

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

A report on the quality of education in

**Oldcastle Primary School
South Street
Bridgend
CF31 3ED**

School number: 6722371

Date of inspection: 15/03/10

by

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Introduction

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

The inspection of Oldcastle Primary School took place between 15/03/10 and 18/03/10. An independent team of inspectors, led by Peter Mathias, undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

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

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

There are three types of inspection.

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

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

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

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

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection.

All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **full** inspection

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

- 1 Oldcastle Primary School is a community primary school for boys and girls between the ages of three and eleven. There are 374.5 full-time equivalent pupils on roll, including 44.5 full-time equivalent children who attend the nursery. Of these, 41 attend on a full-time basis. The school is situated in a residential area of Bridgend which is the local authority (LA).
- 2 The school is a new school following the amalgamation in September 2008 of Oldcastle Infant and Oldcastle Junior Schools which shared the same site. Since the amalgamation and lasting until March 2010, considerable re-building work and refurbishment of the school has been carried out. This has involved a series of re-organisations and led to the loss of indoor physical education facilities and the curtailment in the use of information communications technology (ICT) resources over this period. There are 13 classes and one nursery class. The school roll is slightly below that of 2008/2009.
- 3 Approximately 6% of pupils are considered eligible for free school meals, which is well below the LA average of 18.1% and the all-Wales average of 17.5%. Nearly all pupils come from the local area which is neither advantaged nor disadvantaged. When they begin school in the nursery, while there is a full range of ability, data suggests that the majority have below the expected levels of basic skills.
- 4 Nearly all pupils have English as their first language. No pupil has Welsh as the language of the home. The remainder have a wide range of different cultural and ethnic backgrounds. Nine pupils have support in English as an additional language (EAL).
- 5 About 10% of pupils are considered to have some degree of special educational needs (SEN) which is a relatively low proportion. No pupil has a statement of SEN or has the National Curriculum (NC) disapplied. There are two pupils who are 'looked after' by the LA. In the previous school year no pupil was excluded.
- 6 The current headteacher was appointed in September 2008. Previously she was the headteacher of Oldcastle Infant School.
- 7 The school holds Investor In People, Green Flag and Fairtrade status, the Basic Skills Quality Mark and the Healthy Schools Award.

8 The school's aims are to:

- provide the highest academic standards in all aspects of the curriculum;
- continually monitor and review teaching practice;
- foster pupils' enthusiasm and develop their knowledge and understanding to enable them to be successful learners;
- provide an environment which is secure, happy, stimulating and challenging;
- develop pupils' confidence and self-esteem, ensuring that each individual is effectively motivated to do his or her best;
- be aware that each child has unique qualities and provide an environment for those qualities to be developed;
- give a context to children's learning by providing depth and balance and cross curricular links where possible;
- work in genuine partnership with parents and the wider community appreciating cultural diversity;
- prepare children for life in society;
- show respect and tolerance towards others and behave responsibly; and
- be proud of our Welsh heritage and enjoy learning through the medium of Welsh.

The school's priorities and targets
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9 The school's priorities and targets for 2009/10 are to:

- maintain high standards in teaching and learning in English, mathematics and science;
- develop pupils' independent learning and thinking skills;
- develop further bilingual competence;
- raise standards in ICT, mathematics, art and English;
- ensure that pupils build their skills for learning in a systematic way;
- ensure the effective implementation of the Foundation Phase in Reception;
- refine the current process of target setting;
- develop further environmental education and Fairtrade status; and
- develop governors further and their involvement in the school.

Summary

- 10 Oldcastle Primary School has made a purposeful start following the recent amalgamation of the previous separate Infant and Junior Schools. Despite the significant disturbances caused by improvements to the buildings, nearly all pupils achieve well particularly in the national teacher assessments for seven and eleven year olds. The headteacher and senior management team have a positive vision for the future and provide a good lead.

Table of grades awarded

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

- 11 The inspection team agreed with five of the seven judgements made by the school in its self-evaluation report on standards it achieved and other areas of its work. Where the inspection team disagreed, this was because the school over-estimated by one grade in each case, how well learners achieve and how well learners are cared for, guided and supported. While in both key questions there were some outstanding features, these were insufficient to support the highest grade.

Standards

- 12 Information on the levels of basic skills and maturity children have when they begin school indicates that most have below these expected and usually found amongst children of this age. They make good progress overall and are well prepared by the end of key stage 2 (KS2) for the next phase of their education.
- 13 Across the school, pupils with SEN, those identified as more able or gifted and talented and those with EAL make good progress.
- 14 In the end of key stage 1 (KS1) national teacher assessments in 2009 of seven year olds, the proportion of pupils reaching at least the expected level (Level 2) in English, mathematics and science was above the LA and national averages. The proportion reaching the higher level (Level 3) was well above these

averages. In these assessments the combined results were also above. Boys did not perform as well as girls.

- 15 In the national teacher assessments for eleven year olds in 2009 the proportion of pupils reaching the expected level (Level 4) in English, mathematics and science was again above the LA and national averages. The proportion reaching the higher level (Level 5) was well above as were the combined results. In these assessments boys attained slightly better than girls.
- 16 When compared to schools considered to be broadly similar and having up to 8% of pupils entitled to free school meals, the results at KS1 were above most of these schools in English and mathematics and very high in science, the combined results were above. The KS2 results followed a similar pattern.
- 17 Compared to the family of schools across Wales to which this school belongs, the results were above most of these schools.
- 18 In 2009 the school met the targets it had agreed with the LA. As this is a new school there is insufficient information available to judge longer term trends and performance.
- 19 Overall, standards of achievement in the subjects and areas of learning are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8%	84%	8%	0%	0%

- 20 These figures are, overall, above those reported in Her Majesty's Chief Inspector's Annual Report 2008/2009 (Primary) where standards were Grade 2 or above in 85% of lessons, of which 12% were Grade 1.

Areas of learning for under-5s

	Nursery	Reception
Personal and social development, wellbeing and cultural development	1	1
Language, literacy and communication skills	2	2
Welsh language development	2	2
Mathematical development	2	2
Knowledge and understanding of the world	2	2
Creative development	1	1
Physical development	1	1

- 21 The overall quality of educational provision for the under-fives is appropriate to their needs and children make good progress towards the Foundation Phase Outcomes.

Grades for standards in subjects inspected in key stage 1 and key stage 2

Inspection Area	KS1	KS2
English	1	1
Welsh second language	2	3
Mathematics	2	2
Science	2	2
Information and communications technology	3	2
Design and technology	2	2
History	2	1
Geography	2	2
Art and design	2	2
Music	2	2
Physical education	2	2
Religious education	2	2

- 22 Standards in the key skills of literacy and communication in English are good with outstanding features. The outstanding features include children's progress and confidence in speaking and listening across the curriculum in the Foundation Phase which continue to be very well developed in KS1 and KS2, accurate and expressive reading across the school for a wide range of reasons and very high quality skills in writing. Nearly all write very extensively and to a high standard for a wide range of reasons. Nearly all present their work very neatly.
- 23 In the key skills of communication in Welsh and in pupils' use of English and Welsh together, standards are mixed and all pupils do not build systematically on the good start which is made in the Foundation Phase and in KS1. Overall, standards in this key skill have some good features which outweigh shortcomings.
- 24 Throughout the school mathematical skills are good. Standards in the application of ICT skills are inconsistent. In KS1 nearly all pupils lack confidence and the knowledge to use ICT widely in their work. In KS2 skills in ICT are good.
- 25 Across the school standards in pupils' understanding of their Welsh heritage and of the culture of Wales, pupils' problem solving skills, their creative skills and their knowledge of how to improve their own learning and performance are all good with no important shortcomings.
- 26 From the Foundation Phase pupils' personal and social skills and their ability to work with others are good with outstanding features and represent a major strength of the school. All co-operate and work very willingly together. They are very conscious of showing kindness and consideration to each other and to all adults.
- 27 Attendance at 94.4% is above national attendance rates for primary schools both locally and nationally. Nearly all pupils arrive punctually.

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8%	79%	13%	0%	0%

- 28 The quality of teaching is good or better in 87% of lessons and is close to the picture reported in HMCI's Annual Report 2008/2009 (Primary). In this the quality of teaching was good or better, that is Grade 1 or Grade 2 in 85% of lessons.
- 29 In the Foundation Phase all practitioners plan effectively together and ensure that all children experience a wide range of high quality learning experiences and practical activities. Across the school lessons are well-organised to meet the needs of all pupils, including those with SEN, those who are considered more able or gifted and talented as well as those who have EAL.
- 30 In the best lessons, which are found particularly in the Foundation Phase and in some classes in KS2, the outstanding features include:
- skilfully constructed activities to promote children's imaginative and creative play;
 - detailed questioning techniques encouraging pupils to think things out for themselves;
 - very good examples for children to copy;
 - very good subject knowledge cleverly used to make the subject relevant to pupils' own experiences;
 - very clear instructions so that all pupils know what is expected of them and the time available to complete their tasks;
 - very well taken opportunities to promote successfully the use of incidental Welsh;
 - very effective use of electronic presentations to hold pupils' attention and to stimulate their imaginations; and
 - very thorough evaluations of pupils' learning and very clear explanations of what the next steps will be.
- 31 Where there are shortcomings, which are found in a few lessons across the school, these included:
- lack of opportunities for children to experiment for themselves and to learn at first hand;
 - insufficient challenge for nearly all pupils;
 - missed opportunities to develop pupils' skills in ICT;
 - insufficient emphasis on developing pupils' skills to use English and Welsh together; and
 - lack of pace and purpose.

- 32 Arrangements for assessment and for reviewing pupils' achievements are good with no important shortcomings and meet statutory requirements. Across the school the information is used well to match work to pupils' needs and to set realistic targets in English, mathematics and science.
- 33 The school is working closely with other local schools including the secondary school to which most pupils transfer in order to agree standards in English, mathematics and science. There are carefully constructed collections of pupils' work to illustrate standards in these subjects. Whole school collections of pupils' work in other subjects to illustrate standards are being assembled.
- 34 Work is marked regularly and constructively. Annual reports to parents meet statutory requirements and are generally informative. However, the format of reports for the youngest children do not reflect the nature of their progress. By the end of KS2 all pupils have a good understanding of their achievements and what they need to do to improve.
- 35 The curriculum is broad, balanced and well-organised. It is accessible to all pupils including those with SEN and those who have EAL. It meets the requirements of the NC and the locally agreed syllabus in religious education. The curriculum is significantly enriched by a very good range of clubs and out of school activities.
- 36 Provision for spiritual, moral, social and cultural development is good with no important shortcomings. Spirituality is successfully developed through good provision, for example in English, art and music. Pupils are provided with a strong sense of right and wrong. Pupils' social development is promoted successfully and all pupils are encouraged to be responsible. Provision for pupils' cultural development is good and is helped by mutually beneficial links with schools in Kenya and Bolivia.
- 37 There are good arrangements for pupils to be aware of other cultures which make up modern society and of their responsibilities as citizens of the world. The school actively discourages pupils to think in stereotypical ways and positively encourages all pupils to treat each other as equals.
- 38 Acts of collective worship are of a broadly Christian nature and meet legal requirements. Provision to promote Y Cwricwlwm Cymreig is good. Provision to promote pupils' use of English and Welsh together is in place but is not always effective.
- 39 There are good arrangements to promote pupils' awareness of sustainable development and for the need to protect the environment. The school's links with local businesses and the wider community are good with no important shortcomings. However, there are limited opportunities for pupils to understand the world of commerce and industry and how it functions.
- 40 The school provides good quality care, guidance and support for all pupils including those with additional learning needs (ALN). It manages and provides good personal support and guidance for all pupils. All pupils including those with

SEN are carefully helped and encouraged. A particular strength is the very effective early identification of pupils with difficulties in learning or their behaviour. All pupils are successfully enabled to play a full part in the life of the school. The school council is active and provides all pupils with a good appreciation of the democratic process.

- 41 There are good arrangements to promote pupils' health, safety and wellbeing, including links with the local support services. Child protection arrangements meet local guidance and recommended good practice. The necessary security checks have been completed.
- 42 The school has made all reasonable arrangements to secure the equal treatment of the disabled. A disability action plan is in place following a careful review of the site. There are thorough arrangements to monitor behaviour, attendance, punctuality and performance.

Leadership and management

- 43 The school is well led. Good progress has been made in establishing a new sense of identity and shared ethos amongst all the professional staff who work together co-operatively and constructively. All have a determination to build on existing strengths and to raise standards further.
- 44 As a result of new initiatives there are now rigorous arrangements in place to ensure that there is consistency in the way in which the school is organised. Subject leaders provide a positive lead to their subjects and work closely with all teachers.
- 45 The school gives careful attention to local and national priorities. Good progress has been made in introducing the Foundation Phase which is well managed. However, progress in developing pupils' abilities to use English and Welsh together has been limited as has been pupils' use of ICT across the curriculum. Arrangements to provide teachers with time during the taught week to plan, prepare and assess (PPA) are well-organised and managed.
- 46 The chair of governors has a clear understanding of the school's longer term needs and works closely and effectively with the headteacher. Governors are mindful of the need to ensure that the new school is a success. The new governing body is increasingly strengthening its links with the professional staff and is beginning to determine the way forward. Financial management is well organised and well focused on the needs of the school.
- 47 The process of self-evaluation is thorough and based on first hand evidence and systematic review. The arrangements for self evaluation are robust and have involved all those who have a stake in the school. It is closely linked to the school development plan (SDP) along with the budget and the school's performance management arrangements. It is broadly accurate in identifying the school's strengths and areas for development.

- 48 The school is well staffed by suitably qualified and experienced teachers and learning support officers (LSOs). Day-to-day administration is effective and efficient. The school has addressed the remodelling of the workforce agreement in order to reflect the needs of pupils and the curriculum in KS1 and for the management of the Foundation Phase.
- 49 The school buildings are attractive and provide a suitable environment for learning. Many colourful displays reflect the attention given to pupils' efforts and successes.
- 50 Bearing in mind the quality of education provided and the overall standards achieved, the school gives good value for money.

Recommendations

- 51 In order to improve the school in the areas inspected, the staff and governing body need to:
- R1 raise standards:
- a. in Welsh as a second language and pupils' ability to use Welsh and English together particularly in KS2; and
 - b. in the subject of ICT and in pupils' use of ICT as a key skill, particularly in KS1; *
- R2 continue to develop whole-school planning to implement the recent changes to the NC and for the systematic development of pupils' skills for learning: * and
- R3 make the outstanding teaching more consistent across the school. *

*Which the school has already identified as a priority.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

- 52 The findings of the inspection team did not match the judgements made by the school in its self-evaluation report by one grade. This was because while pupils' success in attaining agreed learning goals and their progress in learning has some outstanding features, these were insufficient to support the highest grade.
- 53 In the 2009 national teacher assessments for seven year olds, often starting from a below average base, the proportion of pupils attaining at least the expected level (Level 2) in English, mathematics and science was above the LA and national averages. The proportion of pupils reaching the higher level (Level 3) was well above these averages in all three subjects. The combined results were above. In these assessments girls out performed boys.
- 54 In the national teacher assessments for eleven year olds in 2009, the proportions of pupils reaching the expected level (Level 4) in English, mathematics and science were above the LA and national averages. The proportion of pupils reaching the higher level (Level 5) was again well above these averages. The combined results were above. In these results boys slightly out performed girls.
- 55 When these results are compared to schools considered to have a similar proportion of pupils entitled to free school meals (up to 8%), the results at KS1 were above most of these schools in English and mathematics and very high in science. The combined results were above.
- 56 When these results are compared to the results for the family of schools across Wales to which this school belongs, they were above most of these similar schools.
- 57 School data indicates that pupils often make good progress and exceed the targets set for them. They are well placed to continue this progress in the next stage of their education. In 2009 the school met the targets agreed between the governing body and the LA.
- 58 As this is a new school, there is insufficient information available to indicate longer term trends.

Grades for standards in subjects inspected

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8%	84%	8%	0%	0%

- 59 These figures are above those reported in HMCI's Annual Report 2008/2009 (Primary) where standards were Grade 2 or better in 85% of lessons of which 12% were Grade 1. In this inspection 92% were Grade 1 or Grade 2.

Areas of learning for under-5

	Nursery	Reception
Personal and social development, wellbeing and cultural development	1	1
Language, literacy and communication skills	2	2
Welsh language development	2	2
Mathematical development	2	2
Knowledge and understanding of the world	2	2
Creative development	1	1
Physical development	1	1

Grades for standards in subjects inspected in key stage 1 and key stage 2

Inspection Area	KS1	KS2
English	1	1
Welsh second language	2	3
Mathematics	2	2
Science	2	2
Information and communications technology	3	2
Design and technology	2	2
History	2	1
Geography	2	2
Art and design	2	2
Music	2	2
Physical education	2	2
Religious education	2	2

- 60 The school plans and teaches children in the nursery and reception in line with the curriculum for the Foundation Phase.
- 61 The overall quality of educational provision for the under-fives is appropriate to their needs and children make good progress towards the Foundation Phase Outcomes.
- 62 Standards in the key skills of literacy and communication in English are good with outstanding features. In the Foundation Phase, children make very good progress in oracy from generally below average starting points. They speak with increasing confidence and listen very well. In KS1 and KS2 the key skills of speaking and listening are very well developed and nearly all pupils discuss eloquently and at length when, for example they consider evidence in history or when evaluating their performance and that of others in physical education.
- 63 Across the school nearly all pupils read very well for pleasure and for information. They make very good progress from the Foundation Phase and use dictionaries and reference books widely and very confidently.
- 64 From the Foundation Phase nearly all write very well. They learn to form their letters neatly and fluently. By the end of KS2 they present their work with

considerable pride in its appearance. In KS1 and KS2 all pupils write at length for a very wide range of reasons and for many different purposes. They have the skills and techniques of mature authors and appreciate very well how to make their writing effective.

- 65 In the key skills of communication in Welsh standards are good with no important shortcomings in the Foundation Phase and KS1. However, in KS2 standards have good features which outweigh shortcomings. In the Foundation Phase nearly all children have a good knowledge of simple phrases and responses. They count to five in Welsh and know some Welsh songs. In KS1 nearly all pupils build successfully on what they know and understand. They are beginning to read and write in Welsh and speak with increasing confidence and good pronunciation. However, in KS2 many pupils do not build sufficiently on their previous successes. They lack confidence and do not use any more complex speech patterns than those they have previously learnt. Pupils' bilingual skills follow a similar pattern.
- 66 Across the school pupils' mathematical skills are good. In the Foundation Phase nearly all children count to 10 and use the language of counting accurately in their play. They follow repeat sequences in art and measure confidently using non-standard units in their practical investigations.
- 67 Pupils' competence in the use of ICT across the curriculum is good overall with no important shortcomings. Children in the Foundation Phase use the mouse accurately to find their way through simple programs, for example in their creative work. By the end of KS2 many pupils make good quality electronic presentations and have a good range of skills in composing text and editing it. They use the Internet well to communicate and to research for themselves, for example in geography and history. They use graphic packages well to interpret and display data they have gathered, for example in science. However, in KS1 nearly all pupils have limited opportunities to develop the skills they have learnt previously and do not have the confidence, for example to compose, edit and illustrate their work or to begin to use ICT to interpret data sufficiently.
- 68 Starting in the Foundation Phase and continuing across the school nearly all pupils have a good understanding of the culture and traditions of Wales. They have a good knowledge of their local history, for example about events in World War II in their area. They know about life in Wales in the 19th Century. They study and as a result, accurately describe the work of a good range of Welsh artists, composers, musicians and writers. They perform Welsh folk dances well. They know the physical geography of Wales and the course of their local river.
- 69 Across the school pupils' personal and social educational skills and their willingness to work with others are of a very high quality and have many outstanding features. Across the school nearly all behave very well and understand how to work very co-operatively together. They work together very willingly and sensibly both amongst themselves and with adults. They are very aware of the need to be considerate and caring of each other.

- 70 From the Foundation Phase problem solving skills, creative skills and the ability to work with others are good with no important shortcomings. All children in the Foundation Phase regularly resolve practical problems in their play by trial and error and by making sensible deductions. In KS1 and KS2 nearly all use logical strategies to come to conclusions, for example in history and in science.
- 71 In the Foundation Phase the youngest children experiment and experience for themselves very successfully through the use of a good range of different media which they use very effectively. They take on roles readily and move very expressively when interpreting music. Across KS1 and KS2 many pupils illustrate their work well and use their imaginations effectively, for example in English and in dance in physical education.
- 72 Nearly all pupils have a good appreciation of how to improve their own work. From the Foundation Phase they are regularly reminded of this through a wide range of strategies. As a result they are very aware of what are the small steps they need to take to do better.
- 73 Learners behave very responsibly and show respect for others. They make good progress in their personal, social, moral and wider development. They are very aware of equal opportunity issues and show considerable understanding and respect for diversity within society.
- 74 Pupils are well motivated, eager to learn and have positive attitudes to learning. They work with enthusiasm, make good use of lesson time and maintain both effort and concentration well. The standards of behaviour and the levels of courtesy and respect pupils demonstrate are exemplary. This is reflected in every aspect of school life.
- 75 Levels of attendance averaged 94.4% over the last three terms which is above the average target rate set by the school. Nearly all pupils are punctual at the start of the day.
- 76 Pupils demonstrate a good capacity to study independently, including the skills to maintain lifelong learning. They work well together and collaborate willingly. Pupils make very good progress in their personal, social and wider development. This is an outstanding feature. They demonstrate honesty and fairness and show respect for one another.
- 77 Pupils develop a very good understanding of the diversity of cultures within society. A register of pupils with EAL is suitably maintained. They have opportunities to participate in a variety of ways within the local community. The school has forged strong links with local business which helps prepare pupils for effective participation in the work place.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

78 The findings of the inspection team matched the judgements made by the school in its self evaluation report.

79 The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8%	79%	13%	0%	0%

80 The quality of teaching is good or better, that is Grade 1 or Grade 2 in 87% of lessons. These figures are close to the national picture reported by HMCI in the Annual Report 2008/2009 (Primary) where the quality of teaching was good or better, that is Grade 1 or Grade 2 in 85% of lessons, 17% being Grade 1.

81 Across the school lessons are well-planned to meet the needs of all pupils and to build systematically on what has gone before. In the Foundation Phase all practitioners plan carefully together to assemble a wide range of interesting and valuable experiences for all involved. All plans clearly set out how time is to be used and what pupils should have gained as a result of the teaching. Plans for those who are identified as having some degree of SEN, those considered being more able or gifted and talented and those with EAL are detailed and are well used to provide the necessary support and challenge.

82 The best lessons which have many outstanding features are found in classes in the Foundation Phase and in some classes in KS2.

83 In these lessons teachers very successfully construct activities which encourage children to be very imaginative and creative themselves. They achieve this through detailed questioning to encourage the participants, for example in a dance lesson, to think things out for themselves. They very expressively model what they wish all children to achieve. The teachers show very good subject knowledge, for example when encouraging pupils to perform their own compositions in music to a very high standard showing style and presence in the performance. They make subjects come to life by the lively way they promote discussion and relate what is being taught to their own experiences, for example in science.

84 In the best lessons, teachers place heavy emphasis on explaining what pupils should aim to achieve and the time they have available to complete their tasks. As a result the lessons move forward with a real sense of pace and purpose and all pupils are eager to learn more. The teachers take up opportunities very readily to strengthen all their pupils' use of incidental Welsh and to increase their Welsh and English vocabularies together, for example, when they teach pupils to write using the third person. They use electronic means very effectively to make

their lessons relevant to pupils and to hold their pupils' imaginations, for example when looking at a series of events in World War II in history.

- 85 In the outstanding lessons, teachers review progress very thoroughly against the objectives which have been set previously. They explain very clearly what the 'next steps to success' will be and why. They ensure that all pupils think carefully about their own targets and by the ways to improve their work.
- 86 Where teaching has some shortcomings which are found across the school, the lessons are over directed so that all do not have sufficient scope to experiment for themselves. Their own creativity is not sufficiently encouraged because too much is done for them. In some lessons pupils are not challenged because the work is too easy for them. Opportunities are missed to develop pupils' skills in ICT and to extend their knowledge of and competence to use Welsh and English together. Occasionally lessons lack enough pace and purpose to engage all pupils productively and to build successfully on what pupils already know and understand.
- 87 Arrangements to assess pupils' achievements and progress are good with no important shortcomings. In the Foundation Phase children's progress is carefully monitored in all the areas of learning and their learning needs sensitively addressed. Teachers and LSOs rigorously assess pupils' achievement at several key times each year. This provides a very comprehensive profile for use throughout the Foundation Phase and by teachers in Y1 on transition.
- 88 The deputy headteacher and the assessment co-ordinator are developing a comprehensive system of assessment throughout KS1 and KS2 which tracks pupils' progress over time. This process includes the analysis of results from a range of national and standardised tests. Termly teacher assessment takes place in English, mathematics and science. Teachers in all classes have used the information from assessment well to group pupils within the classroom to support the improvement in standards.
- 89 The school fully complies with statutory requirements for assessment, recording and reporting. In both KS1 and KS2, teachers make good use of a wide range of assessments to match work to pupils' needs and to set targets for learners in English, mathematics and science. Across the school, strategies have been put in place recently to ensure that there are accurate and robust methods for reliably and consistently judging the level of individual pupils' work.
- 90 The school is working closely with other nearby schools and the local secondary school to which most pupils transfer in order to agree standards. Detailed annotated collections of pupils' work in English, mathematics and science have been put together as part of this process, which are well used.
- 91 The link between assessment and planning is strong and this enables pupils to progress well, building successfully on previous knowledge and skills. Work is marked regularly and constructively.

- 92 By the end of KS2 pupils have a good understanding of their own progress in mathematics and English and are beginning to understand how well they are doing in lessons and what they need to do to improve their work. The school is now developing a programme to ensure that pupils' involvement in planning their own academic progress and improvement is consistent across the school.
- 93 Due to outside factors the development of whole-school collections of pupils' work in subjects is inconsistent and as a result the use of these documents has yet to be completed.
- 94 Teachers inform parents and carers about their children's progress at parents' evenings and through written annual reports. The end of year reports for pupils in KS1 and KS2 are comprehensive, clear and informative. They meet statutory requirements. There are opportunities for parents to comment on the report and they have an opportunity to discuss the written report. Parents and carers on the whole find the formal and informal information they receive on their children's progress to be helpful.
- 95 However, reports to parents for children under five are of the same format as those for pupils in KS1 and KS2. The style and content are not suitable for very young children and they do not accurately reflect the overall quality of their learning and progress.

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

Grade 2: Good features and no important shortcomings

- 96 The findings of the inspection team matched the judgement made by the school in its self- evaluation report.
- 97 The curriculum is broad, balanced and accessible to all pupils, including those with SEN and those with EAL. It meets all the requirements of the NC and the locally agreed syllabus in religious education and the needs and interests of all pupils.
- 98 Overall there are good arrangements within the curriculum for pupils to develop their key and basic skills. Children in the Foundation Phase are following the skills programme outlined by the LA. Class teachers and subject co-ordinators are making good progress in developing a new skills ladder for Curriculum 2008.
- 99 A particularly effective element in the curriculum is the provision for out -of- school activities and the enrichment of the curriculum by a very good range of clubs, cultural and sporting activities. All pupils have access to a wide range of activities and the take up is high. In addition, the school makes very effective provision for educational visits and trips, for example to Cardiff Bay and to places of worship of different faiths. Pupils in Y5 and Y6 are given good opportunities to take part in residential visits.

- 100 The curriculum is further enhanced by some music lessons for pupils provided by peripatetic teachers of strings, brass and woodwind. Pupils also benefit as a result of linking with other primary schools for sporting fixtures and musical activities.
- 101 The school promotes pupils' personal development including their spiritual, moral, social and cultural development well. Spirituality is developed well in English, art and music. The school provides pupils with a strong sense of right and wrong. All pupils are encouraged to behave as responsible members of their local community and of the wider world. The eco-schools and Fairtrade schools initiatives are well established.
- 102 Collective worship takes place daily and meets statutory requirements. A weekly service is used appropriately to celebrate pupils' achievements and raise their self esteem. Class assemblies draw on their cultural knowledge to promote their personal development.
- 103 The school actively promotes pupils' cultural development. Pupils study their own and others cultures in history, geography, art and music. The school has links with pupils in developing countries, for example Kenya and Bolivia and with an Indonesian music project. The Eco-schools and Fairtrade schools initiatives are well established and add significantly to pupils' understanding of other cultures and of global citizenship. The school makes regular contributions to both local and national charities.
- 104 The school provides many good opportunities for all pupils to learn to take responsibilities and make decisions on the school council and when submitting ideas to it.
- 105 The school is enriched by very effective partnerships with parents, other primary schools, the local secondary school and the whole community. The school has strong links with places of higher education. Visiting speakers enrich all aspects of the curriculum. A regular newsletter is written for parents.
- 106 There is suitable emphasis on the teaching of Y Cwricwlwm Cymreig and about Welsh culture and heritage. The school has strong links with its local community and this is recognised in many aspects of the curriculum.
- 107 The school actively takes measures to combat social disadvantage and ensures that all pupils have equality of access and opportunity across the full range of its provision.
- 108 Pupils' awareness of the need for sustainable development is promoted through recycling, energy conservation and 'Healthy Eating' projects. The school has formed an Eco Committee which meets regularly and the pupils are fully involved in all aspects of its work.
- 109 The school provides a limited range of opportunities to develop entrepreneurial skills and the skills needed to support economic development. This includes the introduction of the mini enterprise programme in Y6.

- 110 There are good links with local business which promote pupils' awareness of the work place. The schools' provision reflects well national priorities to promote lifelong learning skills and suitably raises pupils' awareness of community regeneration and the impact of social and economic changes in society.

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

Grade 2: Good features and no important shortcomings

- 111 The findings of the inspection team did not match the judgements made by the school in its self-evaluation report. This is because the school over estimated by one grade the quality of care, support and guidance given. While there were some outstanding features, these were insufficient to support the highest grade.
- 112 The school plans and manages its care arrangements very effectively and makes very good use of a range of support services when needed. This provision makes a significant contribution to the wellbeing of pupils. Pupils confirm that they feel valued as individuals and are well supported. Positive relationships are formed so that they feel secure in the knowledge that their needs will be dealt with appropriately and sensitively.
- 113 The quality of the school's partnership with parents and carers is good. The school engages parents and takes account of their views through termly parent evenings. Parents are provided with an informative prospectus, an annual report from governors and a home school agreement is implemented. The work that is carried out by the school council reflects positive decision making and promotes a sense of community and develops the skills of citizenship.
- 114 The school has an effective induction and support programme which helps all pupils settle in quickly. All new parents and pupils are invited into the school at appropriate times to view and use the facilities.
- 115 The schools' well structured personal and social education programme (PSE) is an outstanding feature. It is integrated into schemes of work across the whole curriculum and therefore permeates all aspects of the schools' work and life. Pupils reflect the school's values of honesty, trustworthiness and tolerance and respect for others.
- 116 Attendance and punctuality is systematically monitored. The schools' administration officer collates the information daily and data is entered into a computer system on a weekly basis. The school has recently implemented a first day response system. The school seeks to maintain parental awareness of their responsibilities in helping to ensure good attendance and punctuality. Pupils' behaviour and performance is systematically monitored. Good achievement, behaviour and examples of courtesy and kindness to others are suitably rewarded.
- 117 The school is diligent in assuring the healthy development, safety and wellbeing of pupils. Appropriate risk assessments including those covering school trips are

well documented. Regular inspections of the school site are carried out to identify health and safety issues which need attention. Three members of staff are fully trained in first aid. Healthy development is well promoted through the PSE programme and the promotion of healthy eating projects.

- 118 The school has appropriate procedures which meet local guidance and recommended good practice to ensure the protection of children. The designated officer has received appropriate training and implements effective procedures for early identification and subsequent monitoring of pupils experiencing difficulties with their learning. Information is disseminated fully and effectively to all staff to ensure a clear understanding of their responsibilities in this area. The necessary security checks have been undertaken.
- 119 The school's provision for pupils with ALN is good. Pupils with SEN make good progress and are well supported in class, small withdrawal groups and individual teaching sessions.
- 120 Arrangements for pupils with SEN meet the requirements of the Code of Practice for SEN. All pupils with SEN are provided with good quality individual education plans (IEPs) which are well used to target and monitor progress. Plans are reviewed regularly by teachers, support staff and the special needs co-ordinator (SENCo). Parents are actively involved in the support process. Younger pupils have age appropriate plans which they can easily understand. Pupils are aware of their targets and involved in their review.
- 121 An outstanding feature of the school's provision is the very effective early identification of pupils experiencing difficulty with learning or behaviour. This ensures that from an early stage, pupils with SEN receive effective support and guidance.
- 122 The SENCo meets regularly with the LSOs and works closely with other members of teaching staff. She monitors the quality of provision for pupils with SEN and regularly provides guidance to support staff. Teaching and support staff closely monitor the progress made by these pupils.
- 123 The SENCo works closely with the member of the governing body who has responsibility for this aspect.
- 124 Very good links have been established with relevant outside agencies including speech therapists, child and adolescent mental health services (CAMHS), youth counselling service, behaviour support service and the education psychologist. Effective links with the local secondary school to which most pupils transfer, ensures that the quality of transition for pupils with SEN is good.
- 125 Good provision is made by the suitably qualified teaching assistants to support pupils experiencing difficulty with literacy and mathematics. They make effective use of specific programmes such as 'catch up' and 'speech link'. Detailed record keeping, including precise, realistic targets, enables the school to measure these pupils' progress well.

- 126 The school makes appropriate provision for more able and talented pupils. More able pupils identified using the results of tests are offered enrichment and extension activities through the curriculum. In the best practice, the thinking skills activities enable the more able to extend their skills. One pupil receives additional violin lessons to provide for his special talent.
- 127 The school has an agreed behaviour policy and very effective procedures to support pupils with behaviour problems. Individual behaviour plans and checklists are used successfully to provide teaching staff, pupils and their families with evidence of targets and progress. The LA behaviour support service provides good support for pupils who find it difficult to manage their behaviour. In nearly all lessons observed teachers managed behaviour well.
- 128 The school has an effective equal opportunities policy that helps to promote pupils' understanding of equality very well. There is a positive policy of inclusion and all pupils, regardless of their background, ability, race or gender have full access to the curriculum and to all extra-curricular activity and this is an outstanding feature.
- 129 The school is pro-active in developing pupils' understanding of racial equality and the importance of good race relations based on mutual respect. Pupils understand the need for respect and support for diversity in a global society.
- 130 There are clear policies to promote high standards of behavior and very well considered strategies to prevent bullying, racial discrimination and all forms of harassment.
- 131 The school takes effective steps to avoid placing pupils including those with physical disabilities at any substantial disadvantage. The school provides the facilities of two adult disabled toilets, wheelchair ramps and a stair lift leading to the staff room. The school has prepared a disability equality scheme action plan after a detailed survey of the site.

Leadership and management

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

Grade 2: Good features and no important shortcomings

- 132 The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
- 133 The headteacher provides a positive and determined lead. Working closely and effectively with the senior management team, much has been achieved, despite the significant difficulties associated with the reconstruction of much of the school site. The previous two schools now share the same sense of identity and ethos. All teaching and non-teaching staff work well together as a strong team, committed to making the new school a success. There is a shared determination

to ensure that the strengths which the school has are built upon in order to raise standards further.

- 134 In a relatively short time, the headteacher has put in place well thought out measures to ensure that there is now a high degree of consistency in the way in which the school is organised. For example, arrangements to review and develop the curriculum and methods of assessing pupils' progress have been rigorously undertaken. There are very detailed records of how pupils are making progress and associated strategies to address issues of under achievement. Subject leaders are working closely with other teachers to agree across the school standards pupils should reach year on year. They are putting together annotated collection of pupils' work in order to illustrate what are the expectations across subjects in this new school.
- 135 The school takes careful note of national and local priorities. The Foundation Phase has been introduced successfully and is well managed. Links with other schools are strong and the school contributes regularly to the development of good practice across the LA. The school has recently made good progress in planning on a three year cycle for the changes to the NC and for the development of the skills pupils need to be successful learners. However, as the result of the considerable disruptions, these are at an early stage of development.
- 136 While the school has begun to plan systematically for the teaching of the key skills for learning, standards currently in pupils' bilingual skills and in their use of ICT have some shortcomings, which the school is beginning to address.
- 137 The senior management team has good systems in place to evaluate the quality of teaching and learning at first hand which are now being well used to identify individual teachers' in-service education needs and to link this to the school's performance management procedures. There are appropriate arrangements in place to support newly qualified teachers and teachers who are new to the school.
- 138 The chair of governors works closely with the headteacher and has a clear understanding of the needs of the school and of the way forward. Governors are very aware of the need to ensure that all connected with the new school have confidence that it will continue to build on its previous successes.
- 139 Following on from the amalgamation of the two schools, a new governing body has been created in which new governors are beginning to establish effective working links with the professional staff and to have a good understanding of how the school functions. Constructively led by the chair of governors and the headteacher, governors are now involved in setting the longer term direction for the school and in judging the success of its spending decisions, for example in initiatives to raise standards in ICT across the school and in developing pupils' reading.
- 140 Financial management is well-organised and well focused on the educational needs of the school. The school's budget is closely linked to the school's

performance management priorities and to the priorities set out in the SDP. The governing body is beginning to exercise its role as a critical yet constructive friend of the professional leadership. It meets its statutory duties.

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

Grade 2: Good features and no important shortcomings

- 141 The findings of the inspection report matched the judgements made by the school in its self-evaluation report.
- 142 There are extensive school self-evaluation procedures following the recent amalgamation to support its self-review. Good strategies have been developed for monitoring, self-evaluation and data analysis and the monitoring cycle has begun to be implemented.
- 143 Self-evaluation procedures include an evaluation of the previous SDP, scrutiny of pupils' work, speaking to pupils and first hand evidence has been gathered by the head teacher, senior management team and by some subject leaders through classroom observations. The information gained is used to inform annual subject reports which, in turn, inform the SDP. The process is in the early stages of development and the first cycle of monitoring has not yet been completed. Some subject leaders, therefore, have not yet undertaken classroom observations.
- 144 All those who contribute to the life and work of the school are involved in the self-evaluation process. The head teacher takes seriously the opinions of pupils, staff, parents, governors and ancillary staff. All stakeholders' views are sought through different questionnaires specifically designed by the head teacher to meet the varying needs of respondents.
- 145 The governing body works well with the head teacher and staff in the process of self-evaluation. Governors take part in the process and then discuss and contribute to the report prior to approval. The school's self-evaluation report is a structured document which is comprehensive and identifies the school's strengths and the areas for development.
- 146 The inspection team agrees with the school's judgements in five of the seven key questions. Where it disagreed by one grade, this was because while there were some outstanding features in Key Question 1 and Key Question 4, these were insufficient to support the highest grade.
- 147 The detailed SDP is informed by the self-evaluation report. Data is carefully analysed, quantifiable targets are set where appropriate and clear success criteria are identified. Progress against the targets in the SDP is reviewed regularly.

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

Grade 2: Good features and no important shortcomings

- 148 The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
- 149 The school is well staffed by suitably qualified and experienced staff and this enables the curriculum to be taught effectively to all pupils including those with SEN. Teachers are appropriately qualified and experienced.
- 150 The support staff in the Foundation Phase are a valuable resource and make an effective contribution to the learning experiences of all children. Overall, the LSOs in KS1 and KS2 are deployed well.
- 151 Job descriptions for all staff are appropriate. Overall, teaching and support staff provide good support for pupils with SEN. Many pupils benefit from the regular visits from teachers for instrumental music tuition.
- 152 Administrative staffs, midday supervisors and lunchtime staff, carry out their tasks efficiently and effectively. This helps to ensure that the school operates smoothly.
- 153 Classroom resources are of a very good quality and are accessible to all pupils. All classes have interactive whiteboards which are well used.
- 154 Pupils in KS2 now make good use of the well equipped computer suite to develop their skills. Computers which were previously available for pupils to use in other teaching areas had to be removed because of health and safety concerns during the rebuilding programme. This has had a negative impact on teaching and learning.
- 155 The school library contains a wide range of fiction and non-fiction books, although many are often out of date and need to be replaced.
- 156 The school has worked hard since amalgamation in 2008, to organise and create a stimulating, effective learning environment despite considerable disruption caused by the extensive building work and refurbishment across the school which was very recently completed. This has prevented the school from developing the outside area as effectively as it plans to do.
- 157 The accommodation for the children in the Foundation Phase, although limited in size, is used successfully. The practitioners who work with these children have provided an attractive, exciting area.
- 158 Overall, the accommodation provides a good range of facilities for teaching and learning. There are two large halls, adequately sized classrooms, including two designated rooms for withdrawal groups and meetings, along with areas for shared learning and practical activities.

- 159 Good quality displays enhance the learning environment throughout the school. They provide a stimulating atmosphere for pupils to learn and reflect the value which is placed upon pupils' work.
- 160 Finances are well managed and carefully monitored by the head teacher and finance committee of the governing body. Spending decisions are carefully linked to the SDP. Large items are only purchased following advice from appropriate specialists and the LA.
- 161 The school makes effective use of the community, the local environment and visits to educational sites to enhance pupils' learning. This is further enriched by the involvement of visitors in school activities.
- 162 Teachers and support staff regularly attend appropriate training courses to improve their skills. These courses are linked to priorities in the school development plan, performance management reviews and to enhance personal development.
- 163 Arrangements for PPA are in place and all teachers receive the correct amount of time for this. The school has implemented the workforce agreement of the curriculum in KS2 to reflect additional responsibilities in the management of organisation and leadership of the Foundation Phase.
- 164 Taking into account the quality of education provided and the overall standards achieved by pupils, the school provides good value for money.

Standards achieved in subjects and areas of learning

Foundation Phase for under 5s

Grade 2: Good features and no important shortcomings

Personal and social development, wellbeing and cultural development

Grade 1: Good with outstanding features

Good and outstanding features

- 165 All children, including those who began recently, feel safe and secure in the school environment. They play happily in pairs, groups and as a class conversing with one another and practitioners easily. They go to the toilet independently and wash their hands after this and before lunch. At lunch they learn to use cutlery well and eat nicely at the table; this is an outstanding feature. All children from the very youngest attempt to dress themselves to go outdoors and nearly all succeed unaided. All demonstrate very good independence at an early stage. When engaged in activities their levels of concentration and perseverance are outstanding. All children develop a disposition for learning from an early stage; this is an outstanding feature.
- 166 All have an outstanding knowledge of the traditions and celebrations of other cultures. They celebrate Diwali and Eid ul Adha and often dress in the clothes of various cultures. Their understanding of other cultures develops very well through cooking and eating food and such experiences as having their hands decorated with Mendhi patterns. They all learn about how different the lives are of children in the Third World when looking at pictures of them and talking with adults.
- 167 Nearly all children take responsibility for tidying up and putting things in the right places at the end of each session. They learn to give thanks for their world by saying prayers at the start of the day, before lunch and at the end of the day.

Language, literacy and communication skills

Grade 2: Good features and no important shortcomings

Good features

- 168 Almost all younger children communicate clearly with both each other and adults, talking about their own experiences and they are very happy to speak to visitors. All older children enjoy conversing and sharing experiences and ideas with others through a range of indoor and outdoor activities. They do this eagerly and confidently using extended and often complex sentences and a wide range of vocabulary.

- 169 Most younger children know and recognise nearly all the letters of the alphabet and older children know their sounds, write simple words and many write simple sentences independently using plausible spelling. Nearly all younger children ask and answer interesting and sensible questions about characters and events in stories and all older children retell the main events well. All children choose to browse through books, handle them like readers and understand that print conveys meaning.
- 170 All enjoy mark-making very much and seize every opportunity to engage in it. Younger children enjoy making marks and letters in sand, foam, snow and batter. Their mark-making progresses well and they know there is a range of purposes for writing such as post cards, birthday cards, lists and messages. Older children make good progress and form letters and words which they read to adults. Many then make very good progress to independent writing. Many older children read simple books well and confidently and all read familiar words accurately.

Shortcomings

- 171 There are no important shortcomings.

Welsh language development

Grade 2: Good features and no important shortcomings

Good features

- 172 Younger children have a growing vocabulary and repeat familiar words and sing and recite enthusiastically several Welsh songs and rhymes. Nearly all have a good knowledge of basic phrases such as responding to the register with 'dyma fi.' All say a Welsh prayer at the end of the day with good pronunciation. All count to five and know colours in Welsh. Older children make good progress and have a growing vocabulary and knowledge of phrases and sentence patterns which many apply accurately in response to their teacher's questions.
- 173 All follow Welsh instructions appropriately demonstrating good understanding. They all join in songs confidently and enthusiastically and describe the persona doll's feelings using Welsh adjectives such as 'trist.' All count to twenty in Welsh and describe accurately the weather. They are familiar from the time they begin school with the printed word in Welsh and all enjoy speaking Welsh. They sometimes choose Welsh books to look through and most children's reading skills develop well through reading Welsh labels and words around the classroom.

Shortcomings

- 174 There are no important shortcomings.

Mathematical development

Grade 2: Good features and no important shortcomings

Good features

- 175 Nearly all younger children count and recognise numbers to ten indicating the correct number of fingers. They know and enjoy saying a variety of number rhymes. Nearly all use their fingers well in order to count and can count accurately up to five objects. They develop an understanding of one to one correspondence during the course of their activities for example when giving out milk. Nearly all develop good comparative vocabulary when, for example, describing the shoes in the role play shoe shop as 'long' and 'short.'
- 176 All enjoy meaningful opportunities to explore number, counting and comparing during the course of their activities both indoors and outdoors such as matching Percy's socks when they peg them out. Nearly all produce a printed pattern sequencing two objects to make a scarf. They understand the purpose of money from going to the local supermarket to buy goods. They enjoy counting and sorting carrier bags when they return. Nearly all like to write and paint numbers and show an interest in them.
- 177 Older children know well a range of mathematical rhymes and songs. They possess a good mathematical vocabulary which includes comparative language as well as number which they use accurately. Their concepts of size, length, number and shape develop well. All use non-standard measurements confidently for example when using blocks to discover which objects are tallest and shortest. Most can work out how many children are absent when the register is taken. All know and understand the term 'order' and count and recognise numbers to 20.
- 178 All carry out simple addition calculations by adding objects to find the total; they record this calculation pictorially. All know two dimensional shapes and identify them in the environment when walking around the school. Their understanding of capacity develops well when they are engaged in water and sand play. They use terms such as 'full', 'half full' and 'empty'. All develop further their understanding of the purpose of money during their role play.

Shortcomings

- 179 There are no important shortcomings.

Knowledge and understanding of the world

Grade 2: Good features and no important shortcomings

Good features

- 180 All children demonstrate great interest in and curiosity about the world around them as a result of the range of interesting and exciting experiences which they

enjoy. All plant and grow seeds and bulbs and understand that it is important to water growing plants and to ensure they have light. All enjoy going on visits within their community to places such as the local supermarket. They know that the school is in Bridgend and many older children know their address.

- 181 Most children use a variety of computer programs and they use the interactive whiteboard confidently. Most children from the nursery upwards learn how to take digital photographs and to load their images on to the lap top with adult support. Younger children have a good understanding of the differences between life in the past and the present from experiences such as bathing a baby in a zinc bath.
- 182 All children are actively involved in their own learning and solve problems well with appropriate adult support when required. For example, they collect snow, put it in a tray indoors, predict accurately what they think will happen to it and observe it melting. Older children reason well when observing and experimenting with balloons full of ice.
- 183 All have an interest in the school environment and enjoy observing the birds in the school garden and feeding them with bird cakes they have made. Nearly all have a good knowledge of which foods are healthy such as fruit and vegetables and that drinking milk gives them 'energy.' Their understanding of past and present develops well when they compare Victorian toys with theirs. By the end of the Foundation Phase all recognise the significance of progress and know some of the events in the life of Jesus.

Shortcomings

- 184 There are no important shortcomings.

Creative Development

Grade 1: Good with outstanding features

Good and outstanding features

- 185 All younger and older children alike enjoy drawing and painting and use brushes of different thicknesses confidently to make bold use of colour when producing observational representations of animals in the park and original paintings of 'Percy the Park Keeper' of a very high standard. All enjoy experimenting with paint and have made bold and colourful observational drawings of Welsh dolls, leeks and the Welsh flag which are of an outstanding standard. All use a wide range of materials and techniques to create representational images such as Arctic animals and birds they see in the playground which are of a very high standard.
- 186 Nearly all younger children play co-operatively and demonstrate an excellent understanding of the conventions of role play. For example, they know that if Percy is busy they must help him in his hut. Older children's role play continues

to develop well. All children enjoy music, responding well with their voices and percussion instruments and many keep the rhythm of a song. Nursery children's sense of rhythm develops well when they clap the syllables of their name.

- 187 All children enjoy expressing themselves through dance and respond exceptionally well with their bodies to music. They demonstrate an outstanding level of creativity when interpreting music and creating their own original sequences of movements. They have an outstanding ability to change their movements and expressions from one type of character to another with very expressive movements and body language. Older children produce excellent extended sequences of movement to perform for their friends. The ability of all children to interpret the mood of different pieces of music with creative movement is outstanding.

Physical development

Grade 1: Good with outstanding features

Good and outstanding features

- 188 Both younger and older children move their bodies with agility and demonstrate very good control and co-ordination when responding to instructions. All children move very confidently and demonstrate excellent co-ordination and confidence when climbing, running, walking, jumping and landing. Nearly all older children throw and catch beanbags with increasing accuracy and all follow well the rules of a game. All children have a very good awareness of space which they use very well and have an excellent understanding of their bodies and what they need in order to grow and to be healthy.
- 189 Their manipulative skills are very good as a result of the range of opportunities they receive in this and other areas of learning which they enjoy such as cooking, drawing, cutting, gluing, painting, printing and polishing shoes in the shoe shop.
- 190 All co-ordinate movements very well and understand positional language. They demonstrate exceptional originality when moving in different ways. All enjoy physical activities and engage in them whole-heartedly. Older children demonstrate confidently and evaluate their performance and that of their friends very well.

English

Key stage 1: Grade 1: Good with outstanding features

Key stage 2: Grade 1: Good with outstanding features

Good and Outstanding features

- 191 In KS1 nearly all pupils make outstanding progress in learning how to speak clearly and fluently. They have very well developed vocabulary bearing in mind their different starting points and speak very confidently to adults and to each other. They are very keen to express their own views and to comment constructively on the efforts of other pupils. They know how to choose words carefully to express accurately their feelings, for example when discussing how to create an appropriate SOS message for their space station. They very confidently take on roles and create very lively dialogue in character.
- 192 Across KS1 nearly all pupils listen very intensely when they hear a wide range of stories and follow instructions correctly. They concentrate very well and are anxious to hear more. They listen very carefully and critically to what other pupils have to say.
- 193 Within KS1 nearly all pupils' reading skills are very well developed. They have a very strong understanding of the sounds which letters make and nearly all blend these sounds together in order to read unfamiliar words quickly and accurately. They enjoy reading and identify very readily with the characters in the books they read. All know the names of some well known authors. They are very familiar with the parts of a book. accurately describing the purpose of 'chapters', 'contents', 'index', 'blurb' and 'illustrator'. Nearly all develop their reading skills very well recognising and using alphabetical order to find new words or to reorder words they know. Nearly all read with good expression. A majority are very fluent and read very well with a good appreciation of audience.
- 194 Within KS1 nearly all pupils write neatly, forming letters accurately. They write longer sentences using appropriate capital letters and full stops. Nearly all older pupils in KS1 write at some length, for example re-telling the story of 'The Moon Landings' accurately and writing factually about China. They have a very well developed understanding of how to organise their work and how to use apostrophes, for example to indicate shortened forms of words such as 'I'm'.
- 195 Across KS2 nearly all pupils build very successfully on what they have learnt previously. They talk very fluently and confidently and at length. They do so avidly with their 'talk partners', recognising the importance of allowing others to contribute to the discussions as well as themselves. They argue a point of view very logically, for example when finding out about the death statistics related to the sinking of the Titanic. They speak fluently to a wider audience and have very well developed vocabularies which they use extensively to describe accurately what they wish to say. They listen very thoughtfully and show respect for the views of other pupils. They concentrate very well when listening to their teachers and to other adults, for example when learning about the merchant navy and shipping.

- 196 By the end of KS2 nearly all pupils read very confidently and accurately for their ages and abilities. Many have an extensive knowledge of the works of their favourite authors and express very clearly why they prefer some writers to others. They enjoy listening to literature and recall very enthusiastically some of the well known stories and longer poems they know. By Y6 nearly all read with a good sense of audience and do so in lively and expressive ways. They 'skim' and 'scan' quickly and effectively to find out information.
- 197 A particular strength of the school is the very high quality of writing in English across KS2 where nearly all pupils write very well in many different styles and for many different audiences, often in lively and innovative ways. For example, Y3 pupils write a very clear and well thought out road safety guide for hedgehogs. They write detailed book reviews. They construct lengthy and well written stories.
- 198 By the end of KS2 all pupils are very aware of how to use punctuation accurately in order to ensure clarity in what they write. They take considerable care in presenting their work very neatly in well formed and fluent handwriting, reflecting the pride which all have in their work.
- 199 All use a writing plan very effectively to ensure that their work is constructed logically and contains the necessary elements to make it effective. For example, they ensure that their 'openers' catch the reader's attention and leads on into the main part of the story. They consider how to use 'hooks' to continue to hold the reader as the story develops. They carefully and systematically analyse a text to identify its strengths. By the end of KS2 nearly all use direct and indirect speech confidently and accurately. They write scripts for scenes for plays using stage direction. They make clear and very well-organised synopses of a play and write very well in the third person.

Welsh second language

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

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

- 200 All pupils in KS1 confidently greet their teachers and friends, answer the register and ask to go to the toilet in Welsh at all times.
- 201 In Y1 nearly all pupils respond accurately to 'Pwy wyt ti?' and 'Sut wyt ti?' with a full sentence. They know their colours and ask questions of their friends at snack time namely 'Wyt ti eisiau llaeth?' to which they reply accurately 'os gwelwch yn dda.' All understand simple instructions such as 'Ewch i nol y ffrwythau' and many give instructions to their friends at snack time when they say 'Amser llaeth a ffrwythau. Sefwch. Bant a chi!' They count to twenty and name accurately a range of toys including 'raff sgipio', 'marblis' and 'cwch'. All answer questions beginning with 'Oes?' with an accurate sentence and nearly all have a secure

- knowledge of the negative form 'nac oes.' They enjoy singing a wide range of nursery rhymes and songs and their pronunciation is very good.
- 202 They enjoy reading from a big book with the teacher and most understand the instructions she uses such as 'trowch y tudalen.' Many read new words with confidence and reasonable accuracy and choose to take Welsh books home from the class library. Their reading develops well.
- 203 Pupils fill in missing words on worksheets accurately and read them out well. Nearly all complete written sentences about 'Y Siop Deganau' and they match accurately words and pictures.
- 204 Pupils in Y2 name two dimensional shapes and respond to 'Pa liw?' and 'Pa siap?' with the correct word. They sing a number of songs and rhymes with reasonable pronunciation and count to twenty. The majority answers questions about the weather accurately with a short sentence. Most respond well to 'Beth wyt ti'n hoffi?' with one word.
- 205 All in Y2 read the words written on the whiteboard and enjoy reading out sentences they have written such as 'Dwi'n gwisgo crys T porffor' from the class book they have made entitled 'Beth wyt ti'n gwisgo?'
- 206 Pupils write up to six short sentences following the pattern 'Dwi'n gwisgo' and complete worksheets on 'Sut wyt ti?' They respond with 'bendigedig' and 'wedi blino.' They write sentences about the weather following the pattern 'Mae hi'n' and write the names of family members. Pupils complete sentences on 'Rwy'n hoffi' and 'Rwy'n cael' correctly and enjoy doing wordsearches. All join words to the correct pictures and have made an attractive class book, 'Anifeiliaid y goedwig Law' in which they produce sentences beneath pictures following the pattern 'Dyma'r'. Some write longer sentences such as 'Dyma'r sloth yn cysgu.'
- 207 Pupils in KS2 continue to respond to the register in Welsh and have a growing vocabulary. In Y3 and Y4 nearly all read a conversation from the whiteboard and translate it into English correctly. Their vocabulary increases and most suggest appropriate words to fill in spaces.
- 208 In Y3 pupils write a simple self-description following the sentence pattern 'Mae (llygaid glas) gyda fi.' All complete questions and answers well using the pattern 'Oes?' and write sentences in the affirmative and negative forms: 'Oes' and 'nac oes.' They develop a knowledge of prepositions such as 'yn', 'ar', 'dan', 'wrth', 'o flaen' and 'tu ol' when completing grammar exercises. Pupils use written Welsh when producing graphs in mathematics.
- 209 Many pupils in Y5 and Y6 respond confidently to 'Ble es ti ar dy wyliau llynedd?' with a full sentence such as 'es i i Ffrainc.' Around a half of pupils knows periods of time including 'wythnos', 'pythefnos', 'tair wythnos' and 'penwythnos' and uses them appropriately in response to the teacher's questions. A few understand and respond appropriately to 'Sut es ti?' and answer with a sentence: 'Es i ar y tren.'

- 210 Pupils read the dialogue from the whiteboard and their own with adequate pronunciation. The majority of pupils in Y5 and Y6 are able to read simple texts.
- 211 Pupils in Y5 write short conversations about the weather between two people and sentences following the pattern 'Mae'r bachgen yn gwisgo' fairly accurately. They develop comparative vocabulary when writing conversations such as 'rhy hir', 'rhy fawr', 'rhy fach' and 'rhy fyr.' They write sentences following the pattern 'Wyt ti'n gallu?' and respond in the negative form accurately with 'Na dwi ddim yn gallu.' They write the time correctly using the hour, half past, a quarter to and a quarter past. All pupils write a menu in Welsh which they read out.
- 212 Pupils in Y6 write more complex sentences such as 'Rwy'n hoffi bara brown, mae bara brown yn dda i fi.' They write longer self-descriptions and use the past tense in their writing. All pupils use Welsh dictionaries independently to support their writing.

Shortcomings

- 213 In KS2 many pupils' grasp of vocabulary and sentence patterns is insecure and they often answer questions with one word.
- 214 In KS2 many pupils do not respond accurately in informal situations to the language patterns they are currently using in their class work.

Mathematics

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

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

Good features

- 215 Pupils in KS1 recognise the more common coins and add up small amounts of money correctly to make different totals. They collect data in a number of contexts and record the results in the form of tables and block graphs. They interpret the information carefully and reach a sensible conclusion.
- 216 All in Y1 count accurately to 20. Most pupils form numbers correctly and recognise number names. Nearly all pupils accurately complete addition and subtraction sums to 10 using objects or number lines to help them. In lessons, a minority of pupils use apparatus appropriately to add simple tens and unit, correctly identifying the number of tens and units. A few pupils correctly form two digit numbers from three given numbers.
- 217 Nearly all pupils in Y1 recognise regular two-dimensional shapes such as circles, triangles, squares and rectangles. More able pupils correctly identify solid shapes such as cubes, cuboids, cylinders and pyramids. By Y2 pupils become more confident of the properties and differences of solid shapes.

- 218 All pupils in Y1 use non- standard measures effectively to compare length and describe their findings appropriately using correct mathematical vocabulary. By Y2 they measure and make accurate comparisons using metric units.
- 219 Pupils' number skills develop well during Y2. They recognise numbers to 100 and know how to find 10 more or 10 less. Pupils count confidently in twos and are aware of odd and even numbers. Most pupils accurately sort even numbers under 20 using Venn diagrams.
- 220 During lessons, nearly all pupils in Y2 count in five to 100. They recognise patterns and sequences of five to complete simple multiplication activities. Most pupils accurately match multiplication facts for the five times tables.
- 221 Across KS2 nearly all pupils make effective use of counting strategies and adapt them well to complete work in mental mathematics. They successfully apply their mathematical skills in practical tasks across the curriculum. They discuss their work sensibly using mathematical language.
- 222 Most pupils in KS2 have a good understanding of the relationships between addition, subtraction, multiplication and division and use them to do mental and written calculations effectively. They make effective use of their increasing knowledge of tables in dividing or multiplying. Pupils make good progress in adapting their knowledge and understanding to solve written problems. By Y6 pupils' knowledge and understanding of fractions and decimals is good.
- 223 When constructing a frequency table, pupils in Y3 state which fruit is most popular. All pupils devise appropriate questions about the popularity of fruit listed in the table. Most pupils recognise and accurately draw lines of symmetry and follow directions using compass points. They find missing numbers when counting in twos from different starting points and sequence numbers accurately to 1000.
- 224 Most pupils in Y4 have a good understanding of place value using four digit numbers, calculate sums adding several numbers and confidently double and halve numbers. They demonstrate a good awareness of shapes such as hexagons and pentagons and complete accurate measurements using metric units.
- 225 In Y5, most pupils accurately double two digit numbers and explain the mental strategies used. Most pupils understand that when using a protractor, the 'upside down T' has to be lined up to the vertex when drawing angles. Most pupils estimate and draw angles correctly. More able pupils accurately estimate more complex angles.
- 226 Nearly all pupils in Y6 know how to fix a position using two digit co-ordinates. They copy a shape accurately using co-ordinate references and reverse them using positive and negative numbers. All know the order in which to present co-ordinates.

- 227 When applying addition skills to a problem solving activity about the salaries of the Welsh rugby team, nearly all pupils in Y6 add large numbers together quickly and accurately, using place value appropriately. All recognise different strategies to add numbers together and sort data logically.

Shortcomings

- 228 There are no important shortcomings.

Science

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

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

Good features

- 229 Within KS1 nearly all pupils have a good understanding of the relative hardness of different surfaces and test them carefully to determine which surface is the best on which to bounce a ball. They recognise that a slope affects the speed and distance a wheeled toy will travel. They carefully and systematically carry out experiments to measure this. They make accurate predictions and recognise the need for constants in their fair tests. They know that they must do some of the same things over and over again in order to ensure that their test information is reliable.
- 230 Across the key stage all know the relative position of the planets in our solar system. They know that our world is a combination of rock and water. They measure carefully the effect of temperature on an ice cube when studying the Arctic and test different types of insulation to prevent ice from melting.
- 231 By the end of KS1 nearly all know that living creatures can be grouped according to basic characteristics. They distinguish accurately between mammals, birds, reptiles, insects and amphibians. They use different strategies to group these logically and have a very good understanding of how to organise a fair test using control for example, to measure flexibility.
- 232 Within KS2, all younger pupils have a good understanding of what plants and humans need to grow healthily. They know the names of the parts of a plant and that plants help to produce oxygen. They construct 'eat well' menus including a list of foods which are healthy and those which are not. They know that chemical pollution on local waterways has had serious adverse effects on the local environment. They test systematically and safely a range of liquids to identify what they contain.
- 233 By the end of KS2 all pupils have a very good appreciation of health related matters including drug and alcohol abuse. They know about and discuss sensibly what are 'good' and 'bad' attitudes to these. Within Y6 all know that force is measured in Newtons and they measure the varying strengths of different magnets using constants and variables carefully. They recognise that some changes in materials are reversible and some are not. They carefully

observe the impact of water and air on metals, investigating carefully how some metals rust and others do not. They record their findings logically. They have a good understanding of how electric circuits work and construct and alter simple circuits to illustrate this.

Shortcomings

234 There are no important shortcomings.

Information and communications technology
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Key stage 1: Grade 3: Good features outweigh shortcomings

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

Good features

- 235 A majority of pupils in KS1 use the computer appropriately. They use a word processing package to write text with increasing confidence. A minority in Y1 write about their favourite colours and toys. In a minority Y2 pupils develop their word processing skills as they record short stories, poems and prayers.
- 236 In Y1 they use an art program to design and make patterns to cover cardboard binoculars. The majority of Y2 pupils import images from 'clipart' to create Christmas cards. A minority of pupils in Y2 confidently use the interactive whiteboard to find number patterns during maths lessons.
- 237 In KS2 most pupils show a good level of confidence and competence in using and applying a range of skills. Many pupils use appropriate vocabulary. All KS2 pupils have their own file, save to, and retrieve their work from there. The files stored on the school server show that pupils make good progress and achieve good standards in using word processing, spreadsheets, multi-media software and the use of databases. Pupils have good recall of the skills they have previously learnt. They use familiar programs to review and edit their work competently.
- 238 Nearly all pupils in KS2 use word processing confidently and appropriately to support their learning across the curriculum. Most pupils are able to communicate, share and exchange ideas and information in a variety of forms with an increasing understanding of the needs of their audience. Across the key stage pupils use the Internet to research information which supports their learning in many areas of the curriculum.
- 239 All pupils in Y3 research and present their findings about the life of the Celts using images and text. They create posters to reflect topics studied in science and the use of adjectives in English, successfully combining texts and graphics. Stories and poems are produced using familiar programmes. Pupils accurately enter information using a database.
- 240 In Y4 the pupils continue to develop their computer skills, using paint programmes to create pictures of British mammals, which are adapted to make

stamps and designs for birthday cards. Pupils use computer software accurately to draw regular shapes.

- 241 When creating multimedia presentations older pupils successfully incorporate images, photos, sound, text and animation. In Y5 for example, nearly all pupils successfully create a multimedia presentation about Kenya for younger pupils. They understand that the background should enhance the text and that the size and type of font used will affect the readability of their slides. Most pupils know how to add sound and transition effects to animate their presentation. Based on their learning about the sinking of the Titanic, all pupils in Y5 confidently use digital blue video cameras to record well planned, short 'disaster' movies about structures.
- 242 Nearly all pupils in Y6 confidently use a computer program to create a web page based on an aspect of life in Wales. They create hyperlinks effectively to support their text and pictures. All pupils use the keyboard and mouse confidently to alter text and import images and information from the Internet. Nearly all pupils are aware of Internet safety and are aware of the reasons for taking care about the amount of personal information they should include on a personal web page.

Shortcomings

- 243 There are no important shortcomings in KS2. However, in KS1 pupils are unable to change the font, size or colour of text. Many KS1 pupils are unable to save or print their work.

Design and technology

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

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

Good features

- 244 All pupils in both key stages work well with a range of materials and successfully investigate different methods of joining them together.
- 245 In KS1 all younger pupils effectively design binoculars and use a graphics package in ICT to successfully create the design on the finished product. They design colourful peacocks printing them on to hessian place mats.
- 246 While making pirate puppets, they discuss joining techniques and create interesting products by weaving a selection of wools of their choice. Older pupils in KS1 design and make board games. They devise how the game will be played and what rules they must use.
- 247 They design and make attractive rockets using reclaimed materials. They show details of their designs and talk about their likes and dislikes.

- 248 Younger pupils in KS2 consider the things that are affected by the wind. They discuss suitable materials and shapes for a sail. They think seriously about the materials they will use. They consider the best shape for the sail and the size of the mast. They make annotated drawings of their designs. They successfully design a land yacht paying particular attention to the material and shape.
- 249 Older pupils in KS2 design and make moon buggies with moving mechanisms. They plan the stages that they will need to take and create a picture of the finished design. They select wheels and axles from a variety of materials. They successfully evaluate their work.
- 250 They design and make a new bridge for the River Ogmore. They investigate different types of bridges thoroughly. They evaluate stable structures carefully. They know that triangulation strengthens structures. They select and use a range of joining techniques. They successfully evaluate their work on a prepared design sheet.
- 251 Y6 pupils create rockets from plastic bottles. Nearly all pupils have a good understanding of the design and making process. All pupils draw their ideas, showing labelled drawings stating the materials and equipment needed. They consider what they would change the next time and successfully evaluate their work.
- 252 They show a good understanding of the nutritional needs for varying activities. They sensibly discuss the different amounts of energy used for different activities. They classify food by group including their nutritional properties. They select activities and create a recipe for that activity matching the kilo joules used. They sensibly discuss the energy needs of different age groups.

Shortcomings

- 253 There are no important shortcomings.

History

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

Key stage 2: Grade 1: Good with outstanding features

Good and Outstanding features

- 254 In KS1 all pupils recognise how they and their families have changed since they were young. They know that the toys they enjoy are not the same as those which their parents and grandparents played with. They know that some materials and objects such as plastic and batteries were not in existence then. Younger pupils in KS1 look carefully at old toys to find out clues and evidence about the people who used them. They construct a detailed timeline for a teddy bear.

- 255 All pupils in Y2 know that life in a working class Victorian household was physically harsh. From their visit to the Museum of Welsh Life, they know that often water had to be carried some distance to the house. They recall accurately how 'Betti Bot' a real life character struggled to do this using a yolk. They compare how domestic tools for washing and ironing clothes have changed since Victorian times. They construct carefully worded questionnaires to ask their grandparents about life 'long ago'.
- 256 Across the key stage nearly all pupils recall and re-tell the main events in the lives of some famous people of the past. For example they write at some length an accurate account of the last expedition of Captain Scott to the Antarctic.
- 257 Within KS2 nearly all pupils have an outstanding appreciation of how to evaluate and utilise first and second hand source material to come to judgements about what happened in the past. They systematically utilise statistical data from newspaper articles about the sinking of the Titanic to make accurate deductions about the impact of social class on survival rates. They know how to distinguish between fact and fiction and that clues can be misleading. They know that evidence should be carefully examined and conclusions should not be made without considering all the facts carefully. For example, when studying 'Heroes' in World War II they investigate the impact of stereotyping and propaganda. They know that some evidence can be unreliable. They know that portraits were often not true likenesses of an individual, for example when looking at pictures of Henry VIII and when hearing about his marriage to Anne of Cleves.
- 258 In KS2 nearly all younger pupils have an outstanding and a very detailed knowledge about aspects of life in Victorian Wales. They know from a visit to the Big Pit and Ironworks at Blaenavon about the working conditions in that period. They carefully study photographic evidence in order to build up a detailed appreciation of the different skills miners used when working underground. They know in some detail about the life of Queen Victoria and her family. They present their work logically and in interesting ways. For example when studying Victorian entertainment they use electronic presentations very effectively to help the subject come to life.
- 259 Nearly all older pupils in KS2 recognise that world events such as World War II are shaped by causes and that these produce consequences. This is outstanding. They recognise this in the story of evacuation and make very well thought out arguments about whether evacuation was a good or bad thing for those involved. They clearly recognise that the causes of World War II lay in events following the end of World War I. Similarly they trace the causes and consequences of the Spanish Armada. They construct a very detailed Tudor database and link it to their visit to Abernodwydd Farm when studying Tudor building techniques.

Shortcomings

- 260 There are no important shortcomings.

Geography

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

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

Good features

- 261 In KS1 nearly all pupils use their knowledge of the local area to further their geographical skills. They have a good awareness of their locality, of the features and services provided and they express their likes and dislikes well. They carefully observe and collect information to consider what their locality is like and discuss the features that make up their area knowledgeably.
- 262 Through the study of homes around the world they clearly understand and use simple geographical terms when making comparisons.
- 263 Through their support of a school in Bolivia, they show a good understanding of the main similarities and differences between their local area and the immediate area around the school in Bolivia.
- 264 Nearly all Y2 pupils sensibly discuss the features of the globe. They know that the earth's surface is surrounded by air and that it gets thinner as we ascend. Nearly all pupils can locate the United Kingdom and Wales on the globe. In their study of China they use ICT to find out the main features of the country, Chinese New Year and the giant panda. They talk knowledgeably about the main features of the daily weather. They readily identify seasons, understand seasonal changes and record their findings appropriately in the form of a bar graph.
- 265 Nearly all younger pupils in KS2 develop their mapping skills by marking the countries of the United Kingdom on a map. They extend their knowledge by asking and answering questions about the different regions of the four countries.
- 266 Nearly all older pupils have a developing understanding of the distinctive physical features of the River Ogmore. They confidently sequence the journey of the river using their prior knowledge of the different parts of the river. They develop further their ability to collect and record information whilst recording the weather using appropriate symbols.
- 267 In their study of Kenya, all Y5 pupils recognise that people have an impact on their environment. They show an understanding of how people's actions can improve or damage the environment. They understand the meaning of import and export and what fair trade means. They carefully consider the global issues behind the things we buy and the impact that consumer power has on a developing country.
- 268 Through their topic on Cardiff Bay, all Y6 pupils clearly understand how development changes an area. Pupils have a good awareness of environmental issues and of the relationship between people and the environment in the study of environmental change. In their study of world cities they ably note the innovative and creative buildings around the world and in Cardiff Bay. Their

mapping skills are good and they use co-ordinates confidently and accurately to locate places on a map. They understand the notion of scale on maps.

- 269 In their study of earthquakes and volcanoes, nearly all older pupils ask and answer geographical questions and make sensible observations. Nearly all pupils at both key stages have a wide understanding of the concept of global citizenship.

Shortcomings

- 270 There are no important shortcomings.

Art and design

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

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

Good features

- 271 All pupils in KS1 explore colour, line, shade and texture well to create attractive representational images of teddy bears which are of a high standard using paint which they mix themselves. A very good feature is the way in which they return to their work several times to add to it or change it until they achieve the desired effect.
- 272 All pupils explore primary colours in depth experimenting at length when mixing shades. They make very attractive representations of flowers from observation demonstrating effective investigation of line, tone, shade and colour. All pupils also produce attractive observational self-portraits in paint and chalk pastels investigating further these elements.
- 273 All pupils explore materials and texture well when producing colourful collages of pirates. They enjoy investigating printing using a variety of natural and man-made objects with increasing levels of complexity exploring pattern and colour to produce attractive designs.
- 274 Their observational work develops well when they draw a variety of objects using pencil, wax and chalk pastels and pen. They investigate line, shade, tone, colour and texture to produce representations of a high and sometimes outstanding quality, for example their drawings of shells and of the school building.
- 275 They investigate form thoroughly and make three dimensional islands and animals from clay.
- 276 Nearly all pupils evaluate their own work and compare it with the work of artists, for example Van Gogh making interesting comments.
- 277 In KS2 nearly all pupils continue to develop their investigation of line, shade and colour. They write sensitively about their work and that of artists describing the feelings they evoke. Pupils investigate movement, colour, pattern and mark-

making in the work of John Piper when examining his picture of the beach at Llantwit Major and develop an appreciation of his work. They produce their own versions which are of a good standard. They explore further colour, shade and tone when they mix colours well to produce cold and warm colours which they use effectively in their work.

- 278 Pupils study texture by rubbing different surfaces and develop this well by mixing paint to produce different shades which they apply to their rubbings to produce attractive patterns. Following this they look at the work of Sir Kyffin Williams and produce interesting paintings in his style using paint mixed with glue and flour to add the effect of texture.
- 279 All pupils enjoy evaluating and appraising each other's work and make sensitive and insightful comments using appropriate vocabulary when speaking about their own work and that of their friends.
- 280 The observational drawing of pupils develops well in Y5 when they explore line, tone, shade and texture to make attractive pictures of a local church. They also make delicate drawings to produce miniature portraits of Tudor monarchs and their observational drawings of patterns on Victorian artefacts are very skilful.
- 281 Visits to the art gallery in the national museum of Wales to see the Davies collection of impressionist paintings and others ensure that pupils' appreciation of the work of artists develops well. They write interesting evaluations of paintings by Monet, Cezanne, Renoir, Van Gogh and Millais which demonstrate a good understanding of their use of colour and their techniques.
- 282 Pupils in Y5 and Y6 use a wide range of media including charcoal, oil and chalk pastels and drawing pencils to investigate line, tone, texture and shape which they use these effectively in their work such as effective self-portraits which demonstrate well different emotions. They develop further their investigation of the human form when they create three dimensional models of people depicting movement which are of a very high standard. They return to these on several occasions to refine their work.

Shortcomings

- 283 There are no important shortcomings.

Music

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

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

Good features

- 284 The standards in singing are good throughout the school. Nearly all pupils pay good attention to intonation and phrasing. They maintain their part as a member of a group in a part song. They sing with sensitivity and enjoyment.
- 285 Many Y1 pupils chant effectively the rhythms of names from quiet to loud. They confidently use vocal sounds in two parts. They interpret a musical score. They competently use their voices, hands and body percussion to represent sounds. Most pupils choose appropriate instruments to add to the songs and perform well in their groups.
- 286 All Y2 pupils confidently perform an action song, with half performing the call and the other half performing the response. Nearly all the pupils can clap the beat or the rhythm of the song. A few pupils devise a new verse for three new instruments.
- 287 All younger pupils in KS2 use a variety of tuned and untuned percussion to create appropriate sounds to represent the different parts of the river. They competently produce a graphic score to record their ideas. They compose musical phrases to represent specific sections of the river. They know and use effectively the notes of the pentatonic scale. All groups produce a polished performance and ensure that there is a smooth transition between the different phrases. They record their performance and sensibly appraise their performance.
- 288 Y5 pupils are introduced to African music. They listen well in order to recognise and describe its main characteristics. They have a good level of appreciation, understanding the nature of this music, the instruments and repetitive phrases.
- 289 By the end of the key stage pupils understand the structure and the meaning of a blues song and sensibly discuss possible themes. Each group confidently say their phrase rhythmically over the blues chord sequence, getting the correct feel for where to place the stress. Pupils are quick to learn music patterns as a basis for their improvisation and through practice achieve a high level of vocal and instrumental performance.
- 290 All pupils effectively record their lyrics on to an appropriate sheet. In groups they improvise using four notes to create a simple melody and then perform meaningfully to the whole class. They reflect on their performances and discuss any problems that could be resolved for future work.

Shortcomings

- 291 There are no important shortcomings.

Physical education

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

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

Good features

- 292 In both KS1 and KS2 all pupils have a very thorough understanding of the importance of physical exercise in order for bodies to grow healthily. They know that regular exercise is a key component in ensuring an individual's wellbeing. They know the importance of warming up muscles before vigorous exercise and cooling down afterwards. They carry out these activities very conscientiously showing from an early age a good appreciation of the need to stretch, twist and turn to ensure that they are ready to begin. They repeat the same movements at the end of the sessions.
- 293 Within KS1 nearly all younger pupils use space sensibly when travelling around the hall using different techniques. They show good imagination and control when 'springing' and when making 'tuck', 'star' 'saucer' shapes. They put out large equipment sensibly working together independently and in well-organised teams to complete the tasks quickly. They have a good appreciation of potential safety issues if the apparatus is not sited correctly.
- 294 By the end of the key stage they all know how to land safely following a jump, showing a well defined finishing position. They all balance steadily on different parts of their bodies and build simple gymnastic sequences smoothly with good attention to the important elements of 'flow', 'control', 'height' and 'direction'.
- 295 In Y2 nearly all pupils perform the steps in a Welsh folk dance correctly. They use the available space well and move lightly on the balls of their feet when skipping and side-stepping to the music. They know the importance of posture and of co-operating sensibly with others in their group. They practise hard to improve their performance. They are beginning to make detailed evaluations of their own performance and that of others. They have a good subject vocabulary to describe what they see. By the end of KS2 all know very well how to evaluate and review their progress and that of others. They have very well understood arrangements to do this and do so using specialist vocabulary very maturely. They evaluate the work of others constructively and fairly.
- 296 Across KS2 nearly all enjoy dance and move well together effectively, for example when creating a series of movements relating to 'spring cleaning' based upon an extract from the story of 'The Wind in the Willow'. They take on different roles readily and interpret the tone and pace of the music well in their physical movements.
- 297 By the end of KS2 nearly all have good control when developing a flowing gymnastic sequence involving small apparatus as well as the floor. They have a good understanding of technical terms and show good control when making a wide range of different shapes and methods of travelling. They have good co-ordination and sense of balance when performing in pairs, mirroring carefully

each others' movements. They use space well and are conscious of the need to avoid collisions.

- 298 From Y1 all pupils develop their skills in throwing, catching and striking well. They have increasingly more reliable hand and eye co-ordination and follow the rules of simple games and practices accurately. They work collaboratively with a partner and in teams. By the end of KS2 nearly all appreciate the importance of pace and accuracy when passing and of behaving in a sporting manner when competing. They have a good awareness of co-operation. By the end of KS2 nearly all swim confidently and competently.

Shortcomings

- 299 There are no important shortcomings.

Religious education

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

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

Good features

- 300 Throughout the school, visitors, visits to church and celebrations are used effectively to enhance pupils' knowledge and understanding about religions celebrated by people living in Wales.
- 301 Most pupils in KS1 have a good understanding of the main Christian festivals and recall Bible stories such as The Birth of Jesus, The Lost sheep, Noah's Ark and the Easter Story. By Y2 they can recall the main points of a wide range of Bible stories, including Moses, Daniel and the lion's den and the miracle story of the 'Five Loaves and Two Fishes'.
- 302 All KS1 pupils know that the Islamic festival of Eid Al-Fitr is important to Muslims and Diwali to Hindus. Their understanding of other faiths is reinforced by visits from parents who follow the Hindu and Islamic faiths and by making Mendhi and Rangoli patterns.
- 303 All pupils in Y1 know the Christian story of creation. Their visit to a nearby church is used effectively to develop their understanding of the importance of baptism and the significance of the different colours of a priest's vestments.
- 304 All pupils in Y2 know what it means to be a good friend, describing them as kind and helpful. Most pupils give good examples of how they can be a good friend. They recall the Bible story of Jonathan and David, describing why they were good friends.
- 305 Most pupils in Y2 understand why religions have sacred texts and explain why the cross is an important symbol for Christians. All pupils write appropriate prayers thanking God for 'our wonderful world'.

- 306 In KS2 most pupils develop a good knowledge and understanding of the beliefs and practices of Christianity and other major faiths including Judaism, Islam and Hinduism. They are aware of the ways in which peoples' lifestyles are affected by their religious beliefs and make good comparisons about elements of different religions. In Y4, for example, pupils effectively compare the creation beliefs of Christians, Muslims and members of other faiths. They contrast these with the theories of creation outlined by scientists.
- 307 Pupil awareness of the use and significance of religious symbolism develops well during KS2. Pupils' learning is reinforced by the use of appropriate artefacts and visits to places of worship. Pupils in KS2 confidently recall some Bible stories from the Old and New Testaments.
- 308 In Y3, most pupils have a clear knowledge and understanding of the importance of Islamic creation beliefs and understand the importance of the prophet Muhammad for Muslims. They successfully create timelines, telling the story of Holy Week from Palm Sunday to the Resurrection of Jesus.
- 309 Most pupils in Y4 successfully create 'emotion graphs' for a character in the Easter story, describing accurately what effect the events of the week had on each of the people involved. Pupils recall substantial detail about the events of Holy Week. When acting out the role of key characters, pupils ask and answer questions well, demonstrating their ability to empathise with others.
- 310 In Y5, nearly all pupils use appropriate vocabulary accurately to describe the religious features in Llandaff Cathedral and a synagogue in Cardiff. Nearly all pupils make good connections between features, confidently giving reasons for their answers. All pupils find differences and similarities between features of a church and a synagogue giving sensible reasons for their answers.
- 311 Pupils in Y6 understand the differences between necessities and luxuries, making good comparisons between their lives and the lives of children in developing countries. They demonstrate a good understanding of the story of the Good Samaritan when writing similar stories based in the twenty-first Century. Pupils have a good awareness of a wide range of Bible stories.
- 312 Most pupils in Y 6 understand how followers of different religions help people in their communities. They speak knowledgeably about the work of organisations such as Dr Barnardo's and the Catholic Agency for Overseas Development (CAFOD), emphasising their own role in caring for members of the community both locally and further afield. Pupils talk knowledgeably about the importance of symbols such as the Cross to Christians and The Star of David to Jews.

Shortcomings

- 313 There are no important shortcomings.

School's response to the inspection

We are pleased that the school has been commended on its progress since amalgamation. The inspection team recognises that much work has been done in a relatively short time to create a high degree of consistency in the way in which the school is organised.

The team acknowledges that good progress has been made in establishing a new sense of identity and shared ethos amongst all professional staff who work together co-operatively and constructively. All have a determination to build on existing strengths and raise standards further.

As a school we see this report as a focus to continue to move the school forward so that we can build on the many achievements that have been identified. Staff and governors continue in their commitment to continually strive to provide the highest quality education for pupils of the school.

We acknowledge that the recommendations made have already been identified by the school as part of its on-going self-evaluation process. These will continue to be implemented and documented through the school development plan 2010/11 and beyond.

A copy of the schools action plan in response to the inspection recommendations will be sent to all parents, and the progress the school is making in addressing the recommendations will be reported through the annual report to parents.

The school would like to thank the registered inspector and the inspection team for their contribution to school improvement.

Appendix 1

Basic information about the school

Name of school	Oldcastle Primary School
School type	Primary inc Foundation Phase
Age-range of pupils	3-11
Address of school	South Street Bridgend Mid Glamorgan
Postcode	CF31 3ED
Telephone number	01656 815790

Headteacher	Mrs Lynne Larcombe
Date of appointment	1 st September 2008
Chair of governors	Mrs Elaine Tanner
Registered inspector	Mr Peter Mathias
Dates of inspection	15 th -18 th March 2010

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	44.5	34	56	38	42	47	56	57	374.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	13	3	15

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	26.6:1
Pupil: adult (fte) ratio in nursery classes	7.25:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	26
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2009	91.5%	93.8%	95%
Summer 2009	90.8%	95%	94%
Autumn 2009	89.4%	91.6%	94.4%

Percentage of pupils entitled to free school meals	6%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

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

Oldcastle Primary School
Bridgend

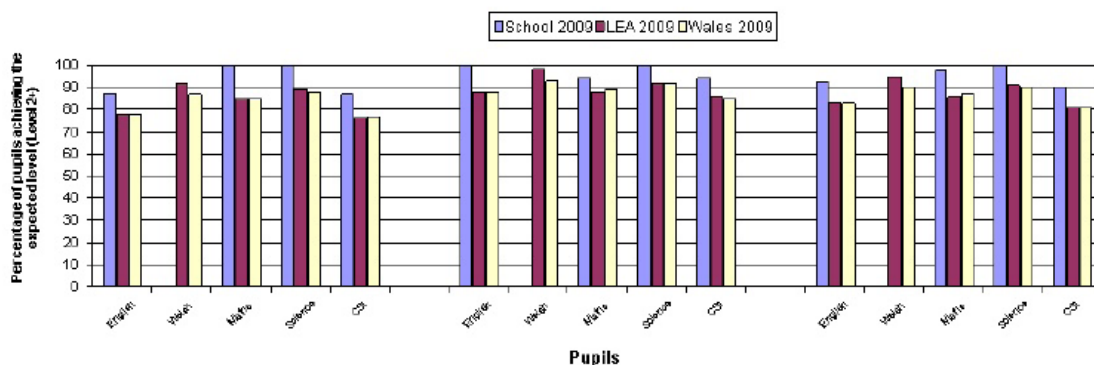
LEA/School no: 672/2371

School comparative information: National Curriculum Assessments 2009 with benchmarking

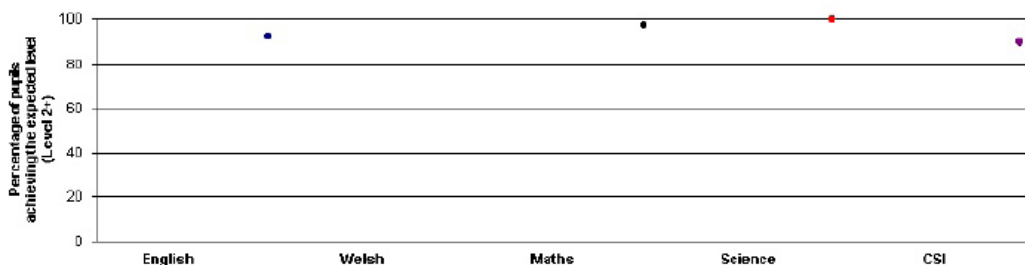
Key Stage 1

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

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	87	78	78	100	88	88	93	83	83
Welsh	.	92	87	.	98	93	.	95	90
Maths	100	85	85	94	88	89	98	86	87
Science	100	89	88	100	92	92	100	91	90
CSI	87	76	77	94	86	85	90	81	81



School Performance over time (2005 - 2009)



Contextual Information

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

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

Quartile 1 School is in the top 25 per cent.

Free School Meal Group

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

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

Less than 8 percent eligible for FSM

Quartile 4 School is in the bottom 25 per cent.

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		86		92	93	100	
Welsh		85		100		100	
Maths		88		96	98	100	
Science		92		100		100	
CSI		82		90		100	

Notes:

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

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

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

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

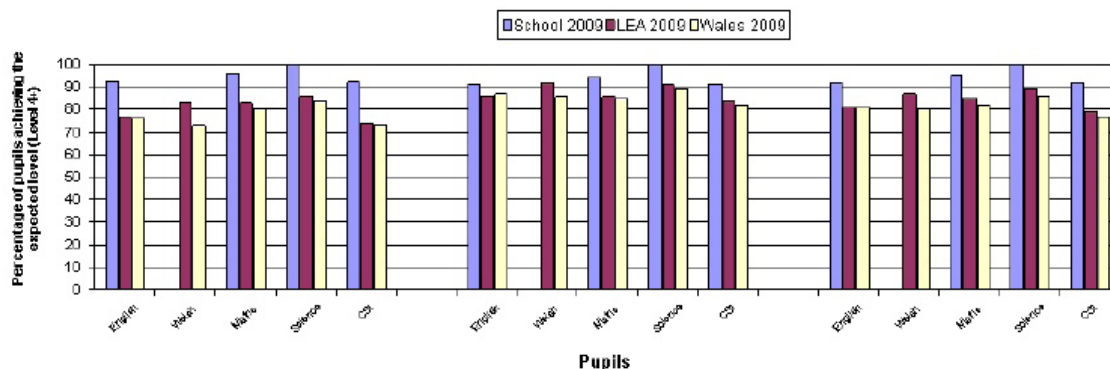
Oldcastle Primary School
Bridgend

LEA/School no: 672/2371

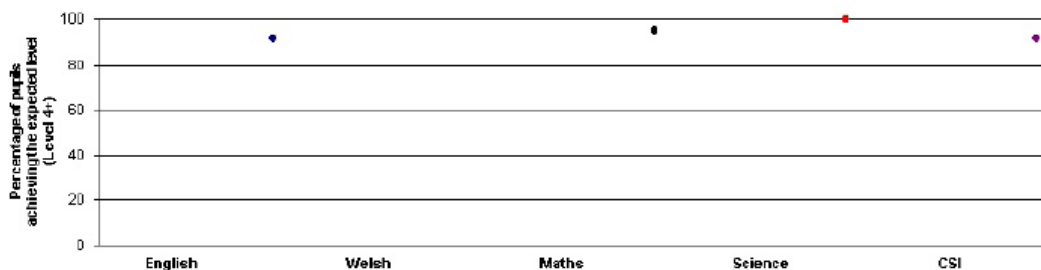
School comparative information: National Curriculum Assessments 2009 with benchmarking
Key Stage 2

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

	Boys				Girls				Pupils		
	School 2009	LEA 2009	Wales 2009		School 2009	LEA 2009	Wales 2009		School 2009	LEA 2009	Wales 2009
English	92	77	76		91	86	87		92	81	81
Welsh	.	83	73		.	92	86		.	87	80
Maths	96	83	80		94	86	85		95	85	82
Science	100	86	84		100	91	89		100	89	86
CSI	92	74	73		91	84	82		92	79	77



School Performance over time (2005 - 2009)



Contextual Information

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

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

Quartile 1 School is in the top 25 per cent.

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

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

Quartile 4 School is in the bottom 25 per cent.

Free School Meal Group

Less than 8 percent eligible for FSM

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		84		90	92	100	
Welsh		75		88		100	
Maths		84		92	95	100	
Science		89		97		100	
CSI		80		88	92	96	

Notes:

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

2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 4 in both Mathematics and Science and either English or Welsh first language.

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

Appendix 4

Evidence base of the inspection

Five inspectors spent the equivalent of eighteen inspector days in the school and met as a team before the inspection. The team was supplemented by a nominee who was the headteacher and who attended all team meetings.

These inspectors visited:

- sixty-three lessons or part lessons;
- registrations, assemblies and acts of collective worship; and
- a range of extra-curricular activities.

Members of the inspection team had meetings with:

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

The team also considered:

- the school's self-evaluation report;
- forty-eight responses to a parents' questionnaire nearly all of which were positive;
- documentation provided by the school before and during the inspection;
- a wide range of pupils' past and current work; and
- samples of pupils' reports.

After the inspection, the team held meetings with the teaching staff, senior managers and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Peter Mathias (Registered Inspector)	Context Summary & Recommendations Contributions to Key Questions 1 & 2 Key Question 5 Appendices English Science History Physical education
Mr John Foley (Lay Inspector)	Contributions to Key Questions 1, 3 & 4
Mrs Branwen Llewellyn-Jones (Team Inspector)	Key Question 6 Early Years Welsh second language Art and design
Mrs Helen Smith (Team Inspector)	Contribution to Key Question 2 Key Question 3 Design and technology Geography Music
Mrs Elizabeth Mayo (Team Inspector)	Contribution to Key Question 4 Key Question 7 Mathematics Information and communications technology Religious education
Mrs Lynne Larcombe	Nominee

Acknowledgement

The inspectors wish to thank the governing body, the headteacher and all the staff for the co-operation and courtesy they received during the inspection.

Contractor:

Baker-Phillips Educational Communications Ltd., Oaks Lea, Higher Knolton,
Overton, Wrexham. LL13 0LF