Inspection under Section 10 of the
Schools Inspections Act 1996

Penyrenglyn Community Primary School
Baglan Street,
Treherbert,
Treorchy,
CF42 5AW.

School Number: 6742371

Date of Inspection: November 2\textsuperscript{nd} - 5\textsuperscript{th} 2004

by

Mrs E Betts
W248/17717

January 7\textsuperscript{th} 2005

Under Estyn contract number: T/92/04P
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Penyrenglyn Community Primary School was inspected as part of a national programme of school inspection. The purpose 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 more information about their child’s school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Penyrenglyn Community Primary School took place between November 2nd and 5th 2004. An independent team of inspectors, led by Mrs Eleri Betts undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils’ spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

**Year groups and key stages**
Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

<table>
<thead>
<tr>
<th>Year</th>
<th>R</th>
<th>Y 1</th>
<th>Y 2</th>
<th>Y 3</th>
<th>Y 4</th>
<th>Y 5</th>
<th>Y 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ages</td>
<td>4-5</td>
<td>5-6</td>
<td>6-7</td>
<td>7-8</td>
<td>8-9</td>
<td>9-10</td>
<td>10-11</td>
</tr>
</tbody>
</table>

Secondary phase:

<table>
<thead>
<tr>
<th>Year</th>
<th>Y 7</th>
<th>Y 8</th>
<th>Y 9</th>
<th>Y 10</th>
<th>Y 11</th>
<th>Y 12</th>
<th>Y 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ages</td>
<td>11-12</td>
<td>12-13</td>
<td>13-14</td>
<td>14-15</td>
<td>15-16</td>
<td>16-17</td>
<td>17-18</td>
</tr>
</tbody>
</table>

The national curriculum covers four key stages as follows:

<table>
<thead>
<tr>
<th>Key stage 1</th>
<th>Year 1 and Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key stage 2</td>
<td>Year 3 to Year 6</td>
</tr>
<tr>
<td>Key stage 3</td>
<td>Year 7 to Year 9</td>
</tr>
<tr>
<td>Key stage 4</td>
<td>Year 10 and Year 11</td>
</tr>
</tbody>
</table>

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.
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<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCAC</td>
<td>Awdurodd Cymwysterau Cwricwlwm ac Asesu Cymru (Qualifications Curriculum and Assessment Authority for Wales.)</td>
</tr>
<tr>
<td>CoP</td>
<td>Code of Practice</td>
</tr>
<tr>
<td>EBD</td>
<td>Emotional and Behavioural Difficulties</td>
</tr>
<tr>
<td>GB</td>
<td>Governing Body</td>
</tr>
<tr>
<td>ICT</td>
<td>Information Communication &amp; Technology</td>
</tr>
<tr>
<td>IEP</td>
<td>Individual Educational Plan</td>
</tr>
<tr>
<td>INSET</td>
<td>In-service education and Training</td>
</tr>
<tr>
<td>KS</td>
<td>Key Stage</td>
</tr>
<tr>
<td>LEA</td>
<td>Local Education Authority</td>
</tr>
<tr>
<td>PSE</td>
<td>Personal &amp; Social Education</td>
</tr>
<tr>
<td>PTA</td>
<td>Parent Teachers Association</td>
</tr>
<tr>
<td>SDP</td>
<td>School Development Plan</td>
</tr>
<tr>
<td>SEN</td>
<td>Special Educational Needs</td>
</tr>
<tr>
<td>SENCO</td>
<td>Special Education Needs Co-ordinator</td>
</tr>
<tr>
<td>WAG</td>
<td>Welsh Assembly Government</td>
</tr>
<tr>
<td>Y</td>
<td>Year</td>
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</tbody>
</table>
Context

The nature of the provider

1. Penyrenglyn Community Primary School opened in 2003 in a new purpose built building as a result of amalgamation between Penyrenglyn Infant and Junior Schools. It is located in the Penyrenglyn district of Treherbert in the Rhondda Fawr. The area is of considerable economic deprivation and has been designated as a Community First neighbourhood. The LEA is Rhondda Cynon Taf. Two other infant schools in the locality feed the school in Y3.

2. At present there are 196 pupils from three to 11 on roll, a figure that includes nine full-time nursery children and six pupils with EBD from across the authority in a designated SEN class. The figure of approximately 39% of pupils entitled to free school meals is well above local and national average; some 99% have English as the predominant language and around 2% are from ethnic minority groups. Around 86 pupils (44)% - a figure considerably above the national average, are on the SEN register; one pupil is statemented.

3. Penyrenglyn Infant School was last inspected in June 1999 and Penyrenglyn Junior School in October 1998. The school was awarded the Basic Skills Quality Mark in March 2004.

The school’s priorities and targets

4. The aims of the school are to:

- develop lively, enquiring minds including the ability to argue rationally and apply themselves to tasks and physical skills;
- acquire skills, experiences and knowledge and the will to make use of them in the context of a modern and fast changing world;
- become proficient in oracy, literacy and numeracy;
- appreciate human achievements and aspirations in the realms of art, music, science, technology and literature;
- acquire an understanding of the world they live in and the interdependence of individuals, groups and nations;
- respect religious and moral values and show a tolerant attitude to others;
- prepare for secondary education and ultimately citizenship in the community;
- achieve self-respect, self-confidence, self-motivation with a sense of responsibility and handle competition and co-operation.
5. The school’s major priorities and targets for 2004-2005 include:

- ensuring whole school ownership of the School Development Plan (SDP);
- ensuring quality experiences for under-fives and KS1 in order to raise standards;
- reviewing current transition arrangements between both feeder infant school and the receiving comprehensive school;
- developing performance management procedures;
- developing effective assessment strategies;
- devising strategies to improve whole-school standards in literacy;
- mentoring new members of staff;
- developing the role of the GB in relation to curriculum awareness.

Summary

6. Penyrenglyn Community Primary School has a warm and friendly ethos where pupils are valued and their achievements celebrated. Teachers work very well as a team and succeed in developing pupils’ confidence and self-esteem. Extra-curricular provision is an outstanding feature. The school succeeds in realising its motto of ‘Great Expectations’.

7. In four of the seven key questions, the inspection team disagreed with the grades given by the school in its self-evaluation report and awarded higher grades as the school had underestimated its effectiveness in these areas.

Table of grades awarded

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

8. Standards in the lessons observed are as follows:

<table>
<thead>
<tr>
<th>Pupils' standards of achievement</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>13%</td>
<td>71%</td>
<td>16%</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Overall pupils' standards of achievement in the areas of learning and subjects are as follows:

Areas of Learning

<table>
<thead>
<tr>
<th>Areas of Learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Language, literacy and communication</td>
<td>1</td>
</tr>
<tr>
<td>Personal and social development</td>
<td>1</td>
</tr>
<tr>
<td>Mathematical development</td>
<td>1</td>
</tr>
<tr>
<td>Knowledge and understanding of the world</td>
<td>1</td>
</tr>
<tr>
<td>Creative development</td>
<td>1</td>
</tr>
<tr>
<td>Physical development</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Key Stage 1</th>
<th>Key Stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Science</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Welsh second language</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Design and technology</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Information technology</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>History</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Geography</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Art</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Music</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Religious Education</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

9. Standards in Welsh second language in Y6 are a Grade 1.

10. Pupils’ standards of achievement in lessons are well above the WAG all-Wales targets of 95% standards being satisfactory and 50% being good.

11. The overall quality of the educational provision for children under five is appropriate to their needs and they make very good progress towards the Desirable Outcomes for Children's Learning.

12. Pupils with SEN both within mainstream and the SEN class make good progress and achieve good standards.
13. Standards in key skills are very good for children under five in listening, speaking and numeracy and are good in reading and writing and the use of ICT. In KS1 standards are good in all key skills and in KS2 they are good in listening, speaking writing and in the use of ICT although computers are used inconsistently in some classes; in reading and numeracy they are satisfactory.

14. The 2004 teacher assessment results in KS1 in English were slightly below the national averages and in mathematics and science were well below as was the core subject indicator. In English and mathematics results compare favourably with local percentages, but in science they are below. The school is responding to the lack of level three achievement in all three subjects. In comparison with similar schools results in English are just below the upper quartile; in mathematics and science, they are in the lower quartile.

15. In KS2 national tests in 2004, results in all the three core subjects of English, mathematics and science were below the median in comparison with national and local figures and the core subject indicator was considerably lower than the national average. Results in science were particularly disappointing in comparison with previous years, but did not differ greatly from teacher predictions as 50% of pupils were on the SEN register. Generally, results show no regular pattern from year to year but girls regularly outperform boys. In comparison with similar schools results in the three subjects are below the lower quartile.

16. Bilingualism is promoted positively within the school and standards are good. Welsh is seen on bilingual signs around the school and both languages are used in relevant contexts.

17. When learning outcomes are shared with the class, pupils demonstrate in plenaries that they understand their work and are eager to move on in their learning. However, although most pupils fulfil their potential, they are not always guided sufficiently by all teachers to understand how they are progressing. Creative and problem solving skills develop well especially in relation to the emphasis placed on critical skills.

18. Pupils understand the importance of equal opportunities. They realise that people across the world do not have the same opportunities and that some are more needy than others.

19. Pupils’ attitudes to learning, the interest they show in their work and their ability to sustain concentration are good. The vast majority work hard in lessons. They organise themselves quickly and apply themselves conscientiously. They readily join in the range of activities provided and show enthusiasm for their work.
20. Effective policies and systems are in place to monitor attendance and maintain and improve behaviour. The comprehensive behaviour, anti-bullying and racist policies provide clear guidance and staff are consistent in applying its agreed routines. Teachers are very good role models and regularly remind pupils to show courtesy and consideration to others.

21. Foundations for good behaviour are laid effectively in the under-fives class. In mainstream and SEN classes pupils are well behaved. They are polite and show consideration to each other, staff and visitors. They move sensibly around the school and behave well during assemblies. They know and understand school and classroom rules they help to devise. They understand the consequences of misbehaviour and respond well to the reward system.

22. The average rate of attendance for the three terms prior to the inspection was 91.07%. Attendance of pupils in KS1 is however lower than those in KS2. The vast majority arrive promptly at the start of the day. However a small number in most classes continue to arrive late. The school rewards good attendance, but as yet there are no systems for improving punctuality.

The quality of education and training

The quality of teaching was judged as follows:

<table>
<thead>
<tr>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>18%</td>
<td>53%</td>
<td>25%</td>
<td>4%</td>
<td>-</td>
</tr>
</tbody>
</table>

23. Teachers develop good working relationships with pupils and create well organised and effectively managed working environments in which they can learn. The majority employ a range of strategies to help children learn and in most curriculum areas their subject knowledge positively impacts on the quality of teaching throughout the school. Expertise is used well when a number of teachers in KS2 exchange classes. In both key stages support staff are deployed effectively.

24. The quality of teaching of pupils with SEN is good and often very good. Teachers show an understanding of individual pupils' problems and empathy with their needs. In the under-fives class teaching is also good and often very good; adult intervention is of a high quality.

25. The overall quality of assessment is satisfactory; many systems are in place but the process of implementing them throughout the school is slow. All teachers plan and keep records although there is some variability in the quality of these. Records for pupils with SEN are very good and accurate targets for future learning are an outstanding feature. Under-fives are assessed appropriately according to the LEA baseline assessment.
26. All teachers mark pupils work regularly, although this is variable in quality. Annual reports to parents are good and comply with statutory requirements.

27. The school responds well to pupils’ learning needs and provides equal access for all to a broad and balanced curriculum. The learning experiences for children under-five are of very good quality and are differentiated according to the needs of children who are both three and four.

28. An outstanding range of extra curricular activities, especially sporting ones, enriches the curriculum. This provision is a distinctive feature of the school. Educational visits, including residential experiences for older pupils, and contributions by adult volunteers, visiting artists and speakers effectively extend the curriculum and further strengthen the school's links with the local and wider community.

29. Provision for the curriculum Cymreig is good in almost all subjects, especially in music and history. The learning Welsh project, undertaken with the cluster group and the receiving secondary school considerably enhances pupils’ opportunities of becoming bilingual. Pupils also gain valuable insights into life in various countries around the world. Attention is given to raising awareness of sustainable development; pupils are involved in recycling projects and realise the dangers to the environment.

30. Key skills have recently been addressed by auditing where they should be integrated into curriculum areas. Though provision is generally good, it is not consistent between classes.

31. Although there is no structured whole school approach to PSE pupils receive many formal opportunities to discuss aspects of their personal and social development.

32. Pupils' moral, social and cultural development is very good. Whole school assemblies and gatherings are used very well to promote matters of personal safety, moral issues and the diversity of the world. Spiritual development is good.

33. The quality of its partnership with parents, community and other schools is very good. Parents are very well informed about the life and work of the school, although the school prospectus to parents does not fully meet statutory requirements. A substantial number of adults provide very good quality support.

34. The school is successful in commercially sponsored competitions but as yet opportunities for pupils to develop entrepreneurial skills are limited.

35. Good links have been established with surrounding primary schools and the receiving secondary school. Induction arrangements for new pupils
are effective and transition arrangements to the comprehensive school are carefully planned and implemented. The school provides good quality training and work experience for child care students.

36. The standards of supervision, care and consideration given by teachers, support staff and other adults, who work at the school are a strength. Pastoral care is outstanding and all staff ensure that pupils feel happy, secure and valued. No evidence of bullying was seen during the inspection.

37. Relationships between pupils with SEN in the LEA special class and their teacher are outstanding. All pupils with SEN are fully integrated into school life.

38. The school has a clear health and safety policy. Major accidents at school are effectively recorded and parents are kept well informed. Pupils are well supervised in activities and staff ensure that equipment is handled safely.

39. The school’s procedures for child protection and the promotion of pupils’ well-being are very good. A school Child Protection Handbook is in place and all staff are familiar with it. The Child Protection nominees are experienced, well prepared and vigilant.

40. Links with a range of external agencies are well established, therefore the school makes effective use of the support available for pupils with specific difficulties. Full regard is given to the SEN CoP and the school’s systems and procedures reflect good practice. IEPs are of a consistently high standard and include precise and measurable targets, which are regularly monitored, reviewed and adapted.

41. The management of the LEA designated class for pupils with EBD is outstanding and the school makes very good provision for pupils withdrawn for language support and for less able pupils in a KS2 class. There are very good links between support teachers, class teachers, classroom assistants and the SENCO.

Leadership and management

42. The school has agreed aims and values; they are fully reflected in the life and work of the school.

43. The quality of leadership provided by the head is good and has been particularly effective in relation to the amalgamation process for the new school. Staff work effectively as a team and are singularly committed to providing the best learning experiences for pupils.

44. Curriculum co-ordinators are effective in their roles. They receive appropriate INSET within the budget to help them with their
responsibilities. However, their roles are not fully, developed especially in relation to monitoring the quality of teaching in subjects.

45. The day to day running of the school is effective and the school day proceeds at a good pace with little time wasted.

46. The SDP clearly identifies targets for development, which are formulated on evidence from a number of sources including performance management. Financial management is good and priorities for spending are linked to targets set.

47. Several members of the GB are new but all members are very supportive and involved in many aspects of the school. Although aware of the need to develop its role the GB is not fully involved in the strategic decision making processes.

48. The self-evaluation report produced by the head is an informative document, which provides a clear analysis of progress since the last inspection in both the former Infant and Junior Schools. It is especially detailed on the year since amalgamation and is based on first hand evidence; the present school’s strengths and priorities are recognised.

49. A culture of self-evaluation is being established at the school. However, arrangements are not comprehensive and systematic. Staff, pupils, parents and the GB are insufficiently involved in the procedures.

50. Progress since the last inspection has been good overall. The majority of the key issues in the inspection reports of both schools have been addressed. In the early years and KS1 progress has been very good.

51. The school is appropriately staffed. Learning support staff and volunteers make a valuable contribution to learning and school life generally. The school clerk and site manager carry out their own specific responsibilities efficiently and effectively plus a range of additional ones to support pupils learning and welfare. Lunchtime supervisory, kitchen and cleaning staff all make valuable contributions to the work of the school.

52. Accommodation is of a high quality. The building is secure and used well. For the under-fives it is good and includes provision of a secure outside play environment and attractive garden area. There are extensive and well maintained grassed and hard surfaces for sporting and athletic activities but the school is prevented from making the best use of an adjacent playing field due to the necessary booking arrangements. Displays on walls are colourful, informative and conducive to learning. However, the new building lacks sufficient storage space and two health and safety issues were identified during the inspection.

53. Learning resources are good overall. The school has a very well equipped ICT suite. However the continued faults with hardware in the
ICT suite prevents the school moving forward with the development of ICT. Resources for physical education and the under-fives class are very good and contribute to pupils’ attainment and progress. However, science, mathematics and art are under resourced. The library provides an attractive and welcoming environment for reading. The school uses external resources, such as the County Archives and the Penyrenglyn Project, well to further enhance pupils’ learning.

54. Overall the school provides very good value for money.

**Recommendations**

55. In order to improve the school, the staff and GB need to:

- raise standards in design and technology in both key stages and in art in KS2 and respond to shortcomings identified in other subject areas;
- accelerate the completion of the newly established system for assessment;
- further develop strategies for monitoring the quality of teaching;
- further develop the self-evaluation process;
- ensure that the prospectus to parents complies fully with statutory requirements;
- respond to health and safety issues identified in the report.

Recommendation 2 is already prioritised in the SDP.

**Standards**

**Key question 1: How well do learners achieve?**

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

56. The findings of the inspection team differ from the judgements made by the school in its self-evaluation report in that the school judged the key question as a Grade 3.

57. Standards in the lessons observed are as follows:

<table>
<thead>
<tr>
<th>Pupils’ standards of achievement</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>13%</td>
<td>71%</td>
<td>16%</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
58. Overall pupils’ standards of achievement in the areas of learning and subjects are as follows:

Areas of Learning

<table>
<thead>
<tr>
<th>Area</th>
<th>Key Stage 1</th>
<th>Key Stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language, literacy and communication</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Personal and social development</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Mathematical development</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Knowledge and understanding of the world</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Creative development</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Physical development</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Key Stage 1</th>
<th>Key Stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Science</td>
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59. Standards in Welsh second language in Y6 are a Grade 1.

60. Pupils’ standards of achievement in lessons are well above the WAG all-Wales targets of 95% standards being satisfactory and 50% being good.

61. The overall quality of the educational provision for children under five is appropriate to their needs and they make very good progress towards the Desirable Outcomes for Children’s Learning.

62. Pupils with SEN both within mainstream and the designated special class make good progress and achieve good standards.

63. Standards in key skills are very good for children under five in listening, speaking and numeracy and are good in reading and writing and the use of ICT. In KS1 standards are good in all key skills and in KS2 they are good in listening, speaking writing and in the use of ICT although computers are used inconsistently in some classes; in reading and numeracy they are satisfactory.

64. Baseline assessments for children under five are particularly low especially in relation to linguistic experiences. However ongoing assessments indicate an early improvement in number and language.
65. The 2004 teacher assessment results in KS1 in English were slightly below the national averages and in mathematics and science were well below as was the core subject indicator. In English and mathematics results compare favourably with local percentages, but in science they are below. The school is responding to the lack of level three achievement in all three subjects. In comparison with similar schools results in English are just below the upper quartile; in mathematics and science, they are in the lower quartile.

66. In the KS2 national tests in 2004, results in all the three core subjects of English, mathematics and science were below the median in comparison with national and local figures and the core subject indicator was considerably lower than the national average. Results in science were particularly disappointing in comparison with previous years, but did not differ greatly from teacher predictions as 50% of pupils were on the SEN register. Generally, results show no regular pattern from year to year, but girls regularly outperform boys. In comparison with similar schools results in the three subjects are below the lower quartile.

67. Bilingualism is promoted positively within the school and standards are good. Welsh is seen on bilingual signs around the school and both languages are used in relevant contexts.

68. When learning outcomes are shared with the class, pupils demonstrate in plenaries that they understand their work and are eager to move on in their learning. However, although most fulfil their potential they are not always guided sufficiently by all teachers to understand how they are progressing. Creative and problem solving skills develop well, especially in relation to the emphasis placed on critical skills.

69. Pupils understand the importance of equal opportunities. They realise that people across the world do not have the same opportunities and that some are more needy than others.

70. Pupils’ attitudes to learning, the interest they show in their work and their ability to sustain concentration are good. The vast majority work hard in lessons. They organise themselves quickly and apply themselves conscientiously. They readily join in the range of activities provided and show enthusiasm for their work.

71. Effective policies and systems are in place to monitor attendance and maintain and improve behaviour. The comprehensive behaviour, anti-bullying and racist policies provide clear guidance and staff are consistent in applying its agreed routines. Teachers are very good role models and regularly remind pupils to be courteous and considerate of others.

72. The foundations for good behaviour are laid effectively in the under-fives class. In mainstream and SEN class pupils are well behaved. They are polite and show consideration to each other, staff and visitors. They move
sensibly around the school and behave well during assemblies. They know and understand school and classroom rules they help to devise. They understand the consequences of misbehaviour and respond well to the reward system.

73. The average rate of attendance for the three terms prior to the inspection was 91.07%. Attendance of pupils in KS1 is however lower than those in KS2. Most pupils attend regularly, but despite the school’s best efforts a substantial number of families take holidays in term time. The vast majority of pupils arrive promptly at the start of the day. However a small number in most classes continue to arrive late and often miss important introductions to lessons; this has an adverse effect on their education. The school rewards good attendance at the end of the year and takes a “better late than never” attitude to lateness but as yet there are no systems to improve punctuality.

74. The school has followed appropriate procedures in the cases of exclusion in the past twelve months. Those excluded have been mainly from the EBD class.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

75. The findings of the inspection team differ from the judgements made by the school in its self-evaluation report in that the school judged the key question as a Grade 3.

76. In the lessons observed the quality of teaching was judged as follows:

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<tr>
<td>18%</td>
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77. In the under-fives class teaching is always good and often very good. Pupils are provided with a good balance of structured and free play activities. Adult intervention is of high quality and the deployment of the nursery assistant is good at all times.

78. Teachers develop good working relationships with pupils and create well organised working environments in which they can learn. Displays of pupils’ work are used well as an interactive teaching and learning resource.

79. The majority of teachers employ a range of strategies to help pupils learn efficiently including skilled questioning and stimulating learning activities, which challenge all ability groups.
80. Newly implemented critical skills initiatives, when used effectively, impact on the quality of teaching and learning and result in improvements in pupils' levels of concentration and focus.

81. Where teaching is very good, lessons are conducted at a brisk pace and pupils are constantly challenged in their work; this ensures good levels of understanding and enables the application of learnt skills in a variety of new contexts. In these lessons many pupils are encouraged to show initiative when addressing open-ended tasks.

82. In lessons where teaching is judged to be good learning outcomes are effectively shared with pupils and are reinforced in effective plenaries, where pupils are encouraged and supported to share their achievements.

83. Where teaching is satisfactory and in a very small number of lessons unsatisfactory the pace of lessons is slow, tasks are unimaginative and do not provide challenge especially for the more able pupils.

84. In both key stages support staff are deployed effectively; they and other volunteers make a good and often very good contribution to pupils' learning.

85. The quality of teaching of pupils with SEN is good and often very good. Teachers show an understanding of individual pupils' problems and empathy with their needs.

86. In most curriculum areas teachers' subject knowledge positively impacts on the quality of teaching throughout the school. Expertise is used well in a number of subjects in KS2 to exchange classes.

87. The overall quality of assessment is satisfactory; many processes are now in place however the process of implementing them throughout the school is slow.

88. Many features of the assessment system in English and maths help teachers to assess and track pupil progress accurately. At present, although there is a whole school system for assessing science, this and assessment in other subjects are less well developed.

89. Formal subject portfolios have not been produced although there is considerable assessment material available for subject co-ordinators and teachers to use.

90. All teachers plan and keep records although there is some variability in the quality of these. Records for pupils with SEN are very good and accurate targets for future learning are an outstanding feature. Under-fives are assessed appropriately according to the LEA baseline assessment.
91. All teachers mark pupils’ work regularly, although this is variable in quality. In the best examples pupils are provided with feedback about their achievement along with comments on future priorities for learning.

92. Annual reports to parents are good and comply with statutory requirements. They provide parents with full information about their child’s progress. Detailed comments are provided on achievement and targets are identified for future learning in core subjects.

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.

93. The findings of the inspection team match the judgements made by the school in its self-evaluation report.

94. The school responds well to pupils' learning needs and provides equal access for all, including those with SEN, to a broad and balanced curriculum. Pupils, irrespective of their social backgrounds, gender, disability or ethnicity are positively included in all school activities. Throughout the day boys and girls work and play together well.

95. The curriculum for the under-fives is of very good quality and provides exciting, integrated, practical experiences that are appropriate and differentiated according to the needs of children who are three and four.

96. Subject policies are clear and informative. Schemes of work in the main are those provided by the authority; they are appropriate and are used effectively to ensure progression but they have not all been refined to the specific needs of the school.

97. An outstanding range of extra curricular activities enriches the curriculum. This provision is a distinctive feature of the school especially in sport. Through the very strong commitment of teaching staff and the enthusiastic participation of many pupils these are pleasurable occasions that add a valuable dimension to pupils' learning as well as developing their personal and social skills and raising their self-esteem. Educational visits, including residential experiences for older pupils, and contributions by adult volunteers, visiting artists and speakers effectively extend the curriculum and further strengthen the school’s links with the local and wider community.

98. Visits and visitors from the community together with the school’s involvement in national and local initiatives help to raise pupils’ awareness of the world of work; they benefit from working with specialists for example through the Learning through Football and the Dare projects.
99. Provision for the curriculum Cymreig is good in almost all subjects, especially in music and history. The learning Welsh project undertaken with the cluster group and the receiving secondary school considerably enhances pupils’ opportunities of becoming bilingual.

100. Pupils gain valuable insight into life in various countries around the world through the school’s links with an international college and its involvement in the Comenius project. They benefit from the school’s involvement in a teacher exchange initiative with a school in America.

101. The school grounds and local environment are used to enhance the curriculum and raise pupils’ awareness of sustainable development and environmental issues. For example pupils grow vegetables in the school gardens. They are involved in recycling projects and take part in the annual “community clean up”. Curriculum areas also provide opportunities for them to realise dangers to the environment from hazards such as acid rain.

102. The school has recently addressed key skills by auditing where they should be integrated into curriculum areas. Though provision is generally good, it is not consistent between classes.

103. Although there is no structured whole-school approach to PSE, pupils receive many formal opportunities to discuss aspects of their personal and social development. They talk openly about their feelings and the need to respect others. A sense of citizenship is provided by elections for the School Council and its activities.

104. Pupils’ moral, social and cultural development is very good. Whole school assemblies and gatherings, where pupils take prominent parts, are used very well to promote matters of personal safety, moral issues and the diversity of the world. Spiritual development is good; however, although pupils are given opportunities in assemblies to reflect on personal matters, the lack of music and song in these occasions limits their spiritual awareness.

105. The quality of the partnership with parents, community and other schools is very good. Parents are very well informed about the life and work of the school, although the school prospectus does not fully meet statutory requirements. Parents show their strong appreciation of the standards achieved by their children and the positive values promoted by the school, for example in the pre-inspection-questionnaires and meeting.

106. A substantial number of adults regularly help teachers in the classrooms and with other activities. They provide very good quality support, for example through hearing pupils read and with practical activities. They run the school library daily. Parents’ views were sought through questionnaires prior to the amalgamation process and the school
responded positively to suggestions for example on the formation of the Home School Association.

107. The head and one teacher have benefited from industrial placements. The school is successful in commercially sponsored competitions but opportunities for pupils to develop entrepreneurial skills are limited.

108. The school has good links with surrounding primary schools and the receiving secondary school. Transition arrangements are carefully planned and implemented. Pupils are involved in cross phase projects in the core subjects, ICT and physical education. There are close links with the neighbouring further education college: the school provides good quality training and work experience for childcare students.

109. The school attends well to national priorities for lifelong learning and community regeneration. It runs adult courses for literacy, numeracy and ICT that enable parents to help children with their learning. Pupils in turn see adults as life-long learners.

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

**Grade 1: Good with outstanding features**

110. The findings of the inspection team differ from the school’s self-evaluation report in that the school judged the key question a grade 2.

111. Pupils learn in an effective caring and trusting environment. The school holds the welfare and well being of its pupils as one of its central aims. This is an outstanding feature.

112. Strong links with many parents and carers enable staff to know their pupils well and to make appropriate provision for their needs. The standards of supervision, care and consideration given by teachers, support staff and other adults who work at the school are a strength. Pastoral care is outstanding; all staff ensure that pupils feel happy, secure and valued.

113. Induction arrangements for new pupils are effective. Parents recognise that arrangements for starting school help children settle quickly; it is clear that they adapt to school rules very rapidly. Pupils who join at a later stage also settle well and are made to feel welcome and supported by teachers and pupils.

114. Arrangements for keeping parents informed and answering any concerns they have are good. The school makes good use of the ‘buddy’ system. Transfer of pupils to the comprehensive school is effective.

115. Staff are sensitive to the needs of pupils, who feel confident in approaching teachers when necessary. Relationships between pupils with
SEN in the LEA special class and their teacher are outstanding. All pupils with SEN are fully integrated into school life.

116. The school has a clear health and safety policy and the governors are aware of their responsibilities. Sex education and the problems of drugs, smoking and alcohol abuse are appropriately and sensitively included in the curriculum. Y6 pupils have additional support from the district nurse.

117. Major accidents at school are effectively recorded and parents are kept well informed. All staff have received basic training in first aid and the deputy has advanced first aid and mini-bus driving qualifications. Pupils are well supervised in activities and staff ensure that equipment is handled safely.

118. The school's procedures for child protection and the promotion of pupils’ well-being are very good. A school Child Protection Handbook is in place and all staff are familiar with it. The Child Protection nominees are experienced, well prepared and vigilant.

119. Links with a range of external agencies are well established so the school makes effective use of the support available for pupils with specific difficulties, which include educational, social, emotional and health related issues. The school has a whole range of good policies and practice in place to ensure the well being and equality of pupils.

120. The school gives full regard to the SEN CoP and its systems and procedures reflect good practice. IEPs are of a consistently high standard throughout the school and contain precise and measurable targets that are regularly monitored, reviewed and adapted. Many pupils are aware of their personal and curriculum targets and are given opportunities to discuss and set their own targets. Parents are involved at all stages of the identification process and are encouraged to take an active role in meetings about their children's progress and achievements.

121. The management of the LEA designated class for pupils with EBD is outstanding and the school make very good provision for pupils withdrawn for language support and for less able pupils in a KS2 class. There are very good links between support teachers, class teachers, classroom assistants and the SENCO. The school meets the statutory requirements for SEN in full including the annual review for a pupil with a statement of SEN.

122. There was no evidence of bullying or anti-social behaviour during the inspection. The school takes full account of, and has appropriate measures for eliminating oppressive behaviour and harassment, including all forms of bullying, sexism and racism. The school is adapted for pupils who have physical disabilities and the building is secure.
123. Children talk with pride about their school and indicate that they are happy there.

**Leadership and management**

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

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

124. The findings of the inspection team differ from the school’s self-evaluation report in that the inspection team judged the key question as a Grade 3.

125. The school has agreed aims and values; they are fully reflected in the life and work of the school.

126. The quality of leadership provided by the head is good and has been particularly effective in relation to the amalgamation process for the new school. There is a clear sense of direction and focus on priorities for development.

127. The head, teaching and non-teaching staff work effectively as a team and are singularly committed to providing the best learning experiences for pupils. All adults who work at the school have clear job descriptions. Good relationships exist between those who use the school and all contributions are valued.

128. Teaching staff hold meetings on a regular basis to discuss aspects of school life.

129. Curriculum co-ordinator roles match expertise in the majority of subjects. Where they do not, teachers’ experience and enthusiasm ensure that they are effective in their roles. They receive appropriate INSET within the budget to help them with their responsibilities.

130. Documentation is detailed and includes a range of management policies. Comprehensive systems for managing all aspects of the school are in place, although not all are fully implemented.

131. Day to day running of the school is effective and the school day proceeds at a good pace with little time wasted. The changeover of classes for specialist teaching in the last session every day is managed well, although the session is very short and not always effective for teaching practical subjects.

132. The SDP clearly identifies targets for development, which are formulated on evidence from a number of sources, including performance management.
133. Financial management is good and priorities for spending are linked to targets set.

134. A sub group of the GB meets to review progress of the SDP and report back to the main meeting. Several governors are new but all members are very supportive and involved in many aspects of school life. Although aware of the need to develop its role the GB is not fully involved in the strategic decision making processes.

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

**Grade 3: Good features outweigh shortcomings**

135. The findings of the inspection team match the judgements made by the school in its self-evaluation report.

136. The action plan following the last inspection of the Junior School shows a detailed response to key issues identified. The current SDP is a useful document to take the school forward; it prioritises appropriately and is costed effectively.

137. The self-evaluation report produced by the head is an informative document, which provides a clear analysis of progress since the last inspection in both the former Infant and Junior Schools. It is especially detailed on the year since amalgamation and is based on first hand evidence; the present school's strengths and priorities are recognised.

138. In four of the seven key questions, the judgements of the inspection team differed from those of the school in its self-evaluation and awarded higher grades. The school is cautious about its progress and underestimates its effectiveness on a number of issues.

139. Curriculum co-ordinators undertake effective audits of their subjects. Although cautious in their judgements, they confidently identify needs and ways forward for individual subjects, many of which match the shortcomings identified in this report. However their role in monitoring subjects, especially in relation to the quality of teaching is not fully developed.

140. A culture of self-evaluation is being established at the school. However, arrangements are not comprehensive and systematic. Staff, pupils, parents and the GB are insufficiently involved in the procedures.

141. Progress since the last inspection has been good overall. The majority of the key issues in the inspection reports of both schools have been addressed. In early years and KS1 progress has been very good.
Key question 7: How efficient are leaders and managers in using resources?

Grade 2: Good features and no important shortcomings.

142. The findings of the inspection team match the judgment made by the school in its self-evaluation report.

143. The school is appropriately staffed. There is a good balance of age and experience and staff are mutually supportive. The school has good procedures for assessing the impact of staff training and are fully realises that the lack of a pianist impacts on many areas of school life.

144. Learning support staff and volunteers make a valuable contribution to learning and school life generally. The school clerk and site manager carry out their own specific responsibilities plus a range of additional ones efficiently and effectively to support pupils’ learning and welfare. Lunchtime supervisory, kitchen and cleaning staff all make valuable contributions to the life of the school.

145. There are good procedures for the induction of new members of staff, who are effectively introduced to the school’s routines and policies and benefit from having a personal mentor. Performance management systems are well established. Targets identified are effectively linked to academic, management and personal aspects of development.

146. The accommodation is secure and of a high quality. Displays in classrooms and the shared area of the school are colourful, informative and conducive to learning. The school uses the space well and provides pupils with a stimulating working environment. Accommodation for the under-fives is good and includes provision of a secure outside play area and an attractive garden.

147. The new building, however, lacks sufficient storage space and the room temperature in the ICT suite is not user friendly. Metal support poles in the main corridor pose a potential hazard to pupils as they are placed immediately outside classroom doors. The school hall is used effectively for collective worship and physical education and as a dining area. Extensive and well maintained grassed and hard surfaces for sporting and athletic activities provide a pleasant environment. However, the school is prevented from making the best use of an adjacent playing field due to the necessary booking arrangements.

148. Learning resources are good overall. The school has a very well equipped ICT suite. However the continued faults in the ICT suite with hardware prevent the school moving forward with the development of ICT as a subject. Resources for physical education and the under-fives class are very good and contribute to pupils’ attainment and progress. Science, mathematics and art are under-resourced. The library provides an
attractive and welcoming environment for reading. The school uses external resources such as the County Archives and the Penyrenglyn Project well to further enhance pupils’ learning.

149. Overall, the school provides very good value for money.

### Standards achieved in subjects and areas of learning

#### The under-fives

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

150. The overall quality of the educational provision for the under-fives is appropriate to their needs and they make very good progress towards the Desirable Outcomes for Children’s Learning.

#### Nursery/Reception Class

**Language, literacy and communication skills.**

**Good and outstanding features**

151. Nursery children listen very well, speak with confidence about their daily lives and can describe their feelings and actions. They consolidate speaking skills very well when recalling a number of rhymes and quickly learn new words related to a photograph of a supermarket, for example. They handle books appropriately and can identify the sounds that start a range of words and can recognise their symbols. They answer the register and respond correctly to simple instructions in Welsh.

152. Reception children can ask a number of questions using suitable forms and respond accurately in extended answers. They use a wide vocabulary when identifying and describing fruits and recognise a number of key words when responding well to a group reading session. They can talk about a number of characters in their storybooks and they start to understand how books work. Many display very good pencil control as they formulate letters and copy accurately. They can convey their feelings and describe the weather in Welsh correctly.

#### Shortcomings

153. There are no discernible shortcomings
Personal and Social Development

Good and outstanding features

154. Nursery children interact well with their peers and with adults. They make sensible choices and realise very quickly that they have to share and wait their turn. They realise the need to conform to class routines and expectations and move around sensibly both inside the classroom and the play area outside. They explore new situations confidently.

155. Reception children collaborate well in tasks, start to take responsibility for their own learning and ask for support readily. They concentrate very well on their tasks and persevere until they are completed. They are aware of the need for personal hygiene and voluntarily wear protective clothing when engaged in messy activities. They realise their responsibilities in keeping the classroom tidy.

Shortcomings

156. There are no discernible shortcomings

Mathematical development.

Good and outstanding features

157. Nursery children can count aloud onwards to numbers with two digits. They recognise basic numbers and sing number songs correctly. Most can recognise two-dimensional shapes and name them correctly. They handle money and realise its purpose. They start to understand the concept of volume when playing in sand and water and use basic mathematical language in relation to size and length.

158. Reception children use numbers regularly during their class routines. Most can identify figures correctly, write a number of them clearly and understand the early basics of adding and subtraction. They can make sets of objects and sequence pictures; they identify some coins and use them appropriately in the class fruit shop. They can describe a number of the features of shapes using appropriate mathematical language.

Shortcomings

159. There are no discernible shortcomings
Knowledge and understanding of the world.

Good and outstanding features

160. Both nursery and reception children can describe and imitate the jobs that some people do very well. They have a detailed knowledge of seasonal changes especially those related to the autumn. They have a very good understanding that many flowers grow from bulbs and they can identify the conditions needed for them to grow. They understand the life cycle of a butterfly. They can name the ingredients necessary to make jelly, bread and soup and can describe changes that occur in the heating and cooling process. They have a very good awareness of the plans needed for a wedding ceremony as they discuss vows, design wedding invitations and take part in a mock wedding. They have a good awareness of Christian religious festivals.

Shortcomings

161. There are no discernible shortcomings.

Physical Development.

Good and outstanding features

162. Both nursery and reception children show very good spatial awareness. They can all control their limbs well and form a number of shapes with their bodies when emulating the movements of animals. They show confidence when demonstrating their body shapes and movements to others. They develop very good skills in balancing, pushing, pulling and climbing on large apparatus. They handle small equipment very well including tabletop equipment such as jigsaws and building blocks. They manipulate play equipment in the role play area and successfully control the basic parts of a computer very well.

Shortcomings

163. There are no discernible shortcomings.

Creative Development.

Good and outstanding features

164. Both nursery and reception children sing a variety of songs including action songs, nursery rhymes and Welsh songs. Many can pitch their voices correctly. They sing in tune and keep a steady beat. They can handle a range of un-tuned instruments and know how they are played. They use a range of media and techniques including cutting and gluing to produce musical instruments. Children work very well in a clay material to form the shapes of letters. They use a range of colours when engaged in painting and drawing with chalk.
Shortcomings

165. There are no discernible shortcomings

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Good features

166. Across the school pupils develop good listening and speaking skills in the regular opportunities they have to act as spokespersons, reporting back, for example, on group collaborative tasks. This has a very significant impact on standards achieved for pupils of all abilities.

167. In KS1 pupils speak coherently in response to stimuli. They are enthusiastic about their ability to contribute in whole class sessions and to sustain conversations well. They show confidence when talking about their own ideas. In a whole school assembly they effectively act out dialogues that reflect the dangers of handling fireworks.

168. Younger pupils in KS1 read key words confidently and older ones demonstrate the use of a number of strategies to tackle new words. Most read confidently by the end of the key stage and show an understanding of the text and the purpose of punctuation to help this process. They know that stories have beginnings, middles and endings and they can identify these parts.

169. Younger pupils in KS1 start to write independently and older ones start writing for a variety of purposes; they write simple but effective poems on Halloween, using a range of appropriate adjectives, and begin to understand the format of instructional writing.

170. In KS1 pupils’ knowledge of language and spelling develops well as they identify blends in words and use appropriate punctuation.

171. Younger pupils in KS2 demonstrate an increasing command of oral language. They realise the need to use appropriate language and try hard to be correct. In a hot-seating session based on their study of ‘The Iron Man’, they demonstrate that they know the purpose and kinds of questions that are relevant.

172. The majority of older pupils in KS2 demonstrate well developed skills in speaking. Generally, in Y5 they communicate details clearly to the whole class about their partner’s best or worst moment. In Y6 they speak very clearly when sharing their ideas regarding a survival kit to others; they justify their choices giving extended arguments.
173. In KS2 pupils’ skills in reading develop very well as a result of their enjoyment of stimulating class novels. They read extracts from these novels fluently and provide appropriate expression to communicate the plot and adventures of the characters. They have a good knowledge of the terminology of books.

174. Pupils in KS2 produce good examples of a variety of written work. In lower KS2 they write accurate and extended descriptions of characters from their class novel and understand how best to use speech bubbles. In Y4 they write effective poems on dangers to the environment and in Y5 produce accounts of visits and biographies.

175. Pupils in Y6 present their ideas concisely in many formats including writing in the style of a newspaper report; they understand the conventions of a play script.

176. Pupils’ knowledge of language develops well across KS2; they show confidence in the use of parts of speech, identify synonyms and use idiomatic expressions.

177. Pupils’ handwriting and spelling develops well across KS2.

**Shortcomings**

178. Speaking skills of the more able pupils are not always fully extended in KS2.

**Mathematics**

**Grade 2: Good features and no important shortcomings KS1 and KS2**

**Good features**

179. Pupils in KS1 can make simple mental calculations and confidently explain different methods used. They have a good recall of number facts and can count forwards and backwards recognising numerals to 100 and beyond.

180. Pupils in KS1 can recognise odd and even numbers and sort these into appropriate sets, identifying why numbers are odd or even. Older pupils can double and half numbers and recognise two dimensional shapes and describe some of their properties; they are aware of some standard units of measurement.

181. Younger pupils in KS1 can add on in twos and fives while older ones can count on in threes and fours practically sorting groups of numbers and identifying patterns in their calculations.
The majority of older pupils in KS1 are able to complete written tasks involving place value, ordering numbers and addition and subtraction.

Most pupils in KS2 can confidently count on and recall multiplication facts accurately. Older pupils apply this knowledge quickly; when making calculations and solving problems they show a sound understanding of place value. Most use decimals and fractions with confidence.

Most pupils in KS2 use and describe different methods for calculation; they see connections with previous learning and across different mathematical topics. Older more able ones can work independently to solve problems; most co-operate well when working on joint tasks.

Younger pupils in KS2 confidently handle money and are quick to identify equivalents and multiples in their calculations. They can represent set amounts using the least amount of coins.

Pupils across KS2 have a good knowledge of shape and measures; younger ones can estimate sensibly and calculate perimeters and areas of irregular shapes while older pupils are able to use rotational symmetry and to demonstrate their understanding of the properties of shapes in two and three dimensions.

Most pupils in the school make good progress across the full range of mathematics; those with SEN, in particular, improve their knowledge and confidence well commensurate with their abilities.

Pupils' progress in some class is inhibited by the lack of practical mathematical resources they can use and the use of ICT.

Science

Grade 2: Good features and no important shortcomings KS1 and KS2.

Good features

In both key stages pupils' response to science is good; in KS2 it is sometimes very good. Most pupils enjoy their work and are eager to learn. They can work independently or co-operate with others to complete their tasks. They are very confident in posing and answering scientific questions.

Pupils across KS1 carry out simple investigations and many are increasingly able to observe closely and reach conclusions in for example, their work on heating and cooling.

Pupils in KS1 are able to record their investigative work and begin to understand the importance of a fair test.
192. In KS2 pupils use scientific language well and in correct context. In all practical work they are aware of the need to apply the principles of fair testing and they question, predict, study and observe well when developing research skills.

193. Y3 pupils understand that materials can be solids, liquids or gases and many are able to explain why water will not dissolve when sugar is added. Their knowledge and understanding of materials and their properties and of physical process is good. In Y4 they can identify the properties of a range of liquids. They understand the processes that are at work when rocks weather and the effects of acid rain on the landscape.

194. Y5 pupils understand that some materials are better insulators or conductors and they make use of their knowledge of materials and electric circuits when investigating and constructing models during design and technology lessons.

195. Pupils in Y6 understand that filtering removes suspended particles. They show a good record of processes observed during their visit to Welsh Water at Cilfynydd.

196. In KS2 pupils show a sound level of understanding of all aspects of science including food technology when undertaking their ‘Macdonald Visit Project’. They show an understanding of forces, locating push and pull pressures within the restaurant.

197. As part of the transition project with the local comprehensive school, pupils in Y6 visit Clydach pond and take part in pond dipping; they use a key effectively to identify tiny animals they find.

Shortcomings

198. Pupils’ recording skills in KS1 are limited, as too much reliance is placed on worksheets and at KS 2 pupils’ use of ICT to collect, store and present their findings is underdeveloped.

Welsh second language

Grade 2: Good features and no important shortcomings KS1 and KS2.

Good features

199. Pupils’ attitudes to Welsh and their enjoyment and curiosity in Welsh lessons impacts positively on the skills and standards achieved. They respond well to the provision of a specialist Welsh teacher and make good progress. In Y6 they achieve Grade 1 standards.
200. Pupils respond very well to the use of incidental Welsh in classrooms and around the school and to a series of videos presenting Welsh in fun situations.

201. Pupils in KS1 know a number of question forms and answer appropriately. They can name colours and clothes accurately and they use these effectively in answers. They are able to substitute words correctly in phrases. Their pronunciation when discussing the weather is good.

202. Younger KS2 pupils understand a range of commands, statements and questions. They can use simple phrases for telling the time and have a good knowledge of the words for parts of the body. They can say what they like or dislike correctly.

203. Pupils in Y5 can tell the time in half hour and quarter hour intervals accurately. They are aware that the beginnings of words can change under certain circumstances.

204. In Y6 pupils have a good understanding of the vocabulary for members of the family; they use them confidently and pronounce the words clearly. They understand a lengthy text, which includes a number of language patterns. They can write detailed descriptions of how they look, where they live and what they want.

205. Pupils consolidate oral skills across the school by undertaking appropriate writing tasks correctly. Reading skills in KS2 are extended through the use of reading materials, such as popular magazines.

206. Pupils in KS2 know a range of Welsh traditional songs; they recall the words well and pronounce them clearly.

Shortcomings

207. Pupils’ use of incidental Welsh is not always consistent or progressive between classes.

<table>
<thead>
<tr>
<th>Design and technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3: Good features outweigh shortcomings  KS1 and KS2</td>
</tr>
</tbody>
</table>

208. Pupils in KS1 can use a range of tools and equipment. They record some of their designs and talk about their ideas and what they have produced.

209. Pupils in KS1 can recall ingredients used in food technology activities and describe the processes involved in making the finished product.
210. In KS2 pupils can use a variety of equipment to construct models to make them move. They are able to talk about the process and they discuss the problems they encounter, as well as proposing some solutions.

211. Pupils in KS2 undertake research and apply their knowledge from other subjects, such as science, to the projects in design and technology. In the best examples they can design, make, evaluate and identify improvements.

212. Pupils are able to use ICT to represent their designs using simple drawing software.

Shortcomings

213. Pupils’ skills in control technology are underdeveloped.

214. Pupils’ progress and understanding of the processes involved in designing and making are variable as some are less aware of the connections.

215. The quality of some finished products impedes further modifications and testing.

Information technology

Grade 2: Good features and no important shortcomings KS1 and KS2.

Good features

216. Pupils across both key stages confidently use and handle ICT equipment and software.

217. Pupils in KS1 are able to follow on-screen instructions, complete tasks with support and understand how to use a keyboard; they can input data, move objects around a screen and print files.

218. In KS1 pupils can create images and representations using art software and are able to use a word bank to match words and images.

219. Pupils in KS2 can access files from shared folders, update information and save and print finished documents. They can manipulate and change text, insert pictures and clip art ordering information on documents for different purposes.

220. More able pupils in KS2 can apply these skills in presentation software including inserting photographs taken with digital cameras. Presentations are sophisticated, demonstrating skills in animation, changing backgrounds and ordering information on slides.
221. Older pupils in KS2 can use spreadsheets to investigate changes in heart rate during exercise and use tree diagrams to sort and order information, including embedding audio files and images.

222. The community project followed by pupils in the after school ICT club makes a significant impact on skills in the use of multi-media resources.

**Shortcomings**

223. Pupils’ progress is severely impeded by the continuous technical problems in the ICT suite since the school was established.

224. Skills learnt in the ICT suite are not fully exploited or practised in classroom sessions.

### History

**Grade 2: Good features and no important shortcomings KS 1 and KS2.**

**Good features**

225. Pupils in KS1 understand how lifestyles have changed since the time of their grandparents. They study how food is prepared today and compare it with methods used in the past.

226. Pupils in KS1 are very aware of the impact and importance of electrical equipment used in the home.

227. Y1 pupils have an appropriate understanding of past events in their lives and of those within their family. By the end of KS1 most increase their understanding of the idea that artefacts and buildings can be used to answer questions about the past.

228. Younger pupils in KS2 make very good use of local history when they compare Treharbert past and present using photographs. They know a wide range of sources of evidence and that different ones need to be compared to gain a true picture. They understand how they can find out about and interpret information from the past in the role of a history detective. They make good progress with their enquiry skills.

229. Pupils in Y5 make good use of artefacts that are over hundred years old and on loan from the Rhondda Heritage Park Museum. They can compare information from a variety of sources, both primary and secondary to draw conclusions about life in Victorian times.

230. Pupils across KS2 very effectively use contemporary writings, role play and visits to local places of interest, such as Rhondda Heritage Park, Llancaiach Fawr, Aberdare Museum, Caerleon and The Museum of Welsh Life very well to consolidate their understanding of history.
231. Pupils in KS2 have a very good knowledge of their own local history through their project ‘Corn to Coal’. They are aware of the past importance of the South Wales coalfield.

232. Pupils in KS2 have a good knowledge about significant periods of British history such as life in Tudor and Victorian times.

233. KS2 pupils increase their understanding of the consequences, locally and nationally of events such as the Second World War. Older ones show increasing depth of factual knowledge and some understanding of the trauma of being an evacuee during the war. They benefit from first hand experiences through receiving visiting speakers, which include an evacuee, as well as a war veteran and a British Legion representative.

234. Pupils’ historical learning in KS2 is enhanced by activities in the history club, which include the use of digital videoing and ICT equipment.

<table>
<thead>
<tr>
<th>Geography</th>
</tr>
</thead>
</table>

**Grade 2: Good features and no important shortcomings  KS1 and KS2.**

**Good features**

235. No lessons were observed in KS1, but evidence suggests that pupils have a good range of geographical skills.

236. In KS1 pupils have a good knowledge of the permanent features within the school and the immediate area. Their awareness and understanding of the services within the community develops well.

237. In KS1 pupils develop an appropriate geographical vocabulary.

238. Younger KS2 pupils make good progress in developing their awareness of contrasting localities as they prepare posters and prepare a short group presentation to promote Porthcawl as a seaside resort.

239. Older KS2 pupils develop good mapping skills as they take on the role of map detectives to locate places in the Keshapur village in India. They identify key features accurately from symbols and have a good knowledge and understanding of location, features and characteristics of places.

240. Pupils in KS2 know about the journey of a river and how it affects the landscape. They can identify the source and mouth of a river and their skills in interpreting human and economic issues are well developed through tracking the course of the River Taff from a tributary in Blaenrhondda to Cardiff Bay.

241. Across KS2, pupils apply their understanding of patterns and processes in settlements in a widening range of contexts and scales.
They make good links with topics in history and science to improve their geographical understanding.

242. In KS2 pupils’ understanding of the relationship between people and the environment develops through their study of pollution. Their knowledge of the water cycle, for example, is extended through links with Cilfynydd Welsh Waterworks.

243. Pupils across KS2 have a clear understanding of the physical and human features of their locality. They study the school site and trace the history of its usage from agriculture to coal mining to parkland. They research the impact of the cycle of change and examine ways to improve the environment through the support of the Penyrenglyn Project.

244. Pupils across KS2 have a strong sense of protection of the environment; they can discuss tourism and its effects, including how litter can affect the community. Visits to coastal towns and cities enable them to compare their own environment.

Shortcomings

245. Across the key stages pupils’ use of ICT to further develop a range of geographical skills is underdeveloped.

Art

<table>
<thead>
<tr>
<th>Grade 2: Good features and no important shortcomings</th>
<th>KS 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3: Good features outweigh shortcomings</td>
<td>KS 2</td>
</tr>
</tbody>
</table>

Good features

246. Pupils’ attitudes and skills have been promoted recently in a temporary art gallery set up in school where pupils displayed and sold their pictures. Their confidence in art is promoted further by the prominence and care their work receives within school displays.

247. In KS1 pupils mix colours and understand the variety of colour and shades that can be produced. They use a suitable range of media to produce colourful butterflies. They observe the effect of curling and folding on their work and produce effective pictures using wax crayons.

248. Pupils in KS1 produce effective observational drawings of houseplants and can draw a member of their family from memory. They can identify features in photographs and understand which media gives the best effect.

249. In KS1 pupils start to use art terminology accurately as they use the terms ‘landscape’ and ‘portrait’ and talk about pattern and line.
250. Younger pupils in KS2 become aware of the different media that can be used in art such as charcoal and water colour. In Y4 they show an awareness of the importance of lines and texture as they look at a range of natural materials and identify lines and texture. They understand the need to observe closely on small areas in art.

251. At the lower end of KS2 pupils’ art skills are developed well through links with history. They create attractive examples of Victorian art, framed appropriately and when visiting The Museum of Welsh Life produce realistic observational drawings of Celtic houses.

252. Younger KS2 pupils emulate a picture by Van Gogh effectively.

253. In Y5 pupils look at colour, tone and scale. They understand the effect created by shading, which they use well when making observational drawings,

245. Pupils in Y6 develop a suitable artistic vocabulary as they discuss the colour and layering effects in a landscape and the subject matter of pictures.

**Shortcomings**

255. Pupils in KS2 have insufficient awareness and understanding of famous artists and those from Wales.

256. Pupils in KS2 work with a limited range of materials; little evidence was seen of work in textiles.

257. Experiences in producing three dimensional work and ceramics are limited

**Music**

### Grade 2: Good features and no important shortcomings  KS1 and KS2

**Good features**

258. Pupils in KS1 sing enthusiastically and know a wide range of songs. They recall a number of them well and display an awareness of tempo, rhythm and dynamics. They produce appropriate actions to complement the songs they sing.

259. In KS1 pupils listen well to recorded firework sounds and discover how to emulate them using their voices. They produce a variety of long and short sounds and the more able can sequence long and short ones and distinguish between them.
260. In KS1 pupils have an appropriate understanding of untuned instruments, the effect they produce and how they are best played.

261. Pupils in Y3 develop a good awareness of multi-cultural music as they listen to music from Japan. They develop good listening skills as they practise hand shapes depicting the animals conveyed in the music of India.

262. Pupils in Y4 play in small groups on tuned and untuned instruments and become aware of the importance of intervals, as they compose using a series of notes. They know the names of a variety of instruments. They identify and repeat rhythmic patterns based on the Welsh lullaby Suo gân and produce a rhythmic ostinato to accompany the melody. They can define a lullaby and other musical terms.

263. Older pupils in KS2 perform in rounds, listen to their work, evaluate it and discuss improvements. They give appropriate reasons why some versions are better than others. They understand the effectiveness of a conductor during a performance.

264. Extra-curricular opportunities have a positive effect on pupils’ awareness and understanding of the diversity of music; for example they listen to the Welsh Brass Trio, take part in workshops learning Welsh folk songs with Heather Jones and listen to the music of other European countries.

265. Many pupils extend their musical skills when learning to play stringed and brass instruments and recorders.

**Shortcomings**

266. Pupils’ abilities to sing in small and large groups and techniques such as control in breathing, posture and diction are insufficiently developed.

**Physical education**

**Grade 2: Good with no important shortcomings  KS1 and KS2**

**Good features**

267. In dance, pupils in KS1 move confidently and use space effectively and safely. They are able to perform a variety of controlled movement patterns; the more able demonstrate good body tension and form.

268. Most pupils in KS1 can follow instructions, match their movements to music and make changes in pace, level and direction.

269. In gymnastics, pupils in KS2 can perform movements that show contrasts in shape through variations in levels, symmetry and mirroring. They can
perform in pairs to produce supported balances and simple sequences of movements on the floor.

270. More able pupils in KS2 can transfer sequences of balances and linking movements to the apparatus. They perform their movement, demonstrating control, body tension and some original use of the equipment.

271. In athletics in KS2 pupils use space effectively; they are able to select changes of pace and direction confidently. Most can demonstrate and perform baton changes in a competitive context.

272. In KS2 most pupils manage body movement with confidence and are able to sustain appropriate activity levels.

273. Pupils in KS2 co-operate well in teams; attitudes towards winning and losing are good.

274. The diverse nature and quality of the extra-curricular provision has a significant impact on standards of achievement in physical education.

**Shortcomings**

275. Pupils’ skills in evaluating their own performance and that of others is underdeveloped and those not taking part in activities do not contribute sufficiently.

276. Pupils awareness of health-related exercise is underdeveloped.

**Religious education**

**Grade 2: Good with no important shortcomings  KS 1 and KS2**

**Good features**

277. In KS1 pupils are encouraged to express how they feel about themselves. They learn some important human values such as thinking of others, and are encouraged to put them into practice in their own lives in school and at home.

278. In KS1 pupils have a basic awareness and understanding of the features of Christianity. They know that Easter, harvest and Christmas are times of celebration. They have a good knowledge of a number of stories from the Bible.

279. Pupils in KS1 appreciate that people of other religions celebrate in different ways.

280. KS2 pupils have a firm understanding that their attitudes and actions towards others can affect relationships at home, in school and in the
community. They are able to discuss sensitive issues related to the qualities of human beings such as Ann Frank and Martin Luther King, and the impact their qualities have on their lives. They understand the significance of Remembrance Day.

281. Pupils extend their knowledge of the role of special places in religion through visits to local places of worship. They learn the specific vocabulary that is used to describe the main features, signs and symbols of the Christian place of worship. They know that communion is how Christians celebrate their faith in Jesus.

282. KS2 pupils’ awareness of religions, such as Judaism and Islam develops well. They are able to talk about various artefacts and festivals important to these faiths. Older ones develop their understanding of Jewish celebrations such as Passover and Hannukah.

283. Older pupils in KS2 develop an understanding of symbolism in religion through a study of customs and artefacts. They show a good understanding of the concept of Shalom and how it could affect change in them and in world events.

284. Pupils benefit from acts of collective worship and visits to the school by ministers of religion. All make a good contribution to developing pupils knowledge and understanding of moral lessons from the Bible.

Shortcomings

285. Pupils’ understanding of other religions do not benefit sufficiently from links with people of other faiths or visits to places of worship.
School's response to the inspection

The inspection findings recognise the improvements that have been made generally in respect of the previous reports and highlight the dramatic improvement in Early Years and KS1 in particular.

We are pleased that despite unprepossessing SAT’s results the quality of teaching and learning has been identified by inspectors and that the school’s care and support systems are efficient and effective. The skill and dedication of teachers and the care and talent of support staff are daily acknowledged.

The inspection report clearly identifies the elements that make our school what it is. Within eighteen months of amalgamation staff are united and are commended for their efforts in making our school a happy and secure place in which pupils grow in confidence and independence.

An action plan will follow publication of the report addressing the key issues that are highlighted. Design and technology throughout the school and art in KS2 will be addressed, assessment procedures will be accelerated, the co-ordinators’ role developed and the prospectus brought into line as identified. Health and safety issues have been notified to the LEA.
Appendix A

Basic information about the school

<table>
<thead>
<tr>
<th>Name of school</th>
<th>Penyrenglyn Primary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>School type</td>
<td>Community</td>
</tr>
<tr>
<td>Age-range of pupils</td>
<td>3-11</td>
</tr>
<tr>
<td>Address of school</td>
<td>Baglan Street, Treherbert, Treorchy, Rhondda-Cynon-Taf</td>
</tr>
<tr>
<td>Post-code</td>
<td>CF42 5AW</td>
</tr>
<tr>
<td>Telephone number</td>
<td>01443 772433</td>
</tr>
</tbody>
</table>

Headteacher         Mr John Griffiths
Date of appointment  February 2003
Chair of governors   Mr Kevin Morgan
Reporting inspector  Mrs Eleri Betts
Dates of inspection  2nd -5th November 2004

Appendix B

School data and indicators

<table>
<thead>
<tr>
<th>Number of pupils in each year group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year group</td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td>R Y1 Y2 Y3 Y4 Y5 Y6 Total</td>
</tr>
</tbody>
</table>

Total number of teachers

<table>
<thead>
<tr>
<th>Number of teachers</th>
<th>Full-time</th>
<th>Part-time</th>
<th>Full-time equivalent (fte)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>2</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

Staffing information

| Pupil: teacher (fte) ratio (excluding nursery and special classes) | 24:1 |
| Pupil: adult (fte) ratio in nursery classes                      | 9:1  |
| Pupil: adult (fte) ratio in special classes                      | 3:1  |
| Average class size, excluding nursery and special classes        | 26   |
| Teacher (fte): class ratio                                      | 1.125:1 |

Percentage attendance for three complete terms prior to inspection

<table>
<thead>
<tr>
<th>Term</th>
<th>R</th>
<th>KS1</th>
<th>KS2</th>
<th>Whole School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2004</td>
<td>92.18</td>
<td>87.4</td>
<td>90.02</td>
<td>90.02</td>
</tr>
<tr>
<td>Spring 2004</td>
<td>92.65</td>
<td>89.4</td>
<td>93.4</td>
<td>91</td>
</tr>
<tr>
<td>Autumn 2003</td>
<td>89</td>
<td>89.3</td>
<td>92.3</td>
<td>92.2</td>
</tr>
</tbody>
</table>

Percentage of pupils entitled to free school meals 39%
Number of pupils excluded during 12 months prior to inspection 7
# Appendix C

## National Curriculum Assessment Results

### End of Key Stage 1:

<table>
<thead>
<tr>
<th>National Curriculum Assessment KS1 Results 2003</th>
<th>Number of pupils in Y2: 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of pupils at each level</td>
<td>D</td>
</tr>
<tr>
<td>English: Teacher Assessment</td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>0</td>
</tr>
<tr>
<td>National</td>
<td>0</td>
</tr>
<tr>
<td>En: reading Teacher Assessment</td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>0</td>
</tr>
<tr>
<td>National</td>
<td>0</td>
</tr>
<tr>
<td>En: writing Teacher Assessment</td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>0</td>
</tr>
<tr>
<td>National</td>
<td>0</td>
</tr>
<tr>
<td>En: speaking and listening Teacher Assessment</td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>0</td>
</tr>
<tr>
<td>National</td>
<td>0</td>
</tr>
<tr>
<td>Mathematics Teacher Assessment</td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>0</td>
</tr>
<tr>
<td>National</td>
<td>0</td>
</tr>
<tr>
<td>Science Teacher Assessment</td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>0</td>
</tr>
<tr>
<td>National</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the school</td>
</tr>
</tbody>
</table>

D  Pupils who have been disapplied from the statutory arrangements  
W  Pupils who are working towards level 1
# National Curriculum Assessment Results

## End of Key Stage 2:

<table>
<thead>
<tr>
<th>National Curriculum Assessment KS2 Results 20__</th>
<th>Number of pupils in Y6</th>
<th>28</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Percentage of pupils at each level</strong></td>
<td>D</td>
<td>A</td>
</tr>
<tr>
<td>English Teacher assessment School</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>National</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Test/Task School</td>
<td>0</td>
<td>3.6</td>
</tr>
<tr>
<td>National</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics Teacher assessment School</td>
<td>0</td>
<td>0</td>
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<tr>
<td>National</td>
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<td>0</td>
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<tr>
<td>Test/Task School</td>
<td>0</td>
<td>7.1</td>
</tr>
<tr>
<td>National</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Science Teacher assessment School</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>National</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Test/Task School</td>
<td>0</td>
<td>3.6</td>
</tr>
<tr>
<td>National</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

### Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)

<table>
<thead>
<tr>
<th>by Teacher Assessment</th>
<th>by Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the school</td>
<td>46.4%</td>
</tr>
<tr>
<td>In Wales</td>
<td>70.0%</td>
</tr>
</tbody>
</table>

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

Evidence base of the inspection

- A team of four inspectors, who were present at the school for 10 inspector days, carried out the inspection. There was no nominee.
- Pre-inspection meetings were held with parents and the GB to discuss the life and work of the school.
- Twenty-six questionnaires were completed by parents and carefully analysed; 99% of the replies were positive.
- Discussions were held with the head and staff with responsibilities.
- School documentation and samples of pupils’ work were examined.
- Fifty five lessons or sessions were observed.
- A sample of pupils’ work from across the ability range in each year group was examined.
- Discussions were held with pupils about the life of the school.
- Pupils' behaviour was observed during break periods, at lunchtime and at the start and end of school sessions.
- Inspectors attended assemblies and observed extra-curricular activities.
- Post inspection meetings were held with the staff and GB.
### Appendix E

**Composition and responsibilities of the inspection team**

<table>
<thead>
<tr>
<th>Team member</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs Eleri Betts</td>
<td>Context</td>
</tr>
<tr>
<td></td>
<td>Summary and recommendations</td>
</tr>
<tr>
<td></td>
<td>Key Questions 1,3,6.</td>
</tr>
<tr>
<td></td>
<td>Early Years, English, Welsh second language, music, art</td>
</tr>
<tr>
<td>Mrs Caterina Lewis</td>
<td>Contributions to Key Questions 1,3,4,7</td>
</tr>
<tr>
<td>Mr Graham Haines</td>
<td>Key Questions 2,5.</td>
</tr>
<tr>
<td></td>
<td>Mathematics, design and technology, information technology, physical education.</td>
</tr>
<tr>
<td>Mr David Beaumont Morgan</td>
<td>Key Questions 4,7</td>
</tr>
<tr>
<td></td>
<td>Science, history, geography, religious education</td>
</tr>
</tbody>
</table>

**Acknowledgement**

The Inspection Team would like to thank the governors, staff and pupils for their co-operation and courtesy during the inspection.

Contractor
Celtic Inspection Services Unit
UWIC
Cyncoed Road
Cardiff
CF23 6XD
Inspection under Section 10 of the Schools Inspections Act 1996

Penyrenglyn Community Primary School
Baglan Street,
Treherbert,
Treorchy,
CF42 5AW.

A SUMMARY REPORT FOR PARENTS

Date of Inspection: November 2\textsuperscript{nd} - 5\textsuperscript{th} 2004

by

Mrs Eleri Betts
W248/17717

January 7\textsuperscript{th} 2005

Under Estyn contract number: T/92/04P
Penyrenglyn Community Primary School was inspected as part of a national programme of school inspection. The purpose 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 more information about their child’s school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Penyrenglyn Community Primary School took place between November 2nd and 5th 2004. An independent team of inspectors, led by Mrs Eleri Betts undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils’ spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

The GB is responsible for changing its development plan to incorporate the implementation of action points in response to the recommendations within 45 working days of receiving this report, demonstrating how the school intends dealing with the recommendations. This plan or a summary of it will be distributed to all parents.
Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

<table>
<thead>
<tr>
<th>Year</th>
<th>R</th>
<th>Y 1</th>
<th>Y 2</th>
<th>Y 3</th>
<th>Y 4</th>
<th>Y 5</th>
<th>Y 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ages</td>
<td>4-5</td>
<td>5-6</td>
<td>6-7</td>
<td>7-8</td>
<td>8-9</td>
<td>9-10</td>
<td>10-11</td>
</tr>
</tbody>
</table>

Secondary phase:

<table>
<thead>
<tr>
<th>Year</th>
<th>Y 7</th>
<th>Y 8</th>
<th>Y 9</th>
<th>Y 10</th>
<th>Y 11</th>
<th>Y 12</th>
<th>Y 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ages</td>
<td>11-12</td>
<td>12-13</td>
<td>13-14</td>
<td>14-15</td>
<td>15-16</td>
<td>16-17</td>
<td>17-18</td>
</tr>
</tbody>
</table>

The national curriculum covers four key stages as follows:

<table>
<thead>
<tr>
<th>Key stage 1</th>
<th>Year 1 and Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key stage 2</td>
<td>Year 3 to Year 6</td>
</tr>
<tr>
<td>Key stage 3</td>
<td>Year 7 to Year 9</td>
</tr>
<tr>
<td>Key stage 4</td>
<td>Year 10 and Year 11</td>
</tr>
</tbody>
</table>

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.
## Context

### The nature of the provider

Penyrenglyn Community Primary School opened in 2003 in a new purpose built building as a result of amalgamation between Penyrenglyn Infant and Junior Schools. It is located in the Penyrenglyn district of Treherbert in the Rhondda Fawr. The area is of considerable economic deprivation and has been designated as a Community First neighbourhood. The LEA is Rhondda Cynon Taf. Two other infant schools in the locality feed the school in Y3.

At present there are 196 pupils from three to 11 on roll, a figure that included nine full-time nursery children and six pupils with EBD from across the authority in a designated SEN class. The figure of approximately 39% of pupils entitled to free school meals is well above local and national average; some 99% have English as the predominant language and around 2% are from ethnic minority groups. Around 86 pupils (44)% - a figure considerably above the national average, are on the SEN register; one pupil is statemented.

Penyrenglyn Infant School was last inspected in June 1999 and Penyrenglyn Junior School in October 1998. The school was awarded the Basic Skills Quality Mark in March 2004.

### Summary

Penyrenglyn Community Primary School has a warm and friendly ethos where pupils are valued and their achievements celebrated. Teachers work very well as a team and succeed in developing pupils’ confidence and self-esteem. Extra-curricular provision is an outstanding feature. The school succeeds in realising its motto of ‘Great Expectations’.

In four of the seven key questions, the inspection team disagreed with the grades given by the school in its self-evaluation report and awarded higher grades as the school had underestimated its effectiveness in these areas.
# Table of grades awarded

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

## Standards

Standards in the lessons observed are as follows:

<table>
<thead>
<tr>
<th>Pupils' standards of achievement</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>13%</td>
<td>71%</td>
<td>16%</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Overall pupils' standards of achievement in the areas of learning and subjects are as follows:

## Areas of Learning

| Language, literacy and communication | 1 |
| Personal and social development | 1 |
| Mathematical development | 1 |
| Knowledge and understanding of the world | 1 |
| Creative development | 1 |
| Physical development | 1 |
Standards in Welsh second language in Y6 are a Grade 1.

Pupils’ standards of achievement in lessons are well above the WAG all-Wales targets of 95% standards being satisfactory and 50% being good.

The overall quality of the educational provision for children under five is appropriate to their needs and they make very good progress towards the Desirable Outcomes for Children’s Learning.

Pupils with SEN both within mainstream and the SEN class make good progress and achieve good standards.

Standards in key skills are very good for children under five in listening, speaking and numeracy and are good in reading and writing and the use of ICT. In KS1 standards are good in all key skills and in KS2 they are good in listening, speaking writing and in the use of ICT although computers are used inconsistently in some classes; in reading and numeracy they are satisfactory.

The 2004 teacher assessment results in KS1 in English were slightly below the national averages and in mathematics and science were well below as was the core subject indicator. In English and mathematics results compare favourably with local percentages, but in science they are below. The school is responding to the lack of level three achievement in all three subjects. In comparison with similar schools results in English are just below the upper quartile; in mathematics and science, they are in the lower quartile.

In KS2 national tests in 2004, results in all the three core subjects of English, mathematics and science were below the median in comparison with national and local figures and the core subject indicator was considerably lower than the national average. Results in science were particularly disappointing in comparison with previous years, but did not differ greatly from teacher predictions as 50% of pupils were on the SEN register. Generally, results show
no regular pattern from year to year but girls regularly outperform boys. In comparison with similar schools results in the three subjects are below the lower quartile.

Bilingualism is promoted positively within the school and standards are good. Welsh is seen on bilingual signs around the school and both languages are used in relevant contexts.

When learning outcomes are shared with the class, pupils demonstrate in plenaries that they understand their work and are eager to move on in their learning. However, although most pupils fulfil their potential, they are not always guided sufficiently by all teachers to understand how they are progressing. Creative and problem solving skills develop well especially in relation to the emphasis placed on critical skills.

Pupils understand the importance of equal opportunities. They realise that people across the world do not have the same opportunities and that some are more needy than others.

Pupils’ attitudes to learning, the interest they show in their work and their ability to sustain concentration are good. The vast majority work hard in lessons. They organise themselves quickly and apply themselves conscientiously. They readily join in the range of activities provided and show enthusiasm for their work.

Effective policies and systems are in place to monitor attendance and maintain and improve behaviour. The comprehensive behaviour, anti-bullying and racist policies provide clear guidance and staff are consistent in applying its agreed routines. Teachers are very good role models and regularly remind pupils to show courtesy and consideration to others.

Foundations for good behaviour are laid effectively in the under-fives class. In mainstream and SEN classes pupils are well behaved. They are polite and show consideration to each other, staff and visitors. They move sensibly around the school and behave well during assemblies. They know and understand school and classroom rules they help to devise. They understand the consequences of misbehaviour and respond well to the reward system.

The average rate of attendance for the three terms prior to the inspection was 91.07%. Attendance of pupils in KS1 is however lower than those in KS2. The vast majority arrive promptly at the start of the day. However a small number in most classes continue to arrive late. The school rewards good attendance, but as yet there are no systems for improving punctuality.

The quality of education and training

The quality of teaching was judged as follows:

<table>
<thead>
<tr>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>18%</td>
<td>53%</td>
<td>25%</td>
<td>4%</td>
<td>-</td>
</tr>
</tbody>
</table>
Teachers develop good working relationships with pupils and create well organised and effectively managed working environments in which they can learn. The majority employ a range of strategies to help children learn and in most curriculum areas their subject knowledge positively impacts on the quality of teaching throughout the school. Expertise is used well when a number of teachers in KS2 exchange classes. In both key stages support staff are deployed effectively.

The quality of teaching of pupils with SEN is good and often very good. Teachers show an understanding of individual pupils’ problems and empathy with their needs. In the under-fives class teaching is also good and often very good; adult intervention is of a high quality.

The overall quality of assessment is satisfactory; many systems are in place but the process of implementing them throughout the school is slow. All teachers plan and keep records although there is some variability in the quality of these. Records for pupils with SEN are very good and accurate targets for future learning are an outstanding feature. Under-fives are assessed appropriately according to the LEA baseline assessment.

All teachers mark pupils work regularly, although this is variable in quality. Annual reports to parents are good and comply with statutory requirements.

The school responds well to pupils’ learning needs and provides equal access for all to a broad and balanced curriculum. The learning experiences for children under-five are of very good quality and are differentiated according to the needs of children who are both three and four.

An outstanding range of extra curricular activities, especially sporting ones, enriches the curriculum. This provision is a distinctive feature of the school. Educational visits, including residential experiences for older pupils, and contributions by adult volunteers, visiting artists and speakers effectively extend the curriculum and further strengthen the school’s links with the local and wider community.

Provision for the cwrïcwlwm Cymreig is good in almost all subjects, especially in music and history. The learning Welsh project, undertaken with the cluster group and the receiving secondary school considerably enhances pupils’ opportunities of becoming bilingual. Pupils also gain valuable insights into life in various countries around the world. Attention is given to raising awareness of sustainable development; pupils are involved in recycling projects and realise the dangers to the environment.

Key skills have recently been addressed by auditing where they should be integrated into curriculum areas. Though provision is generally good, it is not consistent between classes.
Although there is no structured whole school approach to PSE pupils receive many formal opportunities to discuss aspects of their personal and social development.

Pupils’ moral, social and cultural development is very good. Whole school assemblies and gatherings are used very well to promote matters of personal safety, moral issues and the diversity of the world. Spiritual development is good.

The quality of its partnership with parents, community and other schools is very good. Parents are very well informed about the life and work of the school, although the school prospectus to parents does not fully meet statutory requirements. A substantial number of adults provide very good quality support.

The school is successful in commercially sponsored competitions but as yet opportunities for pupils to develop entrepreneurial skills are limited.

Good links have been established with surrounding primary schools and the receiving secondary school. Induction arrangements for new pupils are effective and transition arrangements to the comprehensive school are carefully planned and implemented. The school provides good quality training and work experience for child care students.

The standards of supervision, care and consideration given by teachers, support staff and other adults, who work at the school are a strength. Pastoral care is outstanding and all staff ensure that pupils feel happy, secure and valued. No evidence of bullying was seen during the inspection.

Relationships between pupils with SEN in the LEA special class and their teacher are outstanding. All pupils with SEN are fully integrated into school life.

The school has a clear health and safety policy. Major accidents at school are effectively recorded and parents are kept well informed. Pupils are well supervised in activities and staff ensure that equipment is handled safely.

The school’s procedures for child protection and the promotion of pupils’ well-being are very good. A school Child Protection Handbook is in place and all staff are familiar with it. The Child Protection nominees are experienced, well prepared and vigilant.

Links with a range of external agencies are well established, therefore the school makes effective use of the support available for pupils with specific difficulties. Full regard is given to the SEN CoP and the school’s systems and procedures reflect good practice. IEPs are of a consistently high standard and include precise and measurable targets, which are regularly monitored, reviewed and adapted.

The management of the LEA designated class for pupils with EBD is outstanding and the school makes very good provision for pupils withdrawn for language support and for less able pupils in a KS2 class. There are very good links.
between support teachers, class teachers, classroom assistants and the SENCO.

Leadership and management

The school has agreed aims and values; they are fully reflected in the life and work of the school.

The quality of leadership provided by the head is good and has been particularly effective in relation to the amalgamation process for the new school. Staff work effectively as a team and are singularly committed to providing the best learning experiences for pupils.

Curriculum co-ordinators are effective in their roles. They receive appropriate INSET within the budget to help them with their responsibilities. However, their roles are not fully developed especially in relation to monitoring the quality of teaching in subjects.

The day to day running of the school is effective and the school day proceeds at a good pace with little time wasted.

The SDP clearly identifies targets for development, which are formulated on evidence from a number of sources including performance management. Financial management is good and priorities for spending are linked to targets set.

Several members of the GB are new but all members are very supportive and involved in many aspects of the school. Although aware of the need to develop its role the GB is not fully involved in the strategic decision making processes.

The self-evaluation report produced by the head is an informative document, which provides a clear analysis of progress since the last inspection in both the former Infant and Junior Schools. It is especially detailed on the year since amalgamation and is based on first hand evidence; the present school’s strengths and priorities are recognised.

A culture of self-evaluation is being established at the school. However, arrangements are not comprehensive and systematic. Staff, pupils, parents and the GB are insufficiently involved in the procedures.

Progress since the last inspection has been good overall. The majority of the key issues in the inspection reports of both schools have been addressed. In the early years and KS1 progress has been very good.

The school is appropriately staffed. Learning support staff and volunteers make a valuable contribution to learning and school life generally. The school clerk and site manager carry out their own specific responsibilities efficiently and effectively plus a range of additional ones to support pupils learning and welfare. Lunchtime supervisory, kitchen and cleaning staff all make valuable contributions to the work of the school.
Accommodation is of a high quality. The building is secure and used well. For the under-fives it is good and includes provision of a secure outside play environment and attractive garden area. There are extensive and well maintained grassed and hard surfaces for sporting and athletic activities but the school is prevented from making the best use of an adjacent playing field due to the necessary booking arrangements. Displays on walls are colourful, informative and conducive to learning. However, the new building lacks sufficient storage space and two health and safety issues were identified during the inspection.

Learning resources are good overall. The school has a very well equipped ICT suite. However the continued faults with hardware in the ICT suite prevents the school moving forward with the development of ICT. Resources for physical education and the under-fives class are very good and contribute to pupils’ attainment and progress. However, science, mathematics and art are under resourced. The library provides an attractive and welcoming environment for reading. The school uses external resources, such as the County Archives and the Penyrenglyn Project, well to further enhance pupils’ learning.

Overall the school provides very good value for money.

**Recommendations**

In order to improve the school, the staff and GB need to:

- raise standards in design and technology in both key stages and in art in KS2 and respond to shortcomings identified in other subject areas;
- accelerate the completion of the newly established system for assessment;
- further develop strategies for monitoring the quality of teaching;
- further develop the self-evaluation process;
- ensure that the prospectus to parents complies fully with statutory requirements;
- respond to health and safety issues identified in the report.

Recommendation 2 is already prioritised in the SDP.

The inspectors wish to express their thanks to the governors, head, staff, pupils and parents of the school for their co-operation during the inspection period.