropriate Authority	Rev Edward Evans
Registered Inspector	Mr Phillip Edwards
Dates of inspection	21/06/04 – 25/06/04

B. School Data and Indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	30	30	29	30	20	28	27	23	217

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	9	0	9

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	23.37:1
Pupil : adult (fte) ratio in nursery classes	12:1
Pupil : adult (fte) ratio in special classes	N/A:1
Average class size, excluding nursery and special classes	27.71
Teacher (fte) : class ratio	1.12:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	95.21	97.04	95.99	96.08
Term 2	94.25	95.71	95.77	95.24
Term 3	93.34	94.73	95.69	94.58

Number of pupils excluded during 12 months prior to inspection.	0
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C. Results of National Curriculum Assessments and Public Examinations
END OF KEY STAGE 1: 2003

National Curriculum Assessment KS 1 Results: 2003			Number of Pupils in Y2: 19					
Percentage of Pupils at Each Level								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	0	0	63	37	0
		National	0	4	14	63	20	0
ENGLISH: Reading	Teacher Assessment	School	0	0	0	42	58	0
		National	0	4	14	55	27	0
ENGLISH: Writing	Teacher Assessment	School	0	0	0	68	32	0
		National	0	5	14	70	11	0
ENGLISH: Speaking and Listening	Teacher Assessment	School	0	0	0	74	26	0
		National	0	3	12	63	22	0
MATHEMATICS	Teacher Assessment	School	0	0	0	63	37	0
		National	0	2	11	63	24	0
SCIENCE	Teacher Assessment	School	0	0	0	79	21	0
		National	0	2	10	66	22	0

Percentage of Pupils Attaining at least Level 2 in Mathematics, Science and English (or Welsh as a First Language) according to Teacher Assessment			
In the School:	100%	In Wales:	79%

- D Pupils who have been disapplied from the statutory arrangements
A Pupils who were absent from the tests/tasks
W Pupils who are working towards Level 1

The majority of seven-year-old pupils are expected to attain Level 2.

NATIONAL CURRICULUM ASSESSMENT RESULTS

END OF KEY STAGE 2: 2003

National Curriculum Assessment KS 2 Results: 2003							Number of Pupils in Y6 30						
Percentage of Pupils at Each Level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher Assessment	School	0	0	0		0	0	0	0	53	47	0
		National	0	0	2		0	1	6	16	44	31	0
	Test/Task	School	0	0	0	0			0	3	50	47	
		National	0	2	2	1			5	12	39	40	
Mathematics	Teacher Assessment	School	0	0	0		0	0	0	7	33	60	0
		National	0	0	2		0	1	4	18	45	30	0
	Test/Task	School	0	0	0				0	13	27	60	
		National	0	2	1	1			4	18	42	33	
Science	Teacher Assessment	School	0	0	0		0	0	0	0	60	40	0
		National	0	0	2		0	0	2	12	48	35	0
	Test/Task	School	0	0	0	0			0	0	60	40	
		National	0	2	0	0			1	9	48	39	

Percentage of Pupils Attaining at least Level 4 in Mathematics, Science and English (or Welsh as a First Language)			
by Teacher Assessment		by Test	
In the School:	93 %	In the School:	87 %
In Wales:	70 %	In Wales:	70 %

- D Pupils who have been disapplied under statutory arrangements from part or all of the National Curriculum
A Pupils who have failed to register a level because of absence
N Pupils who have failed to register a level for reasons other than absence.
B Pupils who have not been entered for tests because they are working outside the levels of the tests
W Pupils who are working towards Level 1 but have not yet achieved the standards needed for Level 1

The majority of eleven-year-old pupils are expected to attain Level 4.

D. The Evidence Base of the Inspection

- The inspection was carried out by a team of three inspectors over a period of four days.
- The inspection team held pre-inspection meetings with the head, staff and GB.
- Fifteen parents attended a meeting with the three members of the inspection team.
- Forty-five questionnaire responses were analysed and summarised with 98% of the responses being positive.
- All documentation submitted by the school was analysed and discussed, including the SDP, policy and curriculum documents and teachers' planning files.
- Pupils were observed as they arrived and departed from school and during the midday and other breaks.
- At various times during the day inspectors took the opportunity to talk to pupils and to discuss their work.
- Fifty-nine lessons or part-lessons were observed.
- Pupils were heard reading and were examined in their knowledge and understanding of English, mathematics, science and other subjects.
- A wide range of pupils' written and other work was examined in each class.
- Inspectors discussed pupils' work with class teachers and examined assessment records.
- Discussions were also held with the headteacher, curriculum co-ordinators and other staff.
- The work of pupils with SEN was examined.
- Minutes of meetings and documents relating to the financial management of the school were discussed.
- Budget figures were examined and discussed with the head.
- Attendance and pupil records were inspected.
- Inspectors attended acts of collective worship.
- Two members of the inspection team met the head, teachers and governors to give an oral feedback after the inspection.

E. Composition and Responsibilities of the Inspection Team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Mr Phillip Edwards	RgI	Context Main Findings of the Report Teaching Provision for Pupils with Special Educational Needs Quality of Self-Evaluation and Planning for Improvement Leadership & Efficiency Progress Since the Last Inspection Key Issues	English Science Welsh second language Design and technology Information technology Art Music
Mr Martyn Davies	Team	Standards Achieved in Subjects and Areas of Learning Standards Achieved in Key Skills across the Curriculum Pupils' Spiritual, Moral, Social and Cultural Development Assessment, Recording and Reporting Curriculum Staffing, Accommodation and learning Resources	Provision for children under five Mathematics History Geography Physical education Religious education
Mrs Rhiannon Boardman	Lay	Behaviour and Attitudes Attendance Support, Guidance and Pupils' Welfare Partnership with Parents and Community, Schools and Other Institutions Partnership with Industry	