

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

A Report on the Quality of Education in

**Coed-y-Garn Primary School
Parrot Row, Blaina,
Blaenau Gwent
NP13 3AH**

School Number: 677/2313

Date of Inspection: 14/01/08

by

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W170/15942**

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Coed -y- Garn 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 Coed-y-Garn Primary School took place between 14th and 17th of January 2008. An independent team of inspectors, led by Mr R A Isaac, 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 **full** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Coed-y-Garn is a new primary school situated on an elevated position overlooking the small town of Blaina in Blaenau Gwent. The school was opened in September 2006. Its accommodation is new and the school is the result of the combining of Coed Cae Junior School and Garnfach Infant School. In total there are the full-time equivalent (fte) of 265 pupils attending and recorded on the school roll. This includes those of Nursery age. These numbers have risen over recent years. The school is organised into twelve classes, three of which comprise pupils from two age groups. There is one Nursery, 18 children in the morning and 15 in the afternoon, and one fulltime Reception class. All class sizes are 30 or below. In total there are fifteen teachers, including the headteacher and two teachers who provide time for planning, preparation and assessment (PPA). Teachers are helped by twelve teaching assistants, all of whom are accredited by the Nursery Nurse Education Board (NNEB).
2. The school has three classes for pupils with special educational needs (SEN). These are situated in key stage 1, lower key stage 2 and upper key stage 2. There are 36 pupils in these classes. The school caters in total for 66 children, or 26 per cent, with SEN, seven of whom have a formal statement of SEN. This is above the national average. Throughout the school there are 28 pupils who have been identified as being on school action of the SEN code of practice and 38 on school action plus. One pupil was permanently excluded in the last year.
3. Most pupils who attend the school live nearby. The school describes its catchment area as amongst the most economically deprived in Wales. It is designated as a Communities First Area and as a result the school has access to Sure Start and Flying Start projects. At least 37 per cent of pupils are entitled to receive free school meals, a figure more than double the national average and an increase on the previous year. The current headteacher has been in post since September 2006 and was in charge of the previous junior school. English is the sole or predominant home language in all pupils' homes and none receives extra support in learning English. No pupils come from a Welsh speaking home.

The school's aims, priorities and targets

4. The school's shared aim is "to provide a happy, secure, stimulating learning environment that promotes mutual respect and enables everyone to achieve their full potential". The school's motto is "Learning together".
5. The school has identified the following aims as paramount:
 - to provide for the full social, emotional, moral, physical, aesthetic and intellectual development of every child;
 - to provide broad, balanced, relevant and differentiated experiences, which will

- help children to develop skills for life;
 - to enable children to become independent learners by providing them with the appropriate skills;
 - to value each child and to develop their respect for themselves, others, the local community and the wider world;
 - to provide a secure and sympathetic environment within a framework of sensible but firm discipline in which all children can develop their interests and talents to the full;
 - to enable, encourage and involve all members of the school community to improve on their previous best; and
 - to involve all members of the school community in evaluating the school in order to continually improve.
6. The school has identified many priorities in its school improvement plan (SIP) for 2007-2008. They include to:
- to develop further the system of monitoring and evaluation of teaching;
 - to develop year group portfolios;
 - to develop further the use of writing and thinking skills;
 - to prepare for the Foundation Phase;
 - to develop further the school garden and complete landscaping of outdoor areas; and
 - to apply for the Basic Skills Primary Quality Mark.

Summary

7. Coed-y-Garn Primary is a good and improving new school that is already better than it judges itself to be. It succeeds in helping its pupils to progress quickly and achieve good standards by the time they reach the end of Y6. The quality of its curriculum and its care for pupils has outstanding features. It gives good value for money. It has made steady progress since it was opened in 2006.

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 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	Grade 2

resources?	
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8. The findings of the inspection team were in line with five of the seven judgments made by the school in its self-evaluation report. In the other two key questions, inspection evidence indicates that the school is better than it judges itself. Inspectors found evidence to support the judgments on key questions 3 and 4 to be Grade 1 because of the many outstanding features seen.

Areas of learning for the under-fives

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

9. Initial assessments show that when children join the school in the Nursery their attainments are often below average. However, from the Nursery and Reception classes onward they learn quickly and effectively.
10. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils make good progress towards the Desirable Outcomes for Children's Learning. Children also make good progress in the key skills of speaking, listening, reading, writing, numeracy and ICT.

Grades for standards in subjects inspected

Subject	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Welsh	Grade 2	Grade 3
Mathematics	Grade 2	Grade 3
Science	Grade 2	Grade 2
Information Technology	Grade 3	Grade 3
Design and Technology	Grade 2	Grade 2
History	Grade 1	Grade 1
Geography	Grade 2	Grade 2
Art	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2
Religious education	Grade 1	Grade 1

11. In the 71 lessons inspected, the grades awarded for standards achieved were as follows:

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

12. This shows that in 88 per cent of lessons standards are at least good with no important shortcomings. This compares well with national standards which were judged as 77 per cent at least good in the latest report of Her Majesty's Chief Inspector of Schools in Wales. Standards of achievement in 13 per cent of pupils' work have outstanding features, which is in line with national standards. These are high figures, above the Welsh Assembly Government (WAG) target for 2010 of 98 per cent, of standards to be Grade 3 or higher.
13. In 2007, the key stage 1 results, collectively, for the proportion of pupils attaining at least level 2 in English, mathematics and science together was below national averages but in line with local averages. Girls attained much more highly than boys at a rate greater than is the case nationally. Standards have steadily improved over the last year.
14. The 2007 key stage 2 collective results for pupils, who attained at least Level 4 in all three core subjects together, were below national and local averages. Girls attained more highly than boys at a rate greater than is the case nationally. The fractured lives of a minority of pupils are a key factor which hinders this pattern of attainment. The poor attendance levels of a few pupils have an impact on how well those pupils achieve. That said, many, including those with SEN, make very good progress from a low starting point.
15. In both key stages the proportion of pupils who did well in national tests in 2007 was below those of pupils from similar schools, as determined by the number who are in receipt of free school meals. However, over the last year the number receiving free school meals has risen from 32 per cent to 37 per cent and the school has thus moved in a different benchmark group. The school's 2007 results compare well to those schools in this group.
16. The other factor, which has a significant impact upon how good standards are, lies in the significant proportion of pupils who have SEN. There are three classes, containing 36 pupils, with learning difficulties, as well as above average numbers of pupils with SEN in mainstream classes. The attainments of these pupils are included in the overall analysis of key stage assessments and this makes the results appear to compare poorly with similar schools. When the attainments of pupils with SEN are not included in the analysis, the school's overall results show that, overall, pupils make good progress.
17. Pupils' standards and progress in the key skills of speaking and listening are good in key stages 1 and 2. Standards in reading across the curriculum are good in key stage 1 and have outstanding features in key stage 2. Standards in the use of numeracy have more strengths than shortcomings in both key stages. Pupils achieve well in the use of incidental Welsh throughout the school, and standards in the use of information technology have some shortcomings in key stage 1 and key stage 2.
18. Bilingualism is integrated well into the life of the school and pupils' bilingual competence in Welsh and English is good.

19. Pupils' behaviour and their attitudes to learning are outstanding. In lessons and around the school, they demonstrate respect, care and concern for each other, for members of staff and for their environment.
20. Pupils' attitudes to learning, the interest they show in their work and their ability to concentrate, often for extended periods, are exceptional features. Attendance rates for the past three terms average 92 per cent and instances of unauthorised absence are minimal.
21. Much of the absence is caused by a minority of pupils who have a poor attendance pattern, often averaging below 85 per cent. This has an adverse impact on the continuity of their education and the standards they achieve. Most pupils are punctual and keen to attend but, despite the school's considerable efforts, a minority arrives late for the start of the day. This can disrupt lessons and these pupils miss important parts of their education.
22. Pupils are developing the skills to work independently and to take responsibility for their own learning. In discussion, pupils demonstrate a good awareness of equal opportunities issues and feel strongly that everyone should be treated fairly. They appreciate the diverse nature of society, and express particular pleasure in being part of a school that welcomes and includes pupils with a variety of different needs and abilities. The school is highly successful in preparing pupils to take an active role in the life and work of the local community.

The quality of education and training

23. The overall quality of teaching is good with no important shortcomings.

Grades for teaching

24. In the 71 lessons observed, the grades awarded for the quality of teaching were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	78%	7%	0%	0%

25. Teaching shows at least good features with no important shortcomings in 93 per cent of lessons observed, comparing well nationally where teaching is at least good in 79 per cent of lessons. Within this proportion, 15 per cent of teaching has outstanding features, which is in line with teaching nationally. This is higher than the WAG's 2010 national target of 80 per cent to be Grade 1 or 2.
26. The good features of teaching include the excellent working relationships between teachers and pupils that promote a high quality ethos in lessons and a strong partnership in learning. Teachers often instil a high but appropriate level of challenge in the tasks they set pupils. They skilfully build and develop imaginative lessons and succeed in catching pupils' attention so that their concentration is sustained for extended periods of time. They also prepare a

wide range of good resources and engaging activities to involve pupils fully in their learning.

27. Teachers work in very good partnerships with other teachers and those with NNEB accreditation to provide interesting sessions. The school enjoys a series of strong partnerships between teachers and assistants.
28. Overall, assessment, recording and reporting procedures are good. This is an improving feature of the school. Assessment takes place on a regular basis during all lessons and as a part of marking.
29. The broad, balanced and relevant curriculum has a rich range of interesting experiences that enhances the learning for all pupils. The school responds well to pupils' learning needs. Throughout the curriculum there is an exceptional focus on pupils' spiritual, moral, social and cultural education. There is an ethos of respect and caring for everyone and everything, and in particular a passion for the environment.
30. The wide range of extra-curricular activities provided for the pupils is outstanding. These include sport, music, dance, drama, computer club, art, problem solving and environmental studies. Every pupil has the opportunity to join these activities and many clubs are well run and popular.
31. The school ensures that outstanding care, guidance and support are provided for pupils. The governors, headteacher, teaching and support staff are highly successful in creating a calm, caring and supportive environment where pupils feel safe, secure and respected. There is a very strong community spirit, and staff and pupils are very welcoming to visitors.
32. The quality of provision for pupils with SEN has outstanding features which lead to an inclusive curriculum where all pupils are valued and have equal access to learning.

Leadership and management

33. The school's leadership is characterised by a clear and well-coordinated educational direction. The leadership of the headteacher is imaginative, sensitive and well organised. The deputy headteacher provides her with good support. The leadership of the provision for pupils with SEN is of a high order. Effective governance ensures that pupils achieve well and are well provided for. The essence of the school's effectiveness is in the excellent teamwork between teachers and learners, teaching assistants, senior managers and governors.
34. The overall quality of subject co-ordination has good features which outweigh some shortcomings. Subject co-ordinators have been closely involved in policy-making and have designed and implemented schemes of work. To date, however, they have been relatively uninvolved in monitoring and evaluating standards or teaching of their subjects. Also, pupils' work has not been collated and organised into portfolios for each subject although this is a current priority.

35. The school's self-evaluation processes involve all members of staff, governors, parents and pupils appropriately. The school has only been open for eighteen months and so the data available does not show trends and patterns in pupils' learning and achievement yet. The headteacher and senior managers monitor and evaluate the quality of teaching regularly.
36. The school has a good number of experienced and newer teachers who are well qualified to provide for all pupils' needs in mainstream classes as well as for those who attend specialist SEN classes.
37. The accommodation is spacious, well-lit, up-to-date and visually attractive. Two computer suites enable all pupils to have access to high quality resources. Interactive whiteboards in all classes allow staff to use a wide range of teaching resources to enhance the quality of teaching and learning. A multi-purpose sports hall provides plenty of space for indoor activities from physical education to assemblies. The school enjoys the use of its own modern kitchen facility. There are many specialist rooms as well as classrooms. Two well laid out playgrounds and an astro-turf area provide excellent facilities for outdoor activities. The libraries are welcoming, comfortable and well resourced and there are safe play areas outside for children aged under five.
38. However there are a few problems related to the accommodation. Space is a little limited in the early years' classrooms and there are on-going problems with the heating and ventilation system. There are no climbing frames for physical education in the hall. A number of windows are a concern at present, as they cannot be opened and they do not have blinds or curtains. Also the school grounds are still being developed. These problems are 'teething troubles' associated with the initial use of a brand new building. The school is setting about remedying them as funds allow.
39. Efficient and effective use is made of available resources. Funds are targeted at priorities in the school improvement plan (SIP). The finance committee of the governing body (GB) keeps a watchful eye to ensure best value for money is achieved. Given the rapid and sure progress of many pupils in learning, the school gives good value for money.

Recommendations

The governors, headteacher and staff should now implement the following recommendations:

- R1 raise standards in information technology (IT) throughout the school, and in mathematics and writing* and spelling in English and Welsh in key stage 2;
- R2 continue to seek ways to raise the attainments of boys; and
- R3 develop further the roles of subject co-ordinators in monitoring, evaluating and improving standards and teaching in their subjects.*
- R4 In partnership with parents, renew efforts to improve rates of attendance and punctuality.

* The school has identified the need to improve pupils' writing and promote further the monitoring and evaluation roles of subject co-ordinators in its SIP.

The governing body is responsible for amending its current improvement 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

40. The findings of the inspection team match those of the school in its self-evaluation report. The overall standards pupils achieve are good and they make quick and effective progress from year to year.

Subjects and/or areas of learning for under-fives

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

41. Initial assessments show that when children join the school in the Nursery, their attainments are below average. However, from the Nursery and Reception classes onward they learn quickly and effectively.
42. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils make good progress towards the Desirable Outcomes for Children's Learning. Children also make also good progress in the key skills of speaking, listening, reading, writing, numeracy and ICT.

Grades for standards in subjects inspected

Subject	Key Stage 1	Key Stage 2
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Mathematics	Grade 2	Grade 3
Science	Grade 2	Grade 2
Information Technology	Grade 3	Grade 3
Design and Technology	Grade 2	Grade 2
History	Grade 1	Grade 1
Geography	Grade 2	Grade 2
Art	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2
Religious education	Grade 1	Grade 1

43. In the 71 lessons inspected, the grades awarded for overall standards achieved were as follows:

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

44. This shows that in 88 per cent of lessons standards are at least good with no important shortcomings. This compares well with national standards which were judged as 77 per cent at least good in the latest report of HMCI of Schools in Wales. Standards of achievement in 13 per cent of pupils' work have outstanding features, which is in line with national standards. These are high figures, above the Welsh Assembly Government (WAG) target for 2010 of 98 per cent of standards to be Grade 3 or higher.
45. In the 2007 key stage 1 English and mathematics teacher assessments, the proportion of pupils who attained at least Level 2 was in line with the local averages, but in science was above that of other schools locally. The proportion that attained the higher Level 3 in reading was above the average for other local schools and was in line with those schools' results in writing, mathematics and science.
46. In 2007, the key stage 1 results, collectively, for the proportion of pupils attaining at least level 2 in English, mathematics and science together was below national averages. Girls attained much more highly than boys at a rate greater than is the case nationally. Standards have steadily improved over the last year.
47. In the 2007 key stage 2 teacher assessments, the proportion of pupils who attained at least Level 4 was well above average in English, above average in mathematics and below average in science, when compared with the results of other schools in the county. The proportion that attained the higher Level 5 was above the average for other local schools in reading and science but below average in writing and mathematics. Girls attained more highly than boys at a rate greater than is the case nationally.
48. The 2007 key stage 2 collective results for pupils, who attained at least Level 4 in all three core subjects together, were below national and local averages. The fractured lives of a minority of pupils are a key factor which hinders this pattern of attainment. The poor attendance levels of a few pupils have an impact on how well those pupils achieve. However, many, including those with SEN, make very good progress in that they start their education with low achievements.
49. In both key stages, the proportion of pupils who did well in national tests in 2007 was below those of pupils from similar schools, as determined by the number who are in receipt of free school meals. However, over the last year the number who are receiving free school meals has risen from 32 per cent to 37 per cent and the school has thus moved into a different benchmark group. The school's 2007 results compare well with schools in this group.
50. The other factor, which has a significant impact upon standards, lies in the significant proportion of pupils who have SEN. There are three specialist

classes, containing 36 pupils with learning difficulties, as well as above average numbers of pupils with SEN in mainstream classes. The attainments of these pupils are included in the overall analysis of key stage assessments and this makes the results appear to compare poorly with similar schools. When the attainments of pupils with SEN are not included in the analysis, however, the school's results show that, overall, pupils make good progress.

51. Pupils progress very well in their personal, moral, social and wider development. From Nursery to year 6, they make at least good and often outstanding progress in developing their personal and social skills. Learning experiences promote pupils' spiritual, moral, social and cultural development outstandingly well.
52. Many pupils have a sense of ownership and responsibility for the school, its environment, their community and the wider world. The school has a strong sense of family and its ethos encourages pupils to care for individuals and to appreciate other people's values.
53. Children aged under five make good progress and achieve good standards in the key skills of speaking and listening, reading, writing and numeracy. Their achievement in the use of information and communication technology (ICT) is outstanding.
54. Pupils' standards and progress in the key skills of speaking and listening are good in key stages 1 and 2. Standards in reading across the curriculum are good in key stage 1 and have outstanding features in key stage 2. Standards in the use of numeracy have more strengths than shortcomings in both key stages. Pupils achieve well in the use of incidental Welsh throughout the school. Standards in the use of ICT have some shortcomings in key stage 1 and key stage 2.
55. Bilingualism is integrated well into the life of the school and pupils' bilingual competence in Welsh and English is good.
56. Pupils' behaviour and their attitudes to learning are outstanding. In lessons and around the school, they demonstrate respect, care and concern for each other, for members of staff and for their environment. They are justly proud of their new school and take delight in sharing their many achievements with visitors. They develop into responsible and mature individuals who show a high degree of self-discipline.
57. Pupils' attitudes to learning, the interest they show in their work and their ability to concentrate, often for extended periods, are exceptional features. They concentrate diligently in lessons and are keen to do their best. They display great enthusiasm for their work and know that it is appreciated by their teachers.
58. Attendance rates for the past three terms average 92 per cent and instances of unauthorised absence are minimal. This rate falls just below the target set by the WAG of over 93 per cent attendance annually.

59. Much of the absence is caused by a minority of pupils who have a poor attendance pattern, often averaging below 85 per cent. This has an adverse impact on the continuity of their education and the standards they achieve. The school works closely with the education welfare officer (EWO) to support the families concerned.
60. Most pupils are punctual and keen to attend but, despite the school's considerable efforts, a minority arrives late for the start of the day. This can disrupt lessons and these pupils miss important parts of their education. Teachers conduct registration swiftly and efficiently and the school complies with all statutory requirements regarding attendance.
61. Pupils develop the skills to work independently and to take responsibility for their own learning. They work together in pairs and groups with confidence; the mutual help and support they offer to each other are positive features of their learning. They demonstrate compassion, honesty and fairness in their work and play.
62. In discussion, pupils demonstrate a good awareness of equal opportunities issues and feel strongly that everyone should be treated fairly and without discrimination. They appreciate the diverse nature of society and express particular pleasure in being part of a school that welcomes and includes pupils with a variety of different needs and abilities.
63. The school is highly successful in preparing pupils to take an active role in the life and work of the local community. Staff, governors and pupils are highly committed to the local community and the school supports many local initiatives. Staff take full advantage of all that the area has to offer to broaden and extend the learning experiences of pupils.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

64. The findings of the inspection team match those of the school in its self-evaluation report. The overall quality of teaching is good with no important shortcomings. In the 71 lessons observed, the grades awarded for the quality of teaching were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	78%	7%	0%	0%

65. Teaching shows at least good features with no important shortcomings in 93 per cent of lessons observed, comparing well nationally where teaching is at least good in 79 per cent of lessons. Within this proportion, 13 per cent of teaching

has outstanding features, which is in line with teaching nationally. This is in excess of the WAG's 2010 national target of 80 per cent to be Grade 1 or 2.

66. The good features of teaching include the excellent working relationships between teachers and pupils that promote a high quality ethos in lessons and a strong partnership in learning. Teachers often instil a high but appropriate level of challenge in the tasks they set pupils. They skilfully build and develop imaginative lessons and succeed in catching pupils' attention so that their concentration is sustained for extended periods of time. They also prepare a wide range of good resources and engaging activities to involve pupils fully in lessons.
67. Teachers work in very good partnerships with other teachers and those with NNEB accreditation to provide interesting sessions. The school enjoys a series of strong partnerships between teachers and assistants.
68. Teachers stimulate and challenge pupils of all abilities well in carefully differentiated activities. They set clear and appropriate time limits for them to complete tasks and this ensures that lessons usually progress at a good pace. They intervene sensitively to support and encourage pupils in their work.
69. Teachers exercise their authority firmly and fairly. They establish high standards for pupils' behaviour and effort in classrooms in a positive way. This has a good effect on pupils' attitudes to learning.
70. Teachers have good, up-to-date subject knowledge and use this effectively in lessons. They are enthusiastic in their teaching and use a good range of contexts and resources to capture pupils' interest and assist their understanding. They use questions skilfully to gauge pupils' knowledge and understanding.
71. Many lessons are planned well and have a clear structure and purpose. This is particularly true for the teaching of key skills. Teachers share their objectives with pupils and review them towards the end of lessons to monitor progress. Plenary sessions are often of good quality. Where appropriate, teachers show versatility in adapting lessons to accommodate the needs of all pupils, particularly those with SEN.
72. Teachers promote equality of opportunity and ensure that all pupils are treated fairly, irrespective of their abilities and backgrounds. They provide many rich opportunities for pupils to consolidate their understanding of the Welsh dimension in appropriate contexts.
73. Teachers ensure that pupils with SEN play a full part in learning. They are supported outstandingly well by their teachers and classroom assistants. Arrangements for organising pupils with SEN are highly effective. These ensure that they follow the NC closely and are fully included.
74. Teachers' use of the school's interactive whiteboards has a good impact on teaching and learning in most classrooms. Pupils' progress in ICT is

significantly enhanced in many subjects when teachers present lessons using interactive whiteboards as an integral part of their teaching.

75. Teachers have a good understanding of the requirements and guidance of the Welsh Assembly and Estyn for cross-curricular aspects of study. The teaching of history, in particular, includes many links to a broad range of other subjects.
76. With regard to the teaching of Welsh, the commitment, effort and enthusiasm of teachers and support staff, none of whom speak Welsh as their first language, all have a significant impact on the development of pupils' bilingual skills.
77. Where teaching has shortcomings, and this is rare, it is mainly due to an over-reliance on the teacher, rather than the learner, as the instigator of all learning.
78. Overall, assessment, recording and reporting procedures are good. This is an improving feature of the school. Assessment takes place on a regular basis during all lessons and as a part of marking.
79. The school has a clear policy for assessment which is effectively implemented and closely linked to teachers' planning. All teachers measure pupils' progress regularly and conscientiously. They ensure that their pupils are on track to meet the standards of which they are capable.
80. An effective system for monitoring pupils' progress is in place. Ongoing assessment and the results of a good range of periodic, diagnostic tests are analysed effectively.
81. The strategies for assessing and recording the achievement of pupils with SEN are very good. Assessment is used well to ensure that all pupils are given appropriate levels of support in pursuit of the school's commitment to being fully inclusive. Pupils with SEN are provided with individual education plans (IEP), which are of very good quality. The targets that are contained in IEP are monitored and updated regularly.
82. Pupils' achievements in English, mathematics and science are checked by staff in order to ensure the development of knowledge from year to year. Assessment and recording in the other foundation subjects, however, is not applied so rigorously. The school has recognised this as an area for improvement.
83. Pupils are involved in target setting and are keen to improve their performance. Teachers share lesson objectives with them at the start of lessons so that they clearly understand what they have to learn. Discussions at the end of lessons on whether objectives have been met help pupils to learn from others and assess the quality of their learning. The school recognises that peer assessment and self-assessment strategies are at a developmental stage.
84. Marking is usually conscientious and supportive. Adherence to the school's marking policy varies. In the best instances, comments give pupils a clear indication of how to improve their work.

85. Annual reports to parents about their children's progress are of very good quality and meet statutory requirements. They give clear information about strengths and weaknesses and progress across all curriculum subjects. There are good opportunities for parents to comment in response to the report. Reporting to parents is offered three times a year for pupils who have IEPs and twice a year for all other pupils.
86. The school operates an 'open door' policy for parents. Good links with parents of pupils with SEN or those in vulnerable circumstances ensure that they are well informed about their children's progress and how they can help further. Parents are generally very satisfied about their contact with school and the information they receive on what their children learn.

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
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87. The findings of the inspection team do not match the judgment of Grade 2 made by the school in its self-evaluation report. The school had underestimated the quality of its provision and the team found some outstanding features.
88. The broad, balanced and relevant curriculum has a rich and wide range of interesting experiences that enhances the learning and meets the needs of all pupils. The school responds well to pupils' learning needs. Pupils report that they really enjoy the work that the teachers had planned for them. Throughout the curriculum there is an exceptional focus on pupils' spiritual, moral, social and cultural education. The school enjoys an ethos of respect and a passion for the environment.
89. The rewriting of school policies and schemes of work for all the NC subjects and religious education had begun before the school opened. These have now been completed and conform to all statutory requirements. The school's management is proactive in its approach to the new curriculum for primary pupils and those for the Foundation Phase so that all staff are well informed and prepared.
90. Subject co-ordinators and the senior management team decided that the new school should have new schemes for reading and mathematics to encourage pupils to work harder and achieve better results. This has had a positive impact on pupils' reading ability. They show greater interest in their writing and have a more positive approach to mathematics.
91. When it opened, the school wanted a more integrated approach to make learning cohesive and relevant. As a result, the school now operates a topic-based approach to its planning. This is having a good effect on pupils' enthusiasm, desire to learn, and the way the key learning skills are promoted and used. It is a good feature of the curriculum. Homework provision is good

and on many occasions exciting challenges are set for not only for the pupils but also for other family members.

92. Provision for the Cwricwlwm Cymreig is included in all schemes of work and is well considered in topic work. The school systematically plans for the development of pupil's bilingual skills. Exceptional attention is given to studying the heritage and culture of Wales.
93. Bilingual development is consistently planned for throughout the school day and they respond very well to the teachers' very good use of incidental Welsh. Their awareness of Welsh culture is developed well in lessons and also by visits to places of historical and cultural interest. They develop a very good knowledge of the local community. They enjoy participating in cultural activities such as folk dancing and St. David's Day celebrations.
94. The school organises educational visits to places such as the Gilwern outdoor adventure centre where pupils experience outbound activities such as canoeing and rock climbing. Y3 and Y4 visit St Fagan's Museum of Welsh Life to enhance their understanding of the past. They learn to appreciate the art and fashion of the Tudor era.
95. Younger pupils walk in the locality to develop their understanding of maps and to appreciate the beauty of their surroundings. The school welcomes many visitors. *Mrs Tufty* teaches road safety and Gwent Theatre presents mesmerising performances to all pupils on a range of appropriate themes. The school vigorously promotes links across the world and receives many visitors from foreign countries. It was particularly honoured to have a visit from the Greek Orthodox Archbishop of Damascus last year.
96. The wide range of extra-curricular activities provided for the pupils is outstanding. These include sport, music, dance, drama, computer club, art, problem solving and environmental studies. Every pupil has the opportunity to join these activities and many clubs are well run and popular. They help considerably to enhance pupils' personal development.
97. The school enjoys strong partnerships with parents, the local community, the receiving secondary schools and higher education institutions. They enrich pupils' learning. Many parents are supportive of the school, express satisfaction with its aims and values and particularly appreciate its sense of community. Communication with parents is well-established and effective and parents appreciate the ready access they have to the headteacher and staff. A constructive home/school agreement is in place that has readily been accepted by most parents.
98. Good pastoral, administrative and curricular links have been developed with the two receiving secondary schools. Regular liaison meetings, an exchange of information and ideas, joint in-service training and teacher exchanges help to promote continuity of education between key stage 2 and key stage 3. Arrangements for transition are good at all levels and ensure pupils settle quickly into their new classes.

99. The school has established successful partnerships with several institutes of higher education and regularly provides training facilities for student teachers and students undertaking vocational qualifications. Students are well supported and mentored and they make a positive contribution to the school's life.
100. The many positive links with the local community are very effective and contribute significantly to pupils' learning in a number of curriculum areas. The school and its various activities are very well supported and valued by the local community.
101. The school provides pupils with good work-related education. The vocational aspect of the personal, social and health education (PSHE) programme is addressed well by teachers. Pupils have opportunities to consider different jobs and professions and have a good understanding of the work of the emergency services.
102. The school enjoys positive working relationships with the Education Business Partnership (EBP) and other associated agencies. Several teachers have undertaken relevant industrial placements, which have contributed to curriculum provision and enhanced their professional development.
103. The headteacher and staff know pupils very well and are highly successful in tackling social disadvantage and stereotyping and in ensuring equality of opportunity. All pupils are valued equally and individual potential is nurtured and celebrated. The school's commitment to the inclusion of all its pupils is exemplary.
104. The provision of education for sustainable development and global citizenship are outstanding and fully embedded in the life and work of the school. The school makes every effort to act in a sustainable way. Pupils regularly monitor energy consumption and are involved in re-cycling, composting and waste minimisation schemes. They have a detailed knowledge of environmental, conservation and global issues. The school's commitment to global citizenship is outstanding. The highly successful partnerships established with schools in other countries enables pupils to have a truly international understanding of the lives of children on different continents and the global forces which shape their lives.
105. As part of the eco-schools initiative, the school has received the bronze and silver awards in recognition of its commitment to conservation and the environment. It is on track to receive the European Green Flag later this year.
106. Good features outweigh some shortcomings in the development of pupils' entrepreneurial skills. Their skills are promoted by opportunities to contribute to decision-making and problem-solving through involvement in the school council, the eco-committee and the playground pals initiative. They are enterprising, committed and enthusiastic. However, opportunities to become involved in enterprising activities such as the running of a simple business are underdeveloped.

107. The headteacher and staff are fully committed to the local community and work in close partnership with a range of local agencies, including personnel from Communities First, to help community regeneration and to support children and their families.

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

Grade 1: Good with outstanding features

108. The findings of the inspection team do not match the judgement of Grade 2 made by the school in its self-evaluation report. The team considered that the school underestimated the high quality of its pastoral care for pupils and found outstanding features.
109. The school ensures that outstanding care, guidance and support are provided for pupils. The governors, headteacher, teaching and support staff are highly successful in creating a calm, caring and supportive environment where pupils feel safe, secure and respected. There is a very strong community spirit, and staff and pupils are very welcoming to visitors.
110. The school works in full and productive partnership with a range of agencies and support services to ensure pupils' needs are carefully assessed and provided for. Good partnerships have been developed with parents and carers; they have ready access to the headteacher and staff, feel valued and are confident their views are well considered by the school and acted upon.
111. Teachers and assistants provide excellent support for children when they enter school for the first time. They settle quickly and confidently into their new environment. Effective induction procedures ensure pupils are well supported when moving classes and when transferring to secondary school. Parents are pleased with the school's induction procedures.
112. All pupils have access to personal support and guidance of high quality. The headteacher and staff have successfully established a climate where adults and pupils exhibit mutual respect and where the uniqueness of the individual is valued and nurtured.
113. The good quality PSHE programme, in line with national recommendations, permeates the school's life and provides pupils with many rich learning experiences. Health education, sex education and drugs awareness are given appropriate attention and good use is made of outside agencies to deliver the programme. The school's use of specialist agencies, including health professionals, welfare agencies, psychological and social services, is very effective.
114. The school council is a good forum to improve 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 duties conscientiously and feel they make a real difference to their school.

115. The school council helps pupils gain a good understanding of citizenship. It is supervised well and the school nurtures its development. Pupils grasp this opportunity willingly. They benefit from their involvement in the democratic process through the school council. This body meets regularly and has delegates from all year groups.
116. Highly efficient procedures are in place to monitor pupils' behaviour, performance, attendance and punctuality and early intervention ensures that any individual concerns are dealt with quickly and efficiently. The school enjoys a very productive partnership with the EWO. Regular meetings contribute to the successful monitoring of attendance and to the development of further strategies to improve attendance rates. Individual pupils with attendance problems are identified, contact is made with parents at an early stage, and other welfare agencies are involved when necessary.
117. The school's policies and procedures to promote good behaviour are very effective. Pupils who demonstrate emotional and behavioural difficulties are counselled, parents are involved and support is sought from external agencies and the behaviour support unit of the local education authority (LEA) when necessary.
118. Teachers monitor regularly pupils' academic performance and pupils are beginning to take a more active role in planning their own progress and improvement.
119. The school has a clear policy and set of procedures to promote health and safety, including risk assessment, which are monitored and implemented consistently by the headteacher and staff. Pupils are well supervised at all times and clear procedures are in place to deal with any accidents and emergencies.
120. As part of the Welsh Network of Healthy Schools, the school is successful in promoting healthy eating and a healthy lifestyle. Pupils are encouraged to eat fruit at break time, and fresh water is readily available throughout the day. Pupils also benefit from a range of extra-curricular sports clubs, which are very popular.
121. The duty of care is fundamental to the school's ethos and consequently staff work in pupils' best interests to nurture their welfare and to protect them from harm. The school's policy and procedures to deal with child protection issues are clearly understood by all staff and training is updated regularly. The headteacher is the designated member of staff with responsibility for child protection issues and effective working partnerships have been established with social services and a range of external welfare agencies.
122. The quality of provision for pupils with SEN has outstanding features which include a highly inclusive curriculum where all pupils are valued and have equal access to learning.

123. Pupils attending the designated classes for pupils with moderate learning difficulties make very good progress. The curriculum is imaginative and stimulating and pupils respond positively. Pupils with moderate learning difficulties integrate successfully into mainstream classes when appropriate and this has positive benefits for all.
124. Generally, pupils with SEN display high standards of behaviour, have clear targets, know what they have to do and regularly feel a sense of achievement. Systems for the early identification of pupils with SEN are very thorough. They result from an appropriate range of screening tests, class teacher referral, good liaison with other schools, outside agencies, the unitary authority and parents.
125. The withdrawal support for pupils with specific learning difficulties is very well organised. It is directed at pupils who require this additional support and is very effective in taking into account the different ways that pupils learn.
126. The school has addressed a shortfall in speech therapy provision very adequately in partnership with other local schools. By funding their own speech and language therapist they ensure regular one-to-one support for pupils identified with such difficulties.
127. Assistants are allocated to every class in the school and work very efficiently and effectively to support pupils with SEN. Their roles and responsibilities are well defined and they are fully aware of pupils' targets. They respond effectively to their needs and have very well organised routines.
128. The SEN register and all other records are kept fully up to date. They are working documents, the details of which are used successfully to track the progress of individual pupils and provide appropriate support. They meet in full the requirements of the Code of Practice.
129. IEP have termly reviews and are clear and detailed. They include specific, measurable targets and identify the resources to help pupils learn effectively. The arrangements for the annual review of statements of SEN are well established and comply with the SEN Code of Practice.
130. The programme of staff training ensures that all staff support pupils with SEN in their care well. Links with outside agencies, support workers and partnerships with other schools are good and effective use is made when necessary with services such as for the hearing impaired and the disabled. These include physiotherapy and occupational therapy to provide the best support.
131. The school knows its pupils very well and there are good systems for enabling teachers to register concern about pupils in their class and to develop strategies for addressing them in conjunction with the SEN co-ordinator (SENCo). The school and its governing body have responded fully to the Disability Discrimination Act to ensure the inclusion of pupils with SEN.

132. Discussions with pupils indicate that incidents of bullying or anti-social behaviour are not tolerated and the school deals very quickly with any concerns. Pupils demonstrate high regard for their mentoring system and circle time. Effective measures are in place should unacceptable behaviour or incidents arise. The school maintains very good standards of behaviour as a platform for learning.
133. The quality of provision for equal opportunities is outstanding and the commitment to social inclusion permeates the school's ethos. Good quality documentation underpins this good practice and the headteacher and staff regularly monitor and evaluate its implementation.
134. The school recognises the diversity of pupils' backgrounds and takes this into consideration when planning support and guidance. This is particularly so for pupils in vulnerable or challenging circumstances. Teachers are skilled at challenging stereotypes and they ensure boys and girls receive equal opportunities within the classroom and have equal access to all other facilities within the school.
135. Pupils' learning experiences reflect national priorities for lifelong learning and community regeneration well. The breakfast club is well supported and valued by pupils and parents and makes a good contribution to the 'wrap around' care the school offers. Pupils have good opportunities to develop independent learning skills. They are well prepared to move on to the next stage of their education.
136. The school has made excellent arrangements for the equal treatment of disabled pupils and welcomes disabled visitors. The governing body has produced high quality documentation, including an accessibility plan, to show how staff will make improvements in access to the curriculum, improve physical access to classrooms and in the provision of information for disabled persons. The school is fully accessible to wheelchair-bound users. Its disability equality scheme is clear and of good quality.
137. The measures taken by the school to eliminate oppressive behaviour including racial discrimination, bullying and all other forms of harassment are very effective. Such incidents are almost unknown and the school functions well as an inclusive, harmonious and happy community where all pupils are equally valued.

Leadership and management

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

Grade 2: Good features and no important shortcomings

138. The findings of the inspection team match those of the school in its self-evaluation report. The overall quality of leadership and management is good.
139. The school's leadership is characterised by a clear and well co-ordinated educational direction. The leadership of the headteacher is imaginative, sensitive and well organised. The deputy headteacher provides her with good support. The leadership of the provision for pupils with SEN is of a high order. Effective governance ensures that pupils achieve well and are well provided for.
140. The essence of the school's effectiveness is in the excellent teamwork between teachers and learners, teaching assistants, senior managers and governors.
141. The leadership of the headteacher is incisive and vital to the school's success. She is successfully leading the school through a period of intensive change and improvement. Her management is inclusive and clear-headed. She has succeeded in reshaping and retaining a team with a high morale. She gives a sharply focused sense of direction to the school's work, is closely involved in its life at many levels, and shares with other teachers and pupils a commitment to improvement.
142. The deputy headteacher provides good support to the head in managing the school. They play an effective part together in planning, supporting, monitoring and evaluating the work of colleagues.
143. Senior managers support student teachers well and induction procedures for members of staff new to the school are good. The school takes very good account of national priorities, local partnerships and cluster arrangements.
144. The school helps develop the expertise of both teachers and teaching assistants in a highly inclusive way. Performance management procedures successfully promote teachers' continuing professional development. The school's leaders keep a good balance between meeting the professional needs of individual teachers and achieving its educational priorities.
145. The overall quality of subject co-ordination has good features which outweigh some shortcomings. Subject co-ordinators have been closely involved in policy-making and have designed and implemented schemes of work. To date, however, they have not been involved in monitoring and evaluating standards or teaching of their subjects. Also, pupils' work has not been collated and organised into portfolios for each subject although this is a priority this year.
146. Effective governance ensures that pupils are cared for and do well. The GB is very committed to the school and the chair of governors provides a strong and

caring lead, taking assemblies regularly. Governors are well informed of the needs of the school through their own involvement and by regular meetings with both professional and support staff. Governors recognise and support the role of the school council but do not meet school councillors enough. They help to determine the school's strategic direction through their work in setting and costing targets for improvement in the school improvement plan (SIP).

147. Governors make regular visits to the school and have formal links with subject co-ordinators and members of staff with other areas of responsibility. Some governors take a very close interest in their particular areas, such as for pupils with SEN. Newly elected governors are developing their roles by liaising with relevant subject leaders and monitoring the quality of education and standards of achievement. The GB 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

148. The findings of the inspection team match those of the school in its self-evaluation report. The inspection team agrees with the school judgment in five out of the seven key questions. The school knows itself well. The inspection team awarded a higher grade for two key questions. The quality of the school's self-evaluation process is good as is the quality of its report.
149. The school's self-evaluation processes involve all members of staff, governors, parents and pupils appropriately. The school has only been open for eighteen months and so the data available does not show trends and patterns in pupils' learning and achievement yet. Information about the school's performance is based on a careful analysis of assessment data available and information from class teachers. The headteacher and senior managers monitor and evaluate the quality of teaching regularly. Subject leaders contribute to the process but as yet do not take a full part in the monitoring of teaching.
150. Subject leaders have a good knowledge of their areas of responsibility. For many subjects, two teachers lead development, one for key stage 1 and the other for key stage 2. This was a deliberate strategy of the headteacher and governors to ensure that the expertise gained from the previous infant and junior schools was developed further in the new primary school. Subject leaders produce an evaluative report of their subjects and an annual improvement plan.
151. Senior managers carry out a systematic programme of lesson monitoring. At present subject leaders are at an early stage in collating pupils' work to exemplify standards. As a consequence, they lack sufficient first hand evidence of standards in the subjects for which they are responsible. The school governors are involved in the process through evaluation reports, improvement plans and presentations by staff.

152. The school is proactive in seeking the views of all its stakeholders. Parents' views are sought and account taken of the issues raised. The school council is a good forum that allows pupils' views to be heard constructively. The views of governors and all members of staff help to inform and influence the school's direction. Members of the wider community are encouraged to offer their views, giving a broader perspective on aspects of the school's work.
153. The school improvement plan (SIP) identifies priorities for development. The headteacher and senior management team set clear priorities for development based on the self-evaluation report, subject leaders' improvement plans, issues arising from questionnaires and Welsh Assembly directives. The SIP helps the momentum for improvement by allocating appropriate timescales, staff responsibilities, resources and costs.

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

Grade 2: Good features and no important shortcomings

154. The inspection team's findings match the judgment made by the school in its self-evaluation report.
155. The school has a good number of experienced and newer teachers who are well qualified to provide for all pupils' needs in mainstream classes as well as for those who attend specialist SEN classes. The school has an induction booklet for the benefit of all new staff and gives good training opportunities.
156. The school's administrative staff deal effectively with day to day procedures. The caretaker and the cleaning staff ensure that the school is clean and tidy and the canteen staff provide a variety of healthy food. Lunchtime staff contribute towards pupils' learning by encouraging attitudes such as sharing and caring. All this contributes positively to a happy and co-operative atmosphere.
157. All staff are deployed effectively. They feel greatly valued and their contributions are much appreciated by senior staff. Teaching assistants provide a valuable additional resource for teachers. The school works well as a team to provide worthwhile opportunities for all learners and this is an outstanding feature.
158. Performance management helps to identify training needs. All staff have job descriptions which reflect what they are responsible for. All are given relevant training opportunities. Training needs are monitored as part of an on-going process. Good arrangements are made to implement planning preparation and assessment (PPA) time for teachers according to current national agreements.
159. ICT resources are outstanding and teachers use them increasingly to promote learning. However, they are not used as often as they might in subjects across the curriculum. The school has a good range of high quality resources. These include good, well-stocked libraries for pupils of different ages and abilities.

Resources are readily available. Pupils make good use of dictionaries, maps and globes to support their learning. Attractive displays reflect the work of pupils throughout the school and greatly enhance the learning environment.

160. The accommodation is spacious, well-lit, up-to-date and visually attractive. Two computer suites enable all pupils to have access to high quality resources. Interactive whiteboards in all classes allow staff to use a wide range of teaching resources to enhance the quality of teaching and learning. A multi-purpose sports hall provides plenty of space for indoor activities from physical education to assemblies. The school enjoys the use of its own modern kitchen facility. There are many specialist rooms as well as classrooms. Two well laid out playgrounds and an astro-turf area provide excellent facilities for outdoor activities. The libraries are welcoming, comfortable and well resourced and there are safe play areas outside for children aged under five.
161. However there are a few problems related to the accommodation. Space is a little limited in the early years classrooms and there are on-going problems with the heating and ventilation system. There are no climbing frames for physical education in the hall. A number of windows are a concern at present as they cannot be opened and they do not have blinds or curtains. Also the school grounds are still being developed. These problems are 'teething troubles' associated with the initial use of a new building. The school is setting about remedying them as funds allow.
162. Efficient and effective use is made of available resources. Funds are targeted at priorities in the SIP. The finance committee of the governing body keeps a watchful eye to ensure best value for money is achieved. The GB is fully involved in major financial decisions. Monitoring of expenditure is carried out to assess the impact of resources.
163. The headteacher and staff consider the effectiveness of the different resources and prioritise in order to ensure improvement. The review of resources is on-going. Given the rapid and sure progress of many pupils in their learning and achievement, the school gives good value for money.

Standards achieved in subjects and areas of learning

Under 5s

164. Baseline assessments indicate that many pupils enter the school with attainments that are below average in the Nursery and Reception classes. However, children learn quickly and effectively.

Language, literacy and communication skills

Nursery: Grade 2 Good features and no important shortcomings

Reception: Grade 2 Good features and no important shortcomings

Good features

165. In the Nursery and Reception classes, children sit and listen very carefully. They react instantly to teachers' instructions and show interest in what adults and other children say. Their vocabulary and understanding of conversational language is generally immature for their age when they join the school. They make substantial progress in a short time and are soon able to speak eagerly about their experiences and express themselves confidently through role-play and the retelling of stories or accounts.
166. Nursery and Reception children love books and stories. Big books are part of the classroom culture and routines. They enjoy joining in speaking well known words and phrases. They make sensible predictions and some have a good recognition of words and phrases. They take books home and it is an expectation that parents read to them. They use a variety of writing materials to make appropriate marks on paper, for example when they make appointments at the vets in the role-play corner. Most in the reception class successfully write their names and underline or overwrite teachers' words.
167. All children are unfamiliar with the Welsh language on entry. They quickly learn and gain in confidence, using words and phrases in response to teachers' questions. They know their colours and count accurately to five. Older ones respond well to questions and enjoy singing Welsh songs.

Shortcomings

168. There are no important shortcomings.

Personal and social development

Nursery: Grade 1 Good with outstanding features
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Reception: Grade 1 Good with outstanding features
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Outstanding features

169. Nursery and Reception children enjoy coming to school. They do not want sessions to finish. They are very happy, safe and stimulated. They greatly appreciate a calm and purposeful atmosphere. They respond to new experiences with enthusiasm and demonstrate independence in selecting activities or resources. Children are very well behaved and develop excellent relationships with staff and show respect to adults. No child had to be spoken to twice by an adult. This is outstanding.

Good features

170. Nursery and reception children interact well with their peers. They are beginning to learn how to share the excellent resources in both classrooms and the outside area fairly. When it is time to clear away, they take a full part in putting all the jigsaw pieces back and tidying up the role-play area. They show great respect for the resources and each other. Most show how caring they are to sick animals in the way they tenderly handle toy cats and rabbits. They make choices when working on the interactive whiteboard independently or in deciding which snowflake to enlarge.

Shortcomings

171. There are no important shortcomings.

Mathematical development

Nursery: Grade 2 Good features and no important shortcomings

Reception: Grade 2 Good features and no important shortcomings

Good features

172. Nursery and Reception children learn the vocabulary of mathematics in an enjoyable way. They look at a Russian doll set finding the biggest and the smallest quickly. They make vegetable soup and look at the difference between the size of a parsnip and that of a carrot. They identify basic shapes and colours when making colourful shape pictures of animals and objects in the reception class.

173. Children engage in a range of tasks that help them to sort and match objects by their size colour and shape. All enjoy counting especially if this involves singing

and acting out rhymes. Older children recite numbers in order far beyond ten and recognise some written numerals. Younger children count confidently to five when shown a picture of snowmen or wintertime birds.

Shortcomings

174. There are no important shortcomings.

Knowledge and understanding of the world

Nursery: Grade 2 Good features and no important shortcomings

Reception: Grade 2 Good features and no important shortcomings

Good features

175. Children in both Nursery and Reception are naturally curious and inquisitive and they enjoy many opportunities to explore. They show interest in how and why things happen and how things work. All make good progress in their understanding of the world around them. They learn about the weather and how to dress when it is cold. Nursery children know it is more comforting to have a hot meal when it is snowing and how important it is to remember to feed hungry birds. Reception children learn about the different winter celebrations across the world and become aware of different cultures and faiths.

176. Children's ability to handle different apparatus is good. They enjoy digging in the sand tray and filling containers in the water tray. They use pairs of scissors with increasing accuracy in Reception and begin to try out a range of tools safely.

177. The work on computers is a good feature of both classrooms. Children approach technology with confidence and their self-esteem is increased when they operate simple programs successfully. They use interactive whiteboards effectively.

Shortcomings

178. There are no important shortcomings.

Physical development

Nursery: Grade 2 Good features and no important shortcomings

Reception: Grade 2 Good features and no important shortcomings

Good features

179. Nursery and Reception children use the outdoor area substantially. They learn to balance and climb with agility in the outdoor area and during physical education lessons in the hall. They move confidently and imaginatively and show increasing control and co-ordination. They regularly use wheeled vehicles and the slide.
180. Children enjoy an extensive range of activities and develop good fine motor control. They learn to throw, catch and roll balls correctly. They develop good skills in manipulating small toys and puzzles accurately and safely.

Shortcomings

181. There are no important shortcomings.

Creative development

Nursery: Grade 2 Good features and no important shortcomings

Reception: Grade 2 Good features and no important shortcomings

Good features

182. Nursery and Reception children experiment with a wide variety of media and materials. They enjoy painting bold pictures to represent objects and people. They mix colours and experiment with adding white to lighten the colours. They paint with enthusiasm and colourfully express how they feel. They create collages and use glitter and shiny paper creatively. Reception children have constructed an excellent display about the people who help them at school. The fireman, doctor, lollipop lady and paramedics have appropriate facial expressions and wear appropriate uniforms.
183. Nursery and Reception children sing a variety of English and Welsh songs tunefully and energetically. They respond to rhythm and keep the beat when playing a percussion instrument. They show a feel for the music when they listen to a piece or when they react to music in dance lessons.
184. Role play is a favourite activity. Children are imaginative and creative when dressing up as a vet or a sick animal's owner. They use resources cleverly and enjoy making appointments or drawing up a bill to be paid.

Shortcomings

185. There are no important shortcomings.

English

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

186. Many pupils enter the school with limited skills in reading, writing and speaking. Their language abilities are below those expected for their age. However, because of consistently good teaching they make good progress from year to year.
187. Pupils in key stage 1 listen carefully to their teachers' explanations and the contributions of other pupils. They listen carefully to stories, sequence events and retell stories using their own words. They make good progress in speaking for different purposes and audiences and collaborate well in discussions. They speak in a variety of contexts with increasing confidence.
188. Standards in reading in key stage 1 are good. Pupils display a good understanding of the characters, settings and structure of stories. Some identify grammatical conventions, such as an exclamation mark or a question mark in a big book. Most Y1 pupils recognise full stops and capital letters. By the end of key stage 1, the more able pupils read unfamiliar texts with growing confidence. Other readers have a positive attitude to reading and use a range of reading strategies to help them understand the text. Many develop a good knowledge of the alphabetical order of letters.
189. Pupils in key stage 1, including those with SEN, make good progress in learning to write. By the end of key stage 1, many write creatively using some of the key features of narrative. In Y2, they suggest good, creative ideas for the endings to stories read aloud to the class. A few more able ones in key stage 1 write at length. Their writing is well organised and they plan and revise their work well.
190. Most pupils in key stage 2 listen respectfully to their teachers and to others. In lessons they remain focused for a sustained time. When answering questions, most give answers in writing and orally in phrases or full sentences. They make good progress in speaking for different purposes and audiences and collaborate to some extent in discussions.
191. Pupils in key stage 2, including those with SEN and those in vulnerable circumstances, read aloud with good expression. Many make outstanding progress from a low starting point. They ask questions about the topics they investigate and suggest and use appropriate sources of information. Most have a good understanding of the basic skills in reading, and develop strategies to deal with unfamiliar words. Most can identify types of words such as nouns or verbs.

192. Most key stage 2 pupils identify various descriptive figures of speech, such as similes and metaphors. They have good strategies to understand figures of speech and they use them aptly. Those with SEN make rapid progress, when they attend school both in mainstream as well as in withdrawal groups. They use phonic strategies well to read unfamiliar words.
193. By Y6, pupils' skills in reading have many good features. They have a number of favourite authors. They are confident in discussing plot and character and have benefited greatly from visits to the school by poets and actors. More able readers read with expression, using different voices for different characters.
194. Pupils in key stage 2 understand some of the characteristics of myths and legends and, as a result, when they write creatively, they recall important aspects and find appropriate adjectives well. Many make good use of the school library, and the choice of reading books on offer is broad. Most pupils in key stage 2 show a good awareness of different degrees of formality in writing. Their handwriting is usually neat and well formed.
195. Pupils in upper key stage 2 write well. Their work shows a command of the characteristics of creative, persuasive, poetic and informational writing. They have a good understanding of how to write for different audiences. Many understand how to use punctuation and develop a sound vocabulary.
196. Older pupils in key stage 2 use computers skilfully for word-processing or presenting their stories and poems and they combine suitable images and text very well.

Shortcomings

197. There are no important shortcomings but pupils in key stage 2 of average ability do not write as well as they might and standards of spelling in key stage 2 are occasionally below average.

Welsh second language

Key stage 1: Grade 2: Good features and no important shortcomings
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Key stage 2: Grade 3: Good features outweigh shortcomings
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Good Features

198. Pupils in both key stages develop a positive attitude towards the target language and respond effectively when given opportunities to use it.
199. Pupils initiate conversation with visitors, demonstrating confidence and pride in their use of the Welsh language. This is a strong feature.
200. Pupils show increasing confidence in their use of incidental Welsh during the course of the school day, such as when responding to their name during

registration, in classroom prayers. They also improve their Welsh when teachers use it in classroom routines or when following instructions in physical education lessons.

201. The quality of pronunciation is often good with pupils responding very well to the high standards set by their teachers, the majority of whom are themselves Welsh learners.
202. Pupils in key stage 1 make good progress in their skills of listening and speaking. They respond very well to instructions and speak with appropriate expression. Across the key stage they develop a good range of sentence patterns and vocabulary as, for example, when relating to the weather, colours, body parts and personal information, which they use confidently.
203. Across key stage 1 most pupils make good progress in their reading skills as they read captions, their own work and simple reading books with their teacher. Pupils writing activities are linked appropriately to their oral work.
204. In key stage 2, pupils' speaking skills are good. The vast majority begin to sustain a simple conversation about where they live, their interests, weather patterns and their likes and dislikes using a reasonable range of vocabulary and sentence patterns.
205. Key stage 2 pupils enjoy themselves on mini-dialogues making good progress in conversational Welsh. Their use of sentence patterns and vocabulary are enhanced by imaginative use of resources and ICT. They make effective use of the interactive whiteboard to support reading activities. Most make good progress in reading familiar words and sentences.
206. The Cwricwlwm Cymreig is reflected in many areas of the school's work and an eisteddfod is held annually on St. David's Day. Pupils' awareness of Welsh culture and Cwricwlwm Cymreig is a particular strength.

Shortcomings

207. In key stage 2 a small minority of pupils lack confidence in their oral responses and their independent writing skills are underdeveloped

Mathematics

Key stage 1: Grade 2 Good features and no important shortcomings
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Key stage 2: Grade 3 Good feature outweigh some shortcomings
--

Good features

208. Throughout key stage 1 pupils make good progress in relation to their prior attainment and capabilities. By the end of Y2, they have a good understanding of number and are beginning to calculate with a fair degree of accuracy. Most

have an understanding of place value to a hundred and enjoy estimating in centimetres.

209. Pupils including those with SEN have a positive attitude to mathematics and enjoy problem solving. They use the correct mathematical symbols when recording their work and start to organise their work sensibly.
210. All key stage 1 pupils are developing and correctly use a range of important mathematical terms and vocabulary. They recognise number sequences and start to identify patterns. They are confident with simple addition and subtraction and develop an increasing knowledge of number bonds. They use a range of strategies to solve mental calculations.
211. Pupils in key stage 1 confidently name two-dimensional and three-dimensional shapes such as a cylinder or a pyramid. They use standard units of measure, start to tell the time, recognise simple fractions and calculate change due from 10p and 20p.
212. Younger key stage 2 pupils work in groups and classes based on their abilities. All continue to make good progress in relation to their prior attainment and abilities.
213. Pupils in key stage 2 extend their knowledge of using and applying number by working on rounding up or down to the nearest 10 then 100 and by recalling basic number facts. Their mental strategies are developing appropriately and they can explain their thinking and working out. They record their ideas on whiteboards and in their books using pictures, numbers and symbols. They identify which coins make up a given amount and make suitable use of the decimal point to record their answers.
214. They are enthusiastic about mathematical shapes and find shapes around the school. They photographically record what they discover. For example, a pupil wrote 'I took a picture of this leaf because it is a symmetrical shape.'
215. By the end of key stage 2 pupils are taught in their classes and they make steady progress. They continue to reinforce their work in numeracy with an increasing understanding of patterns and relations. The more able clearly understand rounding of numbers to the nearest thousand. They double numbers and use appropriate mental strategies when solving problems involving large numbers.
216. Pupils calculate area and perimeter. They are confident in their use of standard units of measurement involving length, weight, capacity and time and in their selection of appropriate measuring equipment.

Shortcomings

217. Pupils in Y5 and Y6 are sometimes not secure in their recall of number facts and knowledge and this holds up the pace of their work. Most do not use estimation to help them in their answers or check for accuracy

Science

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

Good features

218. Pupils in both key stages show positive approaches towards the subject and are developing a good scientific vocabulary.
219. Key stage 1 pupils have some knowledge about their bodies. They know that it is important to eat the right types and amounts of food to stay healthy. They also know that it is important to have a balanced lunch. Many pupils correctly identify foods belonging to different food groups. The majority follow instructions carefully. The more able use information sources to support their choice of food group using the correct scientific terminology.
220. Y2 pupils recall their favourite food. Most correctly name a variety of foods from different sources. Most link the harvesting of wheat and the making of bread to the story of the Little Red Hen. They know that foods have different nutritional values. Throughout key stage 1, they keep assessment books showing examples of scientific work they have done.
221. In year 3 and 4 children know and recognise different types of materials. They know that some materials have different properties and these relate to everyday uses. They understand that some are transparent and some opaque. They know that heating and cooling of materials can cause them to change in structure. They know that temperature is a measure of how hot or cold things are.
222. In years 5 and 6 pupils know that pushing, pulling and friction are all forces of different types. They know that a force is required to act on a stationary object or thing before it will move. They understand that a supermarket trolley requires a pull and then a push for it to move from the trolley bay. All pupils can explain pulling and pushing. Most know the meaning of the term gravity and can explain it. They also know how to create friction by rubbing their hands together and can explain this. They make use of everyday classroom materials to show force in action.
223. Key stage 2 pupils know that blowing air into a balloon and then releasing it will move the balloon forward along the line. They use a force meter to record findings when testing the different forces acting on a body such as the weight of different types of fruit in a carrier bag. They can make a prediction and test their findings at the end of the experiment.
224. Pupils in key stage 2 know the term Newton and record their findings using correct notation. Some of the more able pupils link this to gravitational force.

They also know that a car has forces acting on it when it is moving. When a car is pushed it moves forward before eventually coming to a stop. Some understand that friction slows the car down. They know that the harder the car is pushed, the further it will travel before stopping. Pupils predict the outcome when a sealed black bag is inflated full of air using a car tyre pump.

Shortcoming

225. There are no important shortcomings but in key stage 2, some pupils have a limited understanding of how to conduct experiments.

Information technology

Key stage 1: Grade 3 Good features outweigh shortcomings.

Key stage 2: Grade 3 Good features outweigh shortcomings
--

Good features

226. Key stage 1 pupils develop a number of basic skills such as executing program commands, saving their work, using the mouse and cursor, and operating a number of facilities on the tool bar such as the airbrush, the spray, the borders tool, the fill tool and the pen to create digital images.

227. Pupils in key stage 1 use a digital mouse, icons and the screen pointer competently. They have developed skills in word-processing; they create and print simple sentences.

228. Pupils with SEN make good progress with good support from classroom assistants. In year 2, they know that people communicate via the telephone or electronic mail as well as through writing by hand. They are competent when highlighting blocks of text and change the colour, type and size of font carefully.

229. In key stage 2, pupils research the internet for information about social or educational conditions in the past. They find appropriate files on a hard disk and open and use them.

230. Pupils in key stage 2 improve their capability in information technology to some degree. In their word-processed writing, for example, they use different fonts and styles of text. They use computers to combine text and images of good quality.

231. Y6 pupils create a database with field names. They find it easy to add fields or records to their databases. They input data in records to build up their databases.

232. Older key stage 2 pupils use transition effects and hyperlinks skilfully. They insert sounds, still and moving images, maps and cartoons in web pages.

233. Pupils learn to use computers to communicate and handle information, to some degree, in a few other subjects. They occasionally use a digital camera well to record their work.

Shortcomings

234. In general, pupils lack familiarity with the computer keyboard because they have not had sufficient practice in using it in the past. This is partially due to the fact that although the school now has the use of two well-appointed computer suites, it has only been open for three terms and before that pupils had too few computers to use.

235. Pupils have relatively little experience of using the resources of the internet to enrich their learning.

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

236. Pupils undertake activities with a variety of media such as paper, card, textiles, food and waste material. They show a good range of skills such as marking, measuring, cutting and shaping. They have a good knowledge and understanding of the design process.

237. Y1 pupils have experience of working with food. They follow instructions and design and make their own delicious sandwiches. They carry out simple cooking activities.

238. Y2 pupils have experience of planning, designing and making sliding pictures out of card. The pictures contain moving parts which can be moved around the picture to create a different image. Pupils use and blend colours well in their design work. They make vehicles out of cardboard and other everyday materials.

239. Pupils in Y3 and Y4 know that air can be used to move things. They know that this is called pneumatic force and that it can be used to control objects and models. When working on a dragon's head they carefully select from a range of materials. They make very good suggestions as to how to make the mouth of the dragon open and close using tubing, a balloon, a syringe and a squeeze bottle. They are imaginative and understand that a pneumatic force is needed. They enjoy a strong sense of achievement when the mouth opens. Pupils design their own dragon's heads. They label parts of the dragon and identify the material to be used and work well together.

240. Pupils in Y3 and Y4 make handmade puppets using fabrics and cardboard. All puppets show good attention to detail particularly with the stitching of the fabric to the cardboard. Pupils produce many interesting designs and also make tasty ginger bread biscuits.
241. In Y5 and Y6, pupils examine a range of jewellery focusing on Celtic designs. They know that design is essential before a product is made and that designers have to modify their original designs on occasions. They understand that products like jewellery have to be fit for purpose. They use digital search engines to research into contemporary jewellery.
242. Pupils in upper key stage 2 create customised T-shirts making good use of different dyes.

Shortcomings

243. There are no important shortcomings.

History

Key stage 1: Grade 1 Good with outstanding features

Key stage 2: Grade 1 Good with outstanding features

Outstanding features

244. Pupils in both key stages have great enthusiasm for history. They listen enthralled as their teachers tell them about the past and watch spellbound to presentations on the interactive whiteboard.
245. Many pupils have a great capacity for remembering interesting information as they bring history to life in their role-play. Upper key stage 2 pupils with SEN enacted a Tudor royal banquet with gusto. They use good resources imaginatively. They organise themselves in their roles and enjoy a memorable Tudor meal in the presence of King Henry.
246. Pupils in both key stages develop a sharp and detailed awareness of chronology. In key stage 1, pupils accurately know kitchen utensils from the past and the appliances that are used in homes now. They correctly identify plastic materials and know that electricity makes life easier in the kitchen today. In key stage 2, they develop their awareness of chronology further by constructing a timeline during their study of World War II. They talk knowledgeably about famous battles and crucial turning points.
247. After history lessons, many pupils continue their studies at home. Some use the internet to search for information. One Y3 pupil used the internet to find out that Pembroke Castle was Henry VII's birthplace. Many pupils research using books while others ask their family. Y6 pupils have discovered many interesting

facts when they asked their great-grandparents and other relatives about the Second World War.

Good features

248. Pupils learn more about history throughout the curriculum and this is being developed further. They enjoy historical studies. They communicate well in discussions in English, work out questions about long ago in mathematics and use the internet to enhance their historical research skills. They work on tasks using their problem solving skills.
249. In both key stages, pupils are proud to talk about the history of Wales. In a lesson on historical portraits, Y4 pupils thoroughly explored the clothes worn by Kathryn of Berain, 'The mother of Wales'.

Shortcomings

250. There are no important shortcomings.

Geography

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

251. In key stage 1, pupils have a sound knowledge of their immediate surroundings and the local area. They study the immediate school environment and recognise and name different locations. They are familiar with features of the local community. They know the places that they pass on the way to school and that things and locations can appear different when seen from different viewpoints. They look at photographs which show things from a bird's eye view.
252. Y2 pupils know about different types of weather. They create simple maps and find things in relation to position and direction in the classroom. They know about basic co-ordinates and can use them to locate items shown on a grid.
253. Y3 pupils can locate Wales on a map and on a globe. They can also locate New Zealand and understand that the world is split into two hemispheres, north and south. They understand that both New Zealand and Wales are separate countries and that some sports such as rugby and cricket are common to both.
254. Y3 pupils talk about the physical and human features in their locality and they know of the many different types of jobs in the local area such as swimming pool instructor, doctor and vicar. They also know of many different types of leisure facilities found locally such as cinemas, leisure centres and local parks and they name a variety of activities that occur in these venues.

255. Y4 pupils know about the rainforests and associated weather conditions. They understand the way people affect the environment and why it is important to look after it.
256. Y5 pupils can locate Blaina on a map of Wales. They know that Wales is part of the United Kingdom which is part of the continent of Europe. They have a good understanding of different types of maps and their use and they understand scale. They can identify the physical characteristics of a country. They are able to identify similarities between the maps of 1914 and 2008. They understand the development of the European Union and how countries that once were enemies now exist in harmony. They recognise that some countries, such as the Czech Republic or Kosovo, were not shown on the 1914 map.
257. Y5 and Y6 pupils know about the processes involved in the actions of water and its impact on the landscape. They know about the actions and effects of rivers.

Shortcomings

258. There are no important shortcomings.

Art

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

259. Pupils' art work throughout the school is consistently of good quality. Their paintings are bright, colourful and imaginative. They are enthusiastic about art.
260. Pupils learn a wide range of techniques and skills in both key stages. They practise with care and are creative in their use of colour and are innovative in design.
261. Throughout the school, the original work of a prominent local artist is on display. It inspires pupils to reflect and then work in his style. They make good use of his paintings, looking at and discussing them.
262. Pupils have a good knowledge and understanding of a wide range of styles and media used by prominent Welsh artists. For example, they study the work of Josef Herman and Morgan Hall and talk interestingly about the style, form and textures used by these artists.
263. In key stage 1, pupils experiment with line, tone and colour. They mix colours successfully and effectively and talk about their work with pride. The sketches that Y2 completed after their visit to the local mosque are good. They look at the prayer mats and faithfully copy the symmetrical designs and patterns. The

mask paintings from Botswana completed by Y2 pupils are compelling. They produce African colours and textures.

264. Key stage 2 pupils successfully build on their previous skills. Their design work flourishes, particularly when they study William Morris. They carefully follow the lines and repeating patterns to create their own imaginative wallpaper. Their awareness of three-dimensional work is developing well. They experiment enthusiastically with clay and enjoy the texture.
265. Pupils have a good understanding of different types of art as well as art from other cultures. Y6 pupils talk about Pop Art and enjoy Andy Warhol's work. They are also impressed by Giacommetti's work when they experiment with line and texture.

Shortcomings

266. There are no important shortcomings.

Music

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

Good features

267. In key stage 1 and key stage 2, pupils sing a wide range of songs. They demonstrate good diction, sing in tune and pay good attention to pitch, tempo and rhythm.
268. In key stage 1, pupils listen well and discriminate accurately between sounds of high or low pitch. They play loud and quiet sounds using a wide range of untuned percussion instruments. They choose them carefully to represent different sounds. They are creative when composing, selecting and organising a variety of sounds.
269. In key stage 2, pupils improve their performing and composing skills. They sing accompaniments well. They tap out the beat while singing traditional songs or when performing country dances. They have a developed understanding of cultures other than their own. They compose and perform rhythmically using African bongo drums.
270. Musical performances enhance assemblies, school productions and other celebrations. A few pupils receive extra instrumental tuition and extra-curricular musical activities enhance their musical skills greatly.
271. Pupils listen carefully to their own work and to that of others and their appraisal skills are good.

Shortcomings

272. There are no important shortcomings.

Physical education

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

273. Pupils in key stage 1 and 2 make good use of the school's outdoor playing courts as a resource during suitable weather.
274. Generally, pupils change into appropriate clothing to participate in lessons. They are aware of safety issues, such as those arising from wearing jewellery.
275. Pupils at both key stages usually have a warm up before the main part of the lesson and they are aware that this is to increase heart rate and build up body temperature, especially in the muscles.
276. Y2 pupils apply themselves well to warm-up sessions at the beginning of lessons. All listen attentively, move confidently and respond accurately to instructions. Y2 pupils show good agility and co-ordination as they run, walk, stop, hop and jump. They show that they are beginning to work as a team. Their throwing skills are reasonably well developed but their catching is more variable.
277. Pupils show good listening skills in performing a Welsh folk dance to music. They move in time and in unison, working as groups and pairs. They have good ability in working rhythmically. They reflect on their performance and assess how they can improve.
278. Key stage 2 pupils take turns sensibly and are well aware of safety issues. They perform a range of travelling movements well. They create space through movement and use this to develop aspects of team sports.
279. Pupils in key stage 2 work well with their partners, help each other to follow instructions and develop the skills identified in the lesson's learning objective.
280. All key stage 2 pupils learn to swim. The majority complete at least 25 metres by the end of year 6.
281. Key stage 2 pupils have good skills in ball control. They practise and refine high passes and chest passes with considerable success.

282. Y6 pupils develop their skills in rock-climbing, abseiling, canoeing and orienteering whilst attending residential visits at outdoor pursuits centres.
283. Many pupils enhance their physical performances by their involvement in extra curricular activities, including rugby, football, netball, athletics and cricket. They achieve good results in a range of sports. After-school clubs are well attended. Pupils are also involved successfully in extra-curricular sporting activities in the school and the wider community.

Shortcomings

284. There are no important shortcomings but pupils' achievements in the use of large-scale gymnastic equipment are limited because the school's resources are insufficient. There are, for example, no wall bars in the hall.

Religious education

Key stage 1: Grade 1	Good with outstanding features
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Key stage 2: Grade 1	Good with outstanding features
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Outstanding Features

285. Pupils throughout the school have an excellent understanding and knowledge of the important stories, festivals and places of worship of the Christian faith.
286. Pupils in Y1 know the story of the Crucifixion very well. They understand that John was a disciple of Jesus and know that at the Last Supper Jesus said 'eat this and remember me'. Pupils handle special objects such as the Bible and the Cross reverently and with great care. Younger key stage 1 pupils' knowledge of Christianity is outstanding.
287. In key stage 2, pupils' knowledge and understanding develop significantly as they compare the stories from different religions. They know that people have different beliefs and values and that these can have an effect upon how they lead their lives. Y6 pupils have an excellent knowledge and understanding of the Passover festival of the Jewish faith and of key facts about several other faiths including Buddhism, Islam and Hinduism.

Good features

288. Pupils in Y2 have taken part in a Christian baptismal ceremony. They create an atmosphere of much respect and spiritual reflection in their role play. They all understand the importance, the process and the symbolism of baptism together with something of the duties of godparents. They show awe in the lighting of a candle and are aware of how the church welcomes new members through baptism.

289. Pupils make visits to different churches in the locality and begin to see differences between Christian denominations through their varied buildings and differences in worship. They are skilled in exploring the significance of artefacts and symbols to enhance their knowledge.
290. Pupils' understanding of Christian belief and practice is enhanced by regular visits to the school by the local clergy and through active participation in Church services, Harvest Festivals and Christmas celebrations.
291. Through 'circle time' pupils learn some important moral values such as thinking of others, and are encouraged to put them into practice in their own lives in school or at home. They realise that everyone is special and in need of love and care.
292. Pupils with SEN make good progress and are fully included in visits and other religious activities.

Shortcomings

293. There are no important shortcomings.

School's response to the inspection

294. The inspection findings recognise that our school is a good and improving new school that has made steady progress since opening in September 2006.
295. We are pleased that the inspectors recognised that pupils' behaviour and their attitudes to learning are outstanding features. Also they confirmed that we are successful in helping our pupils to progress quickly and achieve good standards by the time they reach the end of Year 6. The quality of teaching in the school is acknowledged as good and the inspection recognised the very good partnerships that exist between teachers and support staff.
296. Most importantly, the inspection report identifies the care, guidance and support provided for all our pupils as an outstanding feature. We are pleased that the work of all involved in creating a calm, caring and supportive environment where pupils feel safe, secure and respected is recognised as is our commitment to the development of a very strong community spirit.
297. An action plan will be put in place to address the recommendations in the report. Raising standards in information technology throughout the school and in mathematics, writing and spelling in English and Welsh in key stage 2 are areas of the curriculum we believe we can address confidently. We will continue to seek ways to improve the attainments of boys and ensure that the roles of subject co-ordinators are further developed. Working with our education welfare officer and in partnership with parents we will renew efforts to improve rates of attendance and punctuality.
298. 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 report on the progress we are making in addressing the inspection recommendations.

Appendix 1

Basic information about the school

Name of school	Coed -y- Garn Primary School
School type	Nursery and Primary
Age-range of pupils	3 to 11
Address of school	Parrot Row, Blaina, Blaenau Gwent
Postcode	NP13 3AH
Telephone number	01495
Headteacher	Mrs Karen Harris
Date of appointment	1 September 2006
Chair of governors	Reverend Roy Watson
Registered inspector	Rob Isaac
Dates of inspection	14 th to 17 th January 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 (fte)
Number of pupils	22	29	23	30	29	42	45	45	265

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	14	1	14.6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	22.7 : 1
Pupil: adult (fte) ratio in nursery classes	10 : 1
Pupil: adult (fte) ratio in special classes	6 : 1
Average class size, excluding nursery and special classes	25.6
Teacher (fte): class ratio	1.32 : 1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2007	N/A	90.4%	92.1%
Summer 2007	N/A	88.7%	91.01%
Autumn 2007	N/A	93.5%	93.4%

Percentage of pupils entitled to free school meals	37%
Number of pupils excluded during 12 months prior to inspection	1

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:					30
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher assessment	School	0	3	23	63	10	
		National	0	3	14	63	20	
En: reading	Teacher assessment	School	0	7	20	50	23	
		National	0	4	15	55	26	
En: writing	Teacher assessment	School	0	10	30	47	13	
		National	0	5	16	68	11	
En: speaking and listening	Teacher assessment	School	0	0	7	93	0	
		National	0	2	11	64	23	
Mathematics	Teacher assessment	School	0	6	16	61	13	
		National	0	2	11	65	22	
Science	Teacher assessment	School	0	0	13	68	16	
		National	0	1	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	68%		In Wales	80.1%				

End of Key Stage 2:

National Curriculum Assessment KS2 Results 2007			23							
			D	A	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	8	13	58	17
		National	0	0	0	1	4	16	50	29
Mathematics	Teacher assessment	School	0	0	0	0	0	33	50	13
		National	0	0	0	1	3	15	50	30
Science	Teacher assessment	School	0	0	0	4	4	29	33	25
		National	0	0	0	0	2	12	53	32
by Teacher Assessment										
In the school	58%									
In Wales	74.1%									

D Pupils who are exempted 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

Six inspectors spent a total of 16.5 inspector days in the school and met as a team before the inspection started.

The inspectors visited:

- seventy-one lessons or parts of lessons;
- all classes;
- three acts of collective worship; and
- a range of extra-curricular activities.

Members of the inspection team had meetings with:

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

The team considered:

- the school's self-evaluation report;
- responses to a questionnaire from 45 parents;
- documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and present work.

The inspection team also held post-inspection meetings with the staff and governors.

Appendix 5

Inspector	Type	Aspect and Subject Responsibilities
Mr Rob Isaac	Registered inspector	Pre-inspection Commentary Context and Aims Key Question 1 Key Question 2 (Teaching) Key Question 5 Summary and Full Reports Editing of report English Information Technology Music Physical Education
Mrs Jan Warr	Lay Inspector	Contributing to: Key Question 1 Key Question 3 Key Question 4
Mr David B Morgan	Team Inspector	Key Question 2 (Assessment) Key Question 4 (SEN) Welsh 2 nd Language Religious Education
Mrs C Gail Robertson	Team Inspector	Key Question 3 Key Question 6 Early Years Mathematics History Art
Mr Nigel Vaughan	Team Inspector	Key Question 7 Science Design and Technology Geography
Mrs Nikki Dargie	Peer Assessor	Contributing to all aspects
Mrs K Harris	Nominee & Head	Self-evaluation Report Contributing to all key questions School's Response

Acknowledgement

The registered inspector and team wish to thank the governors, headteacher, staff and pupils for their co-operation and courtesy before and during the inspection.

Contractor

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