

**Inspection under Section 10 of the
Schools Inspections Act 1996**

**Eglwys Newydd Primary School
Glan-Y-Nant Road
Whitchurch
Cardiff
CF14 1AP**

School Number: 6812085

Date of Inspection: 06/03/06

by

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- * secondary schools;
- * special schools;
- * pupil referral units;
- * independent schools;
- * further education;
- * adult community-based learning;
- * youth support services;
- * LEAs;
- * teacher education and training;
- * work-based learning;
- * careers companies; and
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Eglwys Newydd Primary School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Eglwys Newydd Primary School took place between 06/03/06 and 08/03/06. An independent team of inspectors, led by Linn Jones undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

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

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **short** inspection.

Year groups and key stages

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

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

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Eglwys Newydd Primary School is situated in Whitchurch, which is an inner city suburb of Cardiff. Most pupils are from the surrounding area but recently the school has received pupils from outside its catchment area. The school has experienced falling roles over the last few years in common with many of the local education authority (LEA) schools. Currently the number on role is 337. Children are admitted to the school in the September following their fourth birthday.
2. The school reports that although many of its pupils are from advantaged home circumstances a significant minority is socially disadvantaged. 5.8% of pupils are registered to receive free school meals. The school has pupils from the full ability range. Three pupils have statements of special educational needs (SEN) and 36 pupils are on the special needs register.
3. No pupils speak Welsh as a first language. Approximately 5% of pupils speak English as an additional language. The home languages of these pupils include Bengali, Punjabi and Arabic.

The school's priorities and targets

4. The school aims to promote the all-round intellectual, personal, social, moral and physical development of the children in their school. It also aims to provide opportunities to help children participate fully within their own school, the local community and the wider community of the world itself.
5. The school has gained the Basic Skills Quality Mark since the last inspection and also the Eco-Schools Silver Award.
6. The school's major priorities and targets for 2005 – 2006 include:
 - developing pupil's self assessment
 - preparing for the introduction of the Foundation Phase, and
 - developing levelled portfolios of pupils' achievement and further developing key skills.

Summary

7. Eglwys Newydd Primary is a good school with many strengths. It promotes very positive attitudes to learning within a caring ethos. The school has continued to improve since the last inspection. The inspection team agree with most of the judgements made by the school in its self-evaluation report.

Table of grades awarded

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

Standards

8. As this is a short inspection, no judgements are made on standards in subjects other than in key skills.
9. The overall quality of the educational provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning.
10. Children in the reception classes are making very good progress in the key skills of speaking and listening and in their personal and social skills. They are making good progress in reading, writing, numeracy and information and communications technology (ICT). They also make good progress in their problem solving and creative skills.
11. In key stages 1 and 2, pupils' standards in the key skills of speaking and listening are very good. Standards in writing, reading, numeracy and ICT are good. They are also making good progress in their personal and social skills and in the application of their creative skills. They are adept at solving problems.
12. Children in the reception classes are making very good progress in their bilingual skills. Pupils' bilingual competence in key stages 1 and 2 is good.

13. In the National Curriculum assessments in 2005, the attainment of pupils in key stage 1 exceeded LEA and all-Wales averages in English, mathematics and science. When compared to similar schools in Wales, based on the percentage of pupils receiving free school meals, results in all three core subjects were in the top 25%. The difference in performance of boys and girls was minimal and the school generally achieved the ambitious targets set for the cohort.
14. The attainment of pupils in key stage 2 in 2005 was close to the LEA and all-Wales average in all three core subjects. However when compared to similar schools results were in the bottom 25% and well below the targets set by the school. This is not typical of previous attainment. A number of pupils joined this cohort towards the end of key stage 2 and after targets were set. This also accounts for the discrepancy in the performance of boys and girls.
15. There is an upward trend in performance at key stage 1 with 2005 results significantly above previous attainment. Previous results in key stage 2 also demonstrate an upward trend.
16. Pupils with SEN make very good progress in the targets set for them. However, more able pupils do not always fulfil their potential and achieve less success in their learning when activities lack rigour and challenge.
17. Very good behaviour, positive attitudes and very good relationships are evident throughout the school. Pupils demonstrate excellent support, care and sensitivity towards each other. This is an outstanding feature.
18. Attendance is good; it is above the LEA and Wales averages.
19. All pupils succeed well whatever their linguistic, social or ethnic background.
20. Pupils develop a strong sense of citizenship within the school community and extend this through their involvement in community events. They take an active part in the life and work of the school, for example, through their roles on the School Council and Eco committee.

The quality of education and training

21. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	54%	32%	0%	0%

22. In grade 1 and 2 lessons teachers use a range of resources to stimulate pupils' interest, and different questioning techniques to reinforce knowledge and ensure understanding. The best lessons inspire pupils, identify clear learning objectives and involve pupils in tasks that challenge and engage the learner at a level appropriate to age and ability.

23. Lessons with shortcomings proceed at a slower pace. Work is not always appropriately matched to pupils' learning needs and the more able pupils, in particular, are insufficiently challenged and do not fully extend their learning.
24. Teachers and support staff have built excellent relationships with pupils based on mutual respect. Learning is often a shared experience where teachers interact well with pupils and value their contribution.
25. Under-fives staff have secure knowledge and understanding of the requirements of the early years curriculum. Teachers in key stages 1 and 2 display good knowledge of the subjects they teach and the common requirements of the National Curriculum.
26. Teachers successfully promote equality of opportunity regardless of gender, race or disability in all aspects of school life.
27. The teaching provision for the under-fives is particularly effective in developing children's bilingual knowledge and skills through a variety of activities.
28. The most effective planning is well structured and clearly identifies learning objectives and assessment strategies. Although the needs of pupils with special educational requirements are well met, planning does not always indicate learning opportunities for pupils of different abilities.
29. Teachers mark pupils' work conscientiously. They acknowledge effort and indicate ways in which pupils can improve their work.
30. The school has begun to involve pupils in the assessment of their own work. Teachers share learning intentions with pupils at the start of a lesson and encourage pupils to review what they have learnt during the plenary session.
31. The annual report to parents conforms to statutory requirements. Comments in the report are informative and refer to performance in all subjects as well as pupils' personal and social development.
32. The school responds well to pupils' learning needs and provides equal access to a broad, relevant curriculum. Good use is made of the local environment as a stimulus for many areas of learning. This is a particular strength of the school.
33. An extensive programme of extra-curricular clubs, run by staff and volunteers at lunchtime and after school, is an outstanding feature of the school.
34. The school's provision in nurturing the moral, social and cultural development of the pupils is very effective. The excellent provision ensures that pupils' social skills are well developed and this is clearly evident in the ways in which they relate to each other and accept responsibilities.
35. Trust, fairness and respect are values that are strongly promoted in the school's community. Pupils have opportunities to express views and discuss their

feelings in circle time sessions. Collective worship does not always fully involve pupils and guided reflection is not a strong feature of these occasions.

36. The school's partnership with the receiving High School is an outstanding feature that enhances pupils' learning.
37. There are very good links with parents and the community. A significant number of adults help in classrooms and with projects such as developing the conservation area as well as extra-curricular activities.
38. There is a very active Parent Teacher Association (PTA) that organises fundraising and social events and provides generous financial support for projects such as the conservation area.
39. Visitors from the community and carefully planned educational visits develop pupils' understanding of the world of work both past and present.
40. Pupils develop a sound understanding of sustainable development. The school has gained the Eco Schools silver award for its environmental activities.
41. Pupils' learning experiences across the curriculum help them to acquire a range of skills and to develop positive attitudes which prepare them well for lifelong learning.
42. Pupils are cared for particularly well in a very supportive community. The school works very closely with a wide range of outside agencies. Pupils' health and welfare are given a high priority and as a result they feel valued and respected. This is an outstanding feature.
43. The school is involved in the Healthy Eating Campaign. It promotes health and fitness through a wide range of extra-curricular activities and the healthy tuck shop.
44. There is an effective policy and sound procedures for child protection.
45. Provision for pupils with SEN is very good and meets the requirements of the Code of Practice. Pupils who receive this support make very good progress and are fully included in the life of the school. This is a particular strength.
46. The few pupils with behavioural difficulties make good progress due to the support strategies put in place by the school.
47. The school's arrangements for eliminating racism are very good and it has clear policies for promoting equal opportunities.
48. The school ensures that all pupils have equal access and opportunity to participate in school life. Individual support is provided to help disabled learners integrate fully in lessons and school activities whilst encouraging an appropriate level of independence as far as possible.

Leadership and management

49. The school is well led. The headteacher, with the effective support of the deputy, provides purposeful leadership with a clear sense of direction. A particular strength of the school is the way in which staff and pupils alike share its aims and values.
50. The School Improvement Plan (SIP) is a comprehensive document that is directly informed by the outcomes of self-evaluation and sets realistic yet challenging targets.
51. Analysis of data and target setting are becoming increasingly well developed in the school. The management team has put in place arrangements to monitor the performance of individuals and teams but the process needs further development in order to have a beneficial effect on the quality of teaching and standard pupils' achieve.
52. The governing body is very supportive, well informed and closely involved in the day-to-day life of the school. Governors help set the strategic direction and are playing an increasing role in the monitoring of provision and standards.
53. The headteacher, staff and governors are committed to school improvement and use a range of procedures to monitor and review the work of the school.
54. The self-evaluation report is a useful document, which outlines the school's strengths and areas for development but lacks rigour in certain areas.
55. The inspection team agree with the school's judgements in five out of the seven key questions. They identified in key question 5 that management structures related to monitoring performance need further development and that there is inequality in the distribution of Preparation, Planning and Assessment (PPA) time among staff in key question 7, which has had an impact on standards.
56. The school has made good progress in addressing the key issues identified in the previous inspection although strategies to review, monitor and improve performance need further development.
57. The school is well staffed with sufficient qualified teachers with an appropriate range of subject knowledge and experience. Curriculum leaders and managers are well established.
58. Class teachers and support staff work very effectively together. Every member of the school team, including the school secretary, caretaker and cleaners, cooks and supervisors work diligently to create a clean, safe and efficient learning environment.
59. The school buildings and playgrounds are well maintained. This is a major improvement since the last inspection.

60. Significant improvements have been made to the accommodation in recent years. The creation of the conservation area provides a very valuable outdoor classroom.
61. The headteacher, ably supported by the school secretary and the governing body, manages the budget efficiently to ensure that there are sufficient funds to address the major priorities for development.
62. Arrangements for PPA time for teachers is effective in key stage 2, especially so in year 6 where innovative arrangements exist with the local High School. Teachers in Early Years and key stage 1 however, are unable to make effective use of their PPA time in order to have an impact on standards.
63. The school plans appropriately and makes spending decisions and purchases resources in line with the priorities identified within the SIP. The headteacher and governors evaluate the effectiveness of spending on a regular basis.
64. Overall, the school achieves good value for money.

Recommendations

In order to build on its existing strengths the school needs to:

- R1 further develop strategies to review, monitor and improve performance;
- R2 improve planning and assessment procedures to ensure appropriate provision for pupils of different abilities, particularly the more able;
- R3 *take account of progression and continuity when planning for the development of key skills across the curriculum; and
- R4 review the arrangements for PPA time in the Early Years and key stage 1 in order to ensure equality of opportunity for all teachers.

* This area has been identified for development in the school's self-evaluation report.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

65. The findings of the inspection team match the judgements made by the school in its self-evaluation report
66. The overall quality of the educational provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning.
67. Children in the reception classes are making very good progress in the key skills of speaking and listening and in their personal and social skills. They are making good progress in reading, writing, numeracy and ICT. They also make good progress in their problem-solving and creative skills.
68. Pupils' standards of speaking in key stages 1 and 2 are very good. Pupils speak clearly in group and class discussions and confidently ask questions to clarify their thinking. In both key stages pupils listen intently to their teachers and each other. This is an outstanding feature in all classes and significantly enhances progress across all areas of the curriculum. Reading in both key stages is good across the curriculum; many pupils read fluently with expression.
69. Pupils are adept at solving problems. They use books and other information sources effectively to search for information to support their learning. Standards of writing are good; pupils write for a variety of purposes and audiences and routinely use their skills to record information clearly across the curriculum. Pupils' standards of numeracy across the curriculum are good. They are confident at estimating and use a variety of graphs to support work in geography and science. Standards are good in both key stages in the use of ICT across the curriculum.
70. Pupils demonstrate good application of their creative skills in a range of subjects including physical education, dance, science and information technology.
71. Children in the reception classes are making very good progress in their bilingual skills, reaching high standards in speaking and listening in both Welsh and English.
72. Key stage 1 and 2 pupils make good progress in bilingual competence. They develop clear speaking skills, which they use effectively in conversation and role play. They listen attentively, follow instructions confidently and pronounce words and phrases well. They make good attempts at writing using known vocabulary and sentence structures. The specialist Welsh teaching undertaken during teachers' PPA cover time is having a positive impact on bilingual standards in classes at key stage 2.

73. In the National Curriculum assessments in 2005, the attainment of pupils in key stage 1 exceeded LEA and all-Wales averages in English, mathematics and science. When compared to similar schools in Wales, based on the percentage of pupils receiving free school meals, results in all three core subjects were in the top 25%. The difference in performance of boys and girls was minimal and the school generally achieved the ambitious targets set for the cohort.
74. The attainment of pupils in key stage 2 in 2005 was close to the LEA and all-Wales average in all three core subjects. However, when compared to similar schools results were in the bottom 25% and well below the targets set by the school. This is not typical of previous attainment. A number of pupils joined this cohort towards the end of key stage 2 and after targets were set. This also accounts for the discrepancy in the performance of boys and girls.
75. There is an upward trend in performance at key stage 1 with 2005 results significantly above previous attainment. Previous results in key stage 2 also demonstrate an upward trend.
76. Pupils readily acquire new knowledge and skills; they have a good understanding of their strengths and weaknesses in their work and what they need to do in order to improve. Pupils with SEN make very good progress in the targets set for them. However, more able pupils do not always fulfil their potential and achieve less success in their learning when activities lack rigour and challenge.
77. PPA time has already had an impact on standards in key stage 2. Year 6 pupils have responded very well to the weekly teaching they receive in a range of subjects from key stage 3 staff in the High School, and the impact on standards is evident.
78. Pupils are highly motivated and this is an outstanding feature. They display enthusiasm and enjoyment in their work. They persevere with their tasks and demonstrate very good levels of concentration.
79. Pupils are very well behaved. The foundations of good behaviour are laid effectively in the early years. Children relate very well to each other and to adults from a young age. Pupils work hard in lessons. They show enthusiasm, co-operate well in groups and pairs and readily join in activities.
80. Very good behaviour, positive attitudes and very good relationships are evident throughout the school. This is an outstanding feature.
81. Pupils are proud of their school. They show a high level of maturity and responsibility, which enhances the quality of life in the school. Pupils show respect towards their peers and adults. They make a significant contribution to creating a happy and supportive learning environment.
82. At 94.66% the average rate of attendance for the three terms prior to the inspection is above the LEA and national averages and meets the school's targets. Almost all the pupils arrive on time at the start of the day.

83. Pupils' progress in their personal, moral and social development is an outstanding feature of the school. They demonstrate excellent support, care and sensitivity towards each other.
84. All pupils succeed well whatever their linguistic, social or ethnic background. They understand that modern society includes members of diverse cultures and they demonstrate respect for their beliefs.
85. Pupils develop a strong sense of citizenship within the school community and extend this through their involvement in community events. They take an active part in the life and work of the school and are involved in decision making, for example, through their roles in the School Council and Eco committee. Older pupils take responsibility for younger children and show great commitment to their role.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

86. The findings of the inspection team match the judgements made by the school in its self-evaluation report.

87. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	54%	32%	0%	0%

88. In grade 1 and 2 lessons teachers use a range of resources to stimulate pupils' interest, and different questioning techniques to reinforce knowledge and ensure understanding. The best lessons inspire pupils, identify clear learning objectives and involve pupils in tasks that challenge and engage the learner at a level appropriate to age and ability. These lessons proceed at a very good pace and successfully maintain pupils' interest and enthusiasm. A variety of teaching strategies are used such as individual and group teaching and teachers ensure that all pupils regardless of ability or gender enjoy the opportunity to succeed.

89. Lessons with shortcomings proceed at a slower pace. Work is not always appropriately matched to pupils' learning needs and the more able pupils, in particular, are insufficiently challenged and do not fully extend their learning.

90. Teachers and support staff have built excellent relationships with pupils based on mutual respect. Learning is often a shared experience where teachers interact well with pupils and value their contribution.

91. Under-fives staff have secure knowledge and understanding of the requirements of the early years curriculum. Teachers in key stages 1 and 2 display good knowledge of the subjects they teach and the common requirements of the National Curriculum.

92. The most effective planning is well structured and clearly identifies learning objectives and assessment strategies. Although the needs of pupils with special educational requirements are well met, planning does not always indicate learning opportunities for pupils of different abilities.

93. Teachers successfully promote equality of opportunity regardless of gender, race or disability in all aspects of school life.

94. The teaching provision for the under-fives is particularly effective in developing children's bilingual knowledge and skills through a variety of activities.

95. In key stage 1 and 2, teachers plan a good range of opportunities to reinforce and develop pupils' bilingual skills across the curriculum. The incidental use of

Welsh is implemented consistently through registration periods, assemblies, lessons and generally around the school. The fortnightly teaching sessions undertaken by the 'athrawes fro' for pupils at the end of key stage 2 provide good opportunities to develop bilingual skills. The Welsh teaching input from the teacher covering PPA time for key stage 2 is a valuable asset in developing pupils' bilingual skills at key stage 2.

96. Pupils benefit significantly from weekly specialist teaching in the local high school.
97. The school uses a range of assessment material to track pupil progress and inform end of key stage target setting. Data is collated and analysed and summary packs are prepared for all teachers regarding their individual classes. Regular levelled activities are undertaken in core subject areas.
98. Teachers mark pupils' work conscientiously. They acknowledge effort and indicate ways in which pupils can improve their work.
99. The school is developing portfolios of levelled work for the National Curriculum areas. These are generally of a good quality and help teachers determine the level a pupil is working at.
100. The school has begun to involve pupils in the assessment of their own work. Individual targets are being piloted in information technology and physical education. Teachers share learning intentions with pupils at the start of a lesson and encourage pupils to review what they have learnt during the plenary session.
101. The annual report to parents conforms to statutory requirements. Comments in the report are appropriately evaluative and include all subjects as well as comments about pupils' personal and social developments.

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

Grade 2: Good features and no important shortcomings

102. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
103. The school responds well to pupils' learning needs and provides equal access to a broad, relevant curriculum. Good use is made of the local environment as a stimulus for many areas of learning. This is a particular strength of the school.
104. The overall quality of educational provision for pupils under five is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's learning.

105. The arrangements for the support of pupils with additional learning needs, so that they can access the curriculum, are detailed and thorough.
106. Appropriate and comprehensive schemes of work ensure that there is continuity and progression throughout the school.
107. Current practice in the development of key and basic skills is not sufficiently co-ordinated to ensure progression in the development of these skills throughout the school.
108. An extensive programme of extra-curricular clubs, run by staff and volunteers at lunchtime and after school, is an outstanding feature of the school. Pupils' social development and practical skills are enhanced through their involvement in sport, music, languages (Welsh and French), ICT and mathematics as well as gardening and book clubs and the school choir. Year 5 pupils benefit from residential visits to Llangrannog.
109. Pupils' learning experiences are extended by projects with professional artists and musicians.
110. The school's provision in nurturing the moral, social and cultural development of the pupils is very effective. The excellent provision ensures that pupils' social skills are well developed and this is clearly evident in the ways in which they relate to each other and accept responsibilities.
111. Trust, fairness and respect are values that are strongly promoted in the school's community. Pupils have opportunities to express views and discuss their feelings in circle time sessions. Collective worship does not always fully involve pupils and guided reflection is not a strong feature of these occasions. The school has identified that collective worship could be further enhanced by inviting a wider range of guests from the community to participate in these events.
112. The school's partnership with the receiving High School is an outstanding feature that enhances pupils' learning. Year 6 pupils attend the High School each Friday afternoon and are taught by key stage 3 staff in dedicated areas such as drama, dance and music studios, ICT suite and science laboratory, and the library. Pupils are involved in cross-phase bridging units in Welsh and mathematics.
113. There are very good links with parents and the community. A significant number of adults help in classrooms and with projects such as developing the conservation area as well as extra-curricular activities.
114. Communication with parents through newsletters and website is very effective. Parents are kept well informed about activities and events as well as topics being taught and ways in which they can support their children at home. Reading diaries provide dialogue between teachers and parents and there is good daily informal contact.

115. There is a very active PTA that organises fundraising and social events and provides generous financial support for projects such as the conservation area. The Marketing Committee helps to promote the school in the community.
116. The school is in partnership with a university's education department and there are effective links with surrounding colleges of further education as well as a teaching hospital. The school provides good quality training and work experience for student teachers and childcare students.
117. Visitors from the community and carefully planned educational visits develop pupils' understanding of the world of work both past and present. Throughout the school pupils benefit from working with professionals such as artists and musicians as well as the police and fire service. However teachers have not yet benefited from industrial placements.
118. 'Y Cwricwlwm Cymraeg' is successfully promoted across the curriculum. Good opportunities are provided for pupils to learn about the culture, economy, environment and history of Wales. Pupils' bilingual skills are developing well through planned opportunities across the curriculum. The incidental use of Welsh is practised throughout the school day in registration periods, collective worship, extra-curricular clubs and in most lessons. Pupils' bilingual competence is further enhanced through consolidating and developing language skills during extra-curricular activities, such as lunchtime Urdd clubs and eisteddfod competitions.
119. The school actively promotes equal opportunities for all and there are systems in place to ensure that all pupils can participate in the life of the school with an appropriate level of choice and independence. Pupils feel valued and efforts in all aspects of school life are encouraged and celebrated.
120. Pupils develop a sound understanding of sustainable development. The school has gained the Eco Schools silver award for its environmental activities. Pupils are involved in recycling and composting schemes. They care for their environment and take measures to make it attractive. Pupils are beginning to understand the need to conserve energy and encourage their parents to act in a sustainable way.
121. Pupils are developing the skills required to support economic development through their role in the School Council and Eco Committee. Pupils take turns to sell fruit and juice in the "Tuck In" shop but are not involved in all aspects of decision making. They nominate and organise fund raising events for charities and the conservation area and are currently in the early stages of constructing a portfolio of proposals to support an application for a grant to redevelop both playgrounds.
122. Pupils' learning experiences across the curriculum help them to acquire a range of skills and to develop positive attitudes which prepare them well for lifelong learning.

123. The school premises are used for the Playstation breakfast and after school clubs run by a voluntary committee of parents as well as the weekly pre-school Drop In club run by the early years teacher and support staff.
124. Initiatives such as the SHARE project and curriculum workshops are well attended and beneficial. As a result, parents are better able to help their children. Pupils in turn see adults as lifelong learners.

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

Grade 1: Good with outstanding features
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125. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
126. Pupils are cared for particularly well in a very supportive community. The school works very closely with a wide range of outside agencies. Pupils' health and welfare are given a high priority and as a result they feel valued and respected. This is an outstanding feature.
127. Family learning and curriculum working parties and presentations ensure the development of a full partnership between parents and carers. Parents and carers feel confident in making their views known and there is an open and honest relationship between home and school.
128. The induction programme for children under five is carefully planned and implemented to ease transition between home and school. Parents value the pre-school club. The "Buddy" system helps pupils settle into the life and routine of their new school. Transition arrangements with the receiving High School are outstanding. Pupils are involved in cross-phase bridging projects in Welsh and mathematics as well as weekly lessons in dedicated areas. Pupils value the sessions. They feel very well prepared for the next stage of their education. They know the geography of the school and who to approach with any worries or concerns.
129. There is excellent personal support and guidance provided for all pupils, which reflects the school's strong ethos of mutual respect, trust and understanding. Pupils feel valued and have no hesitation in approaching staff to discuss matters that worry them. They feel confident in expressing their views, feelings and concerns in circle time sessions and respect the views of others.
130. Pupils are actively encouraged to develop their level of independence. The School Council is developing effectively as a forum for gathering pupils' views and involving them in school improvement. A well-structured programme for PSE (Personal and Social Education) exists that takes account of the national framework. The school liaises effectively with outside agencies and draws on external support services when required.

131. There are effective policies and procedures in place to monitor pupils' attendance, punctuality, behaviour and performance. All adults in the school including the mid-day supervisors consistently apply the reward and consequences system that is fully understood by pupils. Older pupils say there are no real incidents of bullying. They feel behaviour in the playground is good.
132. The school has a range of policies and procedures in place to ensure the health and safety of pupils. Pupils are well supervised at playtimes and lunchtimes. Risk assessments are undertaken systematically. There are four staff with first aid qualifications and all staff are well aware of pupils with particular needs. All necessary procedures are in place for reporting and recording accidents and illness.
133. The school is involved in the Healthy Eating Campaign. It promotes health and fitness through a wide range of extra-curricular activities and the healthy tuck shop.
134. There is an effective policy and sound procedures for child protection. The headteacher and a class teacher are named co-ordinators. Almost all staff have received child protection training and are aware of the indicators of abuse. They know the referral process and procedures. All ancillary staff and volunteers have Criminal Records Bureau (CRB) checks.
135. Provision for pupils with SEN is very good and meets the requirements of the Code of Practice. There are currently 11% of pupils on the special needs register, 3 of whom have a statement of SEN. This is well below the National average. Pupils who receive this support make very good progress and are fully included in the life of the school. This is a particular strength.
136. The Special Educational Needs Co-ordinator (SENCo), special needs teacher and support staff form a very effective team. There are clear procedures in place for early identification of needs and a range of effective strategies are in place to assist pupils, for example Reading Recovery, Toe by Toe, SALE and mathematics intervention strategies.
137. There is very good liaison between the SENCo, support staff and classroom teachers. Close links are established with other agencies such as the educational psychological service and speech and occupational therapists. The SEN link governor regularly visits the school.
138. Pupils are either withdrawn for focused individual or group sessions or provided with in-class support. The school works closely with parents in order to involve them in their children's support programmes.
139. Individual Education Plans (IEPs) are of a good quality and are used by class teachers to help inform their planning.
140. The few pupils with behavioural difficulties make good progress due to the behavioural support strategies put in place by the school.

141. The quality of provision for equal opportunities is outstanding.
142. Staff demonstrate a very good awareness of pupils' different backgrounds and are sensitive to their needs. The School accepts pupils who have been excluded from other schools and successfully integrates and settles them into school life. Pupils' efforts and achievements are celebrated in weekly merit assemblies and feature prominently in displays around the school.
143. The school actively promotes equality and boys and girls are given the same opportunities to participate and to succeed in all that the school offers, which includes a wide range of extra-curricular activities.
144. The school's arrangements for eliminating racism are very good and it has clear policies for promoting equal opportunities. Multicultural awareness and positive attitudes towards ethnic minorities are very successfully developed in the school.
145. The school ensures that all pupils have equal access and opportunity to participate in school life. Individual support is provided to help disabled learners integrate fully in lessons and school activities whilst encouraging an appropriate level of independence as far as possible.

Leadership and management

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

Grade 2: Good features and no important shortcomings

146. The findings of the inspection team differ from the school's self-evaluation of grade 1 for this key question as strategies to review, monitor and improve performance need further development.
147. The school is well led. The headteacher, with the effective support of the deputy, provides purposeful leadership with a clear sense of direction. Shared aims and values, which promote equality for all, are reflected in the life of the school. These values and norms about relationships and behaviour are shared by staff and pupils alike and are a particular strength of the school.
148. In the short time that it has been in operation, provision for PPA time for teachers in key stage 2 is effective in terms of raising standards. The innovative project involving the year 6 pupils and the High School is an outstanding feature. The arrangements for PPA time for key stage 1 and Early Years teachers however, is not appropriate, does not fully meet requirements and does not provide equality of opportunity for all staff.
149. The school takes good account of national priorities, local partnerships and cluster agreements. There are close links with the local primary schools and very effective links with the high school. The development of initiatives such as Healthy Eating and the outdoor garden area are having a positive impact on the day-to-day lives of the pupils, as are the activities of the School Council and the Eco committee. There is, however, no reference to Workforce Remodelling within the SIP.
150. Analysis of data and target setting are becoming increasingly well developed in the school. The management team has put in place arrangements to monitor the performance of individuals and teams but the process needs further development in order to have a beneficial effect on the quality of teaching and standard pupils' achieve. Subject leaders monitor standards and provision in their areas and have produced subject evaluation reports and action plans, some of which are of a good standard.
151. The SIP is a comprehensive document that is directly informed by the outcomes of self-evaluation and sets realistic yet challenging targets.
152. The staff appraisal system effectively promotes teachers' continuous professional development. Staff development is based on teachers' individual needs, the outcomes of Performance Management and the priorities within the SIP. The training budget is used flexibly to ensure that the school receives good value for money.

153. Appropriate procedures are in place for the induction of newly qualified teachers and supply teachers are well supported by the school's management systems.
154. The governing body is very supportive, well informed and closely involved in the day-to-day life of the school. Governors help set the strategic direction and are playing an increasing role in the monitoring of provision and standards. Members of the governing body make visits to classrooms, meet with subject leaders and attend merit assemblies. Governors are keen to attend training and have undertaken a self-review of their own work.
155. The governing body meets regularly and fulfils all its regulatory and legal requirements.

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

Grade 2: Good features and no important shortcomings

156. The findings of the inspection team match the judgements made by the school in their self-evaluation report.
157. The headteacher, staff and governors are committed to school improvement and use a range of procedures to monitor and review the work of the school.
158. The self-evaluation report is a useful document, which outlines the school's strengths and areas for development but lacks rigour in certain areas. The school uses the information, which is gathered from a number of sources, to support its judgements.
159. Subject leaders complete an analysis of progress in their areas of responsibility and compile detailed documents outlining strengths and shortcomings. The art and PSE documents are models of good practice in self-review. They contain judgements that are well-founded in evidence from monitoring, and provide clear areas for development.
160. Issues raised by co-ordinators are further explored during regular individual interviews with the headteacher who later collates all contributions into a coherent document.
161. The school carries out a thorough analysis of assessment tests including the results of baseline tests in reception and National Curriculum assessments at the end of both key stages. Challenging targets are set based on information from each year group and discussed and verified with a LEA adviser.
162. The school acknowledges that self-evaluation needs further development in order to incorporate the views of pupils, parents and the community served by the school. Currently parents views are sought when major initiatives are underway such as research into boys' attitudes to writing. Their views are taken into consideration when planning strategic actions for improvement. The school

council also expresses its views about school improvement and these are welcomed and encouraged by the headteacher and staff. Pupils on the Eco Committee also present the views of pupils and these are considered when the eco-school's three-year action plan is drawn up.

163. The outcomes of self-evaluation are used to inform priorities in the SIP. This is a comprehensive document, which clearly outlines actions to be taken in order to secure improvement in a range of identified areas. These are well supported by the allocation of appropriate resources. Targets related to local and national priorities are also included in the SIP. However it is not clear in the current plan how initiatives such as workforce remodelling and arrangements for teachers' PPA time are planned, costed and implemented or how the school will determine whether standards have improved as a result of the changes.
164. The inspection team agree with the school's judgements in five out of the seven key questions. They identified in key question 5 that management structures related to monitoring performance need further development and that there is inequality in the distribution of PPA time among staff in key question 7 which has had an impact on standards.
165. The school has made good progress in addressing the key issues identified in the previous inspection although strategies to review, monitor and improve performance need further development.

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

Grade 2: Good features and no important shortcomings

166. The findings of the inspection team differ from the school's evaluation of this key question as grade 1. The inspection finds that leaders and managers are not distributing the resources for remodelling equally to ensure that they have a positive impact on standards across the whole school.
167. The school is well staffed, with sufficient qualified teachers with an appropriate range of subject knowledge and experience. Curriculum leaders and managers are well established. Staff undertake continuing professional development to improve subject knowledge and standards of teaching and learning. There is very good mentoring and induction support for NQT staff.
168. Class teachers and support staff work very effectively together. Every member of the school team, including the school secretary, caretaker and cleaners, cooks and supervisors work diligently to create a clean, safe and efficient learning environment.
169. Generally, the school has a good range of resources, which match the learning needs of all pupils. It has addressed previously identified shortcomings in the provision of resources for outdoor learning for the under-fives.

170. The school has a well-stocked central library where books are organised effectively for easy access. There is a wide range of books to cater for the needs of all subjects across the curriculum and sets of reference books to aid enquiry skills. There is a sufficient range of resources available for creative and practical work and these are stored in easily accessible locations around the school.
171. Overall, the quantity of computers in the information technology suite and in classrooms is appropriate to develop information technology skills and to apply those skills in ICT contexts across the curriculum, but the current provision of interactive whiteboards to aid whole class or group teaching and learning using ICT is limited.
172. The school buildings and playgrounds are well maintained. This is a major improvement since the last inspection.
173. The school benefits from two large playgrounds and a field and a separate canteen. The creation of the conservation area provides a very valuable outdoor classroom.
174. Significant improvements have been made to the accommodation in recent years. The school has a new roof and there are replacement windows in both the school and the canteen. An ICT suite has been created, the staff toilets refurbished to include a disabled toilet and the infant playground has very recently been resurfaced.
175. The school building has an appropriate security system.
176. The interior of the school is clean, in good decorative order and very well maintained by the caretaker and the cleaning staff.
177. There is adequate accommodation for the number of pupils currently on roll. Very good use is made of the space within the school. The school hall is very well used throughout the day for extra-curricular activities, concerts and physical education lessons. The Playstation building is used one afternoon each week for the Pre-School Drop In Club.
178. Pupils' toilets in the main building have not been refurbished since they were installed and some need updating, particularly in the infant department. There are no toilets in the demountable classroom, the canteen or the Playstation.
179. Attractive displays of pupils' work celebrate their achievements, enhance the school's interior and provide a stimulating learning environment.
180. The headteacher, ably supported by the school secretary and the governing body, manages the budget efficiently to ensure that there are sufficient funds to address the major priorities for development.
181. The school is well staffed and in general there are sufficient resources available to meet the needs of the curriculum. Budget decisions are made with clear criteria in mind and creative use is made of external funding to augment the

existing budget. Spending patterns are regularly reviewed both by the headteacher and the Finance Sub-Committee of the governing body.

182. There are effective procedures to ensure that teachers work well together and deploy support staff efficiently. Continuing Professional Development for teachers and support staff is well managed and is clearly linked to both the outcomes from Performance Management and the priorities within the SIP. The evaluation of the impact of Continuing Professional Development on standards and provision however, is at an early stage of development.
183. Arrangements for PPA time for teachers is effective in key stage 2, especially so in year 6 where the innovative arrangements exist with the local High School. Teachers in Early Years and key stage 1, however, are unable to make effective use of their PPA time in order for it to have an impact on standards.
184. The school plans appropriately and makes spending decisions and purchases resources in line with the priorities identified within the SIP. The headteacher and governors evaluate the effectiveness of spending on a regular basis.
185. Overall, the school achieves good value for money.

School's response to the inspection

The Headteacher, staff and Governors of Eglwys Newydd Primary School welcome the report resulting from the recent inspection. The report has provided an objective view on many aspects of the work of the school and will form a useful basis for subsequent action aiding our school to improve in the future.

We are encouraged that the Inspectors recognise that the school has continued to improve since the last inspection.

In particular,

- the progress made in Early Years provision since the last inspection
- the upward trend in performance in both key stages
- the very good progress made in Special Educational Needs provision and
- the major improvement to school buildings and accommodation.

Staff and Governors were also gratified by the Inspector's comments on the outstanding features that are evident at this school.

- the very good behaviour, positive attitudes and very good relationships that are evident throughout the school
- pupil progress in their personal, moral and social development
- provision of extra-curricular clubs
- transition arrangements for High School and
- provision for equal opportunities.

In response to the Inspector's recommendations:

- R1 Staff and Governors will focus on developing further whole school strategies to review and monitor the performance of individuals and teams.
- R2 The school will further develop short term planning and assessment procedures to ensure that pupils of all abilities are provided with challenge, in particular the most able pupils.
- R3 The report acknowledges the good standards achieved by our pupils in key skills across the curriculum. This will provide a good basis for planning for improved continuity and progression in key skills over the next school improvement cycle (2006-9).
- R4 The arrangements for PPA time for Early Years and key stage 1 teachers have been reviewed and addressed in the financial year 2006-7.

The action plan in response to the Inspection Report will be prepared by staff and Governors. This will address the main recommendations. This action plan will form an important focus of the School Improvement Plan 2006-7. It will be sent to the Chief Schools Officer for Cardiff, and a copy will be sent to all parents. Progress on that plan will be detailed in the Governors' Annual Report to Parents.

Appendix 1

Basic information about the school

Name of school	Eglwys Newydd Primary School
School type	Nursery and Primary
Age-range of pupils	4-11 years
Address of school	Glan-Y-Nant Road, Whitchurch, Cardiff.
Postcode	CF14 1AP
Telephone number	02920 628239

Headteacher	Mrs. Mary Chatters
Date of appointment	September 1999
Chair of governors/ Appropriate authority	Ms. Pam Lake/ Cardiff
Registered inspector	Ms. Linn Jones
Dates of inspection	6 th – 8 th March 2006

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	0	37	40	42	53	49	60	56	337

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	15	4	17

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	19.6:1
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	24
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Spring	N/A	96	96
Summer	N/A	90	94
Autumn	N/A	94	94

Percentage of pupils entitled to free school meals	5.8%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2005			Number of pupils in Y2:		52		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School	0	0	6	71	23
		National	0	4	13	63	20
En: reading	Teacher Assessment	School	0	0	6	65	29
		National	0	3	11	63	23
En: writing	Teacher Assessment	School	0	0	6	83	12
		National	0	5	14	69	11
En: speaking and listening	Teacher Assessment	School	0	0	6	71	23
		National	0	2	11	64	23
Mathematics	Teacher Assessment	School	0	0	4	60	37
		National	0	2	11	63	24
Science	Teacher Assessment	School	0	0	6	65	29
		National	0	2	10	65	23

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	94	In Wales	80

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

National Curriculum Assessment Results
End of Key Stage 2:

National Curriculum Assessment KS2 Results 2005							Number of pupils in Y6		45		
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School							18	49	33
		National	0		1	0	1	4	15	47	32
Mathematics	Teacher assessment	School							20	42	38
		National	0		1	0	1	3	15	47	32
Science	Teacher assessment	School							7	49	44
		National	0		1	0	0	2	11	51	35

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	71.7%	In the school	73.3%
In Wales	74.3%	In Wales	N/A

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

Appendix 4

Evidence base of the inspection

Four inspectors spent a total of nine inspector days in the school and met as a team before the inspection.

These inspectors visited:

- 22 lessons or parts of lessons;
- all classes;
- acts of worship; and
- extra-curricular activities.

Members of the inspection team had meetings with:

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

The team also considered:

- the school's self-evaluation report;
- 46 responses to a parent's questionnaire;
- comprehensive documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and current work.

The inspection team held post inspection meetings with staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Linn Jones Registered Inspector	Context Summary and recommendations Key questions 1, 2, 6, contribution to key question 3
Caterina Lewis Lay Inspector	Contribution to key questions 1, 3 and 4
Mike Southcoat Team Inspector	Key question 4, 5, contribution to key questions 2, 3 and 7
David Penny Jones Team Inspector	Key Question 3, 7, contribution to key questions 1, 3 and 4

Contractor: ESIS
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The inspection team is grateful to the pupils of the school, all the staff, parents, governors and other members of the school community for their welcome and co-operation during the inspection process.