

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

**A Report on the Quality of Education in**

**Brookfield Primary School  
Victoria Street,  
Cwmbran  
Torfaen  
NP44 3JR**

**School Number: 6782221**

**Date of Inspection: 20/02/08**

**by**

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Brookfield 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 Brookfield Primary School took place between 20/02/08 and 22/02/08. An independent team of inspectors, led by Huw Watkins 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:

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

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## **Context**

### **The nature of the provider**

- 1 Brookfield Primary School is located on the edge of the town centre and close to the old village of Cwmbran. The area is considered neither advantaged nor disadvantaged and the majority of the houses close to the school are council owned.
- 2 There are 132 pupils on roll aged between 4 and 11 years. There are five classes with mixed aged pupils in each one. Of the pupils on roll, 18% are entitled to free meals.
- 3 Upon entry to the school, reception pupils are generally of average ability, with baseline results over the last three years comparable to the county of Torfaen's benchmark.
- 4 There are 28 pupils on the register of Special Educational Needs.
- 5 The vast majority of the pupils are white with English being their predominant language.
- 6 The school was last inspected in March 2002 when there were 161 pupils on roll.
- 7 There have been significant changes in the school's teaching staff since the last inspection with the current head teacher being in post since February 2007.

### **The school's priorities and targets**

- 8 The school identifies the following as priorities within its Strategic Development Plan for 2007-2008:
  - Development of PPA time
  - Development of RAISE initiative
  - Development of Literacy and Oracy
  - Development of Key Skills
  - Preparing for the Foundation Phase
  - Development of Global Citizenship and Sustainable Development
  - Developing the provision for ICT

## Summary

- 9 Brookfield school is a good school that ensures a wide range of outstanding learning opportunities for its pupils. Members of staff provide pupils with a very high level of care and guidance.
- 10 The findings of the inspection team agree with the school's judgement in its self-evaluation report in six of the seven key questions. A higher grade was awarded for key question 3. The difference in opinion is as a result of the outstanding range of interesting lessons and purposeful activities offered to pupils and in the effectiveness of the partnerships with the community, other schools and teacher training institutions.

### Table of grades awarded

- 11 The inspection team judged the school's work as follows:

Key Question	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 1
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

#### Grades awarded for the standards in subjects inspected

Subjects	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Welsh second language	Grade 3	Grade 3
Science	Grade 2	Grade 1
Information Technology	Grade 2	Grade 2
Art	Grade 2	Grade 2
Religious Education	Grade 2	Grade 1

- 12 During the inspection, the standards of achievement in the lessons were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
22.5%	55%	22.5%	0%	0%

- 13 Pupils' standards of achievement in the lessons observed were higher than the WAG figures for the whole of Wales in 2007, that standards in at least 98% of lessons should be Grade 3 or higher and 65% Grade 2 or higher.
- 14 The overall quality of educational provision for children under five years of age are appropriate for their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.
- 15 Pupils in key stages 1 and 2 are also making very good progress in their English communication, mathematical and problem-solving skills, and good progress in their PSE, creative and ICT skills across all subjects of the curriculum. They use their skills regularly and confidently across the curriculum. Their communication skills through the medium of Welsh has good features which outweigh shortcomings, but their knowledge of the *Cwricwlwm Cymreig* is under-developed. Pupils' bilingual proficiency also needs to be developed further.
- 16 Pupils make good progress in their knowledge, their understanding and in developing their skills, working to the best of their ability. They understand what they are doing and what they need to do in order to improve. They make good progress towards achieving their potential. They succeed well in attaining the targets set for them, whatever their ability and social or linguistic background. Pupils with SEN make good and consistent progress.
- 17 In comparison with similar schools in Wales over the last three years, in relation to the percentage of pupils who receive free school meals, the school's results in key stage 1 were in the highest 25% in 2005 and 2006 but in the third 25% in 2007. In key stage 2, the results over the last three years have varied between the highest 25% and the lowest 25%, but they are consistently in line with the school's expectations and the targets set.
- 18 Pupils' behaviour is good and the school functions well as a happy, supportive and orderly community where all pupils are valued equally. They have good motivation and almost without exception show enthusiasm for their work. The quality of relationships throughout the school is good and contributes significantly to pupils' self-esteem, confidence and positive behaviour. Pupils are courteous, polite and relate well to each other, to staff and to visitors.
- 19 In both key stages, pupils' ability to work independently is developing well.
- 20 Pupils in both key stages know of equal opportunities issues, with each pupil having the opportunity to take part in different activities in their turn. They recognise and respect diversity and social and cultural traditions.
- 21 Attendance rates for the past three terms average 93% and instances of unauthorised absence are minimal. The school is just meeting the attendance target set by the National Assembly for Wales (NAW) and these rates are in line with other primary schools in the local authority. The school is working diligently to discourage parents from taking their children on holiday during term time but despite considerable efforts, this remains an area of concern to staff and the governing body. Pupils' punctuality is good.

- 22 The school council meets regularly, with councillors being elected democratically. Councillors take their role seriously, offering ideas for improvements to the school.

### **The quality of education and training**

#### **Grades for teaching**

- 23 In the lessons observed, the quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
29%	46%	25%	0%	0%

- 24 The figure of 75% for good or better teaching is lower than the average of 79% identified in the report of Her Majesty's Chief Inspector for 2005-2006. However the figure of 29% of lessons judged to be grade 1 is higher than the average of 17% of lessons adjudged to be grade1 nationally.
- 25 The quality of relationships in all the classes is at least good and in some cases outstanding. Generally, the teachers are role models of a high standard and pupils are aware of their expectations in relation to learning and behaviour.
- 26 Teachers have good subject knowledge and a good understanding of recent educational initiatives. Appropriate use is made of teaching methods and resources which ensure that equal opportunities are available to all.
- 27 All members of staff are fully committed to promoting equal opportunities for all and actively address the issues of gender, race and disability equality.
- 28 Bilingualism needs to be further developed across the school. Some teachers lack confidence in being able to deliver lessons that meet the needs of the learners in their class. The teachers strive to incorporate incidental Welsh into as many activities as possible and this is very effectively done in most classes.
- 29 The school has an assessment policy, with procedures conforming to statutory requirements. There are effective assessment and recording procedures for pupils with SEN, and challenging targets are set in the individual educational plans (IEPs).
- 30 Pupils' work is marked regularly and constructive comments are offered which give further guidance on how to improve.
- 31 Annual reports to parents conform to statutory requirements; they provide good information about pupils' achievements and indicate areas for development. Open evenings are held regularly, with parents receiving opportunities to discuss their child's progress with the teachers. The school has an "open door" policy, and parents are invited to contact the school for an informal discussion at any time.
- 32 The school's response to the overall learning needs and interests of pupils is outstanding, offering equal opportunities to access a broad, relevant and balanced curriculum which meets statutory requirements.
- 33 The quality of the provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

- 34 The school has effective schemes of work for the subjects of the curriculum and religious education, which offers good guidance for teachers. The school also has effective procedures for developing pupils' key skills. Outstanding opportunities are provided to enable pupils to develop the ability to work independently as well as in pairs and groups.
- 35 Pupils' experiences are enriched through a wide range of stimulating extra-curricular activities that broaden their horizons very effectively. A programme of rich experiences that includes a variety of visits and visitors is organised to reinforce activities and enrich pupils' education.
- 36 The school has an appropriate homework policy and tasks are a purposeful extension of class work.
- 37 Moral, social and cultural development is promoted effectively through the variety of valuable experiences offered to pupils.
- 38 Opportunities to discuss and consider their own beliefs and values during PSE and religious education lessons, contributes well to the pupils' spiritual development. This is also promoted through taking part in collective worship activities.
- 39 Pupils' cultural development is good and their understanding of other cultures and religions is developing very effectively.
- 40 The PSE programme permeates through all aspects of the school's life and is a very strong feature of the provision. There is a clear and comprehensive scheme of work.
- 41 The information provided in the school prospectus, the annual report to the governing body and in the weekly newsletters is of a high quality. The home/school agreement is a comprehensive and useful document that has been well received by parents.
- 42 The school enjoys very successful working relationships with other schools in its 'cluster' group, especially with the receiving secondary school. Arrangements for the transfer of pupils to secondary school are good. Partnership with local nursery schools is also well developed.
- 43 The school has established very productive partnerships with several institutes of higher education and provides training facilities for student teachers and students undertaking child-care and vocational qualifications.
- 44 The school's partnership with the local community is highly successful and the staff takes full advantage of the community to extend pupils' learning experiences in many subject areas.
- 45 The school's curriculum fully complies with legal requirements and takes due account of national curriculum subjects, the Desirable Outcomes for Children's Learning, the agreed syllabus for religious education and the promotion of pupils' spiritual, moral, cultural, mental and physical development. The policy for personal and social education (PSE) closely follows national recommendations and provides pupils with a wide range of rich learning opportunities.
- 46 The school's commitment to work-related education is good.

- 47 The school has mapped out opportunities to meet the requirements for *Y Cwricwlwm Cymreig*. However more emphasis needs to be placed on giving opportunities to promote Welsh culture and the heritage of Wales and to further develop opportunities to promote pupils' bilingual competencies.
- 48 The school's policies and procedures to promote equal opportunities and to tackle social disadvantage and stereotyping are very successful, and pupils succeed regardless of their ability, gender, race or backgrounds. The school's commitment to social inclusion is exemplary.
- 49 The standards in, and provision for education for sustainable development and global citizenship are good and this is a rapidly developing area of the school's curriculum. Pupils understand the issues of pollution and global warming and the need to care for the environment. Pupils' understanding of global citizenship is developing well.
- 50 Pupils' entrepreneurial skills are also developing well.
- 51 Members of the school council are very aware of their responsibilities as class representatives; they show enthusiasm in their work and carry out their duties effectively. The school partakes in the Healthy Schools' Scheme and there is a strong emphasis on promoting healthy eating.
- 52 The quality of the care, support and guidance provided by the school is consistently of a very high standard and this is an outstanding feature. The head teacher and staff know their children well and there are effective procedures in place to monitor and support pupils' progress, development and well-being and very good use is made of support services.
- 53 The Home and School Agreement is a comprehensive and useful document.
- 54 The induction programmes for pupils starting in the school and transferring to the secondary school are very effective and ensure that they settle in quickly to their new environment.
- 55 There are very good procedures in place for caring for pupils who are unwell or who have had an accident, with most staff members having attended first aid courses.
- 56 The head teacher and administrative officer monitor attendance and punctuality rigorously, and effective follow-up procedures are in place, including regular liaison with the education welfare service.
- 57 The school has clear policies for health and safety and regular risk assessments are carried out. A health and safety matter was discussed with the head teacher.
- 58 The school has effective procedures for dealing with child protection issues and all staff members have had appropriate training.
- 59 The provision for pupils with SEN is very good and the school's procedures fully comply with the SEN code of practice.
- 60 The Individual Education Plans include clear, concise and appropriate targets for those pupils on the SEN register. These pupils make very good progress in their work and achieve well in schemes to support them.

- 61 The SEN co-ordinator's (SENCO) work is thorough across the school. The learning support assistants give outstanding support in implementing the strategies and programmes identified.
- 62 The school has a clear policy for promoting racial and gender equality. These are promoted successfully and the ethos of the school recognises, values and celebrates diversity. The provision for equal opportunities is consistently good with outstanding features. The school recognises diversity of pupils' backgrounds and takes this into account when planning and delivering support and guidance. This is particularly so for pupils in vulnerable and challenging circumstances. The school ensures that all pupils have equal opportunities to participate in lessons and school activities.
- 63 The school has made very good arrangements to secure the equal treatment of disabled pupils. The governing body has produced high quality documentation, including a disability equality scheme and an accessibility plan, to demonstrate how staff will make improvements in access to the curriculum, physical access and in the provision of information for disabled persons.
- 64 The school council is a good forum for the development of the pupils' personal and social skills and provides a good opportunity for pupils to work together and contribute to the decision making process.

### **Leadership and management**

- 65 The quality of leadership in the school is good. The head teacher and her senior management team co-ordinate the work of the staff and governors effectively, giving them an active role in the decision making process. This leads to effective collaboration and a commitment to improvement.
- 66 Realistic targets are set for pupils in line with Welsh Assembly Government requirements.
- 67 The governing body is highly supportive of the head teacher, staff and pupils and is fully committed to the aims, objectives and vision of the school. Governors fully understand their responsibilities and through regular reports by the head teacher and staff are well positioned to help the school in its strategic planning. They fulfil their role diligently and conscientiously.
- 68 The school fulfils its responsibilities regarding the teaching time requirement, and the prospectus and annual governors' report to parents meet the statutory requirements.
- 69 Although relatively new to her post, the head teacher makes effective use of self-evaluation strategies in order to gather information on performance and plan for improvement. These self-evaluation arrangements underpin all the school's activities and are beginning to have a positive effect on standards across the subjects. The findings of the self-evaluation arrangements have a direct impact on the Strategic Development Plan (SDP) that is a good and effective document that helps in setting the strategic direction to the school's work.
- 70 A detailed self-evaluation report produced by the school prior to the inspection gave an effective overview of the current situation. A judgement was formed for each of the key questions; areas and aspects of strength were identified as well as those aspects in need of strengthening.

- 71 The school has made good progress in addressing the issues raised following the previous inspection.
- 72 The school has sufficient teaching and support staff who have been appropriately trained for the purposes of their posts. They are deployed efficiently throughout the school and work closely together to provide good support for all pupils.
- 73 There is a sufficient supply of good quality resources to effectively fulfil the needs of all the pupils and the curriculum. Resources are well looked after and their location is known to all. The learning environment for the children under five years of age is appropriate and provides an environment which is suitable for children's learning.
- 74 Although the building is prefabricated in design, the accommodation is appropriate to the needs of the school. Members of staff do their best to ensure a colourful and stimulating learning environment for the pupils. They make good use of the wall space in the classrooms and communal areas for displays of good quality that celebrate pupils' achievements and provide aids for learning.
- 75 The school caretaker and cleaning staff fulfil their roles efficiently. Classrooms are of a sufficient size and teachers make effective use of the space available. A health and safety policy has been approved and the site is secure. The building has suitable access for people with disabilities.
- 76 The school has a playing field that is used for a range of activities. The hard-surface playing areas are suitable for the number of pupils at the school, and are effectively supervised by staff and the older pupils during break times, in order to ensure safety.
- 77 Each member of staff attends a good range of professional development sessions and this has a positive effect on their skills and understanding. They work together well as a team to share information and the relevant teachers work together to develop co-ordinated schemes of work to ensure consistency.
- 78 The school operates effectively from day-to-day, with the head teacher and school secretary fulfilling their duties efficiently.
- 79 Spending decisions are very well matched to the school's priorities for development. The head teacher and governing body have good oversight of the budget, supervise expenditure well and closely monitor the impact of spending decisions. The use of all resources is kept under regular review and the principles of best value are very well applied. There is currently a substantial budget surplus, but it has been carefully earmarked for priorities outlined in the SDP. The school provides good value for money.

## Recommendations

80 The school needs to:

- R1 raise the standards of achievement in Welsh as a second language;
- R2 continue to maintain the current high standards and address any shortcomings highlighted in the report;
- R3 disseminate and share the outstanding features of teaching in order to raise standards throughout the school;
- R4 further develop the strategic planning of the key skills.

The school has already highlighted the fourth recommendation as an area for improvement in its Strategic Development Plan.

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

## Standards

### Key Question 1: How well do learners achieve?

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

- 81 The findings of the inspection team agree with the school's judgement in its self-evaluation report.
- 82 Standards of achievement in the areas of learning and subjects inspected are as follows:

Subjects	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Welsh second language	Grade 3	Grade 3
Science	Grade 2	Grade 1
Information Technology	Grade 2	Grade 2
Art	Grade 2	Grade 2
Religious Education	Grade 2	Grade 1

- 83 During the inspection, standards of achievement in the lessons inspected was as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
22.5%	55%	22.5%	0%	0%

- 84 Pupils' standards of achievement in the lessons observed were higher than the WAG figures for the whole of Wales in 2007, that standards in at least 98% of lessons should be Grade 3 or higher and 65% Grade 2 or higher.
- 85 The overall quality of educational provision for children under five years of age are appropriate for their needs and the children make good progress towards the Desirable Outcomes for Children's Learning.
- 86 Children under five make very good progress in their English communication, mathematical and problem-solving skills and good progress in their use of ICT skills across the six areas of learning.
- 87 Pupils in key stages 1 and 2 are also making very good progress in their English communication, mathematical and problem-solving skills, and good progress in their PSE, creative and ICT skills across all subjects of the curriculum. They use their skills regularly and confidently across the curriculum. Their communication skills through the medium of Welsh is satisfactory, but their knowledge of the *Cwricwlwm Cymreig* is under-developed.
- 88 Pupils' bilingual proficiency is under-developed.

- 89 Pupils make good progress in their knowledge, their understanding and in developing their skills, working to the best of their ability. They understand what they are doing and what they need to do in order to improve. They make good progress towards achieving their potential.
- 90 Pupils succeed well in attaining the targets set for them, whatever their ability and social or linguistic background. Pupils with SEN make good and consistent progress.
- 91 At key stage 1, according to teacher assessments, pupils attained levels higher than Wales and Torfaen in 2005 and 2006 but lower than Wales and Torfaen in 2007. Results were in line with the targets set by the school for each year and there is no obvious pattern of difference between the performance of boys and that of girls.
- 92 At key stage 2, according to teacher assessments, pupils attained lower than Wales and Torfaen in 2006 and 2007, but higher than Wales and Torfaen in 2005. Results were in line with the targets set by the school, and girls performed significantly better than boys.
- 93 In comparison with similar schools in Wales over the last three years, in relation to the percentage of pupils who receive free school meals, the school's results in key stage 1 were in the highest 25% in 2005 and 2006 but in the third 25% in 2007. In key stage 2, the results over the last three years have varied between the highest 25% and the lowest 25%, but they are consistently in line with the school's expectations and the targets set.
- 94 Pupils' behaviour is good and the school functions well as a happy, supportive and orderly community where all pupils are valued equally. The school's 'golden rules' are simple, relevant and clearly understood by all pupils. Reward certificates are presented to pupils on the basis of performance and behaviour. They have good motivation and almost without exception show enthusiasm for their work. Pupils work productively and concentrate for extended periods, showing a strong element of self-discipline.
- 95 The quality of relationships throughout the school is good and this contributes significantly to pupils' self-esteem, confidence and positive behaviour. Pupils' relationships with the head teacher, teaching and support staff are mutually respectful and friendly. Pupils are courteous, polite and relate well to each other, to staff and to visitors.
- 96 In both key stages, pupils' ability to work independently is developing well. The vast majority can arrange their work, solve problems without help and make decisions for themselves. These aspects prepare them well for lifelong learning.
- 97 Pupils in both key stages know of equal opportunities issues, with each pupil having the opportunity to take part in different activities in their turn. They recognise and respect diversity and social and cultural traditions.
- 98 Attendance rates for the past three terms average 93% and instances of unauthorised absence are minimal. The school is just meeting the attendance target set by the National Assembly for Wales (NAW) and these rates are in line with other primary schools in the local authority.

- 99 Much of the absence is caused by a minority of pupils who have a high level of persistent absence, which has an adverse impact on the continuity of their education and the standards they achieve. The school is working closely with the Education Welfare Officer (EWO) to support the families concerned but progress has been limited in some cases.
- 100 The school is working diligently to discourage parents from taking their children on holiday during term time but despite considerable efforts, this remains an area of concern to staff and the governing body.
- 101 Registration is conducted efficiently and lessons start promptly. The school complies with all NAW requirements with regard to attendance.
- 102 Overall, pupils are fairly knowledgeable of the world of work and make a valuable contribution to the local community.
- 103 The school council meets regularly, with councillors being elected democratically. They take their role seriously, offering ideas for improvements to the school such as the *buddy system* and the need for new football goals.

## The quality of education and training

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

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

104 The findings of the inspection team agree with the school's judgement in its self-evaluation report.

105 The quality of teaching was judged as follows in the 24 lessons or sessions observed:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
29%	46%	25%	0%	0%

106 The figure of 75% for good or better teaching is lower than the average of 79% identified in the report of Her Majesty's Chief Inspector for 2005-2006. However the figure of 29% of lessons adjudged to be grade 1 is higher than the average of 17% of lessons adjudged to be grade1 nationally.

107 The quality of relationships in the classes is good and in some cases outstanding. Generally, the teachers are role models of a high standard and pupils are aware of their expectations in relation to learning and behaviour.

108 Teachers have good subject knowledge and a good understanding of recent educational initiatives. Appropriate use is made of teaching methods and resources that ensure that equal opportunities are available to all.

109 In classes, teachers use a variety of teaching strategies and relevant resources. In the best practice the strategies are innovative, appropriate and promote the learning experiences of the pupils. The classroom assistants make a substantial contribution, especially to the education of those pupils in need of additional attention.

110 All members of staff are fully committed to promoting equal opportunities for all and actively address the issues of gender, race and disability equality. All pupils are treated fairly and with respect and this is an outstanding feature of the teaching at the school. Pupils say that learning is enjoyable and feel confident in coping with every area of the curriculum.

111 The school has teachers who consistently deliver outstanding lessons particularly at the upper end of key stage 2. Outstanding features of the teaching include:

- stimulating experiences and activities that link to previous work and ensure appropriate continuity;
- sharing lesson objectives and success criteria with the pupils;
- skilful and penetrating questioning and evaluating what has been completed in the lesson;
- good pace to the lessons;

- very effective classroom management;
- teachers working as facilitators – nurturing independent learning.

112 The lessons judged as Grade 3 include the following shortcomings:

- inefficient use of time
- lack of clarity and knowledge of subject area
- introductions that are too long

113 Bilingualism is under-developed throughout the school. Some teachers lack confidence in being able to deliver lessons that meet the needs of the learners in their class. The teachers strive to incorporate incidental Welsh into as many activities as possible and this is very effectively done in most classes.

114 The school has an assessment policy, with procedures conforming to statutory requirements. The quality of baseline assessment for the under-fives and the use of tests and a range of assessments across key stage 1 and key stage 2 is very effective. Work in the core subjects is assessed termly across both key stages with some effective moderation taking place for levelling pupils' work, but this is not consistent across all subjects. Examples of pupils' levelled work in the core subjects is gathered into subject portfolios but this practice has not been developed to the same degree in all the foundation subjects.

115 There are effective assessment and recording procedures for pupils with SEN, and challenging targets are set in the individual educational plans (IEPs). Regular meetings are held with parents of pupils with SEN to discuss targets and review progress.

116 An effective progress tracking form is kept that includes beneficial additional information on pupils' performance throughout their period at the school.

117 Pupils' work is marked regularly and constructive comments are offered which give further guidance on how to improve. An important element is the onus on pupils evaluating their own work and peer assessing. This leads on effectively to the formulating of individual targets that contribute to improving learners' attainment and this is an outstanding feature of the assessment practices at the school.

118 Annual reports to parents conform to statutory requirements; they provide good information about pupils' achievements and indicate areas for development. The school also provides an opportunity for parents to respond to their child's report and this further strengthens the role of the home in the learning process.

119 Open evenings are held regularly, with parents receiving opportunities to discuss their child's progress with the teachers.

120 The school has an "open door" policy, and parents are invited to contact the school for an informal discussion at any time.

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

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

- 121 The findings of the inspection team differ from the school's opinion in its self-evaluation report in that the school awarded a Grade 2 to this question. The difference in opinion is as a result of the outstanding range of interesting lessons and purposeful activities offered to pupils and in the effectiveness of the partnerships with the community, other schools and teacher training institutions.
- 122 The school's response to the overall learning needs and interests of pupils is outstanding offering equal opportunities to access a broad, relevant and balanced curriculum which meets statutory requirements. The emphasis is on providing pupils with the essential skills to allow them to explore the content of the curricular areas more fully and more confidently. In most lessons, teachers ensure appropriate continuity and progression in pupils' work across the curriculum.
- 123 The quality of the provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
- 124 The school has effective schemes of work for the subjects of the curriculum and religious education, which offers good guidance for teachers. The short-term planning is detailed giving appropriate attention to the learning outcomes that are evaluated and inform future planning.
- 125 The school has effective procedures for developing pupils' key skills. Outstanding opportunities are provided to enable pupils to develop the ability to work independently as well as in pairs and groups.
- 126 Pupils' experiences are enriched through a wide range of stimulating extra-curricular activities that broaden their horizons very effectively. Pupils' personal development is promoted very effectively. This is an outstanding aspect of the school's work. There is a policy with clear guidelines in place and pupils receive opportunities during 'circle time' to discuss different topics.
- 127 A programme of rich experiences which includes a variety of visits and visitors is organised to reinforce activities and enrich pupils' education. Many purposeful visits to a large number of places in the community and further afield, are organised for all classes and this is augmented by visitors to the school by for example, clerics, artists, authors and theatre companies.
- 128 The school has an appropriate homework policy and tasks are a purposeful extension of class work.
- 129 Moral, social and cultural development is promoted effectively through the variety of valuable experiences offered to pupils.
- 130 Opportunities to discuss and consider their own beliefs and values during PSE and religious education lessons, contributes well to pupils' spiritual development.

- 131 Pupils' spiritual development is also promoted through taking an active part in collective worship activities although this aspect is under-developed.
- 132 Pupils' cultural development is good and their understanding of other cultures and religions is developing very effectively.
- 133 The PSE programme permeates through all aspects of the school's life and is a very strong feature of the provision. There is a clear and comprehensive scheme of work.
- 134 The information provided in the school prospectus, the annual report to the governing body and in the weekly newsletters is of a high quality. A constructive home/school agreement is in place that has been well received by parents.
- 135 The school enjoys very successful working relationships with other schools in its 'cluster' group, especially with the receiving secondary school. Arrangements for the transfer of pupils are good and ensure that Y6 pupils are able to approach the move to secondary school with confidence. A range of successful curriculum links are in place, which contributes to the continuity and progression of pupils' education as they move from KS2 to KS3.
- 136 There also exists a good working relationship with the neighbouring voluntary Aided Roman Catholic school with its pupils frequently using the sports field at Brookfield for games activities.
- 137 Partnership with local nursery schools is also well developed and this contributes to the success of induction procedures into the reception class and to the early development of positive relationships with parents.
- 138 The school has established very productive partnerships with several institutes of higher education and provides training facilities for student teachers and students undertaking child-care and vocational qualifications. Students are carefully mentored and well supported by staff, and they make a positive contribution to the life and work of the school.
- 139 The school's partnership with the local community is highly successful and members of staff take full advantage of the community to extend pupils' learning experiences in many subject areas. The school and its various activities are very well supported and valued by the local community. This is evident in the overwhelming support offered to the school by parents and members of the local community during the present uncertainty about its future.
- 140 The school's curriculum fully complies with legal requirements and takes due account of national curriculum subjects, the Desirable Outcomes for Children's Learning, the agreed syllabus for religious education and the promotion of pupils' spiritual, moral, cultural, mental and physical development. The policy for personal and social education (PSE) closely follows national recommendations and provides pupils with a wide range of rich learning opportunities. External visitors make a good contribution to the delivery of the programme and topics such as sex education and health education are handled in an appropriate and sensitive manner.
- 141 The school's commitment to work-related education is good. Pupils' learning is enriched by a range of productive partnerships with local employers and relevant

agencies. Teachers successfully address the vocational aspect of the PSE programme and a range of well-planned visits to commercial and retail sites enhances pupils' understanding of the world of work.

- 142 Local businesses are supportive of the school but no teachers have recently undertaken a relevant business or industrial placement with a view to enhancing professional development and enriching curriculum provision for pupils.
- 143 The school has mapped out opportunities to meet the requirements for *Y Cwricwlwm Cymreig*. However more emphasis needs to be placed on giving opportunities to promote Welsh culture and the heritage of Wales and to further develop opportunities to promote pupils' bilingual competencies.
- 144 The school's policies and procedures to promote equal opportunities and to tackle social disadvantage and stereotyping are very successful, and pupils succeed regardless of their ability, gender, race or backgrounds. The head teacher and staff work in close partnerships with a range of external welfare agencies to secure the best possible support for children and their families. The school's commitment to social inclusion is exemplary.
- 145 The standards in, and provision for education for sustainable development and global citizenship are good and this is a rapidly developing area of the school's curriculum. Pupils understand the issues of pollution and global warming and the need to care for the environment. They are actively involved in re-cycling schemes and understand the need to conserve energy and water consumption.
- 146 Pupils' understanding of global citizenship is developing well. Through their work in geography and RE, pupils are aware of the lives of children in other parts of the world, the inequalities that exist and how global forces shape their lives.
- 147 Pupils' entrepreneurial skills are developing well. Pupils run the school's healthy eating tuck shop, which gives them valuable insight into the running of a business. Pupils from all classes design and make fancy goods, and organise and manage stalls at the school fete. Pupils have many opportunities to develop their problem-solving skills and contribute to decision-making through their involvement in the school council, eco club and 'buddies' system.
- 148 The school is successfully laying the foundations for lifelong learning and community regeneration, and national priorities are well reflected in the life and work of the school. The high priority given to pupils developing independence and making their own choices is evident in the daily life of the school, and the positive partnership with the receiving secondary school ensures transition between the key stages is given full consideration.
- 149 Staff and pupils know their community well and understand what is needed for its continued regeneration and success. They recognise that through partnership, citizenship and care for the environment they can make a real contribution to their community. They are proud of their school and local community and want to contribute to the care and development of their surroundings.

150 Members of the school council are very aware of their responsibilities as class representatives; they show enthusiasm in their work and carry out their duties effectively. The school partakes in the Healthy Schools' Scheme and there is a strong emphasis on promoting healthy eating.

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

<b>Grade 1: Good with outstanding features</b>
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151 The findings of the inspection team agree with the judgement of the school in its self-evaluation report.

152 The quality of the care, support and guidance provided by the school is consistently of a very high standard and this is an outstanding feature. The head teacher and staff know their children well and there are effective procedures in place to monitor and support pupils' progress, development and well-being and very good use is made of support services.

153 The school has a good relationship with parents, with some helping with games and on educational visits. The Home and School Agreement is a comprehensive and useful document. Good use is made of the community with pupils visiting different places, and members of the community visiting the school in their turn. The educational visits and the close links with the community enrich the curriculum and the pupils' learning experiences.

154 The induction programmes for pupils starting in the school and transferring to the secondary school are very effective and ensure that they settle in quickly to their new environment.

155 Each pupil has full access to PSE in the school, with very good opportunities to develop judgements and attitudes through class work, the school council and circle time.

156 There are very good procedures in place for caring for pupils who are unwell or who have had an accident, with most staff members having attended first aid courses.

157 The head teacher and administrative officer monitor attendance and punctuality rigorously, and effective follow-up procedures are in place, including regular liaison with the education welfare service.

158 The school has clear policies for health and safety and regular risk assessments are carried out. A safety matter was discussed with the governing body.

159 The school has effective procedures for dealing with child protection issues and all staff members have had appropriate training. The procedures meet the statutory requirements. The head teacher is the designated member of staff with responsibility for child protection issues and she has established effective working partnerships with a range of external agencies.

160 The provision for pupils with SEN is very good. The use of standardised tests, together with teachers' observations to identify pupils with learning difficulties, is

effective and comprehensive. Pupils with SEN are identified and assessed at an early stage and there are very good systems at the school to support their education. Pupils underachieving are given additional support through the RAISE programme and this is a very effective aspect of the provision.

- 161 The IEPs include clear, concise and appropriate targets for those pupils on the SEN register. These pupils make very good progress in their work and achieve well in schemes to support them.
- 162 The SEN co-ordinator's (SENCO) work is thorough across the school. The learning support assistants give outstanding support in implementing the strategies and programmes identified.
- 163 The school follows the steps in the SEN Code of Practice correctly. Parents are regularly included in discussions regarding their children's attainments, and benefit from opportunities to contribute to pupils' termly and annual reviews and the targets on the IEPs.
- 164 The school has a clear policy for promoting racial and gender equality. These are promoted successfully and the ethos of the school recognises, values and celebrates diversity. Clear, effective documentation underpins this good practice. Information and a variety of successful opportunities are presented in order to address stereotyping matters.
- 165 The provision for equal opportunities is consistently good with outstanding features. The school recognises diversity of pupils' backgrounds and takes this into account when planning and delivering support and guidance. This is particularly so for pupils in vulnerable and challenging circumstances. The school ensures that all pupils have equal opportunities to participate in lessons and school activities.
- 166 The measures taken to eliminate oppressive behaviour, including racial discrimination and bullying are effective and the school functions well as an inclusive, supportive community where all pupils are valued equally. In discussion, pupils state that aggressive behaviour, bullying and racism are virtually unknown but they would have no hesitation in reporting such incidents should they arise.
- 167 The school has made very good arrangements to secure the equal treatment of disabled pupils. The governing body has produced high quality documentation, including a disability equality scheme and an accessibility plan, to demonstrate how staff will make improvements in access to the curriculum, physical access and in the provision of information for disabled persons. Most of the school is accessible to wheelchair users.
- 168 The school council is a good forum for the development of the pupils' personal and social skills and provides a good opportunity for pupils to work together and contribute to the decision making process. Councillors take their responsibilities seriously and feel they can make a real difference to the school. They have an agenda for future developments and feel the head teacher listens carefully to them and is prepared to act upon their recommendations.

## **Leadership and management**

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

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

- 169 The findings of the inspection team agree with the judgement of the school in its self-evaluation report.
- 170 The quality of leadership in the school is good. The head teacher and her senior management team co-ordinate the work of the staff and governors effectively, giving them an active role in the decision making process. This leads to effective collaboration and a commitment to improvement.
- 171 The school has a range of managerial and curricular policies of good quality, which meet all statutory legal requirements. These are monitored and reviewed on a regular basis. The self-evaluation document prepared by the school is a detailed document that will, when used with the recommendations of this inspection, be very useful in giving a clear direction to the development of the school over the coming years.
- 172 Regular staff meetings are held to discuss managerial and curricular matters and to share information. The subject co-ordinators shoulder much responsibility offering clear guidance to their fellow teachers.
- 173 The school gives good consideration to national priorities. It has recently succeeded in gaining the Basic Skills Agency's Quality Mark, and three leaves in the Healthy Schools Awards and is working towards the bronze award for Eco-schools. Particular attention has also recently been given to developing ICT. The school is working well with partners such as the local secondary school and the teaching training institution at Caerleon. Arrangements for implementing the requirements of workforce re-modelling are also in place and operating effectively.
- 174 Realistic targets are set for pupils in line with Welsh Assembly Government requirements, which have proved effective in raising overall standards across most subjects. An analysis of performance is undertaken regularly. Benchmark information is used to compare the school's performance with other similar schools.
- 175 Performance management systems are well established for teaching staff and are effective in identifying and meeting the development needs of teachers. The head teacher has implemented new performance management systems to ensure all support staff now have the opportunity to identify their training needs and develop their roles within the school. As she is new to her post, the head teacher is part of a national induction programme for new head teachers.
- 176 The governing body makes a good contribution to the success of the school. Governors are highly supportive of the head teacher, staff and pupils and are fully committed to the aims, objectives and vision of the school. Governors know the local

community very well and appreciate and value the contribution the school makes to it. They are currently very proactive in attempting to secure the future of the school in light of possible closure by the Local Education Authority.

- 177 Governors fully understand their responsibilities and through regular reports by the head teacher and staff are well positioned to help the school in its strategic planning. The head teacher provides the governing body with regular, comprehensive reports on the curriculum and pupils' progress. This, together with visits to the school, enables governors to have appropriate insight into the quality of provision.
- 178 The school fulfils its responsibilities regarding the teaching time requirement, and the prospectus and annual governors' report to parents meet the statutory requirements.

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

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

- 179 The findings of the inspection team agree with the judgement of the school in its self-evaluation report.
- 180 Although relatively new to her post, the head teacher makes effective use of self-evaluation strategies in order to gather information on performance and plan for improvement. Information and views have been effectively gathered and analysed from a variety of stakeholders and from other relevant data.
- 181 The role of the curriculum co-ordinators in monitoring and evaluating work is developing well. They have a sound overview of the education provided and identify areas to be developed.
- 182 Through sub-committees and the head teacher's reports, governors have a clear understanding of the school's strengths and achievement.
- 183 The self-evaluation arrangements underpin all the school's activities and are beginning to have a positive effect on standards across the subjects.
- 184 A detailed self-evaluation report produced by the school prior to the inspection gave an effective overview of the current situation. A judgement was formed for each of the key questions; areas and aspects of strength were identified as well as those aspects in need of strengthening.
- 185 The quality of the Strategic Development Plan (SDP) is good and it is a useful document that helps in setting the strategic direction to the school's work. The expected outcomes, together with the proposed methods of monitoring are identified, and responsibility for their implementation is given to individuals and resources are earmarked for specific developments. There are very good links between it and the outcomes of the school's self-evaluation report. Many of the activities identified in the SDP have already received attention and are operational.

- 186 The inspection team's findings agree with the school's judgement in its self-evaluation report in six out of the seven key questions. A higher grade was awarded for key questions 3. The difference in opinion is as a result of the outstanding range of interesting lessons and purposeful activities offered to pupils and in the effectiveness of the partnerships with the community, other schools and teacher training institutions.
- 187 The school has made good progress in addressing the issues raised following the previous inspection.

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

<b>Grade 2: Good features and no important shortcomings</b>
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- 188 The findings of the inspection team agree with the school's judgement in its self-evaluation report.
- 189 The school has sufficient teaching and support staff who have been appropriately trained for the purposes of their posts. They are deployed efficiently throughout the school and work closely together to provide good support for all pupils. Job descriptions are produced for each member of staff, giving a clear idea of responsibility, including subject areas for which they have responsibility.
- 190 Pupils benefit greatly from teachers and from other visitors who come to the school to offer additional learning opportunities. Peripatetic music teachers, provide tuition for a range of different instruments. The success of this teaching is highlighted in the school's performances.
- 191 There is a sufficient supply of good quality resources to effectively fulfil the needs of all the pupils and the curriculum. Resources are well looked after and their location is known to all. The learning environment for the children under five years of age is appropriate and provides an environment which is suitable for children's learning.
- 192 The school has an excellent supply of computers and associated equipment, including six interactive whiteboards in several classrooms as well as the computer suite. Teachers use this equipment confidently, planning suitable opportunities for the pupils to use them in the majority of lessons.
- 193 Although the building is prefabricated in design, the accommodation is appropriate to the needs of the school. Members of staff do their best to ensure a colourful and stimulating learning environment for the pupils. They make good use of the wall space in the classrooms and communal areas for displays of good quality which celebrate pupils' achievements and provide aids for learning.
- 194 The school caretaker and cleaning staff fulfil their roles efficiently. Classrooms are of a sufficient size and teachers make effective use of the space available. A health and safety policy has been approved and the site is secure. The building has suitable access for people with disabilities.

- 195 The school has a playing field that is used for a range of activities. The hard-surface playing areas are suitable for the number of pupils at the school, and are effectively supervised by staff and the older pupils during break times, in order to ensure safety.
- 196 Each member of staff attends a good range of professional development sessions and this has a positive effect on their skills and understanding. They work together well as a team to share information and the relevant teachers work together to develop co-ordinated schemes of work to ensure consistency. Effective non-contact times are arranged for teachers in order that they can plan, prepare and assess during school hours. This has contributed towards an improvement in standards.
- 197 The school operates effectively from day-to-day, with the head teacher and school secretary fulfilling their duties efficiently.
- 198 Spending decisions are very well matched to the school's priorities for development. The head teacher and governing body have good oversight of the budget, supervise expenditure well and closely monitor the impact of spending decisions. The use of all resources is kept under regular review and the principles of best value are very well applied.
- 199 There is currently a substantial budget surplus, but it has been carefully earmarked for priorities outlined in the SDP.
- 200 Given the standards achieved by pupils, the quality of teaching and education provided, the good support and guidance afforded to pupils and the purposeful leadership and management, the school provides good value for money.

## Standards achieved in subjects and areas of learning

### English

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

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

##### Good features

- 201 The majority of pupils in key stage 1 make very good progress in speaking and listening. They use an increasing range of appropriate vocabulary to contribute effectively to discussions.
- 202 Most pupils in key stage 1 make good progress in reading. They are able to read texts at an appropriate level with good accuracy and understanding. A significant number develop effective reading skills and are able to read with expression and some enjoyment.
- 203 Across key stage 1, most pupils make good progress in writing and by the end of the key stage are developing well as independent writers.
- 204 A significant majority of pupils in upper key stage 2 are able to discuss complex ideas and texts clearly using a very good range of vocabulary. They discuss and identify the main features of persuasive writing and are able to convey and offer appropriate evidence to maintain a point of view and support arguments. Many pupils can evaluate a piece of text and suggest ways of improving the style and content. They can also critically analyse their own work and re-draft and edit.
- 205 Overall, pupils in key stage 2 read fluently and with enjoyment. Pupils across the key stage use a good range of strategies to establish meaning. Many pupils in upper key stage 2 are confident expressive readers and are able to express preferences about their choice of authors. They can skim and scan texts to find information. The most able pupils in upper key stage 2 show a good understanding of the main ideas in a text and can refer to the text when explaining their views.
- 206 In upper key stage 2 most pupils are able to produce extended pieces of writing which are interesting and accurate. They are aware of the various conventions and the needs of the audience and are able to recognise key elements that contribute for example to successful persuasive writing.
- 207 Across the key stage, the basic grammatical structure of pupils' writing is usually correct and spelling is generally accurate. The writing is organised appropriately for the purpose and the reader.

##### Shortcomings

- 208 There are no important shortcomings.

<b>Welsh second language</b>
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**Key stage 1: Grade 3: Good features outweigh shortcomings.**

**Key stage 2: Grade 3: Good features outweigh shortcomings.**

**Good features**

- 209 Some pupils in key stage 1 can read individual words confidently and make use of pictorial clues to aid them in making sense of the written word.
- 210 Most pupils in key stage 1 begin to learn basic terms and familiar phrases, listen attentively and respond appropriately.
- 211 A minority of pupils in key stage 1 are beginning to write basic sentences, using words and phrases within their experience.
- 212 Many pupils in key stage 2 are able to respond to a range of verbal and non-verbal stimuli, follow simple instructions and communicate in Welsh in familiar situations through varied activities. Most pupils will use incidental Welsh when the opportunity arises during the school day.
- 213 At the end of key stage 2, a minority of pupils can read extended pieces of text with good understanding.
- 214 At the top end of key stage 2 a minority of pupils are able to write extended pieces of writing in a variety of forms including personal writing, dialogue, and descriptive passages. They can use different conjunctions effectively.

**Shortcomings**

- 215 There is a lack of progression throughout the school and the pupils' ability to converse, read and write in accordance with their age and ability are under-developed.
- 216 The vast majority for pupils are unable to use their knowledge of Welsh beyond the narrow parameters of the classroom.

<b>Science</b>
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**Key stage 1: Grade 2: Good features and no important shortcomings.**

**Key stage 2: Grade 1: Good with outstanding features.**

### **Outstanding features**

- 217 The majority of pupils at upper key stage 2 can independently plan a systematic investigation and carry out experimental work purposefully and safely. They understand and can explain the purpose of variables in fair testing and make effective use of ICT to collect, store and present their work.
- 218 They understand the relationship between their prediction and their final conclusion, and the purpose of taking the mean, following repeat readings in order to achieve a reliable result.
- 219 Many are beginning to use their knowledge and understanding of all areas of science in order to draw conclusions.

### **Good features**

- 220 Pupils at both key stages understand the need to eat healthily, and what constitutes a healthy diet.
- 221 At Key Stage 1, the majority of pupils are confident to explore science in a variety of different contexts. They understand the need for fair testing and most are able to predict outcomes by drawing from their experiences. They are beginning to understand the meaning of variables and can record their findings using simple tables and graphs.
- 222 The observation skills of all pupils are developing well and they are able to use simple scientific vocabulary to describe a variety of different materials. They can group those materials using various criteria and explain how changes occur when materials are squashed or twisted. They understand that a force is a pull or push and that a force is needed in order to make something move.
- 223 The majority can record electrical circuits by means of simple drawings and understand that complete circuits are needed in order for a light bulb to work.
- 224 At key stage 2, most pupils are able to name the main parts of the skeleton. They understand that not all creatures and animals have the same kinds of skeletons – that some have skeletons outside their bodies while invertebrates have no skeletons at all. They understand that the heart is a pump and that exercise affects the pulse rate.
- 225 They have a sound understanding of forces and can describe the effects of gravity and air-resistance.
- 226 When investigating, they are able to use their ICT skills in order to record their measurements and findings.

## Shortcomings

227 There are no important shortcomings.

<b>Information technology</b>
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**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 Pupils at both key stages make effective use of the computer and Interactive White Board across the curriculum.
- 229 Nearly all the pupils in key stage 1 use the computer effectively to present their written work. Most are very confident when using a commercial art package to draw images and printed words.
- 230 Many younger pupils in key stage 1 understand how to rearrange words in a list by pressing enter and delete. They can confidently use the arrow keys to locate words on the screen. Some use a digital camera with confidence to take photographs of places in their locality.
- 231 Most pupils in key stage 1 draw up clear and specific programmed instructions to move *Bee Bot*, an electronic device correctly towards and into specific locations.
- 232 Pupils in key stage 2 understand the function of different icons on a desktop. They use specific ICT vocabulary appropriately within a variety of contexts. They show confidence when using data handling packages to good effect, and record their findings accurately on spreadsheets. They can recall previous work and store current work effectively within different folders and files.
- 233 Most pupils in key stage 2 show good recognition of different tabs and are confident when editing text. They change the font, style and size of print confidently and insert an image from clip art appropriately into their work.
- 234 They can gather and use specific data in a variety of forms. They show a good understanding of graphic representation. They choose the most appropriate graph to present their findings.
- 235 Older pupils in key stage 2 can use IT in order to create an animation. They also make effective use of the Internet to research topics such as the life and work of Laura Ashley. They discover facts through appropriate use of a search engine and create impressive presentations based on their investigations.

### Shortcomings

236 There are no important shortcomings.

<b>Art</b>
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**Key stage 1: Grade 2: Good features and no important shortcomings.**

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

**Good features**

- 237 In both key stages, pupils show the ability to use a wide range of media and techniques to produce work that is of a consistently good standard, including computerised art.
- 238 From a very young age pupils display a sound knowledge of a number of artistic elements such as line, tone and texture. They can use a variety of objects in order to create printing blocks that they can use for creating their own prints.
- 239 In key stage 1, pupils have a good understanding of colour. They realise that mixing different colours produces a new colour – for which they can think of a suitable name. They have studied the work of Sue McDonagh and emulated her work by using pastels to depict pebbles.
- 240 They begin to evaluate their work making increasing use of art vocabulary.
- 241 In key stage 2, pupils' knowledge and understanding of different artistic styles is generally good. This is reinforced by their knowledge of artists they have studied, such as Georges Seurat and Laura Ashley. They have also studied art from different cultures such as Islam and can describe their features. They can speak confidently about them and produce work of a high standard through emulating these different styles. Pupils are familiar with working with artists and have produced a number of pieces of high quality that are displayed in public areas within the building. An example is the ceramic wall-hanging outside the head teacher's office.
- 242 In key stage 2, pupils very readily experiment with drawing faces and moving bodies. They understand proportions and can accurately draw moving people. They can observe objects and re-create images of them creatively using a variety of media. They can select, control and experiment with a range of materials, processes and techniques in two and three dimensions and to a variety of degrees. Their ability to evaluate their work is also developing well.

**Shortcomings**

- 243 Pupils' knowledge of Welsh artists is not consistent throughout all classes.

## Religious education

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

**Key stage 2 : Grade 1: Good with outstanding features**

### **Outstanding features**

- 244 Pupils have an outstanding understanding of the opportunities and variety that exists in religious traditions and the way they are expressed through practices and customs such as worship, literature, drama music and art.
- 245 The majority of pupils in years 5 and 6 have very good knowledge of the Christian and Islamic faiths. They can explain the importance of pilgrimage and are developing a deeper understanding of the meaning of the rituals and the role they play in the lives of the faith community. Their knowledge and understanding is an outstanding feature and is an important element in promoting respect, understanding and tolerance of those who adhere to different faiths.
- 246 Many pupils have good knowledge of several faiths including Judaism, Islam and Hinduism. Pupils effectively develop skills and spiritual understanding through strong links with personal, social, health and citizenship education.
- 247 The majority of pupils in key stage 2 have a very good understanding of the main events of the Holy Week. They are able to empathise with the main individuals. Their knowledge of the church and the conventions associated with Christianity are very well developed.

### **Good features**

- 248 Pupils in year 1 realise that the Bible is an important book and has a special place in the Christian faith. They are fully conversant with the story of Noah and visits to local places of worship and regular visits from clergy lead pupils to a good knowledge of roles and responsibilities within the Christian faith.
- 249 The majority of pupils in year 2 are aware that parables have deeper meanings and they are able to discuss and explore these meanings in a variety of forms.

### **Shortcomings**

- 250 There are no important shortcomings.

## **School's response to the inspection**

The inspection findings recognise that we have maintained high standards since our last inspection and have made good progress in addressing issues raised following the previous inspection.

We are pleased that the inspection team acknowledged the school's self evaluation to give an effective overview of the current situation and that they agreed with the school's judgement in six of the seven areas. The higher grade awarded for Key Question 3 was welcomed by the school as it recognised the outstanding range of interesting lessons and purposeful activities offered to pupils, along with the effective partnerships that Brookfield Primary School has developed with the community.

We welcome the very positive comments regarding the outstanding teaching and learning that was observed during the inspection, particularly comments regarding the high standard of opportunities provided for pupils to develop their ability to work independently and collaboratively and their full involvement in effective target setting for their own improvement.

In addition, the team recognised that the pupils behave well, they have good motivation and almost without exception show enthusiasm for their work. These were most pleasing comments that reflect the school's aims to promote positive attitudes towards education and behaviour. The report confirms that we are also achieving our aims to care, support and guide all pupils to a consistently high standard and that we ensure all pupils have equal opportunities.

An action plan will be put in place to address the recommendations in the report. Raising the standards of achievement in Welsh as a second language, maintaining current high standards, disseminating and sharing the outstanding features of teaching, and further develop the strategic planning of the key skills are aspects we believe we can confidently address. The further development of key skills is presently being addressed through the current school development plan. The head teacher is at present addressing the two health and safety issues identified during the inspection. Raising pupils' standards of achievement in Welsh as a second language will be a major priority for us. We will make sure that this subject is in our school development plan and the appropriate support and advice is sought.

The amended School Development Plan will incorporate actions in response to the recommendations made by the inspection team. A summary will be circulated to all parents of the school.



## Appendix 1

### Basic information about the school

Name of school	Brookfield Primary School
School type	Community
Age-range of pupils	4-11
Address of school	Victoria Street, Cwmbran, Torfaen.
Postcode	NP44 3JR
Telephone number	01633 482502

Headteacher	Mrs Michelle Bellew
Date of appointment	16 <sup>th</sup> February 2007
Chair of governors/ Appropriate authority	Mr Allan Cowhig
Registered inspector	Mr Huw Watkins
Dates of inspection	20 <sup>th</sup> -22 <sup>nd</sup> February 2008.

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils		21	13	14	24	20	22	24	132

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	1	6.6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	20:1
Pupil: adult (fte) ratio in nursery classes	-
Pupil: adult (fte) ratio in special classes	-
Average class size, excluding nursery and special classes	26.4
Teacher (fte): class ratio	1.32:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring	-	94.7	92.6
Summer	-	91.8	91.7
Autumn	-	93.9	94.6

Percentage of pupils entitled to free school meals	18
Number of pupils excluded during 12 months prior to inspection	0

## Appendix 3

### National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:					24
Percentage of pupils at each level								
			D	W	1	2	3	4
English:	Teacher Assessment	School	0	4	17	42	38	
		National	0	3	13	63	20	
En: reading	Teacher Assessment	School	0	4	17	38	42	
		National	0	4	14	55	27	
En: writing	Teacher Assessment	School	0	8	17	75	0	
		National	0	5	14	68	12	
En: speaking and listening	Teacher Assessment	School	0	4	4	33	58	
		National	0	2	10	63	24	
Mathematics	Teacher Assessment	School	0	0	17	63	21	
		National	0	2	10	64	23	
Science	Teacher Assessment	School	0	0	17	71	13	
		National	0	2	9	66	24	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	75	In Wales	80.6

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

**National Curriculum Assessment Results**  
**End of key stage 2:**

<b>National Curriculum Assessment KS2 Results 2007</b>			Number of pupils in Y6		20							
<b>Percentage of pupils at each level</b>												
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	0	25	60	15	
		National	0	0	0	1	1	4	16	48	30	
Mathematics	Teacher assessment	School	0	0	0	0	0	0	15	70	15	
		National	0	0	0	1	1	3	14	48	33	
Science	Teacher assessment	School	0	0	0	0	0	0	10	70	20	
		National	0	0	0	1	0	2	12	52	34	

<b>Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)</b>		
<b>by Teacher Assessment</b>		
In the school	70	In Wales
		74.2

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

## Appendix 4

### **Evidence base of the inspection**

Three inspectors spent a total of 7 inspector days in the school. A team meeting was held prior to the inspection.

The head teacher was the Nominee.

Inspectors visited:

- 24 lessons or part lessons
- All classes
- Acts of collective worship
- A range of extra-curricular activities

Members of the inspection team had meetings with:

- Staff, governors and parents before the inspection began
- Senior managers, teachers, other members of staff and groups of pupils during the inspection

The team also considered:

- The school's self evaluation report
- 22 responses to the parents'/carers' questionnaires
- A report by the LEA
- A comprehensive range of documentation provided by the school before and during the inspection
- A range of pupils' work

The inspection team also held post inspection meetings with the head teacher, staff and governors

## Appendix 5

### Composition and responsibilities of the inspection team

<b>Team member</b>	<b>Responsibilities</b>
Huw Watkins Reporting Inspector	KQ 1,5,6,7. Science, ICT, Art
Clive Phillips Team Inspector	KQ 3,4,6 English, Welsh second language, Religious Education.
Janet Warr Lay Inspector	Contributions to KQ 1,3,4,7
Michelle Bellew	School Nominee

**Contractor:** Partneriaeth Dyfri Partnership  
Awel Tywi  
Llandovery  
Carmarthenshire  
SA20 0EX

### Acknowledgement

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