

**Inspection under Section 10 of the
Schools Inspections Act 1996**

**Abercarn Primary School
Chapel of Ease
Abercarn
Newport
NP11 5LH**

School Number: 6762264

Date of Inspection: 12/06/06

by

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78706**

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- * primary schools;
- * secondary schools;
- * special schools;
- * pupil referral units;
- * independent schools;
- * further education;
- * adult community-based learning;
- * youth support services;
- * LEAs;
- * teacher education and training;
- * work-based learning;
- * careers companies; and
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Abercarn Primary School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Abercarn Primary School took place between 12/06/06 and 14/06/06. An independent team of inspectors, led by David Gareth Evans undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

"There are three types of inspection.

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

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

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

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

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

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

Contents	Page
Context	1
Summary	2
Recommendations	9
Standards	10
Key Question 1: How well do learners achieve?	10
The quality of education and training	13
Key Question 2: How effective are teaching, training and assessment?	13
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	14
Key Question 4: How well are learners cared for, guided and supported?	16
Leadership and management	19
Key Question 5: How effective are leadership and strategic management?	19
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	20
Key Question 7: How efficient are leaders and managers in using resources?	21
Standards achieved in subjects and areas of learning	23
English	23
Welsh second language	24
Mathematics	25
Information technology	26
Physical education	27
Religious education	28
School's response to the inspection	29
Appendices	
1 Basic information about the school	30
2 School data and indicators	31
3 National Curriculum assessments results	32
4 Evidence base of the inspection	34
5 Composition and responsibilities of the inspection team	35

Context

The nature of the provider

1. Abercarn Primary School caters for pupils between the ages of three and eleven in seven mixed ability classes. It is situated in the Ebbw valley, about twelve miles north of Newport. There are 201 pupils on roll, including 25 part-time children in the nursery. Pupils come from the immediate vicinity of the school, which is an area described as being neither prosperous nor economically disadvantaged.
2. Around 29 per cent of the pupils are identified as requiring support for special educational needs (SEN), which is above the national average. No pupil has a statement for SEN. None of the pupils is a natural Welsh speaker, and there are no pupils for whom English is an additional language. Currently, 18.2 per cent of the pupils are entitled to free school meals, which is just below the national average.
3. The school has been awarded the Investor in People on four occasions and the Basic Skills Quality Mark twice.
4. The school was last inspected in July 2000.

The school's priorities and targets

5. The school's current major priorities and targets are to:
 - to continue to raise standards in English, mathematics, science and IT;
 - to improve the provision for pupils with special educational needs;
 - to further improve assessment procedures;
 - to introduce a programme of critical skills;
 - to prepare for the Foundation Phase; and
 - to plan for possible future increases in numbers as a result of housing developments in the vicinity of the school.

Summary

6. Abercarn is a good school that prepares its pupils well for the next stage of their education. Standards of achievement, the quality of teaching and leadership and management are good with no important shortcomings. The school has made good progress since the last inspection.
7. The inspection team agrees with the school's self-evaluation of its performance in six of the seven key questions. The inspection team did not identify any outstanding features in Key Question 7.

Table of grades awarded

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

Grades for standards in subjects inspected

8. Pupils' standards of achievement in the lessons observed during the inspection are judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	77%	17%	0%	0%

9. These figures are above the Welsh Assembly Government's targets.
10. Assessments indicate that children's attainment on entry to the school is generally below average, but children improve considerably in the nursery and reception classes. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.

Subject	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Welsh second language	Grade 2	Grade 3
Mathematics	Grade 2	Grade 2
Information Technology	Grade 2	Grade 2
Physical Education	Grade 2	Grade 2
Religious Education	Grade 2	Grade 2

11. The under-fives make good progress with no important shortcomings in the key skills of speaking, listening, early reading and writing through the medium of English and Welsh. Their progress in bilingual competence, numeracy, information technology skills, personal and social education skills, and in creative and problem-solving skills is also good and has no important shortcomings.
12. In Key Stage 1, pupils make good progress with no important shortcomings in the key skills of speaking, listening, reading and writing through the medium of English and Welsh. Their bilingual competence, numeracy, information technology, personal and social education skills, and creative and problem-solving skills are also good with no important shortcomings.
13. In Key Stage 2, pupils make good progress with no important shortcomings in speaking, listening, reading and writing through the medium of English. Their progress in numeracy, information technology, personal and social education, and in creative and problem-solving skills is also good with no important shortcomings. Their progress in speaking, listening, reading and writing through the medium of Welsh and in overall bilingual competence has good features, which outweigh shortcomings.
14. In Key Stage 1 in 2005, the standards in teacher assessments in English, mathematics and science were below national and local averages. When compared with similar schools, the results were below average for English and well below average for mathematics and science. Results in English, mathematics and science have fallen over the last few years; however, inspection evidence indicates that this trend has now been reversed and that standards have improved at Key Stage 1. Although boys performed slightly better than girls in English in 2005, in mathematics and science the girls outperformed the boys.
15. In Key Stage 2 in 2005, the standards in teacher assessments in English, mathematics and science were above national and local averages. When compared with similar schools in Wales, results in English, mathematics and science were above average. English results display a significant upward trend of improvement over the last few years, apart from a dip in 2004. Results in mathematics and science have been above average over the last few years, apart from a dip in 2004. The results in 2004 were significantly affected by the number of pupils with additional learning needs in the year group. In 2005, girls outperformed the boys in English and mathematics, while boys did slightly better than the girls in science.
16. All pupils, regardless of age, gender, ability or ethnicity, make good progress in their acquisition of new skills, knowledge and understanding and their achievement is good overall.
17. The development of pupils' personal, social and learning skills is good with no important shortcomings. The progress pupils make in their spiritual, moral, social and wider development is good with no important shortcomings. Children under five are happy, enthusiastic and have a very positive

disposition to learning. Pupils in Key Stages 1 and 2 are capable of working independently and in small groups, making effective use of their time.

18. Pupils' behaviour and respect for others is good with no important shortcomings. They have a good understanding of what the school expects of them and they conduct themselves sensibly, both in lessons and around the school.
19. Pupils' awareness of equal opportunity issues and their respect for diversity are good with no important shortcomings.
20. Whole-school attendance during the three terms preceding the inspection averaged 93.1 per cent and this matches the average for primary schools in Wales.

The quality of education and training

21. The quality of teaching in the lessons observed is judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
13%	75%	12%	0%	0%

22. Some outstanding teaching was observed, with the vast majority of lessons being good with no important shortcomings.
23. Where teaching was judged to be good with outstanding features, the outstanding features include:
 - very good relationships between teachers, support staff and pupils that promote a very productive working atmosphere;
 - very effective pace of learning, with challenging questions by the teachers; and
 - teachers deploying a wide range of stimulating strategies to capture pupils' interest and to promote learning.
24. Where teaching was judged to be good with no important shortcomings, the good features include:
 - a clear presentation of aims and objectives at the beginning of the lesson;
 - effective revision at the end of the lesson;
 - detailed knowledge and understanding of the subjects being taught; and
 - good behaviour management strategies which ensure that all pupils work well.
25. In lessons where teaching was judged to have shortcomings:
 - teachers do not plan well enough to meet individual learners' needs flexibly, particularly in relation to those pupils with additional learning needs.

26. Although teachers make every effort to use Welsh throughout the school day, some do not consistently plan appropriate opportunities for pupils to develop fully their bilingual skills in subjects across the curriculum.
27. Teaching assistants provide effective support for those pupils with additional learning needs.
28. The school has an effective system for assessing and tracking children's academic progress from the time they start in the nursery. In addition, the school has a wide range of tests and assessments that are used to set whole-school and individual targets. The head teacher analyses pupils' performance and tracks trends in the core subjects of English, mathematics and science. However, the information is not yet used well enough by teachers to help them identify how well different groups are achieving and to plan activities matched carefully to pupils' different needs and abilities.
29. In both key stages, pupils have individual learning targets in English and mathematics. Pupils are increasingly involved in evaluating their own learning and are becoming more aware of what they need to do to improve their work. However, marking does not always refer to these targets.
30. The school has a good system for recording and reporting pupils' achievements that fully complies with statutory requirements. Annual reports to parents are informative and provide parents with useful information about the next steps that their children need to make.
31. The curriculum is broad and balanced, and builds systematically on what pupils already know and can do. It reflects the requirements of the National Curriculum and the locally agreed syllabus for religious education.
32. Good provision is made for pupils' personal, spiritual, moral, social and cultural development through an extensive programme of activities. The Personal, Social and Education provision fully reflects national recommendations and includes sex education, drug and substance awareness.
33. The school offers an outstanding range of extra-curricular and out-of-hours activities and these make an outstanding contribution to pupils' learning. They include religious, cultural, language, sporting, scientific and creative clubs.
34. Overall, the school appropriately promotes pupils' bilingual skills; however, it recognises the need to further develop some aspects of the provision relating to the development of Welsh communication skills at Key Stage 2. There is good overall provision for the *Cwricwlwm Cymreig* and pupils learn about many different aspects of Welsh culture.
35. The school has an outstanding working partnership with parents, the local community and industries, and with other schools and colleges in the area.

36. The school actively promotes sustainable development through recycling and various energy-saving initiatives.
37. All adults in the school provide consistently good care and support for pupils in a safe, happy environment. Relationships are good, the school has a positive ethos and every child is valued. The school's provision for ensuring the healthy development, safety and well-being of all pupils is good. Child protection policies and procedures are effective and all members staff are fully aware of the procedures.
38. The provision for pupils with additional learning needs, including those with special educational needs, has good features that outweigh shortcomings. The school fully meets the requirements of the Code of Practice for Wales. The provision is improving rapidly, but recent actions implemented by the newly appointed Special Educational Needs Co-ordinator (SENCo) have not been in place long enough to ensure that new procedures are consistently applied by all staff. The SENCo has correctly identified that the school does not yet have sufficient resources to enable staff to diagnose learning difficulties effectively within the school.
39. Pupils' Individual Education Plans have also recently been further developed and improved and teachers, with the support of the SENCo, have become more involved in writing these plans. However, these are not yet used consistently by all teachers to plan work matched effectively to the pupils' individual learning needs. The school recognises that more needs to be done to ensure that parents of pupils with additional learning needs are fully involved in reviewing their children's progress towards their individual targets.
40. The school is committed to equal opportunities. The school's policy and plan for promoting racial equality is in place and implemented equitably by all teachers. There is outstanding provision to promote respect for diversity.
41. The school's effective disability access plan ensures that disabled learners are not put at a disadvantage.

Leadership and management

42. The head teacher provides keen and purposeful, professional leadership and management. He is very committed to the school and strives for pupils to achieve their best. The head teacher gives clear direction to the life and work of the school and successfully promotes shared values and norms about learning, behaviour and relationships. In this, the newly appointed deputy head teacher ably supports the head teacher. They have complementary skills and strengths, which are effectively advancing policy into practice and they promote high expectations among the staff.
43. The school takes effective account of national and local priorities, and works closely in partnership with other providers. It participates in a number of schemes and its involvement in various cluster arrangements has won recognition from various quarters.

44. The leadership team sets itself and the rest of the school challenging, but realistic, targets and goals. There is a good degree of staff involvement in the process, and they, in turn, are well aware of their senior managers' expectations. The leadership structure is clear, lines of accountability are effective and progress is monitored and evaluated on a regular basis.
45. Governors meet all statutory obligations and are effectively involved in the life and work of the school. Governors have a good understanding of their responsibilities, they act as 'critical friends' and help set the strategic development of the school. Members of the governing body regularly monitor the quality of provision during their visits to classes and to the school.
46. The school's self-evaluation report is a clear and knowledgeable statement of the school's current strengths and areas for development. Leaders and managers have high expectations and are increasingly self-critical. This is because the school has established an effective and systematic self-evaluation process, which takes into account the views of all the stakeholders, including staff, governors, parents and pupils, and it acts upon them well.
47. The School Development Plan is a good, detailed and comprehensive planning document, which lays out the school's current priorities and carefully addresses national and local initiatives. The School Development Plan is quite complex in parts and the school recognises that the actions planned and the criteria by which success is measured need to be sharpened so that the School Development Plan becomes an even more effective tool for school improvement.
48. Good progress has been made since the last inspection in addressing the former key issues for action.
49. Overall, the school has a sufficient number of well-qualified and experienced teachers to deliver the curriculum. In-service training has been used effectively to develop the specialist knowledge and expertise of subject leaders. Teachers are ably supported by qualified assistants and volunteers.
50. Teachers and support staff are deployed effectively, according to their experience and expertise. All staff are encouraged to attend relevant courses for their own professional development and these are generally carefully linked to the identified priorities of the school. Teachers' time for Planning, Preparation and Assessment is well planned and implemented.
51. There are sufficient resources to meet the learning needs of most children. These are generally available centrally or in classrooms. The school library and computer suite are well organised and resourced and these have a significant impact on pupils' achievements. However, the school does not yet have sufficient resources to enable staff to diagnose learning difficulties effectively within the school.
52. The accommodation is adequate for the number of pupils on roll and the school makes effective use of the space available. However, facilities for

storage are limited. and some classrooms are rather cramped. The storage of equipment around the school hall often restricts the space available for physical education lessons.

53. The school makes efficient, effective and economic use of its resources. Governors have a good regard for the principles of 'best value'. Budgeting is closely linked to the learning needs of the pupils and to the school's priorities and objectives. Rigorous financial procedures are in place and staff have promptly addressed the recommendations of the most recent audit report. The school provides good value for money.

Recommendations

In order to improve the staff and Governing Body need to:

- R1 continue to raise standards of achievement in Welsh 2nd language at Key Stage 2;
- R2 ensure that activities are better matched to pupils' different learning needs, particularly for those with additional learning needs;
- R3 ensure that assessment information is used more effectively to evaluate the performance of different groups of pupils; and
- R4 continue to improve the quality of the provision for pupils with additional learning needs.

Recommendations 3 and 4 have been identified as priorities in the School Development Plan.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

54. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
55. Pupils' standards of achievement in the lessons observed during the inspection are judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6%	77%	17%	0%	0%

56. These figures are above the Welsh Assembly Government's targets.
57. Assessments indicate that children's attainment on entry to the school is generally below average, but children improve considerably in the nursery and reception classes. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.

Grades for standards in subjects inspected:

Subject	Key Stage 1	Key Stage 2
English	2	2
Welsh second language	2	3
Mathematics	2	2
Information Technology	2	2
Physical Education	2	2
Religious Education	2	2

58. The under-fives make good progress with no important shortcomings in the key skills of speaking, listening, early reading and writing through the medium of English and Welsh. Their progress in bilingual competence, numeracy, information technology skills, personal and social education skills, and in creative and problem-solving skills is also good and has no important shortcomings.
59. In Key Stage 1, pupils make good progress with no important shortcomings in the key skills of speaking, listening, reading and writing through the medium of English and Welsh. Their bilingual competence, numeracy, information technology, personal and social education skills, and creative and problem-solving skills are also good with no important shortcomings.
60. In Key Stage 2, pupils make good progress with no important shortcomings in speaking, listening, reading and writing through the medium of English. Their

progress in numeracy, information technology, personal and social education, and in creative and problem-solving skills is also good with no important shortcomings. Their progress in speaking, listening, reading and writing through the medium of Welsh and in overall bilingual competence has good features, which outweigh shortcomings.

61. In Key Stage 1 in 2005, the standards in teacher assessments in English, mathematics and science were below national and local averages. When compared with similar schools, the results were below average for English and well below average for mathematics and science. Results in English, mathematics and science have fallen over the last few years; however, inspection evidence indicates that this trend has now been reversed and that standards have improved at Key Stage 1. Although boys performed slightly better than girls in English in 2005, in mathematics and science the girls outperformed the boys.
62. In Key Stage 2 in 2005, the standards in teacher assessments in English, mathematics and science were above national and local averages. When compared with similar schools in Wales, results in English, mathematics and science were above average. English results display a significant upward trend of improvement over the last few years, apart from a dip in 2004. Results in mathematics and science have been above average over the last few years, apart from a dip in 2004. The results in 2004 were significantly affected by the numbers of pupils with additional learning needs in the year group. In 2005, girls outperformed the boys in English and mathematics, while boys did slightly better than the girls in science.
63. All pupils, regardless of age, gender, ability or ethnicity, make good progress in their acquisition of new skills, knowledge and understanding and their achievement is good overall.
64. The development of pupils' personal, social and learning skills is good with no important shortcomings. Children under five are happy, enthusiastic and have a very positive disposition to learning. Pupils in Key Stages 1 and 2 are capable of working independently and in small groups, making effective use of their time. They help and support each other and share resources well. The vast majority of pupils pay careful attention in class and they apply themselves to their tasks conscientiously. They sustain concentration and work quietly and industriously. Their understanding of what they are doing and of what they need to do to improve is also good.
65. Pupils' behaviour and respect for others is good with no important shortcomings. They have a good understanding of what the school expects of them and they conduct themselves sensibly, both in lessons and around the school. Pupils get on well with each other and with adults. They are courteous to visitors and support each other well. Pupils report that incidents of aggressive behaviour or bullying are rare and that the school addresses such matters immediately.

66. The progress pupils make in their spiritual, moral, social and wider development is good with no important shortcomings. Relationships are good, enabling pupils to express and explore their views openly. Pupils successfully develop their personal values, together with a respect for, and understanding of, the values of others. They are keen to broaden and develop their own understanding of moral and social issues, and they respond well to opportunities for creative thinking, reflection and appreciation about a wide range of subjects and issues. Through participation in lessons, assemblies, the school council and extra-curricular activities, pupils successfully develop the skills to work as part of a team and as members of the school community. They take a mature responsibility for their actions, and demonstrate a good degree of honesty and fairness in their dealings with others.
67. Pupils' awareness of equal opportunity issues and their respect for diversity are good with no important shortcomings. As they progress through the school, pupils gain increasing respect for the many and varied cultural traditions, diverse beliefs, attitudes and values represented within the community and the wider world.
68. From the early years, pupils are prepared well for their effective participation in the workplace and the community. Pupils enjoy learning about the world of work when large number of visitors come to school to talk about their work. Pupils are involved in many community projects, they support the work of charities at home and abroad and they understand that there are people in the world less fortunate than themselves.
69. Whole-school attendance during the three terms preceding the inspection averaged 93.1 per cent and this is broadly the same as most other primary schools in Wales. Unauthorised absence is less than 1.0 per cent. With very few exceptions pupils arrive on time; the names of latecomers are carefully recorded.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

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

71. The quality of teaching in the lessons observed is judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
13%	75%	12%	0%	0%

72. Some outstanding teaching was observed, with the vast majority of lessons being good with no important shortcomings.

73. Where teaching was judged to be good with outstanding features, the outstanding features include:

- very good relationships between teachers, support staff and pupils that promote a very productive working atmosphere;
- very effective pace of learning, with challenging questions by the teachers; and
- teachers deploying a wide range of stimulating strategies to capture pupils' interest and to promote learning.

74. Where teaching was judged to be good with no important shortcomings, the good features include:

- a clear presentation of aims and objectives at the beginning of the lesson;
- effective revision at the end of the lesson;
- detailed knowledge and understanding of the subjects being taught; and
- good behaviour management strategies which ensure that all pupils work well.

75. In lessons where teaching was judged to have shortcomings:

- teachers do not plan well enough to meet individual learners' needs flexibly, particularly in relation to those pupils with additional learning needs.

76. In the majority of lessons, teachers use a range of good questioning techniques. Explanations are clear and the resources are usually well adapted to the lesson objectives. Support staff are effectively briefed and involved, and class routines are securely established.

77. Although teachers make every effort to use Welsh throughout the school day, some do not consistently plan appropriate opportunities for pupils to develop fully their bilingual skills in subjects across the curriculum.

78. Teaching assistants provide effective support for those pupils with additional learning needs.
79. The school has an effective system for assessing and tracking children's academic progress from the time they start in the nursery. In particular, the work collected in the pupils' 'Proud to Present' folders, which is now marked and levelled against National Curriculum criteria, provides staff and parents with good information about how well individual pupils are progressing. In addition, the school has a wide range of tests and assessments that are used to set whole-school and individual targets.
80. The school has a good range of data to show how well pupils are performing. The head teacher analyses pupils' performance and tracks trends in the core subjects of English, mathematics and science. However, the information is not yet used well enough by teachers to help them identify how well different groups are achieving and to plan activities matched carefully to pupils' different needs and abilities.
81. In both key stages, pupils have individual learning targets in English and mathematics. Pupils are increasingly involved in evaluating their own learning and are becoming more aware of what they need to do to improve their work. Pupils explain that they like these targets and they say that these are 'helping them to learn'. However, marking does not always refer to these targets.
82. The school has a good system for recording and reporting pupils' achievements that fully complies with statutory requirements. Annual reports to parents are informative and provide parents with useful information about the next steps that their children need to make. Short-term, interim reports provide parents with a useful snapshot of progress half way through the school year. These, coupled with regular consultations and meetings, ensure that parents are kept well informed.

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

83. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
84. The agreed mission statement and aims provide a good foundation for the planning and organisation of the work of the school. The curriculum is broad and balanced, and builds systematically on what pupils already know and can do. It reflects the requirements of the National Curriculum and the locally agreed syllabus for religious education.
85. Continuity and progression in learning are effectively ensured through well-constructed whole-school policies and progressive, comprehensive schemes of work for all subjects.

86. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning. The quality of the planning and the delivery of the curriculum for these children are of a high standard
87. Overall provision for the development of key skills is good and arrangements to ensure that pupils acquire the key skills of speaking, listening, reading, writing, numeracy and information technology skills and apply them across the curriculum are generally effective. There are many opportunities for pupils to develop their problem-solving and creative skills
88. Overall, the school appropriately promotes pupils' bilingual skills; however, the school recognises the need to further develop some aspects of the provision relating to the development of Welsh communication skills.
89. There is good provision for the *Cwricwlwm Cymreig*; pupils learn about Welsh personalities, different traditions and various national emblems. In addition, they visit many local places of historical, educational and cultural interest
90. Good provision is made for pupils' personal, spiritual, moral, social and cultural development through an extensive programme of activities based on the Qualifications, Curriculum and Assessment Authority for Wales' Curriculum Framework for Personal and Social Education.
91. The Personal and Social Education provision fully reflects national recommendations and includes sex education, drug and substance awareness. The school takes part in the healthy-eating initiatives and puts children's health and well-being as high priorities. This has a significant impact on children's general development.
92. Collective worship makes a positive contribution to pupils' understanding of their self-worth and effectively develops their sense of community and corporate identity within the school.
93. The school offers an outstanding range of extra-curricular and out-of-hours activities and these make an outstanding contribution to pupils' learning. They include religious, cultural, language, sporting, scientific and creative clubs.
94. The school has a very positive partnership with parents and works hard to involve them in their children's education. This is a strength of the school. A number regularly help in school and attend various school functions. Communication, both written and verbal, is very effective. An effective Home/School Agreement is in place. The school benefits from an active Parent Teacher Association, which raises significant sums of money for additional facilities and resources.
95. Very effective partnerships have been forged with the local community and teacher-training institutions and very effective use is made of the community links for external visits and to encourage members of the community to visit the school. There are regular visits from the community police, the nurse and

fire service. The internationally renowned opera singer, Bryn Terfel, and many others have visited the school to meet the children, to sing with them and to share their experiences. Roy Noble, the radio presenter, will also visit soon to read stories from the 'Mabinogion'. This is an outstanding feature of the school.

96. There are very effective links, for example, with Careers Wales and local employers, such as Axiom and Barratt Homes. These links enable pupils to use the world of work as a resource for the further development of their knowledge, understanding and skills. Links with Axiom, in particular, result in pupils visiting the factory to have hands-on experiences of creating and experimenting with electronic circuitry. Individual employers have visited the school regularly to talk to pupils and the school has developed very good links with the local Education Business Partnership.
97. There are very strong links with the receiving secondary school through regular visits and cross-phase projects in various subjects. The school's participation in, and work with, local cluster schools has been widely recognised. These are outstanding features of the school.
98. The school actively promotes sustainable development through recycling and various energy-saving initiatives. Pupils' understanding of sustainability is also reinforced through activities such as raising money for worthy causes and through the school's links with a school in Africa. The School Council and the Eco Committee help to develop pupils' awareness of sustainability and enhance their understanding of global citizenship.
99. The development of pupils' entrepreneurial skills is promoted well through various activities. From the early years, children are actively encouraged through role-play and 'buy and sell' in the classroom shop to develop a good understanding of the use of money and value. Older children are given many opportunities to organise fund-raising events in support of worthy causes; and Year 6 pupils, in particular, are provided with responsibilities in the running of the school tuck-shop. The school effectively lays the foundations for lifelong learning and community regeneration.

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

Grade 3: Good features outweigh shortcomings

100. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
101. All adults in the school provide consistently good care and support for pupils in a safe, happy environment. Relationships are good, the school has a positive ethos and every child is valued. Pupils, in turn, know what is expected of them and there is an atmosphere of mutual respect throughout the school.

102. Pastoral support and guidance is carefully monitored and evaluated. The sessions known as 'Circle time' and personal, social and health education lessons provide effective means to enable staff and pupils to discuss relevant issues and to learn how to make sensible decisions. Pupils say they feel well cared for and are not afraid to go to a member of staff if they are unhappy.
103. The school is successful in its endeavours to develop a very strong partnership with parents and carers. Parents are kept very well informed of events in school through several channels, including newsletters and reports. The views of parents are sought through questionnaires and other means, such as the recently introduced coffee mornings with the head teacher. There is very effective informal access for parents to talk to staff on a daily basis or to meet with the head teacher. This aspect of the school's work is outstanding.
104. When children start school there is an effective period of gradual induction; they generally settle easily into school life and all quickly learn the routines. Parents are fully involved in the process and this helps establish a very effective working partnership. Arrangements to help pupils settle into new classes each year are also good and pupils like the 'change over days' where they meet their new teacher.
105. The head teacher and secretarial staff monitor attendance and punctuality effectively and are swift to pursue any unexplained absence. All pupils appreciate the awards for good and improved attendance. Parents understand the need to inform the school should a child be unable to attend. Parents and carers are encouraged to get their children to school on time. The school has good links with the education welfare service.
106. The school's provision for ensuring the healthy development, safety and well-being of all pupils is good. Health and safety matters are properly addressed with fire, electrical and other equipment regularly checked. There are good day-to-day systems in place to deal with any pupils who have an accident or who feel unwell.
107. Child protection policies and procedures are effective and all members staff are fully aware of the procedures. There is a designated officer and staff have received appropriate child protection training. The school works closely with outside agencies to ensure the needs of more vulnerable pupils are well met.
108. The provision for pupils with additional learning needs, including those with special educational needs, has good features that outweigh some shortcomings. The school fully meets the requirements of the Code of Practice for Wales. The provision is improving rapidly, but recent actions implemented by the newly appointed Special Educational Needs Co-ordinator (SENCo) have not been in place long enough to ensure that new procedures are consistently applied by all staff.
109. Staff in the early years quickly identify any children who may require some additional support. However, the SENCo has correctly identified that the

school does not yet have sufficient resources to enable staff to diagnose learning difficulties effectively within the school. The school does, however, work closely with outside agencies and is quick to seek expert advice and guidance where necessary.

110. Pupils' Individual Education Plans have also recently been further developed and improved and teachers, with the support of the SENCo, have become more involved in writing these plans. However, these are not yet used consistently by all teachers to plan work matched effectively to the pupils' individual learning needs. The school recognises that more needs to be done to ensure that parents of pupils with additional learning needs are fully involved in reviewing their children's progress towards their individual targets.
111. An effective 'Catch up' programme is delivered by support staff and a part-time teacher. The provision of additional language teaching is also delivered by visiting specialist teachers. These programmes ensure that pupils who require additional language and reading support develop self-esteem, confidence and effective skills. However, in general, teachers are too reliant on learning support assistants to work with those pupils who have additional learning needs.
112. A positive feature of the provision is the way that teachers manage and support those pupils who have emotional and behavioural difficulties. Well-constructed, individual behaviour plans, negotiated sensitively with those few pupils who require additional support, are proving to be effective as a means of improving behaviour and developing positive attitudes to learning.
113. The school is committed to equal opportunities. As a result, pupils of all ages and abilities have full access to the curriculum and all that the school has to offer. Pupils' contributions are valued and the school encourages boys and girls to participate in a range of activities.
114. The school has effective multicultural education and equal opportunities policies. All forms of stereotyping are challenged. An effective anti-bullying policy and robust playground schemes have been successful in maintaining harmonious relationships across the school. The school takes effective measures to eliminate any forms of oppressive behaviour or harassment.
115. The school's policy and plan for promoting racial equality is in place and implemented equitably by all teachers. There is outstanding provision to promote respect for diversity through a wide range of interesting and meaningful activities, which involve the celebration of the Chinese, Japanese, Jewish, Muslim, American and other cultures.
116. The school's effective disability access plan ensures that disabled learners are not put at a disadvantage; at present, however, there are no disabled pupils attending the school.

Leadership and management

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

Grade 2: Good features and no important shortcomings

117. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
118. The head teacher provides keen and purposeful professional leadership and management. He is very committed to the school and strives for pupils to achieve their best. The head teacher gives clear direction to the life and work of the school and successfully promotes shared values and norms about learning, behaviour and relationships.
119. In this, the newly appointed deputy head teacher ably supports the head teacher. They have complementary skills and strengths, which are effectively advancing policy into practice and they promote high expectations among the staff. Staff with leadership and management roles are well aware of their responsibilities for improving standards and quality, and work well together.
120. The school's aims and values are well suited to the age and abilities of the pupils and to the school's setting. They form the basis of the school's policies and are well reflected in its life and work. The school successfully promotes equality of opportunity and monitors this closely, taking action when necessary. For example, the school has significantly increased its provision of extra-curricular activities to accommodate all pupils' preferences.
121. The school takes effective account of national and local priorities, and works closely in partnership with other providers. It participates in a number of schemes and its involvement in various cluster arrangements has won recognition from various quarters. For example, the 'Catch Up' support is having a good impact on improving standards in reading. The school has been granted the Investor in People award on several occasions.
122. The leadership team sets itself and the rest of the school challenging, but realistic, targets and goals. There is a good degree of staff involvement in the process, and they, in turn, are well aware of their senior managers' expectations. The leadership structure is clear and, although managers have a good measure of autonomy and responsibility, lines of accountability are effective and progress is monitored and evaluated on a regular basis.
123. The school has established effective procedures for monitoring the performance of individuals and teams. Targets reflect a balance between the needs of individuals and the whole school. They are regularly set and reviewed with good support and training provided. The school closely monitors improvements in performance, with particular emphasis on the impact on pupils' standards.

124. The school's arrangements for the appraisal of staff and the impact of the provision it makes for staff development is good with no important shortcomings. Regular monitoring and evaluation of teaching and learning contributes well to this process. This includes classroom observations, the scrutiny of pupils' books and teachers' planning, and professional discussions with staff. Induction arrangements for staff joining the school are thorough and much valued by those involved.
125. Governors meet their responsibilities well. They meet all statutory obligations and are effectively involved in the life and work of the school. They come from a variety of different backgrounds and their areas of expertise and experience are used effectively to support the school. Governors have a good understanding of their responsibilities. They act as 'critical friends' and help set the strategic development of the school. Members of the governing body regularly monitor the quality of provision during their visits to classes and to the school. Through written and oral reports from the head teacher, governors are well informed about the work of the school.

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

Grade 2: Good features and no important shortcomings

126. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
127. The school's self-evaluation report is a clear and knowledgeable statement of the school's current strengths and areas for development. The inspection team agreed with the school's judgements in six of the seven key questions, which indicates that the head teacher, staff and the governing body have a good working knowledge of the school's performance and the quality of provision. The difference occurred in Key Question 7, where the inspection team did not identify any outstanding features.
128. Leaders and managers have high expectations and are increasingly self-critical. This is because the school has established an effective and systematic self-evaluation process, which takes into account the views of all the stakeholders, including staff, governors, parents and pupils, and it acts upon them well.
129. Subject leaders have developed their roles well since the last inspection and they are becoming more skilled in contributing to school development. They now monitor and evaluate their subjects and areas of responsibility effectively through classroom observations, looking at pupils' work, overseeing teachers' planning and also listening to learners. Subject leaders draw up effective priority action plans for their subjects and the information contained in these is fed into the School Development Plan.

130. The School Development Plan is a good, detailed and comprehensive planning document, which lays out the school's current priorities and carefully addresses national and local initiatives. Targets and planned actions are realistic and achievable and, where appropriate, quantifiable; they identify success criteria, specific dates for completion, costings and persons responsible. The School Development Plan is quite complex in parts and the school recognises that the actions planned and the criteria by which success is measured need to be sharpened so that the School Development Plan becomes an even more effective tool for school improvement.
131. Good progress has been made since the last inspection in addressing the former key issues for action: in particular, standards have been raised in Welsh and information technology; the key skills are now included in teachers' planning; and the library provision has improved markedly.

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

Grade 2: Good features and no important shortcomings.

132. The findings of the inspection team do not match the judgement of Grade 1 made by the school in its self-evaluation report. This is because the inspection team, while recognising many strengths in this area, did not identify any outstanding features in the way in which leaders and managers use resources.
133. Overall, the school has a sufficient number of well-qualified and experienced teachers to deliver the curriculum. Each member of staff has a job description that identifies responsibilities clearly. In-service training has been used effectively to develop the specialist knowledge and expertise of subject leaders. Teachers are ably supported by qualified assistants and volunteers. The school has gained a deserved reputation for the secondment of staff to produce various educational materials.
134. Teachers and support staff are deployed effectively, according to their experience and expertise. All staff are encouraged to attend relevant courses for their own professional development and these are generally carefully linked to the identified priorities of the school. Teachers' time for Planning, Preparation and Assessment is well planned and implemented. At present, Planning, Preparation and Assessment time is covered well by the deputy head teacher. This procedure is effective because pupils receive good quality teaching and the Senior Management Team receive first-hand knowledge of standards in all classes.
135. Effective administrative support is provided which ensures that the routines of the school are carried out smoothly and efficiently. The caretaker, together with the supervisory, cleaning and catering staff, are valued members of the team and make an important contribution to the values and caring ethos of the school.

136. There are sufficient resources to meet the learning needs of most children. These are generally available centrally or in classrooms. The school library and computer suite are well organised and resourced and these have a significant impact on pupils' achievements. However, the school does not yet have sufficient resources to enable staff to diagnose learning difficulties effectively within the school.
137. The accommodation is adequate for the number of pupils on roll and the school makes effective use of the space available. However, facilities for storage are limited. and some classrooms are rather cramped. The storage of equipment around the school hall often restricts the space available for physical education lessons. Although the school has no large grassed area suitable for major games, the provision of a sizeable artificially turfed all-weather area enables games to be played throughout the school year.
138. Attractive and informative displays in the classrooms and access areas celebrate pupils' achievements and enhance the learning environment well.
139. The school makes efficient, effective and economic use of its resources. Governors have a good regard for the principles of 'best value'. Budgeting is closely linked to the school's priorities and objectives. The school budgets systematically for all expenditure and the head teacher and governors regularly meet to plan and review expenditure. The day-to-day administration of the school is effective. Rigorous financial procedures are in place and staff have promptly addressed the recommendations of the most recent audit report. The school provides good value for money.

Standards achieved in subjects and areas of learning

English

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

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

Good Features

140. Pupils in Key Stage 1 listen attentively to stories, to explanations of words and how they can extend their sentences when speaking. This is reflected in their repeating of standard forms of speech, their responses to questions and answers and their versions of their own news and class events. In Key Stage 1, speaking skills are good.
141. Pupils in Key Stage 1 read confidently in their class groups, and are making good progress in decoding skills and word recognition in their individual reading. They are able to discuss the content of their books, re-tell the main events and predict how stories will end. Almost all pupils show an enormous interest in books and they regularly and enthusiastically change their library books each week.
142. In Years 1 and 2, pupils are developing a good knowledge of how books work and use correct terminology when talking about the cover, title and author. They are able to discuss the feelings of characters in their books.
143. Pupils in Key Stage 1 are developing effective writing skills. At the end of the key stage, more able pupils write confidently and with increasing fluency and accuracy.
144. In Key Stage 2, pupils' listening and speaking skills progress well. They engage well when listening to a variety of class books and in activities which include 'hot seating' and discussions on settings and characters.
145. Pupils in Key Stage 2 read fluently and at appropriate levels. They can recall narratives, name the main characters and predict the development of plots sensibly. They can use relevant vocabulary to express their opinions and they regularly and enthusiastically change their library books each week.
146. Pupils in Key Stage 2 write well for a range of audiences and produce effective letters, reports, poems, drama scripts and stories.
147. Throughout Key Stage 2, pupils develop an increasing awareness of grammar, spelling and punctuation conventions, and make good use of paragraphs by the end of the key stage.
148. Pupils make good progress with handwriting skills and the vast majority, present their work clearly and neatly.

Shortcomings:

149. There are no important shortcomings

Welsh second language

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

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good Features:

150. In Key Stage 1, pupils respond well in a range of activities. They can identify commands and the names of colours, they count effectively and convey greetings. They display good oral skills when asking and answering questions about their class stories, the weather, where they live and how they feel. They answer well with positive and negative responses.
151. Pupils in Key Stage 1 read individual words confidently, and they make good progress in their ability to apply reading skills to simple, but appropriately extended texts. They make good use of pictorial clues to aid them in making sense of the written word.
152. Pupils in Key Stage 1 write individual words accurately, complete written sentences confidently, and rehearse prescribed constructions correctly by written means.
153. Key Stage 2 pupils listen appropriately to all forms of spoken Welsh and respond accurately to simple instructions. Pupils in Years 3 and 4, in particular, make good progress in their knowledge and understanding of spoken Welsh.
154. A few more able pupils in Year 6 are more adept in translating and they use this technique appropriately to aid the pace of their work.
155. Pupils in Key Stage 2 read words, phrases and sentences which are used in their oral work, and they extend their vocabulary appropriately with language patterns from simple texts in Welsh.
156. In Key Stage 2, many pupils write regularly and complete worksheets accurately. In Years 3 and 4, in particular, pupils develop an appropriate range of writing skills.

Shortcomings

157. A number of older pupils in Key Stage 2 are reluctant to use the language and their ability to sustain conversation is limited.
158. The writing skills of many older pupils in Key Stage 2 are underdeveloped.

Mathematics

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

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

Good Features

159. In both key stages, pupils respond enthusiastically and accurately to mental arithmetic exercises, especially when they take the form of competitive games.
160. Year 1 pupils are confident to talk about and use numbers in their work and play. Most pupils in year 2 count correctly in groups of ten and successfully add or subtract two-digit numbers. The most able pupils in year 2 can multiply a given number by 5 or 10 and add three numbers together well. They can check their answers effectively using a calculator.
161. Year 1 pupils have a good understanding of shape, space and measure and, by year 2, most pupils can correctly name a wide range of solid and flat shapes. Most pupils in year 2 have a good understanding of the value of money. They successfully group sets of coins together to make a given amount and record their answers well.
162. In year 2, pupils have a good understanding of a wide range of standard measures. They know the difference between centimetres and metres and millilitres and litres. They measure reasonably accurately the length of a line or the volume of different containers.
163. In Key Stage 2, pupils progressively develop their mathematical knowledge and understanding. By year 6, most pupils can correctly carry out calculations using the four rules of number. They have a good understanding of the place value of digits and of decimal places. Most have a good understanding of multiplication and the common multiples of numbers. They are able to calculate correctly fractions and convert these to percentages. The most able are confident to calculate the mean of a series of numbers using a calculator.
164. By year 6, pupils successfully interpret data that is presented in a variety of forms. They correctly interpret line, pie or bar graphs. They have a good understanding of co-ordinates, relating this work to shape and position. They can calculate the area of simple and complex shapes effectively and can accurately measure angles.

Shortcomings

165. There are no important shortcomings, but less able pupils, in particular, lack the confidence to use different mathematical approaches and methods and they find it difficult to develop their own mathematical ideas.

Information technology

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

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

Good Features

166. In Key Stage 1, and especially by the end of year 2, pupils use the facilities in the computer suite well and they are confident to log on and off from the school's network of computers. The most able can make good use of the icons on the screen to save and print their work.
167. Pupils in Key Stage 1 can use the mouse well to click and drag; they use the space bar and the return key effectively to change the appearance of the text or the orientation of the page in a simple word- processing programme.
168. By year 2, pupils are able to make sensible choices about what questions to pose when interrogating data to sort different shapes into sets.
169. In Key Stage 2, and especially by the end of year 6, pupils confidently use the internet to access information and they know how to refine their searches through the use of more specific key words.
170. Pupils in upper Key Stage 2 confidently use presentation software effectively to produce slide shows about their favourite pastimes or interests.
171. Word-processing skills develop well as pupils move through the school. All older pupils are confident to amend and present information and they are skilled in combining text with graphics and re-sizing, if necessary, to aid their presentations.
172. Pupils in year 6 make effective use of spreadsheets. They can explain how these can be used to work out numerical problems using particular formulae. As a result, pupils have a good understanding of the value of a spreadsheet in calculating mathematical tasks.

Shortcomings

173. There are no important shortcomings.

Physical education

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

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

Good features

174. Throughout the school, pupils develop a good awareness of the beneficial effects that exercise has on their bodies.
175. By the end of Key Stage 1, pupils have an effective understanding and appreciation of a good range of physical activities. They warm up and cool down appropriately before and after exercise. They remember and repeat simple skills and movements in games, gymnastics and dance well. They recognise that it is important to be active and, in the best of practice, they use what they have learnt to improve the quality and control of their work.
176. Key Stage 1 pupils listen and follow instructions promptly in their lessons. They show good hand and eye co-ordination when practising bat and ball skills and they demonstrate good basic under-arm, rolling and hitting skills.
177. In their dance lessons, younger Key Stage 2 pupils share and create dance movements successfully with a partner and in small groups. They repeat, remember and perform these movements well, exploring the theme of weightlessness on an alien planet.
178. By the end of Key Stage 2, most pupils develop their skills well. They perform actions with more consistent control and quality. Pupils increasingly evaluate their work well, identifying what makes a performance effective and, where appropriate, suggesting sensible improvements.
179. Older Key Stage 2 pupils choose appropriate movements, to express the idea, mood and feeling of a dance based on the theme of 'the twist'. They link the movements together well and collaborate effectively in groups to refine their dance. They show a good sense of rhythm and interpret the music well.
180. In Year 6, most pupils show a good level of skill when using forehand, backhand and overhead shots in minor net and wall games. They work well together to practise their hockey skills and show good control when dribbling, passing and shooting.
181. Pupils' skills in physical education activities develop well through the wide range of sporting activities on offer, which include dragon sports and judo.

Shortcomings

182. There are no important shortcomings; but a small number of older Key Stage 2 pupils do not always have good co-ordination with basic ball skills when playing minor games.

Religious education

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

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

Good Features

183. Pupils in Key Stage 1 have a good understanding of the importance of celebrations in their own lives and in those of others. They are familiar with the main Christian festivals and those of other world faiths and traditions.
184. In Key Stage 1, pupils express their opinions confidently, ask searching questions and identify with characters in familiar Bible stories. They are able to talk informatively about their visit to a local church.
185. In both key stages, pupils have an increasing understanding of their relationship with the natural world and with their community, and of important concepts such as care, sharing, responsibility and keeping promises.
186. In Key Stage 2, pupils have a growing knowledge and understanding of the central practices of the major world faiths and their work shows a growing appreciation of the variety of beliefs and concepts involved and an empathy for those who adhere to different creeds.
187. In Key Stage 2, pupils have a good understanding of the specialist vocabulary and various artefacts associated with the Jewish, Muslim and Sikh faiths.

Shortcomings

188. There are no important shortcomings.

School's response to the inspection

Abercarn School wishes to record its thanks to the Inspection Team for the professional and courteous way it conducted the inspection. The school is pleased with the report. The recommendations clearly indicate areas for further improvement.

An action plan will be incorporated into the School Development Plan to address the recommendations in the report.

Appendix 1

Basic information about the school

Name of school	Abercarn Primary School
School type	Nursery and Primary
Age-range of pupils	3-11
Address of school	Chapel Of Ease, Abercarn, Newport.
Postcode	NP11 5LH
Telephone number	01495 244566
Head teacher	Mr KP McAnulty
Date of appointment	September 1992
Chair of governors/ Appropriate authority	Mrs E Trott
Registered inspector	Dr David G Evans
Dates of inspection	12-14 th June 2006.

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	25	19	28	22	27	33	19	28	201

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	10	1	8.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	25:1
Pupil: adult (fte) ratio in nursery classes	12:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	25
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Spring 2006	85.3%	89.9%	92.4%
Autumn 2005	85.8%	90.7%	94.3%
Summer 2005	85%	93.1%	91.5%

Percentage of pupils entitled to free school meals	18.2%
Number of pupils excluded during 12 months prior to inspection	0%

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2005			Number of pupils in Y2:		30		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School	3	6	15	56	20
		National	0	4	13	63	20
En: reading	Teacher Assessment	School	3	10	11	60	16
		National	0	3	11	63	23
En: writing	Teacher Assessment	School	3	7	17	53	20
		National	0	5	14	69	11
En: speaking and listening	Teacher Assessment	School	3	0	1	70	23
		National	0	4	14	55	27
Mathematics	Teacher Assessment	School	3	5	16	56	20
		National	0	2	11	63	24
Science	Teacher Assessment	School	3	1	20	70	6
		National	0	2	10	65	23

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	76%	In Wales	80%

- 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:**

National Curriculum Assessment KS2 Results 2005			Number of pupils in Y6		23						
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	5	0	0	0	0	13	65	17
		National	1	0	0	1	1	5	16	46	30
Welsh	Teacher assessment	School									
		National									
Mathematics	Teacher assessment	School	0	4	0	0	0	0	9	57	30
		National	0	0	0	2	1	3	17	46	31
Science	Teacher assessment	School	0	5	0	0	0	0	4	65	26
		National	0	0	0	1	0	1	11	50	37

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	82%	In the school	N/A
In Wales	72%	In Wales	N/A

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

Appendix 4

Evidence base of the inspection

Four inspectors spent a total of nine inspector days in the school. A team meeting was held prior to the inspection. There was a nominee, who was the head teacher, and a peer assessor.

The inspection team visited:

- 40 lessons or part lessons;
- all classes;
- acts of collective worship; and
- a range of extra-curricular activities.

The inspection team held meetings with:

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

The inspection team also considered:

- the school's self-evaluation report;
- 26 responses to the parents' questionnaires; around 95.5 per cent of answers were positive;
- a comprehensive range of documentation provided by the school before and during the inspection; and
- a variety of pupils' current and past work.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Dr David G Evans Registered Inspector	Context, Summary and Recommendations Key Questions 1, 2 and 5 English, Welsh 2 nd Language Religious Education
Dr Julia Coop Team Inspector	Key Questions 4 and 6 Mathematics, Information Technology
Mr Cliff Brace Team Inspector	Key Questions 3 and 7 Physical Education
Mr Charles Brentnall Lay Inspector	Contributions to Key Questions 1, 3, 4 and 7
Mr Alistair Crawford Peer Assessor	Contributions to all the Key Questions
Mr KP McAnulty Nominee	Contributions to all the Key Questions

The contractor was:

Evenlode Education Ltd
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Acknowledgement:

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