

**INSPECTION UNDER SECTION 10 OF  
THE EDUCATION (SCHOOLS) ACT 1996**

**Cwmcarn Primary School**

**Newport Road  
Cwmcarn  
Crosskeys  
Newport  
NP11 5LZ**

**SCHOOL NUMBER: 676/2100**

**DATE OF INSPECTION: 14 – 17 June 2004**

**BY**

**K Morris**

**REGISTERED INSPECTOR No: W111/16230**

**DATE: 7 July 2004**

**Under Estyn contract number C/T/206/03P**

© Crown Copyright 2002

This Report may be reproduced in whole or in part for non-commercial educational purposes provided that all extracts quoted are reproduced verbatim without adaptation and the source and date thereof are stated.

Copies of this report are available from the school. Under the Education (Schools) Act 1996, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

## CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term “Reception” (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year “Year 1” (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13 the year group who attain the age of 18 during the academic year:

{PRI VAT E }	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key stage 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

## GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

## CONTENTS

<b>1. CONTEXT</b> .....	<b>1</b>
The school and its priorities .....	1
<b>2. MAIN FINDINGS</b> .....	<b>1</b>
The main findings of the report .....	1
<b>3. EDUCATIONAL STANDARDS ACHIEVED BY THE PUPILS</b> .....	<b>4</b>
3.1 Standards achieved in subjects and areas of learning .....	4
3.2 Standards achieved in key skills across the curriculum .....	5
<b>4. ETHOS OF THE SCHOOL</b> .....	<b>7</b>
4.1 Pupils’ spiritual, moral, social and cultural development .....	7
4.2 Behaviour and attitudes.....	8
4.3 Attendance .....	9
<b>5. QUALITY OF EDUCATION</b> .....	<b>9</b>
5.1 Teaching .....	9
5.2 Assessment, recording and reporting .....	11
5.3 Curriculum .....	12
5.4 Support, guidance and pupils’ welfare.....	13
5.5 Provision for pupils with SEN .....	14
5.6 Partnership with parents and community, schools and other institutions.....	16
5.7 Partnership with industry.....	17
<b>6. MANAGEMENT</b> .....	<b>18</b>
6.1 Quality of self-evaluation and planning for improvement.....	18
6.2 Leadership and efficiency .....	19
6.3 Staffing, accommodation and learning resources.....	20
<b>7. SUBJECTS AND AREAS OF LEARNING</b> .....	<b>21</b>
Standards achieved by pupils.....	21

Provision for the under-fives .....	21
English .....	24
Mathematics.....	25
Science .....	27
Welsh second language .....	28
Design and technology .....	29
Information technology.....	30
History .....	31
Geography.....	32
Art.....	34
Music .....	35
Physical education .....	36
Religious education.....	37
<b>8. SCHOOL IMPROVEMENT .....</b>	<b>38</b>
8.1 Progress since the last inspection .....	38
8.2 Key Issues for Action .....	40
<b>APPENDIX.....</b>	<b>41</b>
A. Basic information about the school.....	41
B. School data as indicators.....	42
C. Results of national curriculum assessments and public examinations .....	42
D. The evidence base of the inspection .....	45
E. Composition and responsibilities of the inspection team .....	45

## **1. CONTEXT**

### **The school and its priorities**

Cwmcarn Primary School serves a small town in the Ebbw valley, approximately three miles north of Risca in the county borough of Caerphilly. Formerly separate infant and junior schools, the school is housed in two large buildings and an additional house which was once the head teacher's accommodation. Outside, there are hard surfaced areas but the school uses a nearby field for physical education. There are 338 pupils on roll in reception, KS1 and KS2 classes with an additional 36 nursery pupils who attend for either morning or afternoon sessions and another nineteen pupils in two classes for pupils with special educational needs (SEN). Numbers on roll have declined slightly in recent years.

The school indicates that the nature of the intake is neither prosperous nor economically disadvantaged. Twenty per cent of pupils are registered as being entitled to receive free school meals. Two per cent of pupils originate from other ethnic groups. No pupil is Welsh speaking; the predominant language spoken at home is English. Sixty eight pupils (18% of the school population) are on the special educational needs (SEN) register and twenty of these have statements of SEN.

The sixteen teachers, nursery nurses and class assistants have been in post between twenty years and one year, with most staff appointed in the last ten years.

The school aims to provide a secure and stimulating environment in which pupils can achieve their potential. The school development plan for 2003-4 identifies targets linked with curriculum development, provision for pupils with special educational needs, school management and improvement in accommodation.

The school was last inspected in January 1999.

## **2. MAIN FINDINGS**

### **The main findings of the report**

Cwmcarn Primary School has made substantial progress since the last inspection. Through the efforts of a hard working staff who respond to the well focused leadership, the school is now making significant improvements.

- Standards of achievement were satisfactory or better in all of the work seen during the inspection, of which 80% was good and 10% very good. Pupils in KS2, in particular, make good and often very good progress.

- Standards achieved by children under five are as follows:

Area of Learning	Nursery	Reception
Language, Literacy and Communication Skills	Good	Good
Personal and Social Development	Very Good	Very Good
Mathematical Development	Good	Good
Knowledge and Understanding of the World	Good	Good
Creative Development	Good	Good
Physical Development	Good	Good

- In KS1 and KS2, overall standards of achievement are:

Subject	KS1	KS2
English	Satisfactory	Good
Mathematics	Satisfactory	Good
Science	Good	Good
Welsh (Second language)	Good	Good
Design and Technology	Very Good	Very Good
Information Technology	Good	Good
History	Good	Good
Geography	Good	Satisfactory
Art	Good	Very Good
Music	Good	Good
Physical Education	Good	Good
Religious Education	Good	Good

- There has been a steady improvement in attainment in recent years despite the disappointing performance of the Y6 cohort in 2003 national curriculum tests. The school is in the lower quartile for 2003 teacher assessment results in KS1 with 55% of pupils achieving Level 2 or above in core subjects (compared with 77% in the local education authority and 79% in Wales). In KS2 national tests for core subjects (2003), 61% of pupils attained Level 4 or above compared with 63% in the LEA and 68% nationally. These figures exclude pupils in the special needs unit.
- Standards in key skills achieved by children in the early years across the curriculum are good. In KS1, standards in the key skills of literacy and numeracy are satisfactory and in information and communications technology (ICT), standards are good. In KS2, standards in literacy, numeracy and ICT are good.
- Pupils with special educational needs in the unit classes and in mainstream make very good progress overall, relative to their ability.
- Provision for pupils' spiritual, moral, social and cultural development is very good. The head teacher, staff and other adults provide very good role models for

pupils and, together, create a climate of mutual respect and purposeful endeavour. This is a strength of the school.

- In early years and KS2, the behaviour and attitudes of pupils are very good. Pupils are very attentive during lessons and committed to tasks set by teachers. In KS1, the quality of behaviour and attitudes is good overall.
- The level of pupils' attendance is satisfactory. At 92.33 per cent the average rate of attendance over the last three terms is below the LEA and all Wales averages. The school has implemented procedures to encourage the good attendance of pupils.
- The quality of teaching was satisfactory or better in all lessons observed during the inspection; in half of these, teaching was good and in another quarter of lessons, it was very good. Teaching in the nursery and reception classes is good. Teaching in KS1 is at least satisfactory and often good. Teaching in KS2 and SEN unit classes is good overall and frequently very good.
- Good features of teaching include positive classroom management based on very good relationships with pupils, careful planning to cater for the range of pupils' abilities, good explanation of interesting tasks and effective use of resources to sustain pupils' attention. In teaching judged to be satisfactory, there were occasional shortcomings linked with lack of challenge, insufficient expectations for pupils to think for themselves or the inappropriate management of pupils' behaviour.
- Standards in assessment, recording and reporting are good overall. Teachers use a range of assessment methods well and record achievement carefully. Reports to parents are detailed and informative. However, standards in marking are more variable and pupils are not always given sufficient support to make progress.
- The school offers a good quality, broad and balanced curriculum, which meets statutory requirements and provides equal opportunities for pupils. Homework supports curriculum delivery and pupils' learning and contributes effectively to the standards they are achieving. Pupils enjoy a very good programme of cultural and sporting extra-curricular activities.
- Y Cwricwlwm Cymreig is promoted appropriately across the curriculum and pupils have many opportunities to develop their knowledge and understanding of the culture and heritage of Wales. Pupils' awareness of global citizenship develops well and education for sustainable development is appropriate. The school is positive in its promotion of racial harmony.
- The school makes very good provision for the support, guidance and welfare of its pupils.
- The school makes very good provision for pupils with special educational needs in the special needs unit classes and in mainstream classes, meeting the requirements of the Special Needs Code of Practice. Pupils with additional needs are fully and sensitively included. Outstanding features are the successful

integration with mainstream pupils for some lessons and the involvement of staff with subject expertise in teaching pupils in the unit classes.

- The quality of partnership with parents and the community, schools and other institutions is very good and is a major strength of the school, which is an integral part of the community.
- The quality of partnership with industry is very good. All staff have undertaken industrial placements and have produced valuable teaching resources which support pupils' achievements.
- Leadership and efficiency are very good. The head teacher is very aware of school strengths and needs; he provides clear direction and strong leadership. He is ably supported by the longstanding deputy head who is a very good role model for other members of staff. Members of the governing body are well informed and supportive of school developments.
- The quality of self-evaluation and planning for improvement has very good features and is good overall. A range of measures support the school's self evaluation procedures and enable sound planning for improvement. This has been a developing feature of the school since the last inspection.
- There is need to extend the monitoring role of the subject leaders, particularly in relation to science and the foundation subjects.
- Provision for staffing is very good; staff are committed to school improvement. Accommodation is good: although the school is an old building care has been taken to maintain the quality of the interior which is clean and attractively decorated. Provision of resources is good.
- Progress since the last inspection is good.

### **3. EDUCATIONAL STANDARDS ACHIEVED BY THE PUPILS**

#### **3.1 Standards achieved in subjects and areas of learning**

Standards of achievement were satisfactory or better in all of the work seen during the inspection, of which 80% was good and 10% very good. Pupils in KS2, in particular, make good and often very good progress.

- Pupils in the nursery and reception classes make very good progress in personal and social development and good progress in language, literacy and communication skills, mathematical development, knowledge and understanding of the world, creative development and physical development.
- In English, KS1 pupils achieve satisfactory standards overall. Good standards are achieved in reading and in speaking where KS1 pupils express themselves clearly and give confident explanations. Standards in listening and in writing are satisfactory in KS1. Although pupils are able to listen well on occasion, their

sustained listening during lessons requires development. Independent writing in a range of contexts is underdeveloped.

- In mathematics, KS1 pupils achieve satisfactory standards. While mathematical understanding develops well overall, basic understanding of number and the ability to use number confidently in mental work require development.
- In KS1, pupils achieve good standards overall in science. They recall a good range of topics studied and begin to apply the skills of fair testing during scientific investigations.
- In KS1, standards in design and technology (D&T) are very good and, in all other foundation subjects, standards are good.
- In KS2, standards are good overall in English. Pupils in KS2 make very good progress in applying their speaking and listening skills in a range of situations. They read with understanding and write well in different contexts.
- In KS2, pupils make appropriate progress in mathematics and science and standards are good. Pupils apply their mathematical understanding and are able to use a range of strategies to solve problems. In science, KS2 pupils' knowledge and understanding develop well. Their investigative skills need further refinement in Y6 to build on the good standards achieved lower in KS2.
- In D&T and art, standards in KS2 are very good and pupils produce some impressive pieces of work. In all other foundation subjects except geography, standards are good. In KS2 geography, standards are good in Y3 and Y4 but because of variability in standards in the upper key stage, standards in geography are satisfactory overall.
- Pupils with special educational needs in the unit classes and in mainstream make very good progress overall, relative to their ability.
- There has been a steady improvement in attainment in recent years despite the disappointing performance of the Y6 cohort in 2003 national curriculum tests. In 2003, the school was in the lower quartile for teacher assessment results in KS1 with 55% of pupils achieving Level 2 or above in core subjects (compared with 77% in the local education authority and 79% in Wales). In KS2 national tests for core subjects (2003), 61% of pupils attained Level 4 or above compared with 63% in the LEA and 68% nationally. These figures exclude pupils in the special needs unit.

### **3.2 Standards achieved in key skills across the curriculum**

The standards and progress in key skills achieved by children in the early years across the curriculum are good. In KS1, standards in the key skills of literacy and numeracy are satisfactory and in information and communications technology (ICT), standards are good. In KS2, standards in literacy, numeracy and ICT are good.

- In the early years, children are experiencing continuity and progression in their development of the key skills which are appropriately integrated into the six areas of learning through purposeful activities.
- Pupils with special needs (SEN) make good progress in the key skills in relation to their stage of development. The school's inclusive ethos ensures that all pupils are given appropriate support and this assists their progress.
- In both key stages, pupils are confident speakers. Through focused discussions and relevant questioning in a range of appropriately challenging activities, pupils are encouraged to think about aspects of spoken language. In KS1, pupils express themselves logically using appropriate vocabulary to discuss their topics. In Y1 and Y2, pupils appropriately apply subject specific vocabulary in their explanations in discussions relating to the work of other artists.
- Pupils in KS2 make good progress in their speaking skills through effectively conveying their interpretations of geography, history and religious education topics in collaborative group and paired discussions, presentations and role play. In Y3/4, pupils question peers purposefully to consolidate their understanding of life in the 19th century. Opportunities to perform in morning assemblies and participate in initiatives such as the drama club enhance pupils' speaking skills.
- In KS1, pupils make satisfactory progress in their listening skills. Sustained and concentrated listening in class and group situations need to be further developed. In KS2, pupils make good progress in being able to reflect on the intentions of other speakers and listen with attention during collaborative group and class discussions.
- Pupils in both key stages develop good reading skills which are used appropriately to promote learning across the curriculum. They read accurately and with understanding. The school library is well resourced to facilitate independent research and study and pupils can explain how to access information from a variety of sources, including the internet, for research purposes.
- In KS1, standards in writing across the curriculum are satisfactory. There are some good examples of labelling diagrams and plans in science, geography and design and technology. However, pupils need to develop a full range of writing techniques for recording personal experiences and findings. The quality of writing and presentation is restricted by the over-use of topic related worksheets in some foundation subjects.
- Pupils in KS2 achieve good standards in using different kinds of writing for a range of purposes. They write empathetically in history, record findings related to field visits in geography and evaluate processes in design and technology, applying appropriate technical vocabulary.
- Pupils in KS1 make satisfactory progress in developing numeracy skills across the curriculum. They count beats in music, measure in design and technology and

count registration numbers in Welsh. Pupils' application of number across the curriculum is underdeveloped.

- In KS2, pupils achieve good standards in their numeracy skills across the curriculum. They apply and interpret data in geography, history and science topics, measure in design and technology, record time and distance outcomes in physical education and calculate and make comparisons of 19<sup>th</sup> century wages in history. They produce graphs to calculate an average week of sales in the fruit tuck shop.
- Pupils use ICT effectively to support their understanding and reinforce their work in a range of curriculum topics. Pupils access information from CD-ROMs and the internet, use listening centres and tape recorders to support their work in language, and use the digital camera on field visits and for class presentations. The electronic whiteboards are used purposefully to support learning activities across the curriculum.
- There is a policy for the delivery of key skills and opportunities for their application are identified in planning. The school recognises the need to consider further appropriate strategies for key skill delivery and development and this is currently being addressed.

## **4. ETHOS OF THE SCHOOL**

### **4.1 Pupils' spiritual, moral, social and cultural development**

Provision for pupils' spiritual, moral, social and cultural development is very good.

- The school successfully meets its aim of providing a secure and stimulating environment in which pupils may strive to reach their potential.
- The head teacher, staff and other adults provide very good role models for pupils and, together, create a climate of mutual respect and purposeful endeavour.
- Acts of collective worship contribute substantially to the ethos of the school and pupils respond well to the messages being shared. During inspection, the class assemblies presented by pupils in Y5 and Y6 were of particularly high standard.
- Throughout the school, pupils' social and personal skills are thoughtfully developed. Pupils are friendly, sociable and welcoming to visitors.
- Opportunities for pupils to work co-operatively and independently are well considered. Pupils undertake responsibility readily and assist staff and visitors in a pleasant and mature manner. The School Council is well established and pupils undertake their duties responsibly.

- Welsh culture and heritage has a secure place in the curriculum. Pupils are encouraged and enabled to appreciate their own cultural traditions and heritage and, through their work in religious education, to develop their understanding of other peoples' lives, beliefs and traditions. The school is positive in its promotion of racial harmony.
- Throughout the school, pupils demonstrate a very well developed sense of fairness and justice. Their understanding of right and wrong is reinforced positively through class discussion, circle-time and the exploration of issues in class assemblies: pupils present their views openly and impartially.

## **4.2 Behaviour and attitudes**

In early years and KS2, the behaviour and attitudes of pupils are very good. In KS1, the quality of behaviour and attitudes is good overall.

- All staff have high expectations of pupils' behaviour. They know their pupils well and have built mutually respectful and supportive relationships. Pupils like their teachers and are generally eager to please them.
- The foundations of appropriate behaviour are laid effectively in the early years. Children settle quickly into school life and learn to share and behave well at an early age.
- The whole school approach to positive behaviour management is very effective. Behaviour in KS2 is consistently very good. Pupils listen well; they are motivated and approach their work with interest and enthusiasm. Pupils enjoy challenge.
- Although there is a small number of pupils in some KS1 classes who present teachers with challenging behaviour they are well supported and are not allowed to disrupt the learning of other pupils.
- Pupils enjoy school and are keen to do well. They organise themselves quickly and collaborate and support each other well when working in groups and pairs.
- Pupils talk to adults in a friendly and natural manner when discussing their work and achievements. They behave maturely and show consideration to each other to staff and to adults.
- Throughout the day pupils move sensibly in and around the building. Their behaviour during assemblies is very good; they enter the hall quietly, take up their places quickly and listen attentively.
- Pupils know and understand the classroom rules they help to draw up. They know the consequences of misbehaviour and respond well to the reward system. They feel they are treated fairly and that their efforts are valued.

- Pupils' attitudes and achievements in and out of school are celebrated weekly during assemblies. Their certificates and photographs are displayed prominently on the Achievement Board and in achievement books.
- The School Council has a role in maintaining positive relationships. Y6 pupils are prefects and take their responsibilities seriously and ensure that no-one is friendless at lunchtime.
- Trained mid-day supervisors help to maintain positive discipline during the lunch period; they have a positive role in the reward system. Pupils are nominated to sit at the special table on Friday. Supervision in the dining room and playgrounds is good and this is a valuable social time for the pupils.
- No incidents of anti-social behaviour were noted during the inspection. Pupils are quick to apologise for minor misdemeanours. The appropriate procedures have been followed in the one case of temporary exclusion in the last twelve months.

### **4.3 Attendance**

The level of pupils' attendance is satisfactory.

- At 92.33 per cent the average rate of attendance over the last three terms is below the LEA and all Wales averages.
- Absences are caused mainly through illness. The school sets realistic targets but they are adversely affected by family holidays in term time and the frequent short absences of a small number of pupils. Pupils with perfect attendance are rewarded termly and at the end of the year. Records show that a substantial number of pupils achieve perfect or almost perfect attendance.
- Almost all the pupils arrive punctually at the start of the day and individual sessions and lessons start on time.
- Registers are completed formally at the beginning of each session and fully comply with statutory requirements.
- Absences are carefully monitored and appropriate follow up procedures are in place. The school operates a first day response and works closely with the Education Welfare Officer.

## **5. QUALITY OF EDUCATION**

### **5.1 Teaching**

The quality of teaching was satisfactory or better in all lessons observed; in half of these the teaching was good and in another quarter of lessons, it was very good. Teaching in the nursery and reception classes is good. Teaching in KS1 is at least

satisfactory and often good. Teaching in KS2 is good overall and frequently very good.

**Good features of teaching:**

- Relationships with pupils are consistently very good. Teachers and support staff value the contributions of pupils during lessons and foster a climate of mutual respect in their classrooms. These positive relationships impact positively on standards achieved by pupils.
- Teachers plan carefully to cater for the range of abilities and interests of pupils. Work is well differentiated and pupils achieve successful outcomes during lessons.
- Teachers are able to adapt planning where appropriate to respond to pupils' needs arising as the lesson proceeds. This was particularly evident in athletics lessons during the inspection when, because of very hot weather, teachers had to modify lesson content to ensure pupils' well being.
- Effective teamwork between teachers and support staff enhances levels of interaction during lessons and promotes the good quality of pupils' work.
- Effective use is made of teachers' expertise in exchange of classes for music, art, religious education and physical education.
- Teachers are sensitive to the needs of pupils with SEN and lessons are fully inclusive.
- In the best practice, teachers make very good links with previous learning and emphasise points of common misconception so that pupils can address these.
- Teachers use resources imaginatively and vary teaching approaches to stimulate pupils' interest. In classrooms with interactive whiteboards, teachers use well-prepared presentations with effective visual images to engage the interest of pupils. A very good example of this occurred in a KS1 science lesson where pupils' discussion about forces was linked with images of playground equipment.
- In most lessons, teachers use time effectively and there is good balance between direct teaching at the start of the lesson, pupils' activities and plenary sessions where lesson outcomes are considered.
- In the majority of lessons, teachers give clear explanations of tasks and use questioning well to enhance pupils' involvement or to challenge them to think.

- Teachers are good role models for spoken language and encourage the oral responses from pupils. In the best practice, discussions during lessons promote pupils' self esteem and communication skills.
- Some teachers involve pupils well in evaluating the quality of their responses so that they can make improvement. For example, during physical education lessons, pupils explain to the class features of a good discus throw or a dance sequence.

**Where teaching has shortcomings:**

- On occasions, teachers do not use lesson time effectively and lengthy lesson introductions result in insufficient time for pupils to complete tasks successfully.
- In some lessons, activities are insufficiently challenging for pupils' age or stage of development and teachers do not involve pupils in making decisions or thinking for themselves.
- Sometimes, teachers do not praise good behaviour sufficiently.
- The pace of lessons is occasionally slow.

## **5.2 Assessment, recording and reporting**

Standards in assessment, recording and reporting (ARR) are good overall.

- The recently revised policy for ARR provides clear support and is generally implemented well. Two co-ordinators for ARR, one from each key stage, work well together to support developments.
- Teachers use a range of assessment methods well. During lessons, most teachers and support staff intervene purposefully to check understanding and set further challenges. Other assessment strategies, such as the use of individual whiteboards in mathematics, provide teachers with immediate feedback on how well pupils understand concepts.
- Having focused pupils' attention on the learning objective of lessons at the start of the lesson, some teachers use the plenary session effectively to involve pupils in considering how well they have learned.
- Teachers in nursery and reception classes make effective use of baseline assessment to help pupils make good progress.
- A range of assessment in English and mathematics is used regularly to assist pupils with SEN, in mainstream and unit classes. Individual Education Plans (IEPs) are well-focused and make effective use of the assessment data.

- Rigorous analysis of teacher assessment data in KS1 and national curriculum test data in KS2 identifies patterns of attainment in different topics and considers achievement by gender. As a result, the school introduces measures to address individual needs.
- The quality of marking is variable. In some classes, teachers respond to pupils personally, comment on the effort and achievement and identify specific steps forward. Sometimes, marking is cursory and little feedback is given to pupils.
- Some teachers evaluate their planning carefully to record areas of notable achievement or difficulty experienced by pupils and then use this information to plan the next week's work.
- Written assessments in the core subjects are given to pupils each term and are then annotated well by teachers before being included in pupils' record of achievement folders.
- Detailed analysis of a mathematics test given to each year group enables teachers to be aware of how well pupils are attaining in different mathematical topics.
- Reading records are maintained carefully, either for individuals or for groups. They note key strengths or points for development.
- There has been some progress in the development of portfolios of material to exemplify standards. The English portfolio has been completed and portfolios have been initiated in design and technology, information technology and art.
- Reports to parents, word processed by teachers, are detailed and informative. They indicate a good awareness of pupils' progress and personalities.

### **5.3 Curriculum**

The school offers a good quality, broad and balanced curriculum which meets statutory requirements.

- The curriculum for children under five is appropriately planned to ensure continuity and progression in all six areas of learning and successfully promotes the Desirable Outcomes for Children's Learning.
- In KS1 and KS2, the curriculum is suitably structured with appropriate time allocation. Whole school policies and schemes of work are in place for all NC subjects and these are supported by local authority and published schemes. Schemes of work are updated and modified in the light of discussions arising from classroom practice and teachers' own evaluations.
- Teachers within the same year group plan to ensure consistency between classes. A rolling programme of topics ensures that pupils in mixed age classes experience

continuity and progression in their learning. This is evident, particularly in the core subjects. In some foundation subjects there is need to ensure parity of experiences across the age range.

- Homework is set regularly for pupils and includes opportunities for researching into topics and reinforcing class studies and regular reading and mathematical tasks. Homework supports curriculum delivery and pupils' learning and contributes effectively to the standards they are achieving.
- Key skills are identified in planning. The school is aware of the need to address further the delivery of key skills in order to ensure that pupils develop their skills systematically through a range of related experiences in all subject areas.
- The policy for personal and social education complies with ACCAC guidelines and is incorporated thoughtfully through a cross-curricular programme of activities. Sex education is incorporated sensitively into this aspect of the curriculum.
- The school works hard to provide a range of extra curricular activities and pupils enjoy a very good programme of cultural and sporting activities. Drama, sport and design and technology clubs are pleasurable occasions and add a valuable dimension to pupils' learning.
- Educational visits and fieldwork are used purposefully and imaginatively to support class work. These, together with visitors, performers and participation in initiatives such as the School Council and healthy eating projects, provide pupils with varied and stimulating experiences and enrich their learning.
- The caring ethos and the inclusive nature of the school ensures that all pupils have opportunities to experience the whole curriculum; this is a strength of the school. Pupils in mixed classes are supported sensitively by staff and all adult helpers.
- Y Cwricwlwm Cymreig is promoted appropriately across the curriculum and pupils have many opportunities to develop their knowledge and understanding of the culture and heritage of Wales. Pupils' awareness of global citizenship develops well and education for sustainable development is appropriate.

#### **5.4 Support, guidance and pupils' welfare**

The school makes very good provision for the support, guidance and welfare of its pupils.

- The school site is secure and due regard is given to the safety of pupils and staff. Health and safety procedures are well established and fire safety precautions are in place.

- The school is welcoming and provides the pupils with a pleasant working environment. Staff are good role models in demonstrating respect for the pupils and for each other.
- The School Council provides opportunities for pupils to discuss their concerns with staff and issues raised receive attention.
- The school programme for personal and social education (PSE) follows the ACCAC 2000 Framework and permeates all aspects of life in the school.
- Circle Time is used well to discuss issues such as bullying, relationships and keeping safe. Pupils also have access to a ‘Help Box’ in the classroom where they can post a note about anything they are worried about.
- The school has adopted the healthy schools initiative and actively promotes a healthy lifestyle. Initiatives such as a fruit tuck shop, bottled water in class, food options at lunchtime and extra-curricular sports activities, promote the well-being of the pupils.
- Sex education is dealt with by the school nurse, who also provides pupils with counselling and anger management when necessary.
- There are good procedures for dealing with child protection matters. The head teacher is the designated member of staff, and the deputy head teacher and teaching staff are aware of how to report any concerns.
- The school has a policy for the use of physical intervention, and designated staff have received appropriate training.
- The school has a well-equipped first aid room, accidents are treated and recorded appropriately, and when necessary arrangements are in place to contact parents.

## **5.5 Provision for pupils with SEN**

The school makes very good provision for pupils with special educational needs in both special needs classes and mainstream classes.

### **Main school Pupils**

- KS1 staff have received training from the special educational needs coordinator (SENCO) in assessing pupils who need additional support for their learning. Identified pupils are provided with appropriate resources, differentiated activities, and support for their particular difficulties. Where necessary, pupils are referred to the Education Psychologist, who visits the school three times a term.

- Class teachers involve parents in drawing up individual education plans (IEPs) and these are monitored by the SENCO. Progress is also monitored through the LEA screening tests.
- The SENCO's monitoring records indicate that pupils with IEPs achieve good standards at the end of KS2. Pupils who have speech and language difficulties receive input from a Speech Therapist and make very good progress.
- The school meets the requirements of the Special Needs Code of Practice and has an inclusive approach. Pupils with additional needs are fully and sensitively included. Where special arrangements are needed because of mobility, speech or language difficulties, these are carried out unobtrusively. Pupils are supportive of each other and this is a very good feature of the school.
- There is a school policy for more able and talented pupils, produced as a result of the deputy head's involvement in a LEA working group.

### **The Special Needs Unit**

- Pupils in the special needs unit make very good progress.
- Pupils attending the unit have statements for general learning difficulties. They receive a broad and balanced curriculum, and the provision meets the requirements of the Code of Practice for Special Educational Needs.
- The work provided is well planned and challenging, with due attention given to enabling pupils to achieve at their individual level of ability. Detailed records of progress are kept.
- All pupils have IEPs for literacy and numeracy and a small number of pupils have individual behavioural plans. Pupils show very good standards of behaviour in class and have good attitudes to their learning.
- Relationships between staff and pupils are very good, and staff have a good understanding of the particular needs and difficulties of the pupils.
- Good use is made of ICT to develop literacy and numeracy skills. Interactive white boards are used effectively in poetry lessons to develop pupils' language and writing. Pupils gain an understanding of poetic terms, such as onomatopoeia, when given the stimulus of a picture or a poem. They are able to suggest their own adjectives, and record their poems on the computer.
- Pupils make good use of computer programmes such as Successmaker to improve their basic skills.
- Pupils make good progress in all subject areas.

- For physical education (PE) and music lessons, pupils from the special needs unit are integrated into the mainstream classes. This inclusive approach is managed well and results in pupils with SEN achieving good standards. The mainstream pupils readily accept pupils from the SEN unit. Use of reciprocal arrangements where staff from unit classes exchange classes with mainstream staff, helps to strengthen this inclusive process.

## **5.6 Partnership with parents and community, schools and other institutions**

The quality of partnership with parents and community, schools and other institutions is very good and is a major strength of the school.

- The quality of written information provided for parents is good. Regular newsletters and other communications keep parents well informed about activities and events. Parents' views are sought through questionnaires; their responses form part of the school's self evaluation process.
- In their responses to pre-inspection questionnaires and meeting, parents are appreciative of the work of the school and value the approachability of staff and support for pupils with special needs. However, they would appreciate more information about the topics being taught.
- The prospectus issued to new parents is of good quality and together with the governing body's annual report to parents, fully complies with statutory requirements.
- There is good daily informal contact. Staff and parents exchange information regularly.
- The school endeavours to encourage parents to become involved in the education of their children. A small number of parents attend curriculum workshops such as 'Teach Your Child Through Art.' Parents and children in the reception class enjoy working together in family learning groups in literacy and mathematics. Parents can see their children progress and feel better able to support them in their education.
- A significant number of adults make valuable contributions to the life of the school that help to raise standards and improve pupils' sense of achievement. They provide good quality support in the classrooms and with practical activities as well as with visits and after school activities.
- A small but dedicated Parents and Friends Association organises fundraising events and provides generous financial support. The money raised is used to enhance resources.

- The school is an integral part of the community. Social events and celebrations are open to invited members of the community and are very well attended. Pupils go out into the community to entertain and raise funds for charities and the Urdd.
- The school supports charities. Pupils are aware of the outside world and people less fortunate than themselves.
- There are very good links with the cluster primary schools and the receiving comprehensive school. Transition arrangements are carefully planned and implemented and there are well-established curriculum links.
- Y6 pupils are involved in extended cross phase bridging units in the core subjects and ICT. They feel well prepared and are looking forward to the next stage in their education.
- The school is in partnership with a university and provides good quality training and work experience for trainee teachers. Two teachers are trained student mentors and one KS1 teacher is currently undertaking training.
- There are good links with surrounding further education colleges and secondary schools. The school provides training and work experience for students.
- Former pupils are volunteers; they provide good quality support for teachers and pupils in after school sports clubs, for example.

## **5.7 Partnership with industry**

The quality of partnership with industry is very good.

- There is a brief written policy and the headteacher is responsible for developing links with industry.
- All staff have undertaken industrial placements and have produced valuable teaching resources which have supported pupils' achievements.
- The headteacher's professional development is enhanced through his partnership links.
- Pupils and staff benefit from professional sports coaching that helps to raise the standards in teaching and learning in all areas of physical development. Older pupils enjoy coaching sessions at the nearby bowls club.
- All staff, including support staff, benefit from ICT training provided by a national company.
- Y6 pupils are involved in mini enterprise project that helps to develop their mathematical and IT skills as well as their business acumen. They run the fruit

tuck shop, produce spreadsheets and decide how profits should be spent for example the purchase of skipping ropes. Their design and technology skills are developed through their involvement in a commercially sponsored innovations project.

- Pupils' awareness of environmental issues is raised through the Y5 involvement in a recycling challenge.
- The school benefits materially from its links with national and local businesses through donations of prizes for fund raising events and materials to improve the environment.

## **6. MANAGEMENT**

### **6.1 Quality of self-evaluation and planning for improvement**

The quality of self-evaluation and planning for improvement has very good features and is good overall.

- A range of measures support the school's self evaluation procedures and enable sound planning for improvement. This has been a developing feature of the school since the last inspection.
- Pupils, parents and all staff are invited to respond to detailed questionnaires which are then analysed to generate information about provision and address areas of need identified.
- The school uses a LEA-based system for evaluation which involves consideration of the quality of teaching, all aspects of provision and standards reached by pupils.
- A policy for development of the school environment, produced as a result of careful evaluation of the quality of accommodation, has helped to address many of the health and safety issues identified in the last inspection report.
- The head teacher and deputy have been involved in class visits to assess classroom delivery. Formal written feedback is provided for teachers and forms the basis of discussions about performance and training needs.
- Involvement of subject leaders in the monitoring of standards is at an early stage of development. There is involvement of the subject leaders for English and mathematics in considering standards through class visits and scrutiny of pupils' books.
- The School Development Plan (SDP) is well considered and suitably detailed. Targets for the current year are built into a longer three year plan and progress is

monitored carefully. There is very good consideration of SDP implications linked with resources and funding requirements. Criteria for success are well focused.

## **6.2 Leadership and efficiency**

Leadership and efficiency are very good.

- The head teacher is very aware of school strengths and needs; he provides clear direction and strong leadership. He is ably supported by the longstanding deputy head who is a very good role model for other members of staff.
- The head teacher meets with his deputy or senior teachers regularly to consider progress in relation to the school development plan. Meetings with the whole staff are linked to current initiatives in the school development plan. Communication systems in the school are very good.
- Members of the governing body are well informed and very supportive of school developments. They are justly proud of the school's links with the community.
- Subject leaders are well aware of the strengths and priorities for development in their respective subject areas. Sometimes operating as pairs (one subject leader for each key stage), they provide helpful guidance for their colleagues and are able to identify training or resource needs.
- Subject leaders have involved outside agencies such as LEA advisors to support subject developments. Through the endeavours of the head teacher and other members of staff, the school has been involved with a range of local and national initiatives and has received bursaries for school developments.
- In some subjects, notably English and mathematics, there has been involvement of subject leaders in monitoring standards and provision through class visits and scrutiny of pupils' work.
- The school complies with statutory requirements and responds to National Assembly for Wales guidelines.
- Daily routines operate efficiently. Two school clerks provide helpful assistance.
- A sub-committee of the governing body considers financial matters on a regular basis. In a recent audit, the school's financial administration was considered to be well-managed.
- The school has gained the 'Basic Skills' and 'Investors in People' awards.
- The school gives very good value for money.

### **6.3 Staffing, accommodation and learning resources**

Provision for staffing is very good; for accommodation and learning resources it is good.

- The school is very well staffed: teachers are suitably qualified and provide the school with a broad spectrum of subject expertise which is readily shared for the benefit of pupils. Job descriptions are in place for members of staff and curriculum responsibilities are clearly outlined throughout school documentation.
- Support staff are well deployed and provide good quality assistance for pupils.
- An effective and well organised programme of in-service training supports both individual needs of teachers and the developing curriculum initiatives within the school: information gained is suitably disseminated to colleagues. Arrangements for the induction and monitoring of newly qualified teachers are of good quality.
- Specific training programmes are in place to support the school's commitment to accelerated learning and developments in teaching and learning. Several staff have received bursaries to implement curriculum initiatives and support the teaching of pupils with special educational needs. The school, under the guidance of the head teacher, is currently committed to the successful promotion of transition links with KS3.
- Within the two main buildings and the former school house, there is suitable accommodation for the number of pupils on roll. Development of a new computer suite in the school house is currently being held in abeyance to provide accommodation for an additional class. Current facilities on the ground floor include provision for visiting support teachers, peripatetic music staff, family learning and the after school club.
- Classroom accommodation for reception classes remains restricted but the school has plans for additional accommodation and the subsequent development of the outside environment to provide further opportunities for shared learning and outdoor play.
- Internally, the accommodation is clean and very well maintained. Well presented, varied and interesting displays of pupils' work contribute substantially to the enhancement of the learning environment: many of these are of a good or very good standard.
- The school has a suitably considered rolling programme of repair and maintenance and has successfully focused on improving the ambience of the school. Currently, flaking paint is a problem in some areas and playground markings are in need of repainting. The pillars adjacent to the frontage of the school are in need of repair: this is in the process of being addressed.

- Teaching and learning are supported by a good range of resources, which are well used by staff. The school is aware of the need to develop equipment in early years further and is eager to implement its plans for the IT suite.
- Measures have been taken to prevent unrestricted access to buildings; telephone or hand-held sets ensure direct communication between buildings and sports facilities.

## **7. SUBJECTS AND AREAS OF LEARNING**

### **Standards achieved by pupils**

#### **Provision for the under-fives**

The overall provision for the under-fives promotes the Desirable Outcomes for Children's Learning and is appropriate to their needs. Children in nursery and reception classes achieve well in the six areas of learning.

#### **Good features**

- Teachers and nursery nurses plan and work together in close partnership and are sensitive and focused in their support of children
- In the nursery, children are carefully observed and their achievements noted so that activities are well matched to individual needs. Good quality adult intervention moves children's learning forward at an appropriate pace.
- In reception and the mixed-aged class the organisation and management of meaningful activities and the manner in which teachers engage with children, contribute effectively to the quality of their learning and the standards they achieve.

Children's language, literacy and communication skills are good.

- In the nursery, children listen very well to adults and each other and willingly take turns when speaking. Vocabulary is effectively developed through a range of well-planned activities, including circle-time. Children gather together happily, share ideas readily and are becoming adept at expressing positive thoughts about others.
- Children in nursery apply their early writing skills with growing independence. During role-play they confidently take orders for the restaurant, note messages and present bills. In the library area, they handle books sensibly and take pleasure in 'reading' to each other: some are beginning to use picture cues effectively to make simple deductions.
- During their 'big book' work in reception, children interact positively with their teachers. Many have made a positive start with reading and talk confidently about

authors, titles and illustrators. When listing animal names from their story they apply their understanding of alphabetical order well: some good standards are achieved. Children handle writing materials sensibly and can write and spell simple words unaided: most move steadily towards independence.

- Children in both nursery and reception clearly enjoy learning Welsh and respond with enthusiasm to greetings, questions and commands. Their recall and application of simple language patterns is good.

Children's mathematical development is good.

- In the nursery, children have a good and sometimes, very good understanding of early mathematical language which they apply in a variety of relevant contexts: they collate numbers accurately at snack time and appreciate the importance of accuracy. Children sort and match by colour and shape and enjoy creating their own patterns. They are familiar with a range of number songs and rhymes and interpret actions well. Most are able to recognise numbers to 10 and they can identify those missing from a given sequence.
- Reception children can count to twenty or more. They use a number line sensibly to assist their understanding of odd and even numbers and are beginning to appreciate emerging patterns on a number square. Children show awareness of number operations such as addition and subtraction and use the language involved appropriately. Most are able to identify 2 dimensional shapes and some 3 dimensional objects and can interpret simple graphs about their pets.

Children's personal and social development is very good.

- In the nursery, routines are very well established and a calm and purposeful atmosphere prevails. Children are happy, confident and independent. They work together and share and take turns willingly. Children understand the importance of looking after others and of giving thanks. They are responsible and kind when serving their fruit and milk and apply their social skills well.
- Children in reception work well as part of a group or independently and are able to concentrate and persevere with tasks. They are eager to explore new learning and demonstrate the ability to initiate ideas and solve practical problems. They treat living things and their environment with care and concern.
- In nursery, reception and the mixed-aged class the quality of relationships is very good.

Children's knowledge and understanding of the world is good.

- During their imaginative play in the classroom, children in nursery and reception readily take on familiar roles. They are aware of the jobs people do and how these contribute to their lives: children co-operate and organise themselves well and some good standards are achieved.

- In the nursery, children take delight in using magnifying glasses to observe change in the 'butterfly farm'. Children in reception use a microscope to examine the unique features of mini-beasts. Throughout the early years children apply relevant vocabulary well when talking about their observations and discussing their findings with adults and each other.
- Children in the nursery explore and select materials and equipment independently and use skills such as cutting, joining and holding for a variety of purposes: they demonstrate increasing dexterity and confidence when making individual booklets with adults.
- In reception, children talk with confidence about the weather and seasonal variations. They are able to construct simple charts and apply relevant vocabulary. They make good progress in their understanding of change over time when related to their own growth. Children in the mixed-aged class can identify familiar settings within the school environment and devise simple plans.
- In both nursery and reception, children are very aware of the importance of healthy eating and understand why exercise is important to the body.

Children's creative development is good.

- Children in the nursery develop good observational skills and experiment successfully with colour, texture, shape and form. Their representational images contain interesting detail and demonstrate imaginative use of colour.
- Children take pleasure in their singing and readily recall the words of familiar songs and rhymes. Their listening skills are very well developed: children know the names of musical instruments and make thoughtful selections to express their ideas and communicate feelings.
- Reception children show an increasing ability to use their imagination, to listen and to observe. When working with visiting artists they apply their colour mixing and printing techniques successfully to create decorated hand prints and sunny day pictures of a good quality.

Children's physical development is good.

- In the nursery and reception, children select and handle equipment and tools sensibly and safely. They fold, assemble, manipulate, paste and join with increasing confidence and persevere to overcome difficulties.
- During their outdoor play in the nursery children demonstrate a good awareness of space and each other. They handle wheeled-vehicles confidently, interact positively with their environment and play well together.
- Reception children approach their physical education sessions with enthusiasm; they respond well to instructions, use space with increasing efficiency and demonstrate good co-ordination.

## **Shortcomings**

- There are no significant shortcomings. However, outdoor play for reception children is not yet fully integrated into daily activities and the restricted nature of classroom accommodation means children have limited access to activities such as large construction.

## **English**

Standards of achievement in English are satisfactory in KS1 and good overall in KS2.

### **Good features**

- In KS1, pupils make good progress in their speaking skills. They express themselves clearly and engage visitors in conversation, giving accurate descriptions of their tasks. Pupils give confident explanations and use subject-related vocabulary relevantly. Pupils make satisfactory progress in their listening skills. They can listen to stories, reflect thoughtfully on visitors' questions and respond correctly to oral instructions.
- Pupils in KS2 make very good progress in applying their speaking and listening skills in a range of situations. The majority demonstrate that they can listen with concentration and understand the meanings and intentions of other speakers in groups and whole school presentations.
- Pupils in KS2 communicate information logically and understand the importance of clarity and appropriateness when adapting content to the context of their presentations. A good example of this is in Y4, where pupils discuss how story characters view events and are confident participants in the resulting role play. Pupils throughout the key stage make good progress in understanding how speech facilitates the exchange of ideas and expression of feelings.
- Pupils in both key stages use books for different purposes and make good progress in their reading skills. In KS1, pupils use a number of strategies to decode unfamiliar words. They enjoy reading and willingly share their books with adults. They distinguish important elements in stories and recount them sensibly in their own words. Older pupils can read their own written responses.
- Pupils in KS2 respond with understanding to what they read. They can recall favourite books and authors and give extended explanations for their selected choice. Pupils are able to select information from reference books and other sources to research their cross-curricular topics and can apply appropriate book terminology in their discussions.
- Pupils in KS1 make satisfactory progress in their writing. They understand the significance of sentence structure, sequence their work sensibly and most begin to include punctuation correctly. Pupils demonstrate an awareness of the

appropriateness of rhyming vocabulary when completing their own poems and enjoy reading the results to peers.

- In KS2, pupils are able to plan and draft initial ideas and reflect on what they have written. They are making good progress in understanding the importance of audience and appropriateness in their written work and achieve good standards.
- Pupils in Y6 collaborate to produce a leaflet for a twinned school and develop their awareness of persuasive text. In Y3 and Y4, pupils demonstrate an understanding of the elements of poetry writing and the significance of including descriptive vocabulary in their own work. Pupils use dictionaries and word books to support their written work.
- Pupils with SEN make good progress in reading. They understand common spelling and phonic patterns. They achieve good results when practising their handwriting and pay attention to punctuation when writing.

### **Shortcomings**

- In KS1, pupils' ability to record personal responses and improve their independent writing in a range of contexts are underdeveloped.
- Sustained and concentrated listening during lessons, and purposeful participation as listeners in group activities, are underdeveloped in KS1.

### **Mathematics**

Standards in mathematics are satisfactory in KS1 and good in KS2.

#### **Good features**

- When working on number patterns, pupils in KS1 are able to recognise odd and even numbers, count in twos, fives and tens to a hundred, count backwards from a hundred and count in threes. Pupils identify different ways of making the numbers nine and twelve, and can record their findings. A few pupils develop a range of strategies for adding on seven and ten mentally and can record their work appropriately.
- KS1 pupils develop mathematical vocabulary for measuring and use different objects for comparing and measuring length. Pupils know the seasons, the days of the week and can tell the time for the hour and half hour. Pupils develop an understanding of money through simple shopping sums such as identifying coins needed to pay for items costing 30p.

- In lower KS2, pupils develop an understanding of angles as a measure of turn. They are able to give instructions to guide each other and a robot around a given route.
- In mental arithmetic sessions, KS2 pupils can apply their knowledge. For example, they can recognize odd and even numbers in multiples of three, they are able to explain alternative strategies for adding large numbers, and can add on numbers to make a 100.
- Many pupils make good use of mathematical vocabulary, they can interpret word problems with money, they are able to add and subtract money, can use the decimal point correctly and understand the conventions for recording amounts of money. Pupils have a good recall of capacity, make good estimates and can measure half, quarter and whole litres accurately.
- In Y5 and Y6, pupils demonstrate very good standards when solving money problems in every day life. They are able to plan a barbecue working out how much money they will save using multi-buys, how many items they can buy for a set amount of money, can calculate change and suggest the different methods that could be used to pay for their shopping.
- During timed mental arithmetic games, KS2 pupils show good multiplication skills, they respond well to being set a challenge to improve the speed of their responses to mental arithmetic questions. When solving problems, pupils show that they can work collaboratively and systematically.
- When discussing probability, KS2 pupils are able to recall appropriate vocabulary, such as possible, impossible, and likely, they are able to order a set of given words to produce a scale of chance.
- KS2 pupils are able to identify the properties of an equilateral and scalene triangle, explain the properties of a congruent triangle. Pupils use their individual boards to respond confidently to questions about shape and can draw a number of polygons. They can identify coordinates and can move a rectangle along a horizontal or vertical line.
- Pupils with SEN in the unit classes achieve good progress. They demonstrate an understanding of area, symmetry, tessellation, negative numbers, data handling, fractions and decimals.

### **Shortcomings**

- In KS1, understanding of place value is underdeveloped in a significant number of pupils.
- KS1 pupils' skills of mental calculation require development so that they improve speed and confidence when responding to oral questions.

## Science

Standards of achievement in science are good overall in KS1 and KS2.

### Good features

- Throughout the school, pupils have a good knowledge of topics studied. Knowledge of living things, materials and physical processes develops well.
- Pupils in both key stages are able to apply science to everyday life. For example, in Y2, pupils speak confidently about push and pull forces when discussing the movements of familiar playground features and Y4 pupils can apply their knowledge of friction when considering the different surfaces on a mouse mat.
- Older KS2 pupils can draw on their scientific knowledge and apply this to new studies. For example, Y6 pupils apply their knowledge of sound when considering the change in pitch resulting from tapping bottles with different quantities of water and air.
- Pupils in both key stages use scientific vocabulary in their discussions and when writing about experiences. For example, Y1 pupils can name some common materials, Y3 pupils use terms associated with material change when examining the effect of heat and Y6 pupils use scientific terms applied to experiments with air.
- Pupils in KS1 and KS2 collect numerical data appropriately to support their observations. Y2 pupils count the number of peas in different pods and Y5 pupils record the proportion of fats in various food products.
- Observation skills develop well through the school. For example, Y2 pupils describe in good detail the appearance of the inside of a melon. Y5 pupils make very good observations of parts of a daffodil flower or the stages of decay in a tomato fruit.
- Classification skills develop appropriately in both key stages. Good examples are seen in the sorting of materials based on simple criteria by Y1 pupils, the use of a basic identification key by Y4 pupils and the creation of keys by Y6 pupils linked with identification of individuals in their class.
- Investigative skills develop appropriately in KS1 where, for example, pupils recognise some factors in the fair testing of rubber bands of different thickness.
- Good examples of developing competence in fair testing by KS2 pupils occur in Y3 and Y4 investigations of thread strength or paper towel absorbency. In Y5, pupils are able to structure an investigation, which examines whether surface area affects evaporation rates: good standards are achieved.

- Pupils with SEN make good progress. Pupils in the SEN unit classes, use the white board to label the teeth, and can recall how to keep their own teeth healthy. They understand animal preferences in habitats and record their findings in picture and written form. Following a study of the different uses of electricity, pupils can design and make circuits and switches and experiment to find which materials are good or bad conductors of electricity.

### **Shortcomings**

- There are no significant shortcomings but there is over-use of worksheets in KS1 classes and pupils' recording skills are underdeveloped.
- In Y6, pupils' skills of fair testing require refinement.

### **Welsh second language**

Standards of achievement are good in both key stages.

- Pupils in both key stages are responsive and enthusiastic to an appropriately varied programme of reading, writing and oral activities. They participate in role play, including morning assembly, collaborate in pairs and groups to read and to question each other and co-operate during written tasks.
- Pupils make good progress in recalling basic vocabulary and phrases and are able to follow simple instructions and commands. They greet visitors, teachers and each other naturally and develop good skills in extending their responses during registration and on other occasions during the school day. Older pupils are confident as they give directions for dismissal at the end of school sessions.
- Pupils in Y2 can ask and answer questions related to pets; they question visitors and each other spontaneously. Pupils reinforce their learning by reading related vocabulary from the interactive whiteboard and are responsive to the rhythmical sentence patterns in a shared class reading activity. Their recall of previous work is good.
- Pupils in KS2 begin to use an increasing range of words, phrases and sentences when speaking. In Y3, pupils can respond to varied questions relating to themselves and their well-being. They participate enthusiastically in paired games relating to telling the time and voluntarily praise correct answers from peers.
- Pupils in both key stages make good progress in their reading skills. They are able to read examples from their own written work, follow phrases from flash cards and display understanding of basic textual material containing repetitive language patterns.
- Pupils' writing skills develop through exercises that include labelling, word searches, copying given patterns and completing sentences using familiar vocabulary. In Y5, pupils select appropriate vocabulary relating to a table of daily activities and compile their own timetables. In Y6, pupils use dictionaries to

reinforce vocabulary and support their written work on travel and holidays. Effective use is made of the interactive white board and computer programmes to support reading and writing activities.

- Attractive displays of Welsh phrases in classes and around the school resulting from cross-curricular work.
- Extra-curricular participation in annual celebrations and in the Urdd, the singing of Welsh hymns and role play in assemblies, Welsh marking comments in books and the consistent use of incidental Welsh during the school day contribute significantly towards creating a Welsh ethos in the school. The assistance of the athrawes fro in supporting and encouraging teachers in the delivery and organisation of the subject programme impacts positively on pupils' progress.

### **Shortcomings**

- There are no significant shortcomings but pupils' writing skills need to be further developed to match the standards in oracy and reading. This is an aspect for improvement already identified by the school.

## **Design and technology**

No teaching of design and technology (D&T) was seen in KS2 during the inspection. However, observations of lessons in KS1, an extra-curricular D&T club and discussions with pupils about completed work, indicate that pupils in both key stages achieve very good standards.

### **Good features**

- In both key stages, pupils make good progress in design and make activities. They use a range of materials and apply appropriate techniques when cutting, measuring and joining. They can talk about their technological ideas and finished designs and can present information by writing and drawing both independently and co-operatively. Most pupils have good evaluative skills and finished products are of a very good quality.
- In Y1, pupils focus on creating a chassis and positioning wheels and axles when discussing making a car. They understand how they work and can explain the significance of balance. They explain their task logically, using appropriate vocabulary. Other pupils in Y1 demonstrate an awareness of handling equipment carefully when using construction kits to model their own vehicles. They co-operate to test vehicles for movement and share problems they have overcome.
- In Y2, pupils understand the properties of materials when discussing the task of making a mouse mat. They talk of the suitability of different fabrics and explain the function and intended appearance of the finished product. They use

appropriate subject vocabulary in their explanations. Previously completed hessian table mats by Y1 pupils are attractively displayed.

- Pupils in KS2 extend their design and making activities. Their competence is shown in Y4 where pupils devise pin ball games and desk tidies, and in Y3 pupils' photo frames. Pupils in Y6 create Jewish artefacts and models linked to local study. Older pupils demonstrate that they can follow a procedure for a set of instructions using construction kits. They generate and control movements in their models during activities in an extra-curricular D&T club.
- Pupils develop and communicate aspects of their design ideas in a variety of ways using ICT as appropriate. In recent years, pupils have been successful in being commended for their work in design and technology in national award schemes.

### **Shortcomings**

- There are no significant shortcomings.

### **Information technology**

There was limited observation of use of computers during the inspection. Other evidence such as portfolios and work displayed in the school indicate that standards are good at both key stages.

#### **Good features**

- During lessons, pupils in both key stages use interactive whiteboards confidently and effectively.
- Pupils in KS1 understand that data can be presented in a pictogram, they use a data-handling package to record information about food.
- KS1 pupils use the mouse confidently and recall information by clicking on an appropriate icon.
- Pupils use a painting programme to design and print out pictures about the countryside and use a word processor confidently to write about their experiences.
- Pupils in Y3 and Y4 can use a database to record and produce graphs. When writing poems about snakes, they produce work where text and graphics are combined. They design and print out party invitations and when writing about the Autumn, they are able to chose and insert clip art images, and modify text.

- Pupils in KS2 use a music programme to record their simple musical compositions.
- As part of a study of their area, Y3 and Y4 pupils design brochures about Cwmcarn on the computer. When studying Victorian Times, Y3 and Y4 pupils use the internet to research information about Dr Barnardo and Alexander Graham Bell.
- In Y5 and Y6, pupils use a spreadsheet to produce information on fruit sales in the school tuck shop. Following a visit to the National Assembly for Wales, pupils research the internet for information. They use a word processor to write about their visit and produce information sheets on the Assembly.
- Pupils in Y5 create PowerPoint presentations on the topic of healthy eating and use the computer to make their own wordsearches and quizzes. Pupils develop their research skills by downloading news articles and using them as a source of information for writing their own newspaper articles.
- Y5 pupils use control and monitoring devices as part of a whole class investigation on insulating materials. Following a lesson on the life cycle of the butterfly, they create very good PowerPoint presentations, which include graphics imported from the internet. They also use a microscope connected to a laptop computer to look at butterflies, and record their experiments on pulse speeds on spreadsheets.
- Pupils learn about publishing packages, they design their own booklets following a field trip to Porthcawl and develop the skills to make their booklets on the computer.

### **Shortcomings**

- There are no significant shortcomings.

## **History**

Standards of achievement in history are good in both key stages.

### **Good features**

- Throughout the school, the effective use of timelines contributes positively to pupils' chronological awareness and enables them to recall facts about famous people and to sequence events.
- Through visits and their study of artefacts, pupils in KS1 are able to distinguish between past and present in their lives and to appreciate change over time for example, in household appliances and practices. Their oral responses reflect a good understanding and they apply specific vocabulary well.

- In KS2, pupils extend and develop their writing and oral skills appropriately through their studies of history. They are able to organise and communicate their knowledge and understanding of various historical periods and events in a variety of ways, including role-play. Good standards are achieved.
- In Y3 and Y4, pupils make very good progress in their exploration and understanding of the Victorian period. Using appropriate skills they are able to outline important facts about Victorian life, successfully interpret timelines of significant events and utilise information. They ask and answer questions very competently and draw effectively on aspects of earlier studies.
- Throughout KS2, pupils continue to develop a good sense of the social aspect of history. They show empathy with characters and events and are able to make valid observations for example, about the life of a Roman soldier, the differences between rich and poor households in Victorian times or the plight of working children. Work developed from pupils' simulation of a Victorian school day is of good quality.
- Older pupils use census and a variety of other research material including the internet to analyse ways in which life in Wales has changed since the 19<sup>th</sup> Century. They present their findings in a variety of written formats and good standards are achieved.
- Pupils in both key stages can recall facts about famous people in the past such as Mary Jones, Dr. Barnado or Alexander Bell. Older pupils are beginning to appreciate why people in the past acted as they did and what happened as a result.
- There is good reference to local history in KS2, drawing on significant events such as mining disasters and identifying the causes and some of the consequences of events and changes. Work is well supported by thoughtfully planned visits within the locality.
- Pupils in the unit classes for pupils with SEN make good progress. They gain a good understanding of what life was like in Victorian Times and have a basic understanding of the history of coal mining in the South Wales valleys.

### **Shortcomings**

- There are no significant shortcomings, although in KS1, opportunities for pupils to communicate their understanding in writing could be further developed.

### **Geography**

Standards in geography are good in KS1 and satisfactory in KS2.

### **Good features**

- Knowledge of aspects of local geography develops well in KS1 and lower KS2. Pupils show a growing awareness of the location of Cwmcarn in Wales and can describe features of the area.
- Y1 pupils' understanding of routes is demonstrated as they describe a short journey from the school to the nearby playing field. They are able to recall several key features along the route and can record their ideas pictorially.
- In Y2, pupils are able to comment thoughtfully on features of their village that they like and dislike. They can describe different house types using appropriate geographical language.
- Y2 pupils can identify different types of street features and road signs and tally these during fieldwork activities. They can also collect numerical data to support their ideas about distances between parts of the school building, measuring the route with a trundle wheel.
- In Y3 and Y4, pupils' good understanding of features of the locality is shown in their annotation of aerial photographs and analysis linked with land use. Their awareness of positive aspects of Cwmcarn is demonstrated in their production of brochures for tourists visiting a local area of scenic beauty.
- Education for sustainable development develops well as pupils through the school recognise materials for recycling. Y4 pupils generate graphs to show how pupils travel to school and consider whether the method of travelling is environmentally friendly.
- In their studies of Porthcawl as a contrasting locality, some Y6 pupils can make sensible comments about shop types and location.
- Pupils' skills of geographical enquiry are developed well in lower KS2 where, for example, Y4 pupils produce and use a questionnaire designed to find out about opinion and use of a local park. The data they generate is presented using ICT.
- Imaginative approaches to the study of St Lucia in Y3 and 4 enable pupils achieve good standards when planning a Caribbean party with typical food and calypso music.
- Some Y5 pupils have good recall of their studies of a contrasting locality in India. They are able to comment on the environmental significance of deforestation, using appropriate geographical language.

### **Shortcomings**

- There is variability in standards achieved by pupils in different Y5 and Y6 classes. Pupils' responses are often superficial and do not build on the standards achieved in lower KS2.

## Art

Standards of achievement in art are good in KS1 and very good overall in KS2.

### Good features

- In KS1, pupils mix colours effectively and are adept at applying techniques such as blending or adding sand to create texture. They draw and paint confidently from direct observation and produce creative work of a good standard in a variety of media. Their drawings and paintings of flowers are of a good standard: they make perceptive comments about their intentions using the appropriate vocabulary.
- Pupils in both key stages develop a good understanding of the work of other artists who work in a range of media and variety of styles.
- In Y2, pupils achieve good standards when working in the style adopted by Monet: they apply techniques well.
- In Y3 and Y4, pupils' own work based on the street scenes by Guiliania Lazzerina is of high quality. In Y5, pupils use tone and colour to very good effect when working in the style of Baynes. They achieve some good and very good outcomes.
- Pupils' drawings and prints reflecting the style of Welsh artists demonstrate good use of line, shade and tone and the very effective application of pencil and charcoal.
- Three-dimensional work includes clay models of bears and colourful sculptures of flowers in KS1 and the very successful construction of masks and puppets to support work in literacy by younger pupils in KS2.
- Older pupils achieve very good outcomes when working with clay to reflect aspects of a local landscape. Making and finishing techniques are well applied to work involving the making of Victorian toys and religious artefacts: completed work is of a high quality.
- Collage work is very well reflected in pupils' work with natural materials. Their pebble sculptures, for example, in the style of Andy Goldsworthy are of a very good quality.
- In both key stages pupils use their sketchbooks in varying degrees to practice observational drawing, develop ideas and to design. The investigation and research of light and colour by pupils in Y5 is well reflected in their finished work based on the style of a Welsh artist: some very good standards are achieved.
- Techniques in art are very well used to support work in other areas of the curriculum. For example, in Y4 where pupils' studies reflecting life in a mining

community are of a particularly high standard. Throughout the school, pupils' work demonstrates the development of good or very good observational skills.

- In KS1 and KS2 the use of computer generated art is beginning to contribute positively to the standards achieved. The interpretation of sunsets by younger pupils and the studies of pattern by Y4 are particularly effective.
- Pupils in the SEN unit classes make good progress. As part of a study into materials, pupils look at the work of a sculptor and create effective pebble and shell sculptures. Attractive picture frames are designed on the computer as part of a design technology project to make a 3D frame for their work.

### **Shortcomings**

- There are no significant shortcomings but there would be benefit in extending pupils' use of sketchbooks to research techniques and to practise skills.

## **Music**

Standards in music are good in KS1 and KS2.

### **Good features**

- When singing an action song, pupils in KS1 are able to recognise the pulse, and move their feet in time to the music. They perform 'rap' melodies and can express how the music makes them feel. In response to hearing a short passage of music some pupils can state whether the sound gets higher or lower.
- KS1 pupils display a good sense of rhythm, using body percussion effectively during circle games and keep in time to music played on a tape recorder.
- As part of their study of a region of India, Y5 pupils listen to Indian folk music. They can identify the instrument playing a steady beat, and show an understanding of dynamics and pace. Pupils learn the names of Indian instruments and suggest the types of materials that can be used to make simple folk instruments.
- KS2 pupils learn to perform songs in different styles. They show enjoyment when listening to taped music and can identify rock and roll and blues style music. They understand simple musical notation and learn about the use of chords in accompanying rock and roll music.

- After listening to a poem read aloud, pupils in Y6 work in groups to compose music that evokes the mood and atmosphere of the poem. Pupils select appropriate tuned and untuned percussion instruments and create good compositions, they listen to and appraise each other's compositions and describe the effects that different instruments can create.
- When listening to a piece of descriptive music, such as Carnival of the Animals, Y3 pupils identify which animal is described using an understanding of tempo and sound effects.
- The standard of singing is very good in both key stages, pupils sing in tune and expressively, with very good use of dynamics.
- Pupils have the opportunity of having instrumental lessons in school as well as joining in choral activities.

### **Shortcomings**

- There are no significant shortcomings but KS1 pupils' ability to select and use percussion instruments appropriately requires development.

## **Physical education**

Standards in physical education are good in KS1 and KS2.

### **Good features**

- Pupils in both key stages dress appropriately for physical education lessons and show good levels of commitment to make improvements to their skills or movements.
- In games lessons, Y1 pupils begin to develop bouncing and catching skills which are further refined in Y2 where pupils are able to bounce on the spot or to a partner with growing success.
- Y2 pupils demonstrate developing levels of control when passing balls using overhead or chest passes. Most pupils can do so with reasonable accuracy.
- KS1 pupils can remember simple patterns of dance movements and anticipate these from musical prompts. They are able to devise a pattern of movements to beats of eight and can recall simple Welsh folk dances.
- Pupils in KS2 are well aware of safety considerations in athletics events and employ warm up and cool down procedures adequately.

- In KS2, pupils are able to suggest ways to improve performances in javelin, discus and ball throwing. Most use posture and arm swing well and make improvement as they practise.
- KS2 pupils demonstrate good progress in jumping skills in standing long jump and hurdle events.
- Sprinting and relay race skills show good development in KS2. Pupils readily time their efforts in order to improve their personal best and demonstrate good stamina.
- Pupils from the special needs classes are integrated effectively in physical education lessons and make progress that compares favourably with their peers.

### **Shortcomings**

- There are no significant shortcomings.

## **Religious education**

Standards in religious education are good overall in both key stages.

### **Good features**

- In KS1 pupils understand the significance of the special qualities found in the people they appreciate and admire. They share their oral responses with confidence.
- Throughout KS1, pupils' understanding of special times, places and artefacts develops well and is suitably reinforced through linked themes in collective worship.
- In KS1, pupils appreciate how Christian and Jewish festivals are celebrated: some are able to make simple comparisons. Pupils apply appropriate vocabulary when sharing experiences: their oral responses are good.
- The good links established with the local church enhance pupils' knowledge and understanding: they are able to discuss the significance of artefacts and have good recall of shared celebrations such as baptism.

- Pupils in KS1 have a good understanding of stories from the Bible and recall these well.
- In KS2, pupils acquire a more extensive knowledge of world religions, their concepts and symbolism. Their recall and oral ability to share information is good.
- Through good quality role-play and dramatisation, younger pupils in KS2 make good progress in their understanding of the beliefs and customs of the Hindu faith. Their written responses to topics being studied are generally of a good quality.
- As they progress through the key stage, pupils continue to be given good first hand opportunities to experience religious traditions at first hand through simulations for example, of the celebration of Purim: good standards are achieved.
- Older pupils use a range of resources effectively and independently to support their learning in religious education, for example, in Y6 where pupils use video purposefully to assist them with their preparations of a joint presentation linked to the celebration of Passover: they express their understanding of beliefs and practices well.

### **Shortcomings**

- There are no significant shortcomings but there would be benefit in developing pupils' abilities to record, in their own words, their written responses to some of the topics being studied.

## **8. SCHOOL IMPROVEMENT**

### **8.1 Progress since the last inspection**

The last inspection report identified eight key issues for action. The school needed to:

- **implement the school's ICT development plan in order to raise overall standards in information technology;**

Progress in relation to this issue is good. All staff have undertaken training in use of information technology and there has been a substantial increase in IT facilities in the school, including interactive whiteboards in some classes in KS1 and KS2 and provision of laptops for all teachers. Two subject leaders (in KS1 and KS2) have helped to raise the profile of the subject and the KS2 subject leader has visited others schools to view good practice. Standards in IT and the key skill of ICT are now good.

- **develop strategies to raise standards of numeracy and literacy right across the curriculum;**

There has been good progress overall in relation to this issue which has been a major focus in School Development Planning since the last inspection. There has been a steady rise in attainment in both English and mathematics as judged by teacher assessment in KS1 and national test results in KS2. In mathematics, staff training, the introduction of a new mathematics scheme and ICT support programmes, the introduction of an extra-curricular club and the use of consistent practices throughout the school have had a positive impact on standards, particularly in KS2 where they are now good. In English, standards in KS2 are good overall with pupils achieving very good standards in speaking and listening. A new reading scheme, emphasis on oral skills during lessons and involvement of some pupils in summer schools has been instrumental in developing standards here. In KS1, standards in reading and speaking are now good while in writing and listening, they are still satisfactory.

- **address the identified shortcomings in subject areas;**

Subject leaders have been involved in considering developments and standards have improved in the vast majority of subjects (see Section 3). Progress in relation to this issue is very good.

- **improve the quality of whole school planning of the curriculum in order to provide better continuity and appropriate progression in pupils' learning;**

Progress in relation to this issue is good overall. LEA or published schemes have been introduced and adapted to suit the school's needs, particularly in relation to mixed age classes. Some schemes have only recently been introduced and are not yet fully embedded. Systems have evolved to avoid time-consuming duplication in medium and short term planning.

- **introduce a more consistent and accurate approach to assessment and recording of pupils' progress, making sure that the assessment data collected is then used productively to raise pupils' standards of achievement;**

There has been significant development in assessment, recording and reporting practices. Two new co-ordinators (KS1 and KS2) work effectively together to review the school policy for assessment, recording (including marking) and reporting. Successful initiatives include the regular assessment of core subjects, analysis of test data, target setting and staff training in report writing practices. Although there is still variation in the quality of teachers' marking, other practices are implemented well and are having a positive impact on standards. Progress here has been good.

- **develop a manageable system for monitoring the quality and effectiveness of teaching and learning throughout the school;**

The monitoring of teaching and learning through the school has largely been undertaken by the head and deputy head teacher through classroom observations and scrutiny of planning and assessment documentation. A LEA self-evaluation system has been used effectively. To date, there has been limited involvement of subject leaders in the monitoring of teaching and learning. Progress here is good overall.

- **provide and implement behaviour management programmes to meet the needs of those pupils with significant behavioural difficulties and fully complete the annual reviews of pupils' statements of special educational needs;**

Progress in relation to this issue is very good. Behaviour in early years classes and in KS2 (including the unit classes for pupils with SEN) is very good; that in KS1 classes is good. Helpful initiatives include the use of positive behaviour reinforcement by staff, the training of mid-day supervisors and the introduction of a home-school agreement.

- **address the health and safety issues raised during the inspection and maintain all efforts to improve the suitability of the accommodation as an appropriate working environment for both pupils and staff.**

Progress in relation to this issue is very good. All health and safety issues identified at the last inspection have been addressed. The school has a well considered programme for repair and maintenance of school accommodation features. The health, safety and well-being of pupils is very well considered through a range of appropriate measures.

## **8.2 Key Issues for Action**

The school needs to:

- address shortcomings in subjects or key skills where standards are satisfactory:
  - in KS1 English and mathematics;
  - in KS1 key skills of literacy and numeracy;
  - in KS2 geography.
- further develop the monitoring role of the subject leader, particularly in science and the foundation subjects;
- improve consistency in the marking of pupils' work to assist their progress.

*The inspectors wish to thank everyone associated with the school, especially the headteacher, staff, pupils, parents and governors for the co-operation and courtesy they received during the inspection.*

## **APPENDIX**

### **A. Basic information about the school**

Name of School	Cwmcarn Primary School
School type	Primary
Age -range of pupils	3 - 11
Address of school	Newport Road, Cwmcarn, Cross keys, Newport, Gwent.
Post-Code	NP11 7LZ
Telephone Number	01495 270494
Headteacher	Mr G Evans
Date of appointment	September 1998
Chair of Governors/	Cllr. K James

Appropriate Authority	
Registered Inspector	Mrs Karen Morris
Dates of inspection	14.6.04 – 17.6.04

## B. School data as indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	18	41	46	48	41	50	52	60	338

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	16	0	16

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	24.5 :1
Pupil : adult (fte) ratio in nursery classes	9 :1
Pupil : adult (fte) ratio in special classes	5.4 :1
Average class size, excluding nursery and special classes	26.5
Teacher (fte) : class ratio	1 :1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	92	94	95	94
Term 2	90	91	92	91
Term 3	91	91	94	92

Number of pupils excluded during 12 months prior to inspection.	1
---	---

## C. Results of national curriculum assessments and public examinations

<b>National Curriculum Assessment KS 1 Results: 2003 (Number of pupils: 38)</b>									
			D	W	1	2	3	4	
ENGLISH:	Teacher Assessment	School	0	10	26	53	11	0	
		National	0	4	14	63	20	0	
EN: Reading	Teacher Assessment	School	0	13	24	50	13	0	
		National	0	4	14	55	27	0	
EN: Writing	Teacher Assessment	School	0	10	32	58	0	0	
		National	0	5	14	69	11	0	
EN: Speaking and listening	Teacher Assessment	School	0	5	21	63	11	0	
		National	0	3	13	63	22	0	

MATHEMATICS	Teacher Assessment	School	0	3	37	42	18	0
		National	0	2	11	63	24	0
SCIENCE	Teacher Assessment	School	0	0	24	71	5	0
		National	0	2	10	66	22	0

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

In the school:	55	In Wales:	79
----------------	----	-----------	----

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

**NATIONAL CURRICULUM ASSESSMENT RESULTS  
END OF KEY STAGE 2: 2003  
(RERESULTS FOR MAINSTREAM PUPILS)**

National Curriculum Assessment KS 2 Results: 2003											Number of pupils in Y6: 49			
Percentage of pupils at each level														
			D	A	N	B	W	1	2	3	4	5	6	
English	Teacher assessment	School	0	0	0		0	0	10	16	51	23		
		National	0	0	0		0	1	6	16	45	31		
	Test/Task	School	0	0	0	0			10	14	51	25		
		National	0	2	1	1			5	12	38	40		
Mathematics	Teacher assessment	School	0	0	0		0	0	10	16	58	16		
		National	0	0	0		0	0	4	19	46	30		
	Test/Task	School	0	4	0	0			8	24	37	27		
		National	0	2	1	0			4	18	42	33		

Science	Teacher assessment	School	0	0	0		0	0	0	20	37	03	
		National	0	0	0		0	0	2	13	49	35	
	Test/Task	School	0	4	0	0			2	14	55	25	
		National	0	2	0	0			1	9	48	39	

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	71	In the school:	61
In Wales:	70	In Wales:	71

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

**NATIONAL CURRICULUM ASSESSMENT RESULTS  
END OF KEY STAGE 2: 2003  
(RERESULTS FOR PUPILS IN MAINSTREAM AND SEN UNIT CLASSES)**

National Curriculum Assessment KS 2 Results: 2003										Number of pupils in Y6: 53			
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0		0	0	17	15	47	21	
		National	0	0	0		0	1	6	16	45	31	
	Test/Task	School	0	0	0	0			17	13	47	23	
		National	0	2	1	1			5	12	38	40	
Mathematics	Teacher assessment	School	0	0	0		0	0	13	19	53	15	
		National	0	0	0		0	0	4	19	46	30	
	Test/Task	School	0	4	2	0			9	26	34	25	
		National	0	2	1	0			4	18	42	33	

Science	Teacher assessment	School	0	0	0		0	0	4	22	34	40	
		National	0	0	0		0	0	2	13	49	35	
	Test/Task	School	0	4	0	0			4	18	51	23	
		National	0	2	0	0			1	9	48	39	

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	66	In the school:	57
In Wales:	70	In Wales:	71

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

#### D. The evidence base of the inspection

Before the inspection, meetings were held with the staff, the governing body and twenty of the parents of pupils registered at the school. Documents supplied by the school were scrutinised and 37 questionnaires returned by parents were analysed. A team of four gave 18 inspector days to the inspection, in the course of which formal notes were made of 72 lessons or part lessons. In addition, 139 formal notes were made of aspects of pupils' work and provision. Samples of pupils' work were scrutinised and discussions held with groups of pupils. Teachers' plans and assessment records were examined. Inspectors considered the site, fabric and resources of the school. Discussions were held with the head teacher, deputy head and with teachers, particularly about their leadership and subject management roles. Still within the context of the inspection, reporting meetings took place with the head teacher, the staff and the governing body.

#### E. Composition and responsibilities of the inspection team

Karen Morris	The School and its Priorities 2 Main Findings 3.1 Standards of achievement. 5.1 Quality of Teaching 5.2 Assessment, recording and reporting 6.1 Self-Evaluation 6.2 Leadership and Efficiency 8.1 Progress since the last inspection 8.2 Key Issues for action	Science Geography Physical Education
Pam Williams	4.1 Moral, Social and Cultural	Art

	<p>development Accommodation and Learning Resources Early Years</p>	<p>History Religious Education</p>
Gwyneth Rees	<p>3.2 Standards achieved in the Key Skills across the curriculum 5.3 Curriculum</p>	<p>English Welsh (SL) Design &amp; Technology</p>
Gill Unwin	<p>5.4 Support, guidance and Pupils' Welfare 5.5 Provision for pupils with SEN</p>	<p>Mathematics Information Technology Music</p>
Caterina Lewis	<p>4.2 Behaviour and Attitudes 4.3 Attendance 5.5 Partnership with Parents and Community, Schools and Other Institutions 5.7 Partnership with Industry</p>	

