

**INSPECTION UNDER SECTION 10 OF THE
SCHOOL INSPECTIONS ACT 1996**

***DARENFELEN PRIMARY SCHOOL
LLANELLY HILL
ABERGAVENNY***

School Number: 679-2054

Date of Inspection: 7-9 June 2004

By

***MR P D W EDWARDS
Registered Inspector***

Date: 26 July 2004

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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:

{PRIVATE }	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 (KS) 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

1. CONTEXT	1
THE SCHOOL AND ITS PRIORITIES.....	1
2. MAIN FINDINGS	1
3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS	5
3.1 STANDARDS ACHIEVED IN SUBJECTS AND AREAS OF LEARNING	5
3.2 STANDARDS ACHIEVED IN KEY SKILLS ACROSS THE CURRICULUM	5
4. ETHOS OF THE SCHOOL	6
4.1 PUPILS' SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT	6
4.2 BEHAVIOUR AND ATTITUDES	7
4.3 ATTENDANCE.....	7
5. QUALITY OF EDUCATION	8
5.1 TEACHING	8
5.2 ASSESSMENT, RECORDING AND REPORTING	9
5.3 CURRICULUM	10
5.4 SUPPORT, GUIDANCE AND PUPILS' WELFARE.....	10
5.5 PROVISION FOR PUPILS WITH SEN	11
5.6 PARTNERSHIP WITH PARENTS AND COMMUNITY, SCHOOLS AND OTHER INSTITUTIONS	12
5.7 PARTNERSHIP WITH INDUSTRY	12
6. MANAGEMENT	13
6.1 QUALITY OF SELF-EVALUATION AND PLANNING FOR IMPROVEMENT	13
6.2 LEADERSHIP AND EFFICIENCY.....	13
6.3 STAFFING, ACCOMMODATION AND LEARNING RESOURCES	14
7. SUBJECTS AND AREAS OF LEARNING	15
STANDARDS ACHIEVED BY PUPILS	15
PROVISION FOR THE UNDER-FIVES	15
ENGLISH	17
MATHEMATICS	19
SCIENCE.....	21
WELSH SECOND LANGUAGE.....	22
DESIGN AND TECHNOLOGY.....	23
INFORMATION TECHNOLOGY	23
HISTORY	24
GEOGRAPHY	25
ART	26
MUSIC	26
PHYSICAL EDUCATION	27
RELIGIOUS EDUCATION.....	27
8. SCHOOL IMPROVEMENT	28
8.1 PROGRESS SINCE THE LAST INSPECTION	28
8.2 KEY ISSUES FOR ACTION.....	29
APPENDIX	30
A. BASIC INFORMATION ABOUT THE SCHOOL	30
B. SCHOOL DATA AND INDICATORS	30
C. NATIONAL CURRICULUM ASSESSMENT RESULTS	31
D. THE EVIDENCE BASE OF THE INSPECTION	32
E. COMPOSITION AND RESPONSIBILITIES OF THE INSPECTION TEAM.....	33

1. CONTEXT

The school and its priorities

- Darenfelen Primary School is situated in the village of Darenfelen in the County of Monmouthshire and is administered by Monmouthshire Local Education Authority (LEA). It has a roll of 28 pupils aged four to 11 years; the majority come from Llanelli Hill and the surrounding semi-rural area. In general terms the school describes half the area it serves as neither prosperous nor economically disadvantaged, a quarter relatively prosperous and a quarter economically disadvantaged. The annual intake covers the full ability range. Approximately 25 per cent of pupils are registered as being entitled to receive free school meals. All pupils come from homes where English is the main or only language. There are eight pupils identified by the school as requiring special educational needs (SEN) support.
- Darenfelen is a very small village school which has undergone a number of changes since the last inspection in November 1998. Following a reversal of a decision by the LEA to close Darenfelen Primary School in July 2002, it was clustered with the neighbouring Clydach Primary school whose head was appointed in the summer term 2003 to become the non-teaching head of both schools which retained their governing bodies and budgets. There is one school improvement plan (SIP) for both schools and curriculum expertise is shared.
- There are two classes, one with reception and Key Stage (KS) 1 taught together by a new permanent teacher with 0.8 ancillary support, and the other is a KS2 class taught by a permanent part-time teacher who has returned following a long term absence on a job share basis with another part-time teacher who is on a one year contract; this class is supported by a full-time nursery nurse. The inspection team is informed that limited documentation was available to assist the new head to make plans for the school. The majority of documents, including new policies and schemes of work and self-evaluation procedures are being introduced and implemented by the present head and staff this academic year.
- The school has identified the following areas for improvement in its SIP for 2003/2004: Behaviour management; budget and staffing issues; team building; teaching and learning literacy; information and communications technology (ICT); establish an Early Years facility; music; mathematics; Welsh; arts project; raise attainment in literacy.
- The school was inspected previously in November 1998.

2. MAIN FINDINGS

The main findings of the report

Darenfelen Primary is a caring and friendly school where all the staff know the pupils well and significant improvements have been initiated and implemented by the new head and the curriculum leaders.

- The educational provision for the under fives taken overall is appropriate and successfully promotes the desirable outcomes for children's learning. Standards achieved in the reception class are satisfactory overall.

- Standards in the six areas of learning are as follows:

Areas of Learning	Reception
Language Literacy and Communication Skills	Satisfactory
Personal and Social Development	Satisfactory
Mathematical Development	Satisfactory
Knowledge and Understanding of the World	Satisfactory
Physical Development	Satisfactory
Creative Development	Satisfactory

- In both key stages, pupils' standards of achievement in the different subjects of the National Curriculum (NC) and religious education are as follows:

Subject	KS1	KS2
English	Satisfactory	Satisfactory
Mathematics	Satisfactory	Satisfactory
Science	Satisfactory	Satisfactory
Welsh 2 nd Language	Good	Good
Design and Technology	Good	Good
Information Technology	Satisfactory	Satisfactory
History	Good	Satisfactory
Geography	Satisfactory	No Judgement
Art	Good	Good
Music	Good	Good
Physical Education	Good	Good
Religious Education	Good	Satisfactory

- Standards of achievement in KS1 and KS2 are satisfactory or better in around 96% of lessons seen. They are very good in approximately 3%, good in around 63% and satisfactory in about 30%. They are unsatisfactory in approximately 4% of lessons.
- As the number of pupils eligible for assessment at the end of KS1 in the summer 2003, was greater than four but fewer than 10, the overall performance indicator only is included. This indicates that all pupils in KS1 achieved at least level 2 in all the core subjects.
- NC test and task results last summer 2003, showed that at the end of KS2, the percentage of pupils who achieve the expected level 4 and above in English and science is below the national and LEA averages and above in mathematics. The percentage of pupils who achieve level 4 and above in all core subjects is just below the national average and LEA averages. Percentages compare favourably with similar schools being in the median quartile, but are below the LEA average.
- In applying their key skills across the curriculum, pupils in KS1 achieve good standards in listening and satisfactory standards in speaking, reading, writing, numeracy and information and communications technology. In KS2 pupils achieve good standards in speaking and satisfactory standards overall in listening, reading, writing, numeracy and information and communications technology.
- The schools provision for pupils' spiritual, moral, social and cultural development is good overall. A good sense of community is apparent in the daily work and life of the school; pupils are happy and secure in a caring and generally supportive environment. Acts of collective worship meet statutory requirements; they are orderly, meaningful and spiritual occasions with appropriate themes for pupils to acquire sound moral values. The school

emphasises the need for equality for all including racial, gender and ability through the effective implementation of its racial and personal and social education (PSE) policies.

- The overall quality of pupils' behaviour in school and attitudes to learning is good. The behaviour of the majority of pupils is generally good in lessons, at lunchtime, in the playground and as they move around the school. Appropriate school and class rules are agreed with pupils and a significant improvement in behaviour has occurred during this academic year. Teachers have clear expectations of good behaviour and in the majority of lessons strategies in managing behaviour are usually successful and learning takes place in an orderly environment. In some lessons a minority of pupils present challenging behaviour; on these occasions the implementation of the school's behaviour policy is variable.
- Attendance overall is satisfactory. The attendance rate over the last three terms averaged about 92% with no unauthorised absence. Absence is nearly always due to medical reasons or, in a few cases, to holidays taken in term time. Punctuality is good with nearly all pupils arriving to school on time.
- The quality of teaching in KS1 and KS2 is satisfactory or better in around 81% of lessons seen. It is very good in approximately 10%, good in around 54% and satisfactory in about 26%. It is unsatisfactory in approximately 10% of lessons.
- Teaching in the early years and KS1 class is consistently good and sometimes better. Children receive a good start to their education through sensitive and caring support from the teacher and the ancillary support. The good quality teaching ensures that children make steady progress. In KS2, the quality of teaching is variable; there is a range of unsatisfactory to good teaching with some very good teaching seen.
- Where the quality of teaching is good or better, in both key stages, teacher expectations for work and behaviour are high and pupils are praised for effort and achievement. In 16% of lessons seen in KS2 there is unsatisfactory teaching characterised by inappropriate classroom management where disruptive elements appear which affect the quality and rate of learning. This has an adverse impact on standards being achieved since progress slows.
- The quality of assessment, record keeping and reporting is satisfactory. The LEA baseline assessment is carried out in the first half term; profile sheets for reception pupils have yet to impact upon standards. Plenary sessions are used frequently and effectively to assess pupils' learning. Tracking of pupils' progress continues to develop. Appropriate record sheets are maintained for English, mathematics and science; assessment of pupils in the foundation subjects is less well developed.
- The standard of marking in KS1 is very good. In KS2 there is evidence of good practice, however some marking of pupils' books is not appropriate and does not indicate what pupils need to do next in order to improve.
- The overall quality of the curriculum is satisfactory and significant improvements have been made, but still developing and being embedded. The breadth and balance of the curriculum are at present limited due to pupils of a wide age range and ability often receiving similar work in the same class. The school is addressing this appropriately, for example by the gradual introduction of skills' ladders, to help teachers plan differentiated work. The quality of the early years' curriculum compensates to a satisfactory extent to ensure children receive their minimum entitlement and make satisfactory progress. The quality of whole-school

planning for the development of key skills is developing satisfactorily and the school recognises that this is an area for continuing development.

- The curriculum is enhanced by a good range of extra-curricular activities. Appropriate use is made of homework, especially reading, to support pupils' learning. Personal and social education is being developed appropriately according to ACCAC guidelines through subject-related work and discrete activities such as circle time and collaborative activities with a parachute.
- The overall provision made by governors and staff for pupils' support, welfare and guidance is good. A number of policies are in place and in practice, provide good support and guidance and ensure pupils' welfare. Pupils have equal access to the curriculum, after school clubs and all other facilities.
- Provision for pupils with SEN is satisfactory overall, but the school policy for SEN has not been updated in line with the new Code of Practice (CoP). The school promotes an effective policy of inclusion so that all pupils have equal access to all areas of the curriculum. A support teacher provides good withdrawal sessions on two mornings a week, which follows a programme for accelerated learning in the literacy skills.
- The school's partnership with the community, schools and other institutions is good; with parents it is satisfactory. The prospectus has been reviewed and is well presented; it still however, does not meet statutory requirements as some key information is omitted. Parents are kept well informed through regular newsletters, but a significant number of parents indicate they need more information about what is taught and how it is taught to enable them to support fully their child's learning. The parents and teachers association (PTA) is very active and organises fund-raising and social events. The governors meet with parents annually; their written report, printed in the format of an easy to read newsletter, does not meet statutory Welsh Assembly Government (WAG) requirements.
- The school's partnership with industry is good; older pupils learnt first hand manufacturing and marketing processes which gives them a good insight into the world of work. Pupils develop a good knowledge of the needs and problems of their local community.
- The quality of self-evaluation and planning for improvement is satisfactory overall. The school self-assessment policy outlines recent significant changes to the characteristics of the school; it contains a good review of the progress made since the previous inspection, procedures adopted to assist in its self-evaluation and the role of the head and governing body (GB). It does not however, summarise how effectively pupils achieve and what they need to improve with sufficient clarity nor does it evaluate the effectiveness of teaching, training and assessment or action needed to improve these. The GB takes an active interest and is informed adequately of the educational provision and life of the school.
- Leadership and efficiency are satisfactory overall. The school has an appropriate mission statement and aims agreed by the head, staff and governors; these contribute to a shared sense of purpose and commitment to raising standards of pupils. The head shares her leadership between two schools equally and has been effective in initiating a significant number of important improvements to the education provision in the school. The GB is very supportive in a pastoral way and is actively involved with the school and its pupils. Routine administration is appropriate to enable the school to function satisfactorily as a harmonious community.
- Staffing, accommodation and learning resources are satisfactory. There is a good staff to pupil ratio and teachers are qualified appropriately. Storage space in the school building

is limited and the small hall is stacked with equipment. The accommodation provided for children in the Early Years is limited. There is insufficient space for them to access required activities in the classroom and there is no designated area for outdoor play. The provision of learning resources is satisfactory although many resources have to be shared with the clustered school.

- Significant progress has been made and continues to be made since the last inspection.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

Standards of achievement in KS1 and KS2 are satisfactory or better in around 96% of lessons seen. They are very good in approximately 3%, good in around 63% and satisfactory in about 30%. They are unsatisfactory in approximately 4% of lessons.

- Standards of achievement of children under five are satisfactory in all lessons seen.
- Standards of achievement in KS1 are good or better in all of the lessons seen. They are very good in approximately 8% and good in around 92%.
- Standards of achievement in KS2 are satisfactory or better in around 94% of lessons seen. They are good in around 44% and satisfactory in about 50%. They are unsatisfactory in 6% of lessons.
- As the number of pupils eligible for assessment at the end of KS1 in the summer 2003 was greater than four but fewer than 10, the overall performance indicator only is included. This indicates that all pupils in KS1 achieved at least level 2 in all the core subjects.
- NC test and task results last summer 2003 showed that at the end of KS2, the percentage of pupils who achieve the expected level 4 and above in English and science is below the national and LEA averages and in mathematics above. The percentage of pupils who achieve level 4 and above in all core subjects was just below the national average and LEA averages. Percentages compare favourably with similar schools being in the median quartile, but are below the LEA average.

3.2 Standards Achieved in Key Skills across the Curriculum

In applying their key skills across the curriculum, pupils in KS1 achieve good standards in listening and satisfactory standards in speaking, reading, writing, numeracy and ICT. In KS2, pupils achieve good standards in speaking and satisfactory standards overall in listening, reading, writing, numeracy and ICT.

- There are appropriate opportunities for children aged under five years to develop and apply the skills of literacy, numeracy and use of ICT within and across the six areas of learning.
- During effective teaching across the curriculum, the majority of pupils listen well in both key stages. They are attentive listeners to teachers and each other and this contributes significantly to a growing and improving understanding of the content and concepts being learnt. However, in some lessons in KS2, a minority of pupils are more intent on calling out inappropriately than listening carefully.
- In both key stages, pupils' speaking skills develop steadily; many learn to adapt speech to an increasing range of circumstances and demands. In KS2 pupils organise their thoughts

and often speak clearly and at length. Some pupils in KS1 lack confidence to speak audibly to an audience, or project their voices.

- Overall, pupils' use of reading to extend their learning across the curriculum is satisfactory. Pupils in both key stages enjoy reading and looking through a range of books which contributes positively to a steadily improving competence in reading, for example during religious education lessons through shared reading. A few have difficulty in reading their worksheets and books which hinders their overall progress.
- The majority of pupils write at length and communicate their ideas in a variety of forms, often taking into account the needs of their audience. However, in both key stages there is insufficient attention given by pupils to the quality and presentation of their written work in some subjects, such as history and geography.
- Pupils in KS1 use number patterns and relationships progressively to make mental calculations. Overall, pupils in this key stage do not have sufficient depth and breadth in numeracy skills and their application. In KS2 most pupils use mental skills appropriately to solve mathematical problems and by the end of the key stage know their table facts well, however, some lack independence in using the skills of numeracy to solve problems, for example, in science and geography.
- Pupils' skills in ICT in both key stages are improving steadily and satisfactory progress is being made. For example pupils in KS1 use a digital camera to record work and in KS2 pupils draft and redraft work on a word processor. However, insufficient use is made by pupils overall to use their skills in ICT to improve standards across the curriculum.
- Relative to their age and ability, pupils with SEN make steady progress in speaking, listening, reading, writing, numeracy and ICT.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

The schools provision for pupils' spiritual, moral, social and cultural development is good overall.

- A good sense of community is apparent in the daily work and life of the school and pupils are happy and secure in a caring and generally supportive environment.
- All pupils attend daily assemblies where appropriate arrangements are made for them. Acts of collective worship are orderly, meaningful and spiritual occasions with appropriate themes for pupils to acquire sound moral values; they meet statutory requirements. Pupils listen attentively and readily take part in prayers and hymn singing to recorded accompaniment. The school has good links with local churches and pupils show appropriate respect for the beliefs of others.
- The school, throughout its work, promotes good knowledge and insight into values and beliefs. Pupils understand and the majority accept the values and standards of behaviour expected by the school. They consistently help others less fortunate than themselves through direct support and raising money for a variety of charities.
- Pupils in both key stages show care and respect in their relationships with one another. Opportunities during lessons for responsibility and initiative, to enable pupils to explore themes collaboratively and extend themselves are good in KS1; they are satisfactory in KS2 as pupils undertake limited investigative work.

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- Appropriate emphasis is placed on the heritage and culture of Wales. Visits to places of interest broaden pupils' knowledge and understanding and are linked closely to work undertaken in class. Pupils experience the full diversity of other cultures in their work such as artefacts or pictures depicting aspects of a multicultural society.
 - The school effectively enhances pupils' personal and social development through a good range of extra-curricular activities during the school day.
 - The school emphasises the need for equality for all including race, gender and ability through the effective implementation of its racial and PSE policies.
 - Overall, pupils respond very well to the school's provision for spiritual, moral, social and cultural development.

4.2 Behaviour and Attitudes

The overall quality of pupils' behaviour in school and attitudes to learning is good.

- The behaviour of the majority of pupils is generally good in lessons, at lunchtime, in the playground and as they move around the school. Appropriate school and class rules are agreed with pupils and a significant improvement in behaviour has occurred during this academic year.
- In some lessons, particularly in KS2 when a few pupils present challenging behaviour, the implementation of the school's behaviour policy is variable, for example a confrontational approach is sometimes adopted and pupils are not treated with dignity or respect.
- The school works closely with parents of children displaying behaviour problems. Parents attend meetings which are held regularly to review progress.
- The school's anti-bullying policy and emphasis on social inclusion are reinforced effectively through the work of the *School Council*, assemblies, role play sessions and a 'buddy' system. Pupils are helped to work together appropriately to resolve difficulties.
- Teachers and support staff receive relevant training in behaviour management. Behavioural environment checklists are used effectively to identify areas of concern. Behaviour plans are constructed and reviewed with the support of the LEA. Individual pupils work well with the class teacher to select the rewards for their own reward sheet and parents receive regular progress reports.
- In KS1 the classroom ancillary assistant is used effectively to support some challenging behaviour. Carpet rules are displayed and music is used to enhance behaviour. The nursery nurse in KS2 is not always used effectively by teachers to help manage behaviour.
- Weekly 'sharing' assemblies are used to applaud the activities and achievement of all pupils; all pupils in reception and KS1 take part.

4.3 Attendance

Attendance overall is satisfactory.

- The attendance rate over the last three terms averaged about 92% with no unauthorised absence. The school has set an appropriate target of 95%.
- Absence is nearly always due to medical reasons or, in a few cases, to holidays taken in term time. The school has very clear guidance about this and parents complete holiday

forms which are counter-signed by the head. Evidence shows that parents do telephone or send in a note to explain absence.

- Registration occurs first thing in the morning and at the start of the afternoon sessions. Registers are marked to date properly and codes are entered denoting the reasons for absence, although there is no code to indicate late arrivals.
- The statistics are entered weekly into the recently acquired computerized registration system but they are not up to date, principally due to the time constraints of the clerk.
- Punctuality is good with nearly all pupils arriving to school on time.
- When necessary the school works closely with the education welfare officer who visits half-termly to check the registers.
- The school's registration procedures generally comply with the requirements of the NAW Circular 3/99.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching in KS1 and KS2 is satisfactory or better in around 81% of lessons seen. It is very good in approximately 10%, good in around 54% and satisfactory in about 26%. It is unsatisfactory in approximately 10% of lessons.

- The quality of teaching in KS1 is good or better in all of lessons seen. It is very good in approximately 17% and good in around 83%.
- The quality of teaching in KS2 is satisfactory or better in around 84% of lessons seen. It is very good in approximately 5%, good in around 37% and satisfactory in about 42%. It is unsatisfactory in 16% of lessons.
- Teaching in the early years and KS1 class is consistently good and sometimes better. Children receive a good start to their education through sensitive and caring support from the teacher and the ancillary support. The good quality teaching ensures that children make steady progress.
- In KS2, the quality of teaching is variable; there is a range of unsatisfactory to good teaching with some very good teaching seen.
- Teachers generally have a good knowledge and understanding of the subjects they teach. All teachers employ a variety of methods involving whole class, group or individual strategies to fit the purpose of the lesson.
- Where the quality of teaching is good or better, it is characterised by effective planning where learning outcomes are clearly stated which set challenging tasks that are successful in meeting the needs of pupils of different ages and abilities. On these occasions teacher expectations for both work and behaviour are high and pupils are praised for both effort and achievement and they respond accordingly. Where teaching is particularly effective, there is good variety and pace to extend pupils' thinking and encourage thoughtful responses, relationships are good and pupils' attitudes to work are reflected in their positive behaviour; effective organisational strategies set learning in interesting contexts and well-judged questioning techniques are used in plenary sessions to probe the security of pupils' learning and their understanding of the topics and skills being taught.

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- Where the teaching is satisfactory, some of the above features are present, but also some deficiencies, such as, overlong introductory sessions and lack of challenge and inspiration to enthuse all pupils to be alert, involved and to achieve their full potential. On these occasions there is often an over reliance on teacher direction which results in insufficient opportunities for independent learning. The unsatisfactory teaching is characterised by inappropriate classroom management where disruptive elements appear which affect the quality and rate of learning.
 - The valuable contribution of the peripatetic music teacher who visits the school to teach music weekly to both key stages improves overall standards in music; teaching of interested pupils by the peripatetic guitar teacher is effective.

5.2 Assessment, Recording and Reporting

The quality of assessment, record keeping and reporting is satisfactory and has improved since the last inspection.

- The LEA baseline assessment is carried out in the first half term. The newly appointed teacher has introduced profile sheets for reception pupils. This has yet to impact upon standards.
- Learning objectives in both key stages are shared with pupils and displayed. Plenary sessions are used frequently and effectively to assess pupils' learning.
- Teachers receive training in using appropriate assessment software; tracking of pupils' progress is at an early stage of development following delays in its implementation.
- Appropriate record sheets are maintained for English and mathematics. The recent introduction of a science skills' ladder is being used to monitor the progress of pupils in this core subject; end of key stage targets are agreed collaboratively.
- Assessment of pupils in the foundation subjects is less well developed. The introduction of skills' ladders in some subjects begin to provide adequate structure to measure pupils' progress. Subject leaders develop portfolios of pupils' work in the subjects for which they are responsible, but not all of them include annotated comments about learning objectives or provide details of NC level attained to aid consistency in assessment.
- The standard of marking in KS1 is very good. Teachers' comments are linked to the learning objectives and provide clear guidelines for improvement. In KS2 there is evidence of good practice, however some marking of pupils' books is not appropriate and does not indicate what pupils need to do next in order to improve.
- Group reading records related to learning objectives include comments which indicate areas for development. Individual reading records and discussion with pupils indicate that some pupils are not heard regularly which is unsatisfactory. Appropriate records are in place to record the progress of reception and KS1 pupils in reading high frequency words. The portfolio of literacy work does not include any evidence of writing at level five or the relevant level descriptors.
- Reports are sent to parents at the end of the school year. Those used last year, generally meet statutory requirements and provide evidence of pupils' achievement, but information technology is included inappropriately with technology and there is no space for written comments by pupils or parents. Parents have appropriate opportunities to visit the school to discuss their child's progress.

5.3 Curriculum

The overall quality of the curriculum is satisfactory and significant improvements have been made, but are still developing and being embedded.

- The breadth and balance of the curriculum are at present limited due to pupils of a wide age range and ability often receiving similar work in the same class. The school is addressing this appropriately, for example by the gradual introduction of skills' ladders, to help teachers plan differentiated work.
- Provision for reception children, such as adequate outside play areas and equipment is limited. They are taught in the same class alongside Y1 and Y2 pupils which in practice means they are often taught in a national curriculum setting, particularly during introduction and plenary sessions. The quality of the early years' curriculum, including long and short-term planning, teaching and ancillary support is good overall and compensates to a satisfactory extent to ensure children receive their minimum entitlement and make satisfactory progress.
- The curriculum in KS1 and KS2 ensures coverage of all the statutory subjects with policies and schemes of work in place. The majority of these are being introduced and embedded this academic year. The way that some of the foundation subjects, such as geography and history, is organised and delivered in alternating blocks makes it difficult at times to assure continuity and progression in learning, particularly in geography.
- The quality of whole-school planning for the development of key skills is developing satisfactorily and the school recognises that this is an area for continuing development.
- The curriculum is enhanced by visits to places of interest in each key stage linked with subject related work, the community and local businesses. There is an appropriate emphasis on the *Cwricwlwm Cymreig* in several subject areas.
- The curriculum is enhanced by a good range of extra-curricular activities such as aerobics, rugby, soccer and tennis at lunchtime which are well supported by pupils and enrich the quality of their experiences. Many useful links have been established with the local and wider community to provide a variety of experiences outside school to broaden pupils' knowledge.
- Appropriate use is made of homework, especially reading, to support pupils' learning.
- Personal and social education is being developed appropriately according to ACCAC guidelines through subject-related work and discrete activities such as circle time and collaborative activities with a parachute.

5.4 Support, Guidance and Pupils' Welfare

The overall provision made by governors and staff for pupils' support, welfare and guidance is good.

- Overall, the school provides a welcoming and caring environment where pupils, including the under-fives, feel safe, happy and secure.
- The head, teachers and support staff know their pupils well. The range of attractive displays and photographic records reflect how well pupils are valued.
- The school has an 'open door' policy. Parents regard the school as friendly and supportive.

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- A number of policies are in place and in practice provide good support and guidance and ensure pupils' welfare. These include policies for health and safety, sex education, anti-bullying and racial equality.
 - A sound equal opportunities policy works well. Pupils have equal access to the curriculum, after school clubs and all other facilities.
 - The headteacher is responsible for child protection. Staff members have received relevant training and understand agreed procedures. The school maintains sound links with external agencies; appropriate security systems are in place.
 - Provision for first aid is appropriate; three members of staff have received first aid training.

5.5 Provision for Pupils with SEN

Provision for pupils with SEN is satisfactory overall.

- The school policy has not been updated in line with the new CoP.
- The total number of pupils on the SEN register is eight, of whom one pupil is being assessed for a statement of SEN. There is a named governor for SEN who is informed appropriately of progress.
- One pupil with a temporary physical disability is supported by a nursery nurse; the school makes good efforts to include the pupil in all activities.
- Early identification of pupils with SEN is achieved through the baseline assessment and pre-school records. The school promotes an effective policy of inclusion so that all pupils have equal access to all areas of the curriculum.
- Class teachers work co-operatively with the special needs co-ordinator (SENCo) and support teacher to produce satisfactory individual educational plans (IEPs) using appropriate computer software. They are reviewed regularly and contain appropriate targets and specific, achievable outcomes for pupils' progress in class and withdrawal sessions; pupils' comments are not included.
- Parents receive copies of IEPs which include suggestions for them to help their children at home, but these lack sufficient detail to help parents make an effective contribution towards the achievement of targets. They discuss their children's achievements and progress during consultation evenings.
- The school maintains close links with the educational psychologist. Clustering arrangements with another school enable the school to benefit from extra visits.
- A support teacher provides good withdrawal sessions on two mornings a week, which follows a programme for accelerated learning in the literacy skills. Key Stage 2 pupils withdrawn carry out appropriate tasks related to work undertaken by other pupils in the class. Good relationships are evident during these sessions and pupils make steady progress.
- The nursery nurse is trained in the use of the withdrawal programme and reinforces learning in the classroom effectively when her role is clearly defined.
- There is insufficient information technology software to support pupils with SEN adequately.

5.6 Partnership with Parents and Community, Schools and Other Institutions

The school's partnership with the community, schools and other institutions is good; with parents it is satisfactory.

- The school encourages parents to play an active part in the daily life of the school and many do so, helping in class and with visits, with homework and in particular with reading.
- The new school prospectus is well presented with a blend of information, pupils' views and photographs of activities. It still however, does not meet statutory requirements as some key information such as the content and organisation of the sex education policy, collective worship at the school, use of the Welsh language and details of the equal opportunities policies is omitted.
- Parents are kept well informed through regular newsletters and have good opportunities, both formal and informal, to talk to the head and to class teachers. A significant number of parents however, indicate they need more information about what is taught and how it is taught to enable them to support fully their child's learning; plans are in hand to address this.
- Parents who attended the pre-inspection meeting report that they are encouraged to help in school and that any complaints are dealt with swiftly.
- The PTA is very active and organises fund-raising and social events. It provides good financial support to augment school resources.
- The governors meet with parents annually. Although their written report, printed in the format of a newsletter, is very easy to read it does not meet statutory Welsh Assembly Government (WAG) requirements.
- Very good links have been forged with the recently established nursery which uses the school one day a week and there are also effective links with other local primaries and a very close relationship with the cluster school.
- Good pastoral links are in place with local secondary schools to prepare pupils for transfer. There are good curriculum links with the mathematics, but few links with other subject areas.
- The school benefits from very good links with initial teacher training universities. Students come into school for initial training both from Welsh and English Universities and are well mentored personally by the head.

5.7 Partnership with Industry

The school's partnership with industry is good.

- The school makes good use of the LEA appointed business links co-ordinator, for example, representatives from a local biscuit factory set up a production line in school and older pupils learnt first hand the manufacturing and marketing processes involved. This gives them a good insight into the world of work.
- Much work is done on healthy eating and the pupils benefit from links to the Abergavenny Food Festival where they taste and try different ingredients used in different European countries.

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- A visit to the local reservoir enables pupils to extend their knowledge of wildlife habitats and much valuable work is done in their local environment cleaning up the village brook. Pupils develop a good knowledge of the needs and problems of their local community and this is highlighted during the visit of their local member of parliament when pupils discuss with him the problems of vandalism. They are also able to question him about his work; a visit to the Houses of Parliament, to build on this knowledge, is planned for next term.
 - Teachers have not undertaken any work placements.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

The quality of self-evaluation and planning for improvement is satisfactory overall.

- The school has a satisfactory self-assessment policy which outlines recent significant changes to the characteristics of the school. It contains a good review of the progress made since the previous inspection, procedures adopted to assist in its self-evaluation and the role of the head and GB.
- It does not however, summarise how effectively pupils achieve and what they need to improve with sufficient clarity nor does it evaluate the effectiveness of teaching, training and assessment or action needed to improve these. It outlines the role of the head and GB adequately, but does not mention the effectiveness of leadership and strategic management.
- The SIP, which is shared with the clustered school, provides a useful overview and focus of areas for the school to address. In addition it identifies appropriate areas for improvement and adequate criteria for their success for this academic year 2003/2004. The majority, but not all of the areas are monitored and evaluated satisfactorily, but lack enough rigour and detail to evaluate how effectively the school has moved forward. There is no critical evaluation of the previous year's SIP targets to inform future planning and there are no long term targets to provide direction for the school.
- Information from baseline, national test and task and other assessments results begins to enable the school to track the progress of individual pupils effectively as they move through the school, but lack of such information from previous years available to the new management means targets are mainly qualitative as apposed to quantitative. Teachers have a good level of understanding of expected levels in the core and foundation subjects of the NC.
- The GB takes an active interest and is informed adequately of the educational provision and life of the school. It meets regularly and appropriate minutes are kept of meetings.

6.2 Leadership and Efficiency

Leadership and efficiency are satisfactory overall.

- The school has an appropriate mission statement and aims agreed by the head, staff and governors; these contribute to a shared sense of purpose and commitment to raising standards of pupils.
- The head shares her leadership between two schools equally and has been effective in initiating a significant number of important improvements to the education provision in

the school. She has no deputy to support her in managing either school and while she attends the other school there is no clear line of responsibility as there is only one member of staff teaching full-time.

- The GB is very supportive in a pastoral way and is actively involved with the school and its pupils. It is kept well informed by the head and staff about the work and life of the school and meets regularly to discuss the curriculum and progress. The GB has set itself appropriate targets in the self evaluation report to improve its performance. It monitors the curriculum informally through individual governors following the progress in a particular subject.
- Responsibility for co-ordinating the curriculum is shared among teachers in both of the clustered schools and has enabled the school to introduce new policies and schemes of work within a relatively short period of time. The role of co-ordinators develops appropriately with relevant in-service training (INSET) identified to support their continual professional development. There are good arrangements in place for the head and LEA advisory service to monitor teaching and learning, but good practice is not always shared and acted upon effectively.
- The head and GB of the school manage the budget appropriately on a monthly basis in partnership with the LEA, but long term plans for expenditure are at present uncertain, due to the particular nature of the two clustered schools, to enable major spending decisions to be made.
- Priorities identified in the current budget do not relate to the school's educational objectives expressed through the SIP. As the school is identified as being an entity in its own right; the sharing of the SIP between both clustered schools means the particular challenges of this school are not addressed sufficiently.
- Routine administration is appropriate to enable the school to function as a harmonious community.

6.3 Staffing, Accommodation and Learning Resources

Staffing, accommodation and learning resources are satisfactory.

- There is a good staff/pupils ratio and teachers are qualified appropriately. Agreed job descriptions are in place; two teachers share responsibility for KS2 and meet weekly to discuss planning.
- Staff have attended a number of appropriate INSET courses that are generally linked to targets in the SIP.
- The school is served well by the caretaker, lunch-time supervisors and kitchen staff. Effective support is provided by the LSA.
- The position of school clerk is vacant. Some appropriate administrative support is in place, but the allocation of time is inadequate to allow her to fulfil required tasks. The head has to share an office with administrative staff.
- Arrangements for the review of performance management are at an early stage of development.
- Outdoor accommodation is good with a large field and an attractive nature reserve with a pond. Storage space in the school building is limited and the small hall is stacked with equipment; this raises safety issues during physical education lessons.

- The accommodation provided for children in the Early Years is limited. There is insufficient space for them to access required activities in the classroom and there is no designated area for outdoor play.
- The provision of learning resources is satisfactory although many resources have to be shared with the clustered school.
- Children's work is displayed throughout the school, celebrating achievement and providing an attractive and stimulating environment. Classroom displays in English and mathematics are used to enhance learning effectively.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

- The educational provision for the under fives taken overall is appropriate and successfully promotes the desirable outcomes for children's learning. Standards achieved in the reception class are satisfactory overall.
- The two pupils in reception are taught alongside children in KS1 and are supported well by the classroom ancillary assistant who also supports KS1 pupils who experience difficulty. The assistant is aware of the learning objectives and involved in the evaluation and assessment of children's learning.
- The newly appointed teacher has introduced baseline profile sheets which enables her to make appropriate ongoing assessment of children's personal and social development as well as language and mathematical development.

Language, literacy and communication skills

Language, literacy and communication skills are satisfactory.

Good features

- Language skills are variable. Some of the children enter the school from a low starting point, particularly in their speech and language and communication skills. Overall, children listen well to their teachers and follow instructions and talk about their experiences. Home tasks are used to support learning.
- With support the children are developing appropriate early reading skills. They know that words and pictures have meaning and respond enthusiastically when listening to stories.
- Children use a variety of marking implements adequately for a range of purposes. With support they complete simple writing activities related to shared and guided reading.
- Welsh as a second language is used appropriately by children during the day.

Shortcomings

- Standards of communication and use of vocabulary are variable.
- Limited space, resources and opportunities are available for using language through play.
- Insufficient attention is paid to the separate language needs of the under-fives. Although this area of learning is included in lesson plans the introduction and plenary are the same as those undertaken by pupils in KS1.

Personal and social development

Personal and social development is satisfactory.

Good features

- Children are beginning to share resources and work co-operatively. Overall, they are interested in what they are doing, concentrate and persevere with activities.
- The caring attitudes of adults and effective teaching promote the development of children's personal and social skills. When incidents of inappropriate behaviour occur they are dealt with in a positive, sensitive manner. The classroom assistant works quietly and effectively to support children.

Shortcomings

- Most activities are teacher-directed and children are not given enough opportunities to learn and play independently.
- Limited space, resources and opportunities are available for learning through play.

Mathematical development

Mathematical development is satisfactory.

Good features

- Children make steady progress in shape and number recognition. They recognise numbers to 10 compare and count familiar objects. Children are developing an understanding of number bonds to 10. They begin to understand the mathematics of money when carrying out practical activities.
- Children identify and create patterns and sequence the days of the week well. They are beginning to use mathematical language and share appropriately when dividing 12 sweets among three children. They use developing mathematical ideas and methods to solve practical problems in a real context appropriately. During role play children sort and match chairs for three children and three bears, counting out cutlery, cups, plates and saucers.
- Mathematical skills are reinforced through other areas. Graphs and tally marks are used by children to record a traffic survey and the days of the week sequenced by them when they learn about the Jewish festival of Shabbat.

Shortcomings

- Children have a limited knowledge of mathematical vocabulary and seldom work independently.
- Limited space, resources and opportunities are available for learning through play.

Knowledge and understanding of the world

Knowledge and understanding of the world are satisfactory.

Good features

- Supported by the classroom assistant, children identify materials which are pulled by a magnet. When handling these materials they take delight in finding those which are attracted by magnets.
- Children take pleasure in playing with replica old toys to learn about the past. They can identify simple differences between old and new toys and sequence them in order.

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- Children are developing an awareness of the key features of their local area.
 - Children make concerted efforts to assemble and combine materials such as wooden dowel axles and wheels with pre-made holes.

Shortcomings

- Insufficient attention is paid to the separate needs of the under-fives. Although this area of learning is included in lesson plans the introduction and plenary are the same as those undertaken by pupils in KS1.

Creative development

Creative development is satisfactory.

Good features

- Children use a range of materials and techniques to make pictures. They look at the work of other painters and use this to attempt their own pictures.
- They enjoy and engage well in role play when using replica old toys, conducting a bear hunt in the sand to support literacy work and when setting up an area to celebrate the Jewish festival of Shabbat.

Shortcomings

- Most activities are teacher-directed and children are not given enough opportunities to choose and plan their own activities.

Physical development

Physical development is satisfactory.

Good features

- Children move confidently with a growing sense of control during physical activities and develop a good awareness of their physical abilities.
- Children use a range of small tools and objects, such as pencils, paintbrushes, chalks, and scissors with increasing control.

Shortcomings

- Children do not have sufficient access to a variety of construction toys or large play equipment to develop effective gross motor control.

English

Standards of achievement are satisfactory overall in both key stages.

Good features

- In KS1 listening skills are good. Pupils listen attentively as they respond appropriately to teacher questions and tasks in a variety of contexts. Good use is made of the listening centre by pupils to develop skills.
- In KS2 pupils generally contribute satisfactorily to class discussions. They respond confidently to questions even when giving the wrong answer. Although listening skills are satisfactory overall in a number of lessons a significant number of pupils do not listen carefully and talk over the teacher.

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- In KS1 pupils' reading is satisfactory. They are developing their word recognition skills well through a literacy programme recently introduced. Shared texts and challenging activities enable pupils to gain an understanding of syllables and the number of beats in words.
 - Pupils in KS1 respond enthusiastically to shared texts and use phonic and contextual clues effectively to assist their reading; they begin to engage imaginatively in role play when re-enacting simple stories.
 - In KS2 reading skills are developing satisfactorily. Many younger pupils read fluently and accurately, using a variety of strategies to establish meaning. More able pupils read with expression and are able to talk at length about the books they have read and their favourite authors.
 - Older pupils in KS2 read a range of texts with enthusiasm. When reading shared texts such as, 'Goodnight Mister Tom', pupils refer appropriately to the text when explaining their views. The oldest pupils read aloud fluently with good expression.
 - Pupils in KS1 are making satisfactory progress in independent writing; their writing communicates meaning in a variety of forms. Sentences are demarcated accurately in the main by capital letters and full stops.
 - The best work is made in response to good-quality texts; sufficient detail is included to interest the reader. Pupils make their fantasy stories into attractively displayed individual books which encourages writing.
 - Spelling skills of the majority of pupils are developing steadily; handwriting is mostly neat and legible.
 - Pupils in KS2 respond to a range of stimuli including studies in history of life during World War Two. Older pupils use onomatopoeia and alliteration confidently to produce poems with distinctive rhyming patterns.
 - Younger pupils in KS2 use the text of 'Goodnight Mister Tom' to write letters in the first person, describing the experiences of an evacuated character. At this level their writing is generally organized, imaginative and clear.
 - In plenary sessions younger pupils in KS2 contribute a wide range of appropriate words which they associate with war and peace.
 - The written work of the more able pupils in both key stages is lively and thoughtful. The spelling of commonly used words and punctuation within sentences are generally accurate.

Shortcomings

- Many pupils in KS1 do not express themselves confidently and clearly.
- When reading independently, a significant number of pupils in KS1 do not read with expression or use a range of strategies to establish meaning. In both key stages pupils' reading skills do not develop effectively as they do not read regularly enough in school on an individual basis.
- In KS2, a significant number of pupils display limited listening skills during some lessons.
- Standards of handwriting, spelling and punctuation vary across the key stage. A significant number of pupils produce work which is untidy and poorly presented.

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- The writing of pupils at the end of KS2 contains a limited range of sentence types. They do not write for a sufficiently wide range of audiences.

Mathematics

Standards of achievement are satisfactory in both key stages.

- Mathematics is enjoyed by KS1 pupils who respond positively to clear directions and well planned activities. They discuss their work, select and make appropriate use of practical equipment when carrying out problem-solving activities.
- The development of mathematical language is at an early stage in KS1. Pupils are able to compare objects according to length and weight, identify and use halves and quarters and recognise odd and even numbers and recognise a variety of two dimensional and three dimensional shapes and their properties.
- Pupils in KS1 represent data effectively using tally charts and bar graphs.
- Key Stage 1 pupils count objects reliably and use mental recall of numbers to ten. With the aid of practical resources, older pupils use number bonds up to 20, including money, and are beginning to recognise the relationships between number operations. They can order numbers to 100 and have some understanding of ordinal numbers.
- Key Stage 1 pupils' ability to use number operations to solve problems is developing steadily with support. The younger pupils choose and use appropriate number operations and mental strategies to solve real life problems using counting, addition and subtraction. By the end of the key stage many can solve simple word problems using the four rules of number.
- Key Stage 2 pupils have a sound understanding of mathematical concepts and develop appropriate skills in using the four number operations for a range of computational activities.
- The older pupils in KS2 use their knowledge of number facts well to round decimals to the nearest tenth, determine the nearest whole number, order and sequence decimals. With support they are able to count on and back in tenths and hundredths and understand place value for one and two place decimals with up to four digits linking them to corresponding fractions notation.
- Younger pupils in KS2 use a range of resources to extend their knowledge of decimal notation using numbers greater than 1.0. The majority have a good grasp of a tenth as decimal fraction, for example they can recognize $\frac{9}{10}$ of a 10 square and express it as 0.9 orally. These pupils carry out these activities well responding positively to clear exposition and well planned practical activities.
- Pupils know the properties of two and three-dimensional shapes and use analogue and digital time well to solve problems based on the 24-hour clock. Younger pupils in KS2 present data appropriately using block graphs and can answer questions about their graphs. Older pupils can construct and interpret simple line graphs.

Shortcomings

- A small minority of pupils in KS1 shout out incorrect answers.
- A significant number of KS1 pupils have insufficient knowledge of mathematical vocabulary and lack independence when carrying out activities.

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- Pupils in KS2 lack a clear understanding of how to improve their work because of inadequate marking. The presentation of work by many pupils is untidy.
 - At the beginning of lessons KS2 pupils have insufficient recall of prior learning. Several pupils experience difficulty in completing work independently, relying on support from teachers or more able pupils.

Science

Standards in science are satisfactory in both key stages.

Good features

- Younger pupils in KS1 investigate magnets sensibly and carefully. They make valid predictions and draw conclusions that many metals are attracted by them.
- Older pupils in KS1 investigate independently with a wide range of materials and discover appropriately through investigation that magnets can push or pull some materials and not others.
- Pupils in KS1 take in turns to sort out materials into those which are magnetic and non-magnetic with good accuracy using an appropriate software program on a computer.
- Younger pupils in KS2 study mini-beasts appropriately in the environment in small groups, in traps set for mini-beasts in the school grounds, including a pond and a grassed area. They draw charts to show the quantity of mini-beasts such as woodlice and snails and use the interactive whiteboard appropriately to reinforce concepts. They understand that some animals are consumers and others producers and develop a good understanding of what is a habitat and how habitats vary.
- Key Stage 2 pupils gain a good understanding of a fair test when they investigate the effect on the growth of plants by changing their conditions, for example the amount of water needed.
- Pupils in KS2 know that light cannot pass through some materials and that this leads to the formation of shadows; they are well aware and understand the meaning of associated adjectives such as 'transparent', 'opaque', 'translucent' and 'translucent'.
- Key Stage 2 pupils know that vibrations from sound sources can travel through a variety of materials to the ear and that some inhibit sound and can be used as sound insulators. They realise that the pitch and loudness of sounds produced by vibrating objects can be changed.
- Pupils in KS2 investigate the effect of heating and cooling materials such as butter and lard which cause them to change their state from solids to liquids and vice versa. They follow appropriate health and safety procedures by using hot water to provide heat.
- Key Stage 2 pupils know how to represent simple electric circuits by drawings and diagrams and how to construct such circuits; they can identify conductors and insulators by testing them in a circuit.
- Pupils in KS2 draw good graphs accurately to compare how air in different soils varies, for example they know that more air is found in fine soil.
- Older pupils in KS2 know the different parts of flowers/plants and identify that the roots take in water and minerals. Through using a planning board, older pupils in KS2 gain a good understanding about how pollen and seeds can be dispersed by, for example, living things and by the wind.
- Older pupils in KS2 know that leaves of green plants use carbon dioxide and water through photosynthesis to produce food to make new plant material using light as an energy source. They discuss logically and deduce by studying *Val Helmut's* experiment that a tree does not feed on earth, but rather water and minerals. They understand that green plants take in hardly any soil, only some minerals in the soil.

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- Pupils in KS2 realise plants start off the food chain and are called producers.

Shortcomings

- Pupils in both key stages do not increase their scientific knowledge and skills sufficiently through a systematically developing programme of work and investigations as they move through the school.
- Across the school pupils lack skills in organising recording and presenting their findings in an appropriate variety of ways, for example they make infrequent use of information technology to record, process and present information and support their learning.
- In KS2 there is significant variation to the care given by pupils to the quality of presentation of recording scientific enquiry, for example text is not always organised well unless on a worksheet.

Welsh second language

Standards of achievement are good in both key stages.

Good features

- Pupils in and across KS1 ask questions and respond appropriately to questions in Welsh about colours of objects. They name the basic colours well, count to 10 confidently and describe the weather regularly. They express preferences in Welsh and can use the preposition 'in' to ask questions about what is in the box.
- Younger pupils in KS1 write simple sentences in Welsh expressing preferences such as if they like or dislike a toy; older pupils read and write more complex sentences based on the poem 'Yn y Ffenest' (In the window) using more appropriate vocabulary.
- More able pupils in KS1 use the computer effectively in Welsh; they highlight words and change fonts to write a Welsh toy poem.
- Younger pupils in KS2 can express an opinion simply in Welsh and tell the time to the nearest quarter of an hour.
- Pupils in KS2 demonstrate a good understanding of the 3rd person singular when they brainstorm sentences to describe a famous soccer player. They are able to extend sentences using connectives such as 'because'. They can write sentences beginning with 'I must...' on the computer.
- Key Stage 2 pupils read the sentences they write confidently to their class with good pronunciation and understanding.
- Pupils in KS2 play a detection game with enjoyment and understanding where they guess a class member child from a given description.
- Older pupils in KS2 work well in pairs to write a range of sentences about photographs of famous people on a writing frame.

Shortcomings

- There are no major shortcomings, but pupils in both key stages do not read and write sentences of sufficiently increasing complexity as they progress through the key stages.

Design and technology

Few lessons were seen during the inspection in KS1 and none in KS2. However, evidence from talking to pupils and scrutiny of work indicate that standards are good in both key stages.

Good features

- Pupils in KS1 design a four wheeled vehicle well and make good prototypes. They then choose appropriate materials for constructing various parts of a four wheeled vehicle. They measure and cut accurately, then join and combine materials carefully, solving any problems which may arise competently.
- Older pupils in KS1 think carefully and justify their choices and actions during design and technology activities, such as when they make useful money containers.
- Younger pupils in KS2 learn about strengthening techniques and design effective nets for free standing structures such as standing photo frames.
- Older pupils in KS2 design and construct simple circuits effectively when they make a wide variety of torches. They explore ideas by making mock ups and many of the final torches they make show very good, imagination, practical inventiveness and skills in construction such as making a variety of switches and using techniques of gluing, cutting and decorating.
- Older pupils in KS2 apply colour and pattern using a range of techniques such as stitching and appliqué. They design and make an appropriate textile product designed for a particular purpose such as slippers.
- In both key stages pupils evaluate their products well and make appropriate improvements.

Shortcomings

- There are no major shortcomings, but the range of products pupils design and make and the variety of making skills they develop are limited as they do similar work in each key stage.

Information technology

Insufficient information technology was seen to make a secure judgement, but discussions with pupils and scrutiny of work indicate achievement is satisfactory in both key stages.

Good features

- Throughout the school pupils use computers appropriately for word-processing. Overall, their development of skills is progressive and becoming more suitable to their needs as learners and supporting other areas of the curriculum.
- Pupils use listening centres effectively in KS1 to support their reading progress; they use CD-ROMs effectively in some subjects to enhance their learning, particularly in literacy and numeracy.
- Pupils in KS1 can choose a range of fonts on the computer when word processing text. They are able to program a programmable robot to move in predetermined directions. Older pupils become conversant with Logo.
- Key Stage 1 pupils use computer software appropriately to present their findings; they are aware that information exists in a variety of forms, for example they enter data from a

traffic survey to create a pictogram of their findings and sort information to present their findings on charts of weather forecasts.

- Pupils in both key stages respond positively to opportunities to use the computer; the majority work collaboratively to support each other in completing tasks.
- Pupils in KS2 become increasingly aware that the Internet can be used effectively for research. For example, they have found out useful and relevant information about other faiths for their work in religious education.
- Pupils in KS2 become more confident at recording aspects of their work. They use information technology well to generate, amend and present a poem, for example they use different coloured texts and illustrate poems on bullying.
- At the end of KS2, pupils develop a satisfactory facility with using an interactive whiteboard to interpret information such as the number of mini-beasts in the environment.

Shortcomings

- In both key stages, although pupils make steady progress, a significant number are not yet sufficiently proficient across a wide range of contexts and applications; their use of word processing and graphic skills to improve their presentation of work across the curriculum is limited, particularly in the foundation subjects.
- Pupils make insufficient use of information technology, including the Internet, to access information specific to their enquiry, especially in the foundation subjects.
- Pupils in KS1 and KS2 seldom access any simulation programs in order to learn skills in using ICT based models and simulations to explore patterns and relationships and make simple predictions about the consequences of their decision making.
- Across the school pupils have limited skills in the use of spreadsheets to interpret data.

History

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

Good features

- Pupils in KS1 have a good understanding of key concepts, including chronology and change over time, and begin to make distinctions between aspects of their own lives and lives in the past.
- Key Stage 1 pupils have a good understanding of sequence in history through well planned themes where they make timelines of their own toys and place new and older toys along a class timeline related to members of the school and local community.
- Pupils communicate historical information in a variety of ways. They have a good knowledge and understanding of places of historical interest; displays of their work show that they understand that life in the past was different.
- Pupils in both key stages participate in activities with interest and enthusiasm which has a significant effect on raising overall standards.
- Pupils in KS2 have a satisfactory knowledge and understanding of places of historical interest visited including attendance at a World War Two activity day and participation in a Remembrance Day service. Through their study of the Second World War, KS2 pupils are beginning to select and combine information appropriately from primary and secondary sources.

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- Key Stage 2 pupils identify the different ways in which the past is represented, for example, using census returns, wartime artefacts and posters. They use their knowledge to describe some of the causes of the Second World War and identify changes between the lives of people during wartime and those of people today.
 - They use accepted conventions which describe the passage of time, for example BC and AD.

Shortcomings

- In KS2 many pupils do not have enough knowledge and understanding of history to identify the consequences of some events.
- Pupils in KS2 do not research, organise or present historical information with sufficient independence; they are unable to compare and evaluate historical sources.
- Standards of presentation in KS2 are variable.

Geography

No lessons were observed in either key stage, but from work on display, photographs, scrutiny of pupils' work and discussions with pupils and teachers there is evidence that standards in KS1 are satisfactory. There was insufficient evidence to make an overall judgment in KS2.

Good features

- In KS1 pupils develop an increasing awareness of their local area. They use local visits to recognise and identify local features and buildings including street furniture. Pupils express their views on attractive and unattractive features of their local area.
- Pupils in KS1 apply their numeracy and information technology skills effectively conducting traffic surveys which are recorded using tally marks and pictograms.
- Literacy skills of pupils in KS1 are applied to create individual geography books containing an index and which describes the child as 'author' and 'illustrator'.
- Pupils in KS2 are aware of environmental issues and can talk knowledgeably about topics such as global warming and pollution.

Shortcomings

- In KS1 pupils have a limited understanding of how their area compares with other localities. Their understanding of features that contribute to a sense of 'place' is limited and they do not always recognise the attributes that give places their specific characteristics.
- The depth and breadth of KS2 pupils' knowledge and understanding of the geography curriculum is insufficiently developed. Activities are not always suitably varied to meet the needs of pupils in different year groups with varying abilities.
- The majority of pupils in KS2 are not able to compare and contrast sufficiently well and offer explanations about the effects of human processes on a locality. Thus they have no real understanding of how the human and physical features of places affect the lives of people living there.

Art

No lessons were observed in KS1, but from work on display, scrutiny of sketch books and discussions with pupils and teachers there is evidence that standards of achievement are good. Standards in KS2 are also good.

Good features

- Pupils in KS1 apply and evaluate a range of media, including pencils, chalk, pastels and charcoal to make observational drawings. They use a variety of tools and materials skilfully to make masks, clay tiles and printing blocks.
- Pupils in this key stage develop a good understanding of the process of colour mixing to create framed, well executed self-portraits.
- Key Stage 1 pupils use computer art software well to create pictures linked to work carried out in Literacy. Pupils evaluate and compare them effectively with hand drawn pictures.
- Pupils in KS1 develop their knowledge and understanding of art well by studying and evaluating the work of other artists, for example to produce good still life drawings.
- Key Stage 2 pupils examine the paintings of Welsh artist, Meg Stevens and apply her techniques to their own paintings. They demonstrate a sound understanding of the Welsh dimension when they make a good range of pictures, models and Celtic patterns for an Eisteddfod.
- Pupils in KS2 use a range of media and techniques practically and imaginatively to create images and artefacts with assurance. For example, they work confidently with water colours to produce paintings of the local area and create complex three-dimensional sculptures using two-dimensional shapes.
- Links are made with other areas of the curriculum such as history, music and religious education. Pupils experience art from other cultures enabling them to produce, for example, African shapes, artefacts and textiles. Mathematical development and problem-solving skills, although not included in planning, develop through using two dimensional shapes to create three dimensional models.

Shortcomings

- There are no major shortcomings.

Music

Standards of achievement are good in both key stages.

Good features

- Pupils across KS1 explore, control and play a range of untuned musical instruments sensibly. They start and stop on time well to the instructions of a peer conductor using a red/green wand. They listen carefully to a song they hear on a CD player and choose appropriate instruments to represent particular sounds such as the vroom! vroom! made by a 'big blue jeep' and the tinkle of the bell of a bike. They also make appropriate sounds with their voices.
- Pupils in both key stages sing an African greeting song '*Funge alla fia*' in the hall to CD accompaniment tunefully. They listen carefully to recorded music, enabling them to follow the music well. They are able to maintain different parts and the rhythm in a round competently. They listen to recorded music '*Adiemus*' of the Welsh composer Karl

Jenkins and describe through the rhythmic patterns and instruments how the vocal textures contribute to the style of music. They recognise accurately the instruments played in the song.

- Pupils in KS2 develop complex rhythmic patterns to accompany the song ‘*Epo I Tai Tai e*’ from memory using untuned percussion instruments and body percussion; they sing with good breath control and intonation. They compose and form compositions with varying success in groups within the style of the song to develop their own rhythmic patterns to accompany the song. They compose two layers of music in the form of rhythmic patterns; each group performs its composition in time while every one else sings. They evaluate music appropriately.

Shortcomings

- There are no major shortcomings.

Physical Education

Standards of achievement are good in both key stages.

Good features

- Pupils in both key stages recognise the importance of warming up before and cooling down after physical exercise and are well aware of changes in their bodies, such as their pulse rate during exercise.
- Pupils across in KS1 are keen, motivated and respond well to instructions. They explore different movements and activities such as curled and stretched shapes with increasing confidence and control, often linking and changing actions. They are able to erect apparatus safely with appropriate support from adults. They use the basic action of travelling in different ways in sequences with increasing control and co-ordination.
- Pupils across KS2 use movement effectively in dance to express moods and feelings such as fear and confusion, related to the Second World War as if under attack. They show appropriate empathy in their movement and facial expressions when they perform a short dance to recorded music. They demonstrate good control and clarity of shape when they try out some strong aggressive movements and some weaker defensive movements working in pairs. They use space well when they move around like flames burning after an air raid; they run into space and change directions, levels and speed. They evaluate their work appropriately in order to improve their performance.
- Pupils pay due attention to health and safety issues during physical activities.

Shortcomings

- There are no major shortcomings.

Religious Education

Standards of achievement are good in KS1 and satisfactory in KS2. The school follows the LEA agreed syllabus.

Good features

- Pupils in KS1 develop a good understanding of the way in which Jewish people celebrate the feast of Shabbat. They are well aware that people belong to different faiths; they listen well to adults and to each other when views are expressed.

- Pupils recall elements of religion they explore, such as identifying and recording the three gifts the wise men brought to baby Jesus.
- Older pupils in KS1 consider the importance of the environment and how Christians might view it; they learn about caring in society well. They list the good and bad things in the world, for example disease and illness, cruelty to animals, wars and violence.
- Pupils identify rules they have at home and appreciate the importance of rules in society. They express feelings of joy and sorrow in response to their own experience of the world and recognise it is not a perfect place.
- Pupils in KS2 have a good idea of the importance of the Bible and can list a range of stories from it using a spider diagram. They describe their own experiences of life and the Bible in religious terms well.
- Pupils in KS2 compare the Christian and Islamic faith and know importance of the prophet Mohamed and that Muslims call God Allah. They respond positively to other beliefs and their practices.
- Older pupils in KS2 also identify ways to look after the natural world as intended by God, for example the write about how Christians would look after the world. They discuss the meaning of the Creation story in the Bible and discuss its meaning and its relevance to today. They have a good recall of previously learnt work.

Shortcomings

- There are no major shortcomings in KS1, but older pupils in KS2 have limited knowledge and understanding of religious education as they undertake similar work to that done by other year groups in the key stage.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

There were four key issues for action identified in the previous report.

The school needs to:

- take early action to improve the quality of work and raise standards of achievement at KS2 in:

(a) writing activities in English and other areas of the curriculum;

The quality of writing activities is improving steadily in English and developing satisfactorily in other areas of the curriculum.

(b) Welsh; and religious education;

The quality of work in Welsh and religious education is improving well with standards now judged good in Welsh in both key stages and in religious education good in KS1 and satisfactory in KS2.

- establish a more effective system for monitoring the quality of teaching and learning across the school to achieve greater consistency in standards;

The head has established regular monitoring of teaching and learning of all staff by herself and LEA personnel; whereas areas for improvement have been clearly

identified and acted upon, inconsistencies still remain for example in behaviour management.

- review current procedures for assessing and recording work and make more effective use of assessment as a means of promoting pupils' learning;

Satisfactory progress has been made, but some areas as identified in this report continue to be developed.

- ensure that parents are provided with all statutorily-required information and are encouraged to play a more active part in the daily life of the school.

Parents are now more informed and involved in the daily life of the school, but inconsistencies still remain in the accuracy of data provided for parents and statutory information required.

8.2 Key Issues for Action

The school needs to:

- maintain standards in subjects that are good and address shortcomings in those judged satisfactory;
- improve the unsatisfactory teaching which occurs in a significant number of lessons in KS2;
- improve the self-evaluation report to inform development planning and provide a strategic plan for the school;
- continue to refine and embed the new curriculum and monitoring initiatives to ensure breadth and balance in the curriculum and provide learning appropriately matched to pupils' needs and abilities;
- update the SEN policy in line with the new SEN Code of Practice;
- ensure that the statutory requirements are fully met with regard to information provided in the school prospectus and GB annual report to parents.

APPENDIX

A. Basic Information About the School

Name of School	Darenfelen Primary School
School type	Primary
Age-range of pupils	4 - 11
Address of school	Darenfelen Primary School Llanelly Hill Nr Abergavenny Monmouthshire
Post-Code	NP7 0NR
Telephone Number	01873 830619

Head	Mrs Sian M ^c Grath
Date of appointment	2 June 2003
Chair of Governors	Councillor Kevin Williams
Registered Inspector	Mr P D W Edwards
Dates of inspection	7-9 June 2004

B. School Data and 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	N/A	2	4	3	7	5	1	6	28

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	2	2.5

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	14 :1
Average class size, excluding nursery and special classes	14
Teacher (fte) : class ratio	1.25 :1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	91.67	91.19	93.81	93.09
Term 2	95.16	90.16	94.14	92.21
Term 3	82.29	92.66	93.33	93.15

Number of pupils excluded during 12 months prior to inspection	0
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C. National Curriculum Assessment Results

END OF KEY STAGE 1: 2003

National Curriculum Assessment KS1 Results: 2003	Number of pupils in Y2: 6
As the number of pupils eligible for assessment at the end of Key Stage 1 was greater than four but fewer than 10, overall performance indicators only are included.	

Percentage of Pupils Attaining at least Level 2 in Mathematics, Science and English (or Welsh as a First Language) according to Teacher Assessment

In the School:	100	In Wales:	79
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END OF KEY STAGE 2: 2003

National Curriculum Assessment KS 2 Results: 2003		Number of Pupils in Y6: 11											
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	0	36	55	9	0
		National	0	0	0		0	1	6	16	45	31	0
	Test/Task	School	0	0	0	0			0	34	44	22	
		National	0	2	1	1			5	12	38	40	
Mathematics	Teacher Assessment	School	0	0	0		0	0	0	36	55	9	0
		National	0	0	0		0	0	4	19	46	30	0
	Test/Task	School	0	0	0	0			0	11	67	22	
		National	0	2	1	0			4	18	42	33	
Science	Teacher Assessment	School	0	0	0		0	0	0	9	73	18	0
		National	0	0	0		0	0	2	13	49	35	0
	Test/Task	School	0	0	0	0			0	11	56	33	
		National	0	2	0	0			1	9	48	39	

Percentage of Pupils Attaining at least Level 4 in Mathematics, Science and English (or Welsh as a First Language)

by Teacher Assessment		by Test	
In the School:	72	In the School:	67
In Wales:	71	In Wales:	70

- D Pupils who have been disapplied 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.
B Pupils who have not been entered for tests because they are working outside the levels of the tests
W Pupils who are working towards Level 1 but have not yet achieved the standards needed for Level 1

The majority of eleven-year-old pupils are expected to attain Level 4.

D. The Evidence Base of the Inspection

The inspection was carried out by a team of three inspectors over a period of two and a half days.

- Pre-inspection meetings were held with the head, staff and governing body.
- Seven parents attended a meeting with two members of the inspection team.
- Eleven questionnaire responses were analysed and summarised with 80% of the responses positive.
- All documentation submitted by the school was analysed and discussed, including the school development plan, policy and curriculum documents and teachers' planning files.
- Pupils were observed as they arrived and departed from school and during the midday and other breaks.
- At various times during the day, inspectors took the opportunity to talk to pupils and to discuss their work.
- Thirty six lessons or part-lessons were observed.
- Pupils were heard reading and were examined in their knowledge and understanding of English, mathematics, science and other subjects.
- A wide range of pupils' written and other work was examined in each class.
- Inspectors discussed pupils' work with class teachers and examined assessment records.
- Discussions were also held with the head, curriculum co-ordinators and other staff.
- The work of pupils with special educational needs was examined.
- Minutes of meetings and documents relating to the financial management of the school were discussed.
- Budget figures were examined and discussed with the head.
- Attendance and pupil records were inspected.
- Inspectors attended acts of collective worship.
- Two members of the inspection team met the head, teachers and governors to give an oral feedback after the inspection.

E. Composition and Responsibilities of the Inspection Team

Inspector	Type	Subject Responsibilities	Aspect Responsibilities
Mr Phillip Edwards	Rgl	Science Welsh 2nd Language Design and Technology Information Technology Music Physical Education Religious Education	Context Main findings of the report Standards achieved in subjects and areas of learning standards achieved in key skills across the curriculum Spiritual, moral, social and cultural development Teaching Curriculum Partnership with industry Quality of self evaluation and planning for improvement Leadership & efficiency Progress since last inspection Key issues
Elizabeth Mayo	Team	Provision for Children Under Five English Mathematics History Geography Art	Behaviour and attitudes Assessment, recording and reporting support, guidance and pupils' welfare Provision for pupils with special educational needs Staffing, accommodation and learning resources
Rhiannon Boardman	Lay		Attendance Partnership with parents and community, schools and other institutions

The visiting inspectors wish to thank the governors, head, staff and all the pupils for the co-operation and courtesy they received during the inspection.