

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

A Report on the Quality of Education in

**Archbishop Rowan Williams
Church in Wales Primary School
Crick Road
Portskewett
NP26 5UL**

School Number: 6793327

Date of Inspection: 07 July 2009

by

**Stephanie James
78911**

Date of Publication: 09 September 2009

Under Estyn contract number: 1126108

© Queens Printer and Controller of HMSO 2009: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The copyright in the material must be acknowledged as aforementioned and the title of the report specified.

Copies of this report are available from the school. Under the Education Act 2005, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

Archbishop Rowan Williams Church in Wales 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 Archbishop Rowan Williams Church in Wales Primary School took place between 07/07/09 and 09/07/09. An independent team of inspectors, led by Stephanie James 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 nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

Contents	Page
Context	1
Summary	3
Recommendations	7
Standards	8
Key Question 1: How well do learners achieve?	8
The quality of education and training	12
Key Question 2: How effective are teaching, training and assessment?	12
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?	17
Leadership and management	21
Key Question 5: How effective are leadership and strategic management?	21
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	22
Key Question 7: How efficient are leaders and managers in using resources?	23
Standards achieved in subjects and areas of learning	25
Foundation phase	25
English	30
Welsh second language	31
Design and technology	32
Art and design	33
Music	34
School's response to the inspection	
Appendices	
1 Basic information about the school	
2 School data and indicators	
3 National Curriculum assessments results	
4 Evidence base of the inspection	
5 Composition and responsibilities of the inspection team	

Context

The nature of the provider

- 1 Archbishop Rowan Williams Church in Wales Voluntary Aided Primary School is located in the village of Portskewett, close to the Severn Bridge crossing. It was built in 2001 and is maintained jointly by Monmouthshire Local Authority (LA) and the Diocese of Monmouth. The school serves a very wide catchment area. Approximately one third of pupils travel to school by bus. The school reports that pupils come from a mixed range of social backgrounds. Although the immediate locality is quite affluent, a few pupils are less advantaged, especially where families have suffered unemployment because major businesses in the area have recently closed.
- 2 There are 209 pupils on roll, aged from four to eleven. The number on roll has steadily increased since the last inspection. Children enter the reception class in the September following their fourth birthday. Many children attend one of eight private nurseries in the wider area before starting school. There is a wide range of ability among children starting school, but their attainment on entry is generally above the national and LA average, with a few below average.
- 3 Four per cent of pupils are entitled to receive free school meals, which is well below the Wales average of around 17 per cent and the LA average of about 10 per cent. Nearly all pupils are of white ethnic origin and speak English at home. No pupils speak Welsh as their first language. Less than one per cent of pupils come from ethnic minority backgrounds. Very few pupils receive tuition in speaking English as an additional language. Seventeen per cent of pupils are on the register of special educational needs (SEN). This is below the national average of approximately 20 per cent. Nearly two per cent of pupils have formal statements of SEN. This is in line with national figures.
- 4 There are nine full-time teachers including the head teacher and one part-time teacher. In addition, there are five teaching assistants. The school has eight classes, three of which contain a mix of two year groups.
- 5 The head teacher was appointed in 2001. He was absent from school for three months from November 2008 to January 2009 following an extremely serious injury. The deputy head teacher was acting head during this time but was promoted to the headship of another school shortly after the head teacher's return. At the time of the inspection, therefore, the school did not have a deputy head teacher. A new deputy head teacher has been appointed from September 2009.
- 6 The school was awarded the Basic Skills Quality Mark in 2006 and gained Investors in People status for the third time in 2009. It achieved the Eco Schools Green Flag in July 2009. It was last inspected in June 2003.

The school's priorities and targets

- 7 The school's 'strap line', developed by the School Council, is:
"Trying our best to do our best!"

- 8 Key priorities in the school's current Improvement Plan (2008-2009) are to:
 - embed the Read, Write, Inc. programme;
 - develop the use of information and communication technology, particularly the use of the interactive whiteboard;
 - encourage a high level of pupil performance;
 - raise levels of attendance;
 - further develop the use of thinking and talking partners;
 - ensure all lessons build on prior learning and meet the needs of all learners;
 - develop outdoor play areas;
 - develop staff in line with their personal and professional needs and those of the school.

Summary

- 9 Archbishop Rowan Williams Church in Wales Primary School is a good school where pupils make good progress and achieve well. The school very successfully fulfils its vision to: “nurture confident individuals who value themselves and have high expectations and a positive attitude to learning which enables them to take in the challenges of living within the community”.

Table of grades awarded

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

Standards

- 10 Most pupils achieve good standards in their knowledge, understanding and skills and attain agreed learning goals. They succeed regardless of their ability, gender, race or background.

Grades for standards in lessons in subjects and areas of learning inspected

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	87%	3%	0%	0%

- 11 The percentage of lessons achieving grade 2 or above is much higher than the national picture described by Her Majesty's Chief Inspector in his most recent report. In 2007-2008, standards in 84 per cent of lessons in primary schools inspected in Wales achieved a grade 2 or better, with 12 per cent of them having outstanding features (grade 1).
- 12 Most pupils with special educational needs (SEN) make good progress and achieve well in relation to their abilities. More able and talented pupils achieve well in most subjects and areas of learning. The attainment of girls and boys is broadly similar.
- 13 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.

Areas of learning for under-fives

Personal and social development, well-being and cultural diversity	Grade 1
Language, literacy and communication skills	Grade 2
Mathematical development	Grade 2
Welsh language development	Grade 1
Knowledge and understanding of the world	Grade 1
Physical development	Grade 2
Creative development	Grade 2

- 14 Overall standards in the subjects inspected in key stages 1 and 2 are as follows:

Grades for standards in subjects inspected

Inspection Subject	Key stage 1	Key stage 2
English	Grade 2	Grade 2
Welsh second language	Grade 2	Grade 2
Design and technology	Grade 2	Grade 2
Art and design	Grade 2	Grade 2
Music	Grade 2	Grade 2

- 15 In the 2009 National Curriculum teachers' assessments at the end of key stage 1, 94 per cent of pupils gained the expected level 2 or above in the three core subjects of English, mathematics and science, which was well above the national and Monmouthshire figures for 2008. At the end of key stage 2, 83 per cent of pupils attained at least the expected level 4 in all three core subjects compared with 76 per cent nationally in 2008 and 79 per cent in Monmouthshire.
- 16 Children under five and pupils in key stages 1 and 2 achieve good standards in their use of the key skills of speaking, reading and writing, numeracy and information and communications technology in their work across the curriculum. Their listening skills are outstanding and are an important factor in the good standards they achieve. Children under five use their developing bilingual skills well in their daily activities in the seven areas of learning. In key stage 1, pupils' use of Welsh throughout the day is good. In key stage 2, pupils' use of their bilingual skills is variable.
- 17 Standards in pupils' personal, social, moral, spiritual and cultural development are outstanding. The behaviour of nearly all pupils is excellent. Most pupils are well motivated, enthusiastic and enjoy learning. Almost without exception, pupils have a strong sense of fair play, take responsibility for their actions and demonstrate tolerance and consideration towards others.

The quality of education and training

18 The quality of teaching in the lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	75%	11%	0%	0%

- 19 The quality of teaching is better than the national picture described by Her Majesty's Chief Inspector in his most recent report. In 2007-2008, 83 per cent of the quality of teaching in lessons in primary schools inspected in Wales achieved a grade 2 or better, with 16 per cent of them having outstanding features (grade 1).
- 20 Excellent working relationships between members of staff and pupils are a feature of every class in the school. There are clear expectations of pupils' behaviour which are consistently applied. In most lessons, teachers employ a good range of strategies and resources to make lessons interesting. Teaching assistants make a valuable contribution to the quality of pupils' learning. Outstanding features in a few lessons include teachers setting a cracking pace, excellent use of assessment precisely to guide the next stage in learning and pupils working independently. Where there are shortcomings in a few lessons, objectives are not sufficiently clear, pupils talk when teachers are speaking to them and the pace is not brisk enough.
- 21 In the reception class, practitioners use incidental Welsh well throughout the day. In key stage 1, members of staff effectively promote pupils' bilingual skills. In key stage 2, however, there are inconsistencies in the use of Welsh by members of staff.
- 22 The overall quality of procedures for assessing, recording and reporting pupils' progress is good. In a minority of classes there is good practice in enabling pupils to become actively involved in planning for their own improvement but this is not yet consistently applied across the school.
- 23 The curriculum is well organised and balanced and effectively meets learners' needs and interests. Curriculum planning builds systematically on existing knowledge, understanding and skills and includes good problem-solving and creative experiences. The school's partnerships with parents, the local community, other schools and higher education institutions are highly successful. The provision for education for sustainable development and global citizenship is outstanding.
- 24 The school provides excellent care, support and guidance for pupils. Their well-being, health and safety are of paramount importance. The head teacher, teaching and support staff very successfully create a calm, caring and supportive environment where pupils feel secure and valued. The overall quality of provision for pupils with additional learning needs is good with no important shortcomings. The provision of equal opportunities for pupils is outstanding. The school places a high priority on the social inclusion of all pupils.

Leadership and management

- 25 Shared values and expectations are a notable feature of the school. Its strong Christian ethos very positively pervades all aspects of its life and work. Since his appointment eight years ago, the head teacher has established efficient systems for managing all aspects of the school's work. As a result, and because of the strong and steadfast commitment of all members of staff to the best interests of the pupils, the school continued to function smoothly during his absence.
- 26 There have been a number of recent changes in the composition of the Senior Leadership Team. As a consequence, following his phased return to work, the head teacher has borne an excessive burden of responsibility. He has done so with great commitment to the pupils.
- 27 Members of staff engage in a wide range of professional development courses to enhance their expertise to the benefit of the pupils. As a result, several members of the teaching and support staff have gained higher qualifications and/or promotion.
- 28 The Governing Body includes people with a very wide range of backgrounds and expertise. Their knowledge is much appreciated and they use it effectively. They provide excellent pastoral support for the school and are developing confidence and becoming pro-active in their role, increasingly asking challenging questions about different aspects of the school's work.
- 29 The head teacher, staff and governors have a good overview of the work of the school and a culture of self-evaluation is being established with clear links between the process of self-evaluation and planning for school improvement.
- 30 Pupils have access to good resources. The quality of the accommodation and grounds is outstanding. Finances are well managed and spending decisions are effectively matched to the school's priorities. Fundraising by parents contributes considerably to available income. The school provides value for money.
- 31 The school has made good progress in addressing the issues for improvement identified in the previous inspection.

Recommendations

- 32 In order to improve the school needs to:
- R1 Address inconsistencies in the use of incidental Welsh by members of staff in key stage 2 and raise standards in bilingualism. *
 - R2 Continue to share good and outstanding teaching practice to achieve greater consistency in the quality of teaching throughout the school. *
 - R3 Further develop whole school assessment procedures and pupils' involvement in evaluating their own learning. *

* These recommendations have already been identified by the school as areas for development in its three year School Improvement Plan 2008-2011.

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

- 33 The inspection team's findings match the judgement made by the school in its self-evaluation report.
- 34 Most pupils achieve good standards in their knowledge, understanding and skills and succeed in attaining agreed learning goals. They succeed regardless of their ability, gender, race or background.
- 35 In the lessons observed during the inspection, standards were judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	87%	3%	0%	0%

- 36 The percentage of lessons achieving grade 2 or above is much higher than the national picture described by Her Majesty's Chief Inspector in his most recent report. In 2007-2008, standards in 84 per cent of lessons in primary schools inspected in Wales achieved a grade 2 or better, with 12 per cent of them having outstanding features (grade 1).
- 37 Most pupils with special educational needs (SEN) make good progress and achieve well in relation to their abilities. More able and talented pupils achieve well in most subjects and areas of learning. The attainment of girls and boys is broadly similar.
- 38 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.
- 39 Standards in the seven areas of learning for children under five were judged as follows:

Personal and social development, well-being and cultural diversity	Grade 1
Language, literacy and communication skills	Grade 2
Mathematical development	Grade 2
Welsh language development	Grade 1
Knowledge and understanding of the world	Grade 1
Physical development	Grade 2
Creative development	Grade 2

40 Overall standards in the subjects inspected in key stages 1 and 2 were judged as follows:

Inspection Subject	Key stage 1	Key stage 2
English	Grade 2	Grade 2
Welsh second language	Grade 2	Grade 2
Design and technology	Grade 2	Grade 2
Art and design	Grade 2	Grade 2
Music	Grade 2	Grade 2

- 41 In the 2009 National Curriculum teachers' assessments at the end of key stage 1, 97 per cent of pupils attained the expected level 2 or better in English and mathematics. One hundred per cent of pupils attained level 2 in science. Overall, 94 per cent of pupils gained level 2 in all three core subjects combined (the Core Subject Indicator) compared with 81 per cent nationally in 2008 (the latest year for which figures are available) and 86 per cent in Monmouthshire. One hundred per cent of girls attained the Core Subject Indicator. Ninety-five per cent of boys attained level 2 or better in both English and mathematics. One hundred per cent of boys attained this level in science.
- 42 In key stage 1, there has been an upward trend from 2006 to 2008 in the number of pupils attaining level 2 in all three core subjects, but particularly in English. The relative performance of girls and boys in attaining level 2 has varied over the last three years in all subjects. These differences are explained by the number of more able pupils or those with SEN who are boys or girls in each year group. Over the three years from 2006 to 2008, in comparison with similar schools (those with 0 to 8 per cent of pupils eligible for free school meals), pupils' performance at the end of key stage 1 has been just below average.
- 43 The percentage of more able pupils attaining the higher level 3 at the end of key stage 1 in National Curriculum assessments in 2009 was similar to national figures in English, but well above in mathematics and science. More able boys performed better than girls in all three core subjects, but particularly in mathematics and science. This is because there was a higher number of more able boys than girls in that year group.
- 44 In the 2009 National Curriculum teachers' assessments at the end of key stage 2, 87 per cent of pupils attained the expected level 4 or better in English, which was above the 2008 national average. Eighty-three per cent of pupils attained level 4 or better in mathematics, which was slightly above the national average. Ninety-three per cent of pupils attained level 4 or better in science, which was also above the national figure. Overall, 83 per cent of pupils in key stage 2 gained the Core Subject Indicator (at least level 4 in all three core subjects combined) compared with 76 per cent nationally in 2008 and 79 per cent in Monmouthshire.
- 45 The number of pupils attaining the Core Subject Indicator in key stage 2 fluctuates from year to year according to the nature of each year group of pupils. The number attaining the Core Subject Indicator improved from 2006

to 2008 but dipped in 2009 because of a relatively high number of pupils with SEN. In comparison with similar schools, the number of pupils attaining the Core Subject Indicator was below average in 2006 and 2007 but above average in 2008. There is no clear pattern in the relative performance of boys and girls with regard to the number attaining level 4. The percentage of more able pupils attaining the higher level 5 at the end of key stage 2 in National Curriculum assessments in 2009 was much higher than the national average in English and mathematics and also above average in science. The percentage of girls attaining level 5 in 2009 in all subjects was much higher than the number of boys because of the high number of more able girls in this year group.

- 46 The school's tracking of pupils' progress from their results in National Curriculum assessments at the end of year 2 in 2005 to their results at the end of year 6 in 2009 shows that most pupils maintained or exceeded expected progress in all three core subjects.
- 47 The listening skills displayed by nearly all children under five during whole class and group discussions are outstanding. All children make good progress in using the key skills of speaking, reading, writing, numeracy and information and communications technology (ICT) in their work in all seven areas of learning.
- 48 In key stages 1 and 2, nearly all pupils listen very attentively to their teachers and to one another. Their excellent listening skills are an important factor in the good standards they achieve. Most pupils make good progress in developing the key skills of speaking, reading, writing and numeracy in their work across the curriculum. They use their literacy and numeracy skills for a good range of purposes. Nearly all pupils competently use a wide range of ICT equipment to support their learning in all subjects.
- 49 Nearly all children under five are developing good bilingual skills. They understand and use Welsh often in their daily activities in all areas of learning. Most pupils build effectively on this good foundation during key stage 1. However, pupils' competence in using their bilingual skills is variable in key stage 2. Nearly all pupils listen well and use the language appropriately during class routines. They usually understand and respond appropriately to instructions. However, the majority of pupils in key stage 2 do not sustain a simple conversation beyond these limits, except in Welsh lessons.
- 50 Throughout the school, most pupils make good progress in applying their knowledge and skills to new and unfamiliar situations and are well prepared for the next stage in their learning. The majority of pupils increasingly reflect on their own learning and identify personal targets for improvement, but this practice is still in the early stages of development throughout the school.
- 51 The behaviour of nearly all pupils and their attitudes towards learning are outstanding features of the school and contribute significantly to the standards they achieve, to their personal and social development and to the quality of life

- in the school. Pupils are friendly, welcoming and courteous. They are proud of their school and keen to share their many achievements with visitors.
- 52 Pupils' excellent behaviour is evident not only in lessons but also in morning worship, in their playground games and at meal times. Respect, care and concern for others are notable features of the school.
- 53 Most pupils are well motivated, enthusiastic and enjoy their learning. They listen attentively to their teachers, engage readily in discussion, co-operate well with adults and their peers and settle quickly to their tasks. They sustain concentration, often for extended periods, and are keen to do their best.
- 54 Attendance rates throughout the school are good, averaging 94.6 per cent for the past three terms. These rates are above national rates of attendance for pupils of primary school age and in line with rates for schools that have a similar number of children entitled to receive free school meals. Most pupils are punctual and keen to attend school. Lessons start promptly and pupils settle quickly into their class routines.
- 55 Most pupils are effectively developing the skills to work independently and to take responsibility for their own learning. They work together in pairs and groups with confidence, organise activities fairly and ensure everyone contributes. Pupils of all ages are well prepared to take on responsibilities and they readily engage with all the opportunities offered to them within the school community.
- 56 Pupils' personal, social, moral and wider development is outstanding. Almost without exception, pupils have a strong sense of fair play, take responsibility for their actions and demonstrate tolerance and consideration towards others.
- 57 Most pupils demonstrate an outstanding awareness of equal opportunities issues and respect for diversity within their school, their community and the wider world. They feel very strongly that all people should be treated equally and without discrimination or favouritism. Nearly all pupils are accepting of each other and value what everyone contributes to the school community.
- 58 All pupils are well prepared to take a full and active role in the life and work of the local community. They know their community well and support a wide range of community activities and initiatives. Through well planned educational visits in the locality, all pupils effectively learn about the life and work of the community and how they can contribute to its continued success.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

59 The inspection team's findings match the judgement made by the school in its self-evaluation report.

60 The quality of teaching in the lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	75%	11%	0%	0%

61 The quality of teaching is better than the national picture described by Her Majesty's Chief Inspector in his most recent report. In 2007-2008, 83 per cent of the quality of teaching in lessons in primary schools inspected in Wales achieved a grade 2 or better, with 16 per cent of them having outstanding features (grade 1).

62 Excellent working relationships between members of staff and pupils are a feature of every class in the school. There are clear expectations of pupils' behaviour which are consistently applied. In the reception class, the use of stickers and other rewards is extremely effective in encouraging good behaviour. Throughout the school, pupils are treated fairly, equally and with respect.

63 Most members of the teaching staff, including highly qualified teaching assistants, have secure knowledge of the subjects they teach. This is a key factor in the good standards achieved in all subjects. Their good subject knowledge enables them to give clear explanations, make key teaching points well and ask questions that effectively prompt pupils to extend their thinking.

64 Practitioners who work with the under-fives display a deep understanding of how young children learn best, including the importance of learning through play. Their enthusiasm for learning is infectious and reflected in children's highly positive attitudes to all the experiences provided for them. Every effort is made to enhance children's language skills and understanding in small group and individual activities.

65 In most lessons, teachers employ a good range of teaching strategies and resources, including the use of ICT, to make lessons interesting and to motivate pupils. They give pupils many worthwhile opportunities to work collaboratively in pairs and in groups.

66 Outstanding features in a few lessons include teachers setting a cracking pace so that every minute is used productively, excellent use of assessment precisely to guide the next stage in learning and pupils working independently, making their own choices and drawing their own conclusions.

- 67 Where there are shortcomings in the quality of teaching, objectives are not sufficiently clear so that the main focus of pupils' learning begins to fade part way through the lesson. Occasionally, teachers do not insist that all pupils listen when they are speaking to them and the pace is not brisk enough.
- 68 Teachers plan effectively for sequences of lessons to ensure progression in pupils' learning and take good account of the needs of pupils of different abilities within the class. The Homework Policy is clear, but the practice of giving homework is inconsistent both between and within classes.
- 69 Teaching assistants make a valuable contribution to the quality of pupils' learning and work very effectively alongside teachers. The skills of more experienced assistants with higher qualifications are generally used effectively to conduct lessons in key stages 1 and 2. They lead activities for the under-fives extremely well. Those who work with pupils with SEN are very knowledgeable about the needs of individuals and provide them with very good support.
- 70 In the reception class, there is good use of incidental Welsh by staff throughout the day. In key stage 1, members of staff effectively promote pupils' bilingual skills. In key stage 2, there are inconsistencies in the use of Welsh by staff to question, give instructions and encourage learners to respond in whole sentences. Though they have accessed relevant training, members of staff in key stage 2 still lack confidence in promoting pupils' bilingual skills and do not use Welsh sufficiently as the medium of instruction in Welsh lessons.
- 71 The school meets statutory requirements for assessing, recording and reporting pupils' progress with systems and procedures that are good with no important shortcomings.
- 72 Children under five have good quality individual assessment folders that include detailed notes about their achievements and areas of difficulty in the seven areas of learning. They increasingly encourage children to reflect on what they are doing, identify what they have done well and how they could do better. For example, they invite children to compare a letter they have formed against the practitioner's example to see how it differs and how they could improve it.
- 73 Assessment of pupils with additional learning needs is thorough and identifies needs at an early stage based on baseline assessments and observations. The progress of pupils with SEN toward targets in their Individual Education Plans is carefully monitored.
- 74 The school uses a variety of different strategies to monitor pupils' progress with an emphasis on the way in which assessment can improve learning. A range of standardised tests, together with in-house assessments, are effectively used to identify strengths and areas for improvement. End of key stage assessments are analysed effectively to identify opportunities to improve standards of achievement.

- 75 Assessment opportunities are identified in the school's medium term planning and further refined in short term planning so that evaluations are used systematically to inform future lessons. Tracking sheets are used well to record all school based standardised tests and the levels of achievement which are reached in the core subjects. Assessment of pupils' knowledge and understanding in the foundation subjects is less well developed.
- 76 Staff expertise in the accuracy of identifying National Curriculum levels for pupils' work is developing. Meetings with other local schools, and curriculum focused staff meetings, are effective in providing good opportunities for staff to develop their skills in assessing and moderating levels of attainment.
- 77 Learning objectives are usually shared with pupils at the start of lessons and staff give good oral feedback on whether objectives have been met. Work is marked regularly with some good examples of comments which indicate what pupils must do to improve their work. However, this is not yet consistent across all classes. In the core subjects, pupils are aware of their targets and where there is best practice, marking refers to these targets.
- 78 The school places an appropriate emphasis on encouraging pupils to evaluate their own achievements at the end of lessons or completed topics. In a minority of classes there is good practice in enabling pupils to become actively involved in planning for their own improvement but this is not yet consistently applied across the school.
- 79 Parents meet teachers twice a year to review their children's work and also sign to indicate that they are aware of their children's targets for the next term. End of year reports for children under five give a clear picture of their progress and achievements in the seven areas of learning and include clear targets for the next steps in their learning. Annual reports for pupils in key stages 1 and 2 are of good quality. In addition to detailed information about standards achieved and personal and social development, they also include information on what pupils need to do in order to improve.

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

- 80 The inspection team's findings match the judgement made by the school in its self-evaluation report.
- 81 Throughout the school, the curriculum is well organised and effectively meets learners' needs. It includes good problem-solving and creative experiences that motivate and interest pupils. Curriculum planning builds systematically on existing knowledge, understanding and skills and provides progression in the learning experiences for all pupils. There are effective arrangements for providing additional support and resources for pupils whose attainment levels are either below or above average. The curriculum meets legal requirements.

- 82 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes. Practitioners give children good opportunities to express their own interests in what they would like to learn about and take full account of their ideas as they plan for the development of children's learning. There is an excellent mix of adult-led tasks and the provision of purposeful activities that children choose themselves both indoors and outside.
- 83 Good opportunities are provided to ensure that pupils gain basic and key skills. There is an effective and comprehensive 'skills ladder' in most schemes of work. The school is moving towards full implementation of the Skills Framework.
- 84 Personal and Social Education is an extremely strong feature of the curriculum. It permeates all aspects of the provision and has an outstanding impact on pupils' learning and attitudes. Members of staff promote good manners and respect among all pupils extremely well and are good role models for them.
- 85 The provision for pupils' social, moral, spiritual and cultural development is outstanding and a key unifying feature of the school's work. Pupils' social awareness is promoted highly effectively through many opportunities for collaborative working, to take responsibility and through their participation in campaigns to raise money for good causes and charities.
- 86 Spiritual development is exceptionally well promoted through both religious and creative experiences. For example, listening to a piece of music made one pupil think and write about how she felt when her grandmother died. Prayers and opportunities for reflection are regular features of collective acts of worship which fulfil statutory requirements. The emphasis on moral development ensures that pupils understand the difference between right and wrong.
- 87 Awareness of their own and other people's cultures is very well promoted through pupils' attendance at eisteddfodau and other special events in their area and through the school's links with places such as South Africa.
- 88 There is a good range of extra-curricular activities, including sports, dance, art and gardening clubs. Theatre visits, poetry workshops and visits to places of worship such as a synagogue effectively enhance pupils' learning experiences, as do visits from local police, medical officers, and cultural associations such as the 'Urdd'. The provision for pupils to extend their musical talents outside music lessons is outstanding. Many pupils in key stage 2 enjoy instrumental tuition subsidised by the school. There are also enjoyable optional musical activities led by members of staff such as choir, woodwind and orchestra.
- 89 The school's partnerships with parents, the local community, other schools and higher education institutions are highly successful and have outstanding

features that enrich its life and work and enhance pupils' learning experiences. Parents are very supportive of the school. They express satisfaction with its aims and values and appreciate the ready access they have to the head teacher and staff.

- 90 The quality of information provided by the school is very good, particularly when children are starting school. Parents are kept well informed of curriculum developments, have regular opportunities to discuss their children's work and progress with staff, and receive regular newsletters about the life and work of the school. A constructive home/school agreement has been accepted by parents.
- 91 Parents and friends make a valuable contribution to the life and work of the school. Many give freely of their time, accompanying pupils on educational visits, supporting school activities and fund-raising for the school. The commitment of parents and friends is greatly appreciated by the head teacher, staff and governors and a strong community spirit is evident in the school's life and work.
- 92 The school enjoys positive partnerships with other local schools and with the main receiving secondary school, in particular. Pastoral, administrative and curriculum liaison is well established and there is a good transition plan contributes effectively to the continuity and progression of pupils' education as they move from key stage 2 to key stage 3. The school has excellent links with local pre-school groups and nurseries, which contribute significantly to the positive way in which children settle into the reception class.
- 93 Successful partnerships with several institutes of higher and further education enables the school to provide training facilities for student teachers and students undertaking childcare and vocational qualifications. Students from local secondary schools regularly undertake work experience placements at the school. All students are well supported by members of staff.
- 94 Partnerships with the local community and with the parish are extremely good. The clergy and parishioners hold the school in high regard and appreciate the contribution that staff and pupils make to the life and worship of the church community.
- 95 The school's provision for work-related education is consistently good and an integral part of pupils' learning. The school has developed strong partnerships with a wide range of local businesses and relevant agencies, including Careers Wales. Teachers successfully address the vocational aspect of the Personal and Social Education programme and a range of well planned visits to commercial, industrial and retail sites enhances pupils' understanding of the world of work. Several teachers have attended business and enterprise courses. The school has made good use of these to enrich curriculum provision for pupils and to enhance teachers' professional development.
- 96 '*Y Cwricwlwm Cymreig*', the Welsh dimension to the curriculum, effectively enriches pupils' knowledge and understanding of their Welsh heritage. It is

promoted especially effectively in art lessons, where pupils learn about Welsh artists, and in music lessons, where pupils are introduced to the work of important Welsh composers such as Karl Jenkins.

- 97 The promotion of opportunities for pupils to develop their bilingual skills is good in the reception and key stage 1 classes but is inconsistent in key stage 2. However, numerous displays and notices in Welsh effectively reinforce pupils' awareness and use of the language.
- 98 The school's procedures to promote equal opportunities and to tackle social disadvantage and stereotyping are very successful. The school works in close partnership with a range of external welfare agencies to secure the best possible support for pupils and their families.
- 99 The provision for education for sustainable development and global citizenship and the efforts made by the school to act in a sustainable way are outstanding and fully embedded in its life and work. The school's 'Eco Warriors' actively promote sustainable development. Pupils are involved in re-cycling, composting, water and energy conservation, fair trade initiatives and in waste minimisation schemes.
- 100 Global citizenship is very well promoted. Through their work in geography, Personal and Social Education and Religious Education, pupils are made aware of the lives of children in other parts of the world, the economic and social inequalities that exist and how global forces shape their lives. As part of the Eco-Schools award scheme, the school has very recently received the Green Flag in recognition of its commitment to conservation and the environment.
- 101 The school makes good provision for the development of pupils' entrepreneurial skills. Mini-enterprise projects where pupils design, produce, finance and market their goods for sale give pupils good insight into the running of a profitable business.
- 102 The school is fully committed to national priorities for lifelong learning and community regeneration. Governors, staff and pupils effectively seek to contribute to the success of the community through active citizenship, education and care for the environment. The school makes its facilities available to community groups and works in partnership with many local agencies to promote the continued development of the community which it serves.

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

Grade 1: Good with outstanding features

- 103 The inspection team's findings match the judgement made by the school in its self-evaluation report.

- 104 The school provides outstanding care, support and guidance for pupils. The head teacher, teaching and support staff highly successfully create a calm, caring and supportive environment where pupils feel secure and valued. This enables them to make good progress in their academic, social, personal and emotional development.
- 105 The school plans and manages care arrangements very effectively and draws upon a wide range of support services to ensure pupils' needs are carefully assessed and met. This multi-agency approach is particularly beneficial for those pupils in challenging and vulnerable circumstances. The school listens carefully to the views of parents and carers and acts upon them.
- 106 Pupils also have regular opportunities to voice their opinions and confidently do so through the School Council. The Council is a very good forum for the development of pupils' personal and social skills and provides a good opportunity for pupils of different ages to work together and contribute to decision-making. Councillors undertake their responsibilities seriously and feel they can make a real difference. They are very good ambassadors for their school and have a good understanding of the democratic process.
- 107 The induction procedures for children entering the school, moving up classes and transferring to secondary school are highly effective and ensure they settle quickly into their new environments with minimal disruption to their learning and well-being.
- 108 The head teacher's personal commitment to the pastoral care of pupils permeates the life and work of the school. Relationships between staff and pupils are mutually supportive and this contributes well to pupils' confidence and self worth. Pupils readily turn to adults for support, are listened to and treated with respect. In discussion with pupils, they praise the quality of relationships between teachers and themselves and state that one of the best things about the school is the way in which they are treated fairly and with care and consideration.
- 109 Pupils have access to a highly effective Personal and Social Education programme, in line with national recommendations, which contributes significantly to the quality of support and guidance offered to them. Health education, sex education and drugs awareness are given appropriate attention and good use is made of outside agencies to help deliver the programme.
- 110 Procedures to monitor pupils' punctuality and attendance are outstanding. The school administrators make an excellent contribution to the monitoring of attendance and punctuality and ensure follow-up procedures in the event of unexplained absence are rigorously applied. These highly efficient procedures have resulted in attendance improving by four percentage points since the last inspection, which is a significant achievement.
- 111 The school's policies and procedures to promote good behaviour are extremely effective. Members of staff are skilled at implementing a range of effective strategies to secure positive behaviour and attitudes. The rewards

system is greatly valued by pupils. They are eager to gain house points and merits for good behaviour and effort. The school complies with all inclusion, discipline and attendance requirements set out in *National Assembly for Wales (NAW) Circular 47/06, Inclusion and Pupil Support*.

- 112 The academic performance of pupils is monitored carefully by class teachers and pupils are beginning to take a more active role in the setting and monitoring of their individual targets and planning their own progress.
- 113 The Governing Body has clear, well-documented procedures, including risk assessments, for promoting pupils' well-being, health and safety while in the school's care. Pupils are effectively supervised and well established arrangements are in place to deal with any accidents and emergencies. Support staff and mid-day supervisors make a good contribution to the pastoral care of pupils.
- 114 As part of the *Welsh Network of Healthy Schools*, the school is successful in promoting a healthy diet and lifestyle. Fresh water is readily available and pupils are encouraged to eat healthy snacks. The school cooks make a significant contribution to the promotion of healthy eating. They provide nutritional lunches where pupils have access to a wide range of fresh vegetables, fresh fruit and salad every day. Pupils also have access to a wide range of physical and sporting activities, which contribute significantly to their fitness and well being.
- 115 The school has appropriate measures to deal with appeals and complaints and to promote the protection of children. National child protection guidelines are followed, training is regularly updated and all adults in the school are made aware of the correct procedures to be followed. The head teacher is the designated person with responsibility for child protection issues and a member of the Governing Body is an expert in these matters.
- 116 The overall quality of provision for pupils with additional learning needs is good with no important shortcomings. It meets the requirements of the Code of Practice for Wales and the statutory framework for inclusive education. The school actively pursues a policy of early intervention and works tirelessly to ensure that pupils receive their full entitlement to support.
- 117 Children under five with additional learning needs are identified at an early stage from baseline assessments and observations and are carefully assessed. Parents are informed at the earliest opportunity to alert them to concerns and to enlist their support. The Special Educational Needs Co-ordinator (SENCo), who is currently the head teacher, works closely with the Educational Psychologist to determine needs and how those needs can best be met.
- 118 Staff organise appropriate teaching strategies and through clearly written Individual Education Plans, work is adapted to meet individual needs. Individual Education Plans feature a 'small steps' approach. They are regularly reviewed and evaluated. Parents are fully informed and invited to

work in partnership with the school. All staff ensure that pupils with additional learning needs are fully integrated into the life of the school.

- 119 Learning support staff fulfil their responsibilities well and give sensitive and effective assistance to pupils. They provide a good balance between allowing pupils to achieve independence and intervening to ensure full understanding. Support for the very few pupils with English as an additional language is effective and enables good progress to be made.
- 120 The school receives good support from a range of external agencies such as the Speech and Language Therapy Service and services for visually and hearing impaired pupils. In addition, a teacher provided by the Local Authority provides specialist weekly teaching for pupils with specific learning difficulties. This support was not observed during the inspection due to timetabling but the school feels that it is effective and valuable.
- 121 The school provides excellent support for the very few pupils with behavioural problems and has well developed strategies which are understood and consistently implemented by all staff.
- 122 The quality of provision for equal opportunities is outstanding. The school places a high priority on the social inclusion of all pupils. It is highly successful in recognising the diversity of pupils' backgrounds and takes this into account when planning and delivering its support and guidance. Members of staff know pupils well and are sensitive to their individual needs. Gender equality, good race relations and diversity are extremely well promoted and stereotypical views are challenged rigorously. All pupils, regardless of their backgrounds, race, gender or ability, are treated equally and with dignity and respect.
- 123 The school has made good arrangements to secure the equal treatment of disabled pupils and those pupils with specific medical needs. Appropriate documentation, including a disability equality scheme and clear action plan, underpins this successful practice and demonstrates the school's commitment to ensuring disabled pupils are fully included in all aspects of the life and work of the school.
- 124 Appropriate strategies have been established to deal with oppressive behaviour, including bullying, racial discrimination and all other forms of harassment. School records show such incidents are rare. This is because members of staff set clear boundaries and expect the best of pupils in their care. Pupils report that the head teacher monitors and responds to any incident swiftly and fairly and the school functions well as an inclusive community where pupils feel safe and secure.

Leadership and management

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

Grade 2: Good features and no important shortcomings

- 125 The inspection team's findings match the judgement made by the school in its self-evaluation report.
- 126 Shared values and expectations are a notable feature of the school. Its strong Christian ethos very positively pervades all aspects of its life and work. The school successfully fulfils its vision of nurturing, "confident individuals who value themselves and have high expectations and a positive attitude to learning which enables them to take in the challenges of living within the community".
- 127 During the last year, the school experienced a period of concern and uncertainty as a result of the head teacher's absence. Shortly after his return, and for the rest of this academic year, there has been no deputy head teacher to share responsibility for the strategic management of the school due to delays in the appointments process. The only other senior manager in the school has been appointed very recently and is at an early stage of developing their role and responsibilities. The head teacher has therefore borne an excessive burden of responsibility during the last five months. He has done so with great commitment to the pupils.
- 128 Over the last few years, the head teacher has ensured that efficient systems for managing all aspects of the school's work have been effectively established, including the key role played by administrative staff. As a result, and because of the strong and steadfast commitment of all members of staff to the best interests of the pupils, the school continued to function smoothly during his absence and the quality of education was maintained.
- 129 Throughout the school, all pupils enjoy equal access to the many opportunities offered to them. Members of staff have equal opportunities to engage in a wide range of professional development courses to enhance their expertise to the benefit of the pupils. As a result, several members of the teaching and support staff have gained higher qualifications and/or promotion. The school's Equal Opportunities Policy, however, does not accurately reflect all current practice within the school.
- 130 The school takes good account of national and local priorities. It has effectively embraced key national initiatives such as developing the Foundation Phase, Curriculum 2008, Education for Sustainable Development and Global Citizenship and Healthy Eating. The School Improvement Plan includes a great many priorities, many of which are effectively addressed over three years.

- 131 Discussions between pupils' current and next teachers ensure that challenging but realistic targets for achievement are set for all pupils, which are then ratified by the Local Authority. The performance management process effectively sets individual targets for the personal and professional development of all members of staff. The school has gained Investor in People status for the third time because of its commitment to the professional development of teaching and support staff. Newly qualified teachers are very well mentored and supported.
- 132 The Governing Body includes people with a very wide range of backgrounds and expertise in areas such as finance, social work and child protection, business and the church. Their knowledge is much appreciated and governors use it effectively to benefit the school. They are developing confidence and becoming pro-active in their role. For example, they increasingly ask challenging questions about aspects of the school's work.
- 133 Governors provide excellent pastoral support for staff and pupils. Their support of the deputy head teacher, who was in post at the time, was of great importance in maintaining the quality of the provision during the head teacher's absence from school for four months.
- 134 Members of the Governing Body visit classes and receive presentations from the School Council and reports from the head teacher so that they are well informed about current issues. Sub-committees, which include Finance, Health and Safety and Curriculum Policy, are becoming increasingly effective. The Governing Body meets regulatory and legal requirements.

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

Grade 2: Good features and no important shortcomings

- 135 The inspection team's findings do not match the judgement of grade 1 made by the school for this key question in its self-evaluation report. This is because the inspection team did not identify sufficient outstanding features to justify an overall grade 1.
- 136 The head teacher, staff and governors have a good overview of the work of the school and a culture of self-evaluation is being established with clear links between the process of self-evaluation and planning for improvement.
- 137 Over the past six months, the school has moved away from the practice of having individual subject leaders to a shared responsibility approach. This way of working has not yet had time to become firmly embedded in the work of the school. All class teachers evaluate provision and write action plans for development which feed into the School Improvement Plan. The quality of subject and skills-based evaluations, however, has a clearer focus on core subjects than foundation subjects.

- 138 The quality of teaching and learning is systematically monitored each half term and outcomes are shared with the governors and fed into the School Improvement Plan. The senior leadership team regularly review performance, track the progress of individuals and cohorts and identify trends over time. Effective use is made of local and national benchmarking information in order to compare the school's performance with that of similar schools.
- 139 In the past two years, the process of self-evaluation has led to clear improvements such as the introduction of a structured literacy programme which is now firmly embedded in practice and has led to measurable improvements in standards in spelling and reading. When numeracy was identified as an area for development through the self-evaluation process, additional funding for resources and time for staff to be released led to measurable improvements in pupils' performance.
- 140 The way in which the school seeks and takes account of the views of learners, parents and other interested parties is outstanding. The School Council is a powerful voice within the school and the views of parents are regularly sought, with a high percentage of parents responding to questionnaires. Governors are fully involved in the self-evaluation process and make a good contribution.
- 141 The self-evaluation report gives a clear overview of the school and correctly identifies strengths as well as areas which require further development. In six out of the seven key questions the school's grades match those made by the inspection team.
- 142 The School Improvement Plan is a good quality document which helps to shape the future direction of the school. Adequate resources are provided to meet priorities and objectives including staffing and costs. However, in a few areas, there are too many initiatives to be undertaken realistically during the set timescale.
- 143 Overall, the school has made good progress in addressing most of the key issues identified in the last inspection.

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

Grade 2: Good features and no important shortcomings

- 144 The inspection team's findings match the judgement made by the school in its self-evaluation report.
- 145 There are a sufficient number of well qualified teachers and a good mix of experienced and newly-qualified staff. All teachers are successful in providing a happy, secure and industrious environment for pupils. Teaching assistants make a good contribution in supporting teachers and pupils throughout the school day.
- 146 The school administrators make a very valuable contribution to the smooth and efficient running of the administrative aspects of school life. Ancillary

staff, including mid-day supervisors, canteen staff and caretakers, make a considerable contribution to pupils' welfare and overall quality of life in the school.

- 147 Pupils have ready access to a wide range of good quality resources appropriate to their age and needs. Considerable investment has been made in improving resources for ICT, English, mathematics and science and the school makes good use of funds donated by the Parent and Teacher Association to enhance learning resources for all pupils.
- 148 The quality of the accommodation is outstanding and the Governing Body has made significant enhancements to the building in recent years. The building is light and airy with good storage facilities, extensive play areas and ample car parking facilities. The development of the school grounds has been an outstanding success and provides pupils with an exciting and stimulating learning environment. The whole school is fully accessible to wheelchair users and there are adequate toilet facilities for the disabled.
- 149 The school is exceptionally clean and well maintained due to the vigilance of both caretakers who take considerable pride in its appearance. Teachers are successful in making classrooms bright and welcoming. The quality of display is often excellent and is used successfully to celebrate pupils' achievements and to promote learning.
- 150 The school is staffed and resourced effectively to teach the curriculum and meet the needs of the pupils. Staff are deployed efficiently and there are good procedures for staff development. In particular, teaching assistants have clearly benefited from in-house and external training programmes which have enabled them to acquire further qualifications and develop their expertise to the benefit of pupils.
- 151 During teachers' planning, preparation and assessment time, classes are taught by Higher Level Teaching Assistants. This often works well, but the school is at an early stage of evaluating the full effect of this provision. The Welsh Assembly Government's national strategy to tackle workload has been fully implemented.
- 152 Finances are well managed by the head teacher and the Finance Committee of the Governing Body who meet every month with the Local Authority officer to scrutinise spending decisions and review expenditure. Over the past few years, through careful budgeting, the school has moved from a deficit budget to a very small surplus. Spending decisions are well matched to the school's priorities and appropriate resources are identified, costed and purchased with due regard to value for money and comparable costs in other schools. Resources, including staffing are kept under constant review.
- 153 Additional funding is secured through grant applications, lettings and through payments for the professional services of the head teacher working in an advisory capacity. The fundraising carried out by parents also contributes considerably to the overall income of the school. The school provides value for money.

Standards achieved in subjects and areas of learning

Under 5s

Overall grade 2: Good features and no important shortcomings

Personal and social development, well-being and cultural diversity

Grade 1: Good with outstanding features

Outstanding features

154 All children display an excellent understanding of class and school rules, and why they are important, when working both in the classroom and outdoors. Almost without exception, the levels of self control shown by children are impressive. For example, during music sessions they play their instruments and stop immediately at the command of the adult as 'conductor'. When working in the forest, all children behave very sensibly despite being very excited and stimulated by the activities in which they are engaged.

155 Almost without exception, children are very aware of their own and other people's feelings and show great sensitivity towards them. Many children express their appreciation of how their peers treat them. During a 'circle time' session, for example, one child said, "I'm grateful when people are kind". Another referred to being proud that they play with their friends and do not argue.

Good features

156 Most children are confident and increasingly independent learners. They move purposefully to their activities after whole class introductions, are well motivated and have good levels of concentration. Nearly all children take responsibility for looking after their class environment, tidying up efficiently and putting everything away in the right place at the end of the day.

157 All children are becoming familiar with well known stories from the Bible such as David and Goliath. They know that the Bible is a very special book that is read in church. They are also becoming familiar with other religious and cultural traditions. During their study of Diwali, for example, they explore Indian dance, cookery and craft traditions.

Shortcomings

158 There are no important shortcomings.

Language, literacy and communication skills

Grade 2: Good features and no important shortcomings

Good features

159 Nearly all children listen with real interest and attention in whole class discussions and are keen to contribute their own ideas. They confidently

engage adults in conversations about their activities. In the 'vets' role-play area, most children express their thoughts and feelings very well in character either as a member of the veterinary staff or as sick animals.

- 160 All children are making good progress in their reading. During a whole class story about 'Mog the cat', they sit with rapt attention, clearly absorbed in the story and enjoy the characters and events. They excitedly anticipate what might happen next. They know, and enjoy reciting, a good range of nursery rhymes such as 'Incy Wincy Spider' and are also familiar with a good range of well-known fairy stories. Children of below average ability demonstrate secure knowledge of initial letter sounds and can blend them to make common three letter words. The majority of children apply their knowledge of letters and sounds well when reading familiar texts, are beginning to notice when they have made a mistake and correct themselves independently.
- 161 All children make good progress from experimenting with mark making and copying to forming recognisable letters and words independently. They write about a good range of topics including their personal experiences and activities across the curriculum. Most children use their growing knowledge of the relationship between letters and sounds effectively to spell simple words. Children of below average ability are beginning to realise that a sentence starts with a capital letter and ends with a full stop and are developing a good awareness of how to form individual letters. More able children write short sentences that effectively communicate their ideas.

Shortcomings

- 162 There are no important shortcomings.

Mathematical development

Grade 2: Good features and no important shortcomings

Good features

- 163 Approximately half the class can count and add up to 20 and place numbers correctly in order from 1 to 20. Children of below average ability count reliably to 10 and can add numbers up to 10 with support. When counting the number of spots on either side of a picture of a ladybird, more able children competently manage addition up to 20. Exceptionally talented mathematicians can mentally subtract a number from 20 and produce the correct answer.
- 164 More able children confidently tell the time to the hour on a clock face and are beginning to recognise the half hour. They can also correctly place numbers on a clock face on the computer. Less able children are beginning to understand that the big hand on a clock indicates the hour.
- 165 Through regular cookery sessions, all children are developing a good understanding of the importance of weighing ingredients accurately. They

have a good understanding of concepts such as 'heavier' and 'lighter', 'more' and 'less'.

- 166 Following their survey of transport that goes past their school, many children use the computer competently to make simple pictograms of their traffic count. They understand the purpose of tally charts and most children are beginning to use them correctly.
- 167 Through a variety of mathematical investigations, most children are developing a secure understanding of concepts such as tall, taller, tallest and widest/narrowest and use comparative mathematical language appropriately.
- 168 Children's recognition of two-dimensional and three-dimensional shapes is developing well. Most children can sort them according to a variety of criteria.

Shortcomings

- 169 There are no important shortcomings.

Welsh language development

Grade 1: Good with outstanding features

Outstanding features

- 170 Most children make outstanding progress in their listening and speaking skills. They confidently respond in Welsh and use a wide range of vocabulary and questioning strategies. Their pronunciation is clear. In their role play, many children spontaneously use Welsh phrases and words and ask each other questions in Welsh. All learners respond quickly and purposefully in a range of situations which demonstrates they understand instructions given in Welsh.
- 171 Many children read with confidence from computer programs and are able to read 'Ble Mae Tedi?' fluently and with little support. Most of them attempt reading in Welsh by using their knowledge of letters and sounds.

Good features

- 172 During whole group sessions, all children listen attentively and enthusiastically to songs and rhymes in Welsh. Many of them confidently respond in Welsh, using simple words and phrases accurately. They repeat words spoken by adults correctly and understand more words than they speak.
- 173 All children respond appropriately during registration and to greetings such as 'Bore Da'. Many extend their use of Welsh with increasing confidence, for example, when discussing the weather. Most children's reading skills are developing well through reading Welsh labels and words around the classroom.

Shortcomings

- 174 There are no important shortcomings.

Knowledge and understanding of the world

Grade 1: Good with outstanding features

Outstanding features

- 175 All children are very familiar with an exceptionally wide range of woodland creatures such as woodlice, robins and earwigs. They are expert at finding likely habitats for the different creatures they seek during a 'mini-beast hunt'. More able children know about camouflage and that this affects how easily they will find certain animals. When searching for creatures, they lift logs and part branches with great care so as not to disturb them too much. When they do find 'specimens', they treat them very carefully and with respect. All children observe the 'mini-beasts' very closely in order to describe differences between, for example, slugs and snails. Most of them use magnifying glasses appropriately to examine their specimens in greater detail.
- 176 Most children use their problem-solving skills extremely well to answer questions such as, 'Is hot or cold water better for washing our hands?' or 'How can we move water from one place to another?'

Good features

- 177 Most children are becoming aware of the passage of time through the day. They know about different types of transport that pass by their school and identify differences between modern vehicles and those from the past.
- 178 Through their study of people in other countries, most children are aware that many people do not have the same amenities that they take for granted, such as clean drinking water from a tap.
- 179 Most children confidently use a variety of computer programs. For example, they draw 'mini-beasts' and colour them and move the cursor around the screen confidently. Most children can use a number of icons on the tool bar.

Shortcomings

- 180 There are no important shortcomings.

Physical development

Grade 2: Good features and no important shortcomings

Good features

- 181 All children are eager to explore and investigate the outdoor environment. They do so confidently, climbing up slopes and over stiles on their way to the forest, safely and with good control. Their sensory awareness is developing very well as they listen to the songs of different birds and refine their observational skills in hunting for 'mini-beasts'. They are alert to factors concerning their personal safety such as staying close to 'their' adult and not straying beyond the boundary tape.

- 182 Most children undress and dress confidently and quickly, ready for physical activity. They know that it is important to warm up beforehand otherwise “our muscles will ache.” Most children understand the effects of exercise on the body. For instance, they know that it makes their hearts beat faster.
- 183 During their creation of a ‘Rumble in the Jungle’ dance, nearly all children show agility and move confidently, with good control and balance. They are becoming proficient at making different shapes with their bodies and moving at varying levels. Nearly all children have a good awareness of space and move safely around the hall.
- 184 Most children manipulate paintbrushes, scissors and pencils deftly and with increasingly good control. They spread glue carefully when joining materials and handle tools and equipment in the sand tray well.

Shortcomings

- 185 There are no important shortcomings.

Creative development

Grade 2: Good features and no important shortcomings

Good features

- 186 Most children mix paints freely and successfully create different colours from yellow, red and blue. They explore and experiment with a wide variety of techniques and materials of their own choice to produce interesting ‘junk’ models of animals. They design their animals and consider carefully which resources they will need, such as pipe cleaners, tissue paper and buttons. They select their resources independently and combine them imaginatively to create good quality models.
- 187 Most children sing sweetly to an instrumental accompaniment, enthusiastically matching their actions to the words of the song. Many children tap their knees accurately in time to the beat. With practice, they make good progress in keeping a steady beat. All children show a growing appreciation of variations in dynamics and sing very quietly, with good control and diction, as well as loudly.
- 188 In African dance sessions, many children move imaginatively to the music with slow, plodding steps for elephants and light, swift movements for gazelles, successfully expressing a range of moods.
- 189 Nearly all children thoroughly enjoy dressing up and formally re-enacting stories such as ‘Goldilocks’ which they perform for their peers. They appreciate other children’s performance. Most children also work very well on their own and with others to pretend, improvise and create imaginary scenarios in role-play areas such as the ‘vets’ and the ‘three bears’ cottage’.

Shortcomings

- 190 There are no important shortcomings.

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

- 191 Throughout the school, pupils show good speaking skills. Listening skills are good with outstanding features.
- 192 In key stage 1, pupils speak confidently about their experiences to adults and to their peers. They recall stories they have read and most pupils explain clearly how they have carried out a variety of activities. By the end of the key stage, more able pupils speak in extended sentences and express themselves well. Almost without exception, pupils listen very attentively to adults and their peers in class and in assemblies and offer their own comments and observations.
- 193 Key stage 2 pupils express themselves confidently in a variety of contexts and ask appropriate and relevant questions. When discussing poetry or responding to music, most pupils show sensitivity in their use of language and a wide range of vocabulary. When evaluating their own and others' work, they give well reasoned opinions and many use persuasive language effectively. Nearly all pupils listen to speakers for a sustained period of time and engage with what they have to say.
- 194 Pupils in both key stages make good progress in their reading and standards are good. Nearly all pupils say that they like to read at home as well as in school and this helps them to make good progress.
- 195 By the end of key stage 1, pupils read reasonably accurately and more able pupils read with fluency and expression. All pupils use their knowledge of letter/sound relationships systematically to help them with unfamiliar words. Year 2 pupils use their research skills well, including use of the Internet, books and dictionaries, confidently to find out information which interests them.
- 196 In key stage 2, most pupils discuss their favourite authors and more able pupils talk knowledgeably about their reading choices and preferences. Pupils' research skills are well developed, enabling them to retrieve information from non-fiction texts, a thesaurus and the Internet. Pupils whose reading skills are at an earlier stage, join with classes of younger pupils regularly to reinforce their knowledge of letters and sounds and all say that this helps them to make progress.
- 197 Throughout both key stages, pupils handwriting is developing well. By upper key stage 2, the majority of pupils write in a joined legible style with good standards of presentation.
- 198 In key stage 1, pupils' writing skills are good. They recognise individual letters and sounds and blend sounds together to make words. Year 1 and year 2 pupils write good quality letters to a friend with increasingly accurate spelling

and punctuation. When describing animals, year 2 pupils write independently in sentences using information they have researched previously. They correctly identify features of instructional texts such as titles and sequencing of the order of information.

- 199 Standards of writing at key stage 2 are good. Younger pupils write and evaluate 'thank you' letters, and letters of complaint, using the correct format and paragraphs to good effect. Pupils in year 4 correctly identify parts of speech and show imagination in thinking of appropriate similes to create a poem. They write imaginative stories at length using paragraphs and chapters and show a developing awareness of correct punctuation.
- 200 Many older key stage 2 pupils produce a wide variety of creative and factual writing including newspaper reports, Haiku poems, playscripts, book reviews and science fiction texts. Pupils show good use of persuasive writing and use reasoned arguments to state their viewpoint, expressing their personal views and identifying key points clearly.
- 201 Pupils in year 6 produce good quality first drafts of a poem as a response to evaluating a poem and listening to music. They show maturity and good use of imaginative imagery with their choices of vocabulary.
- 202 Pupils with English as an additional language and those with additional needs are making appropriate and often good progress.

Shortcomings

- 203 There are no important shortcomings.

Welsh second language

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

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

Good features

- 204 In key stage 1, most pupils successfully build on the good start in the early years by developing new vocabulary and simple sentences. They respond well to oral stimuli and follow commands and instructions well. Pupils have a good understanding of what is being said in Welsh. A few pupils of higher ability respond to questions using complex answers by adding two phrases together.
- 205 The majority of pupils use a good range of words and sentences to discuss the weather, food and animals. They respond well to greetings, express likes and needs and confidently ask and answer questions in whole class or group sessions and pairs. Most pupils are beginning to ask questions voluntarily.
- 206 Nearly all pupils count to 20 in Welsh without hesitation. They name some parts of the body and a number of colours. Nearly all can describe the weather.

- 207 Most pupils in key stage 1 understand what they have read and answer questions appropriately about the content of books they have read together or with the teacher. Most pupils read with clarity from big books such as 'Ble Mae Tedi' or from programs on the interactive whiteboard or computer such as the 'Flic a Flac' series. Pupils' writing develops well from single words in year 1 to most pupils in year 2 writing simple sentences.
- 208 In lower key stage 2, all pupils further develop their range of Welsh vocabulary. They confidently engage in simple dialogues and ask, as well as answer, questions correctly. They successfully adopt familiar phrases for different situations. Many pupils respond accurately to a variety of questions such as 'Wyt ti'n?' using the correct forms 'Ydw' or 'Nag ydw'.
- 209 By years 5 and 6, most pupils extend their spoken Welsh by adding descriptive words to their sentences. Pupils include 'Beth wyt ti...' and 'Wyt ti'n...' and use the third person in oral and written activities.
- 210 Many pupils competently read a range of books in Welsh. They develop language patterns such as 'Mae...yn...' and use a range of vocabulary such as 'gwisgo' and 'gweithio'. Most pupils' pronunciation and intonation when speaking or reading aloud is good and in some instances very good.
- 211 Most pupils are achieving well in their reading through regular tasks. More able pupils endeavour to read with expression and enthusiasm. They talk about characters knowledgeably. Many pupils can write sentences in the third person. A majority can use basic vocabulary patterns when describing characters from a story.

Shortcomings

- 212 Most pupils in key stage 2 make insufficient progress in their ability to write independently in Welsh.

Design 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

- 213 In key stage 1, all pupils effectively design and make a fruit salad. They create their own designs well. They select appropriate foods and can distinguish between healthy foods and those that contain sugar or fats. All pupils plan and carry out food preparation tasks safely and hygienically when creating their healthy salads.
- 214 Pupils plan, design and create recipes using fruit as the main ingredient. Most of them effectively evaluate both the requirements of the design, and the need for appropriate changes, as they work. All pupils effectively record their evaluations in writing. Their evaluation of others' products is very good and many pupils can link their finished products to the initial design stage.

- 215 Pupils in key stage 1 also plan, design and construct models of ice cream vans. Nearly all of them effectively evaluate both the requirements of the design and the need for appropriate changes in design. They list the materials used for their designs and take some responsibility for choosing them.
- 216 In both key stages, pupils develop very good skills of working collaboratively and independently in their designing and making. Nearly all pupils explain the processes with clarity, and evaluate with confidence.
- 217 In lower key stage 2, most pupils make good use of selected tools to make hand puppets. They conduct research effectively on the Internet to select suitable stitches. They cut and shape, stick and glue, fold and twist various shapes using their chosen materials to complete their puppets. Their accuracy in using needle and thread is very good.
- 218 In upper key stage 2, all pupils explore and investigate the use of mechanisms such as 'Logo' to help design their product. Nearly all pupils input procedures accurately into a computer program to create a design, such as a rocket. Nearly all pupils' finished products are of a high standard.

Shortcomings

- 219 There are no important shortcomings.

Art

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

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

Good features

- 220 In both key stages, most pupils develop an appreciation of the work of a range of artists, including those from Wales, and use sketch books effectively to record their ideas.
- 221 In key stage 1, pupils collect sticks from the forest, form simple looms and experiment with a variety of materials and textured fabrics to form effective weavings. Most of them show good control as they skilfully form simple sculptures of figures from thin wire to hang in their 'secret garden'.
- 222 In year 2, most pupils thoughtfully consider the work of Welsh environmental artist Tim Pugh. Afterwards, they explore form and pattern as they create good quality, outdoor sculptures using a wide range of natural materials.
- 223 In key stage 1, pupils study the work of Giuseppe Archimboldo. Most of them collect and press flowers and develop their observational skills well as they arrange a combination of these and fabric flowers to form a representational face in profile.
- 224 In key stage 2, most younger pupils research portraits on the Internet and show good paintbrush control when they paint portraits using photographs as

a stimulus. Afterwards, they evaluate their work well and show a developing awareness of line and colour.

- 225 Nearly all pupils in upper key stage 2 use the Internet effectively to investigate a range of Welsh artists such as Alfred Janes, Ceri Richards and Augustus John. They show good evaluative skills as they choose a favourite painting and give their personal responses.
- 226 In year 6, pupils consider the work of Andrew Southall and most of them talk knowledgeably about his work. They select a landmark feature from Wales and make skilful attempts to sketch it in the artist's style, revealing a good eye for detail. More able pupils explain their approaches and articulate their responses to his work. Their drawings are often of very good quality.

Shortcomings

- 227 There are no important shortcomings.

Music

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

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

Good features

- 228 In both key stages, pupils sing a good variety of songs from a range of cultural traditions. All pupils make good progress in developing the quality of their singing. In key stage 1, most pupils keep broadly in tune and sing quietly or loudly as directed. During key stage 2, nearly all pupils sing enthusiastically with clear diction, good phrasing and control. Most pupils clearly enjoy singing together in assemblies.
- 229 When composing a piece of music to portray pond life, most pupils in year 1 suggest appropriate instruments to represent bubbles, frogs and tadpoles. They understand the purpose of a simple graphic score and nearly all pupils play their instrument competently, at the right moment, under the direction of the teacher.
- 230 By the end of key stage 1, more able pupils identify different instruments such as the flute, oboe and clarinet, and the animals they represent, in 'Peter and the Wolf'. All pupils recognise the difference between high and low notes. They experiment freely and effectively with a range of unturned percussion to find ways to represent animals of their own choice.
- 231 In year 3, most pupils evaluate recordings of their performance of 'jungle music' well and identify ways in which they can improve it. For example, one pupil suggested, "We could make the middle section quieter".
- 232 Most pupils in year 4/5 notice variations in volume and rhythm in a piece of African dance music. They appreciate differences in texture when a single, few or all instruments are playing at any one time. They pay good attention to

different musical elements such as repetition and high/low pitch in their own compositions.

- 233 By year 6, most pupils have good recall of a range of 'river' music they have listened to such as Handel's 'Water Music' and Enya's 'Orinoco Flow' and describe some of the differences between them. They maintain their parts in group performances very well using tempo and texture effectively to depict stages in the river's journey. Most pupils understand how to achieve musical moods using tuned and untuned instruments and devices such as drones or ostinati. They listen attentively to their own improvisations and modify their pieces well to improve work in progress.

Shortcomings

- 234 There are no important shortcomings, but pupils in key stage 1 do not always focus sufficiently on combining their individual experiments during group compositions.

School's response to the inspection

The inspection findings recognise that we have maintained or improved the high standards since our last inspection - this is particularly true in Welsh Second Language and Music in Key Stage 2 and our Early Years provision. We are delighted that the inspectors recognise that our school successfully fulfils its vision to nurture confidence in our children. We are also pleased that the inspectors found that the standards in pupils' personal, social, moral and cultural development are outstanding. They noted that almost without exception, behaviour is excellent and that our children are well motivated, enthusiastic and enjoy learning. In addition, the care and support we provide for our children underpin our curricular provision and are recognised as appropriate and effective. The skill and dedication of teachers, together with the care, talent and support of our classroom assistants, secretaries and caretakers, are duly acknowledged. Most importantly, the inspection report makes clear the elements that make our school what it is. In particular, the report confirms the strength we have in community developments and recognises that we are achieving our aim to make our school a happy and secure place in which our children are able to grow in confidence and independence.

An action plan will be put in place to address the recommendations in the report. These include, addressing inconsistencies in the use of incidental Welsh by a few members of staff; sharing our good and outstanding teaching practice in order to achieve greater consistency in the quality of teaching, and further developing assessment procedures and pupils' involvement in their learning. We had already identified these in our School Improvement Plan and are therefore very confident that we have school procedures to address these. As such, the staff and governors will address the recommendations in line with the timescales set by the school. Pleasingly, the inspectors identified many elements and procedures in the school that will help us address any shortcomings by sharing good practice more widely.

A copy of the school's action plan in response to the inspection recommendations will be sent to all parents. The governors' annual report to parents will identify the progress we have made on these recommendations.

Appendix 1

Basic information about the school

Name of school	Archbishop Rowan Williams C/W Primary School
School type	Voluntary
Age-range of pupils	4 - 11
Address of school	Crick Road Portskewett Monmouthshire
Postcode	NP26 5UL
Telephone number	01291 425971

Head teacher	Mr Graham Murphy
Date of appointment	May 2001
Chair of governors/ Appropriate authority	Rev. Lyndon Harrison
Registered inspector	Ms Stephanie James
Dates of inspection	07/07/09 to 09/07/09

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	N/A	30	29	36	27	36	21	30	209

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	9	1	9.4

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

Percentage attendance for three complete terms prior to inspection		
Term	Reception	Rest of school
Summer 2008	95.1%	94.3%
Autumn 2008	95.9%	94.9%
Spring 2009	96.3%	94.7%

Percentage of pupils entitled to free school meals	4%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results 2009 of Pupils in the School and Nationally (2008) at the end of Key Stage 1:

National Curriculum Assessment Key Stage 1 Results 2009			Number of pupils in Year 2					36
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher Assessment	School	0	0	3	76	21	
		National	0.2	4	14	63	19	
En: speaking and listening	Teacher Assessment	School	0	0	3	74	24	
		National	0.2	2	11	63	24	
En: reading	Teacher Assessment	School	0	0	3	62	35	
		National	0.2	4	15	55	26	
En: writing	Teacher Assessment	School	0	0	12	76	12	
		National	0.2	5	1	68	11	
Mathematics	Teacher Assessment	School	0	0	3	61	36	
		National	0.2	2	11	65	22	
Science	Teacher Assessment	School	0	0	0	61	39	
		National	0.2	2	9	66	23	

Percentage of pupils attaining at least level 2 in English, mathematics and science by teacher assessment			
In the school	94%	In Wales (2008)	81%

D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

National Curriculum Assessment Results 2009 of Pupils in the School and Nationally (2008) at the end of Key Stage 2:

National Curriculum Assessment Key Stage 2 Results 2009			Number of pupils in Year 6					30		
Percentage of pupils at each level										
			D	N	W	1	2	3	4	5
English	Teacher Assessment	School	0	0	0	0	0	10	43	47
		National	0.2	0.1	0.5	1	3	16	51	29
Mathematics	Teacher Assessment	School	0	0	0	0	0	17	37	47
		National	0.2	0.1	0.5	1	3	15	51	30
Science	Teacher Assessment	School	0	0	0	0	0	7	57	37
		National	0.2	0.1	0.5	0.5	2	11	54	32

Percentage of pupils attaining at least level 4 in English, mathematics and science by teacher assessment			
In the school	83%	In Wales (2008)	76%

D Pupils who are exempted or disapplied under statutory arrangements from part or all of the National Curriculum
N Pupils who failed to register a level for reasons other than absence
W Pupils working towards level 1

Appendix 4

Evidence base of the inspection

Four inspectors spent ten inspector days in the school. The head teacher was the school's nominee. There was no peer assessor. The team met before the start of the inspection.

Inspectors visited:

- thirty-six lessons or part-lessons;
- registrations, assemblies and acts of collective worship.

Members of the inspection team had meetings with:

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

The team also considered:

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

After the inspection, the team held meetings with the head teacher, staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Stephanie James Registered Inspector	Context Summary Appendices Contributions to key questions 1 and 2 Key question 5 Foundation Phase Music
Enir Morgan Team Inspector	Contributions to key questions 1, 2 and 3 Welsh second language Design and technology
Sue Parsons Team Inspector	Contributions to key questions 2, 4 and 7 Key question 6 English Art and design
Janet Warr Lay Inspector	Contributions to key questions 1, 3, 4 and 7
Graham Murphy Head teacher and nominee from the school	Contributions to team meetings and provision of information

The contractor was:

Evenlode Education Ltd
Little Garth
St John's Close
Hawarden
Flintshire
CH5 1QJ

Acknowledgement

The inspection team would like to thank the staff, governing body, parents and pupils for their courtesy and help during the inspection.