

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

**GLANHOWY PRIMARY SCHOOL
Coach Bach
Tredegar
Blaenau Gwent
NP2 4RW**

School Number: 677/2070

Date of Inspection: 22-26TH November 2004

by

**Peter Treadwell
Reg no. 17669**

Date: 27th January 2005

Under Estyn contract number: T/65/04P

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Glanhowy Primary School was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Glanhowy Primary School took place between 22nd and 26th November 2004. An independent team of inspectors, led by Mr Peter Treadwell 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain 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

Contents	Page
Context	1
Summary	2
Recommendations	8
Standards	9
Key question 1: How well do learners achieve?	9
The quality of education and training	11
Key question 2: How effective are teaching, training and assessment?	11
Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	13
Key question 4: How well are learners cared for, guided and supported?	15
Leadership and management	17
Key question 5: How effective are leadership and strategic management?	17
Key question 6: How well do leaders and managers evaluate and improve quality and standards?	18
Key question 7: How efficient are leaders and managers in using resources?	19
Standards achieved in subjects and areas of learning	21
English	22
Mathematics	23
Science	24
Welsh second language	26
Design and Technology	27
Information Technology	28
History	29
Geography	30
Art	31
Music	32
Physical Education	33
Religious Education	35
School's response to the inspection	36

Appendices

A	Basic information about the school	37
B	School data and indicators	37
C	National Curriculum assessments results	38
D	Evidence base of the inspection	40
E	Composition and responsibilities of the inspection team	41

Context

The nature of the provider

1. Glanhowy Primary School, with 245 pupils aged 4 to 11 years of age, is situated on the outskirts of the former coal town of Tredegar, and was originally built in 1915 as a junior school. A new classroom complex was opened in April 2002. The school serves the local areas of Glanhowy and Sirhowy which form an area designated as 'Community First' by the Welsh Assembly Government. High levels of unemployment and social deprivation exist in the town following the demise of the coal, iron and steel industries. The school reports that the pupil intake represents the full ability range and contains sizeable groups of children from economically disadvantaged backgrounds. About 40% of pupils are entitled to receive free school meals, which is above the national average. The total pupil population speak English as their predominant language. No pupils speak Welsh as their first language and three pupils are formally cared for by the local authority. One pupil was temporarily excluded in the last year. Around 17% of pupils have special educational needs (SEN), including 28 pupils with a formal statement of SEN. The entry of children into the school is controlled and administered by Blaenau-Gwent local education authority.

The school's priorities and targets

2. The school has a clear mission statement which states that the school exists to 'enable our children to enjoy today and be prepared for tomorrow.' The school also has a broader vision statement which sees the school aiming to:
 - create a welcoming, caring environment in which all pupils are happy, self - confident, well motivated and have a sense of personal adequacy;
 - enable pupils to work to their full potential and become good citizens;
 - help pupils acquire a set of moral values and promote good behaviour;
 - instil a knowledge of Christianity and other world religions;
 - develop pupil's aesthetic and creative abilities.
3. The school's major priorities and targets for 2002-2004 have included:

Curriculum

- reviewing key policies - especially teaching and learning; marking; mathematics;
- improving under-achievement of boys;
- formalising and encouraging individual pupils' target setting;
- reviewing teaching approaches;
- raising standards in Information Communication Technology;
- ensuring full implementation of the Music scheme of work;
- extending pupils' experiences in religious education; ICT; art; design and technology; geography;

Ethos

- improving attendance rates;

Management

- reviewing the management roles of the deputy head-teacher; assistant head-teacher;
- develop the role of the team leader;
- review the roles of the Governing Body;
- complete the cycle of Performance Management.

4. The school was last inspected in 1999. Since that time a small number of new teachers have been appointed, all classrooms and corridors have been refurbished, and a new classroom complex has been added which includes a computer suite and interactive whiteboard.

Summary

5. Glanhowy Primary School is a good school, with outstanding features in caring for, guiding and supporting its learners. It has raised the standards achieved by its pupils and the quality of education it provides since the last inspection. The inspection team agreed with most of the judgements made by the school about the standards pupils achieve and with most of the school's judgements about other areas of its work.

Table of grades awarded

6. The inspection team judged the school's work as follows:

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

Standards of achievement

7. Overall, pupils' standards of achievement in the areas of learning and subjects inspected are as follows:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Pupils' standards of achievement	22%	56%	21%	1%	0%

8. Pupils' standards of achievement in both mainstream and special needs classes are well above the Welsh Assembly Government's all-Wales targets for 95% of standards to be satisfactory or better and 50% to be good or better.
9. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning. Baseline assessments indicate that, for many children, attainment on entry is well below average. Generally, children aged under five make good progress in acquiring key skills. They make very good progress in their numeracy and literacy, physical development and personal and social development. However, opportunities for creative development are limited.

Language, Literacy and Communication	Grade 1
Personal and Social Development	Grade 1
Mathematical Development	Grade 1
Knowledge and Understanding of the World	Grade 2
Physical Development	Grade 1
Creative Development	Grade 3

10. In key stage 1 and key stage 2, in the subjects inspected, the standards of achievement are as follows:

Subject	Key stage 1	Key stage 2
English	Grade 2	Grade 3
Mathematics	Grade 2	Grade 3
Science	Grade 2	Grade 3
Welsh second language	Grade 2	Grade 2
Design and Technology	Grade 2	Grade 2
Information Technology	Grade 3	Grade 3
History	Grade 3	Grade 2
Geography	Grade 3	Grade 3
Art	Grade 3	Grade 3
Music	Grade 3	Grade 3
Physical Education	Grade 2	Grade 1

Religious Education	Grade 3	Grade 3
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11. Pupils' standards and progress in the key skills of speaking, listening, reading, writing, numeracy are at least satisfactory and the use of information and communications technology (ICT), across the curriculum, are satisfactory.
12. In the key stage 1 2004 NC teacher assessments of pupils in English, mathematics and science placed the school in the lower quartile against National Benchmark information. Including pupils from the special needs unit, the overall proportion of pupils who achieved the NC Level 2 was below national averages in English, mathematics and science. Excluding special need pupils', results saw pupils perform just above the lower quartile in English and just beneath the lower quartile in science but well below in mathematics. However, the school's key stage 1 results in the last four years have shown steady improvement.
13. In the key stage 2 2004 NC test results, including pupils from the special needs units, pupils' achievements in attaining NC Level 4 or higher placed the school in the lower quartile against National Benchmark information. However, if one excludes performance data of pupils from the special needs unit then the proportion of pupils who achieved the Level 4 or above was above national averages in English, mathematics and science.
14. Throughout the school, pupils' skills in speaking are developing well. The written work of a minority of pupils in key stage 2 shows poor presentation and spelling. Additionally, pupils in key stage 2 have under-developed skills for independent research across the curriculum.
15. Pupils with special educational needs make very good progress and usually achieve the targets set for them.
16. Pupils' attitudes to their learning and the interest they show in lessons are good. Nearly all pupils sustain concentration well. All pupils behave very well. They move around the school in an orderly manner and exercise a great degree of self-discipline. All pupils have a clear understanding of what is expected of them and are extremely courteous and considerate. They relate well to each other and to adults. Throughout the school, pupils' understanding of equal opportunities issues is developing well.
17. Nearly all pupils attend school regularly and are punctual at the start of the school day. A significant minority of families often take one or two holidays during the school year and this can adversely affect pupils' progress and impact negatively on school attendance targets.

The quality of education and training

18. Overall, the quality of teaching in the areas of learning and subjects inspected are as follows:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
The quality of teaching	27%	43%	26%	4%	0%

19. This percentage of lessons shown as grade 2 or better is well above the Welsh average. There has been a significant improvement in the quality of teaching since the last inspection.
20. In the most effective lessons, teachers clearly state learning objectives and help pupils reflect on their learning at the conclusion of each session. They also provide ample opportunities for pupils to talk about concepts and to explain their thinking in reaching answers. They use open-ended questioning and maintain a good pace in lessons. This approach provides both challenge and reinforcement to pupil learning. At KS2 investigative learning and reflective thinking is under developed. Teachers manage their lessons well and differentiate pupils' work and exhibit a good range of strategies to stimulate and motivate the more passive or slower learning pupils. Lessons are usually stimulating and varied ensuring that pupils maintain interest throughout. The use of the interactive whiteboard in the new computer suite, coupled with appropriate software, is having a significant impact on stimulating pupils' interest and learning potential. When teaching is less effective, lessons lack clear direction and pace, the teachers introduction is too long, questioning is not clearly focused and behaviour management is insufficient to sustain pupils' concentration.
21. The school has a very effective system of assessment, which records and rewards pupils' progress and achievements during their time both inside and outside the school. Results from national, standardised tests are well documented. However, teachers work in year groups and middle management clusters is not focused enough to help raise standards and quality. Their discussions do serve to inform their teaching but concentrate mainly on sharing best practice. Pupils have a clear understanding of their own progress. However, this understanding is not clearly talked through in lessons on a regular basis and used as targets and challenges in order to improve learning and drive up standards. There are detailed records of every pupil's strengths and weaknesses in subjects but not in terms of their development of key skills.
22. The school responds well to pupils' learning needs. It provides good opportunities for pupils to learn effectively and experience a very broad curriculum.
23. The quality of teachers' planning is generally good in all the subjects inspected. However, not all teachers regularly evaluate the success of their lessons in writing and share this with year group colleagues and middle management teams. This is a weakness of the school's curriculum management.
24. The planning for and teaching of key skills across the curriculum is under developed. However, the school development plan has prioritised this as an area for development in the coming year.

25. Pupils benefit from equal opportunities to take part in a very wide range of extra-curricular activities, including various sports clubs, Welsh folk dancing, and art and ICT clubs.
26. The school promotes pupils' spiritual, moral, social and cultural development extremely well. As a consequence, pupils have a real sense of ownership and responsibility to the school and its environment. Indeed, this clearly helps mark out the school as a special place in hearts and minds of pupils, teachers, parents and carers. Acts of collective worship make a very good contribution to pupils' understanding of moral issues and help them to respect truth and justice. These assemblies are well planned, spiritually uplifting and educationally focused. A code of behaviour is clearly built around religious teaching and the head-teacher with key colleagues creates outstanding opportunities for pupils' spiritual development on these occasions.
27. The provision for promoting bilingual skills and reflecting the languages and culture of Wales is good. The school's Cwricwlwm Cymreig ensures that pupils are given ample opportunities to acquire knowledge and understanding of the tradition, cultures and history of Wales. They visit places of interest and celebrate St David's Day, and have a good knowledge of Welsh culture.
28. The provision for learners with additional needs is outstanding. This is a significant feature of the school. The school identifies, assesses and monitors pupils' individual needs very effectively. It contributes significantly to raising these pupils' achievements and their self esteem. In particular, the arrangements for providing literacy and numeracy support, in withdrawal groups or via integrated lessons, fits seamlessly into daily routines so that all pupils experience the full curriculum. Pupils with special educational needs are very well supported by dedicated and effective teaching and support staff. Both classroom and external support are of a high standard and are managed very well by the assistant head-teacher who also acts as SEN co-ordinator.
29. Links with parents, the community, schools and other organisations are highly effective. Most parents are supportive and have very good relationships with the school. Together, the pupils, school staff, parents and governors have raised significant funds to support the school and other charitable causes. Details in the school prospectus and the annual report of the governors to parents all meet statutory requirements.

Leadership and management

30. The overall quality of leadership shown by the head-teacher, staff with management responsibilities, subject leaders and governors is good. The quality of leadership shown by the head-teacher is very good. His management is highly purposeful and he gives a clear sense of direction to the school's work.
31. The head-teacher, deputy head-teacher and assistant head-teacher constitute the senior management team. They work closely together in taking the school

forward and make a significant contribution to the overall quality of leadership and management. The quality of middle management and team leadership is developing, but needs clearer terms of reference from senior management. Subject leadership is generally sound with some subjects being co-ordinated very well.

32. The governing body is highly supportive and totally involved in the management of the school and in school life in general terms. A number of governors have been recently appointed and have attended training courses provided by the local education authority.
33. The head-teacher, governors and staff, both teaching and non-teaching, are totally committed to improving the culture and ethos in the school. They also have a growing awareness of the need to drive up standards and quality across the school. The views of pupils are always paramount in the minds of teachers and these are most notably expressed via the School Council and highly interactive whole school assemblies. The senior management team co-operatively plans school development with all key stakeholders. Some of the outcomes of this planning lacks clear prioritisation especially in terms of raising standards and quality. Additionally, the monitoring of school performance is in its early stages of maturity. The school is effectively fostering a culture of self-evaluation and has invested a lot of time into researching school evaluation models.
34. The school's self-evaluation report is clear yet cautious and is an extension of the Estyn template. However, it lacks real criticality and transparency surrounding its strengths and weaknesses. It also needs clearer prioritisation of key issues and time-scales for action. It does identify areas where improvements are required. However, there is a limited focus on issues related to quality and standards. In almost all other respects, the inspection team agreed with the school's identification of its strengths and areas for improvement in subjects inspected. The inspection team also agreed with nearly all the judgements made by the school in each of the seven key questions.
35. The school has made very good progress since the last inspection, especially in terms of building a highly positive ethos and culture inside the school. It has responded positively and effectively to the key issues identified in the 1999 report.
36. The overall quality of staffing is good. The management team has ensured a sound range of skills amongst the staff. However, it is noticeable that subject expertise and leadership in the NC core subjects are limited. Additionally, the quality of reviewing development targets by senior colleagues to SMT and GB is somewhat limited. The quality of administrative support is very good.
37. Overall, the accommodation is very good and the blend between the old and new classrooms is a feature of the school. Most classrooms offer light, spacious teaching areas. However, there are very limited opportunities for quiet reading and research areas for pupils in key stage 2. The school has a

dedicated library on the first floor of an annexe building also including the school dining area and canteen. This library area is time-tabled for regular use but its siting and layout is not conducive to promoting independent learning.

38. The accommodation for reception pupils is good overall, but is unsatisfactory in terms of promoting creative development. Additionally, the access to the school playing field is dangerous and needs urgent attention. The three reception areas to the school are all of high quality with very effective and prominent displays and information areas for pupils and parents. However, signposting for visitors needs improving. The corridors, main hall and cloakrooms are all used to maximum effect in displaying and celebrating pupils' work. The main hall is valuable space for pupils to enjoy practical sessions as well as school assemblies. The accommodation is superbly maintained by the school caretaker and his support staff and reflects the great pride that everybody now has in their school.
39. The overall quality and quantity of resources for learning for the teaching of the under fives and for the subjects inspected are good. The school manages its resources well. Since the last inspection, the quality of teaching has been significantly improved, standards have risen and the quality of leadership and management has been significantly improved. Overall, the school gives very good value for money.

Recommendations

40. In order to improve the school in the areas inspected, the headteacher, staff and governing body need to:

R1 Raise standards in those subjects deemed satisfactory during the inspection;

R2 Refine the curriculum in order to gain greater balance, breadth and depth and help improve pupils' learning experiences;

R3 Co-ordinate and develop the teaching and learning of key skills across the curriculum*;

R4 Develop clear terms of reference for the middle management teams especially in terms of driving up standards, quality and teaching effectiveness**;

R5 Consider how the specialist skills of teachers can best be used to improve teaching quality and standards of achievement and review the way classroom assistants are deployed;

R6 Build more robust quantitative and qualitative systems to support school self-evaluation and continue to promote the ownership of self-evaluation throughout all aspects of the life of the school.

* The school has identified the need to develop key skills in its school development plan.

** The school has identified the need to develop the role of the team leader in its school development plan.

41. 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

42. Overall, the findings of the inspection team do not match the judgement made by the school in the self-evaluation report. The inspection team found the standards pupils achieved in their knowledge, understanding and skills to be better than that assessed by the school when all children with special needs are included.

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Pupils' standards of achievement	22%	56%	21%	1%	0%

43. 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. Baseline assessments indicate that for many children attainment on entry is below average.

44. In key stage 1 and key stage 2, in the twelve subjects inspected, the standards of achievement are as follows:

Subject	Key stage 1	Key stage 2
English	Grade 2	Grade 3
Mathematics	Grade 2	Grade 3
Science	Grade 2	Grade 3
Welsh second language	Grade 2	Grade 2
Design and Technology	Grade 2	Grade 2
Information Technology	Grade 3	Grade 3
History	Grade 2	Grade 3
Geography	Grade 3	Grade 3
Art	Grade 3	Grade 3
Music	Grade 3	Grade 3
Physical Education	Grade 2	Grade 1
Religious Education	Grade 3	Grade 3

45. Pupils with special educational needs make very good progress and usually achieve the targets set for them.
46. Pupils' standards and progress in the key skills of speaking, listening, reading, writing, numeracy are at least satisfactory and in information and communications technology (ICT), across the curriculum they are satisfactory. Numeracy and oracy skills are not practised often enough and tend to be concentrated during lessons in English, mathematics and Welsh. As a result, some pupils are less confident when talking aloud, developing their vocabulary or using their numeracy skills in other subjects. The school plans to improve the co-ordination of key skills and to record pupils' progress more effectively. Pupils listen carefully in all subjects. They are gaining confidence in using ICT as a result of the new computer suite which is time-tabled very effectively. The use of the interactive whiteboard helps to enhance pupils' progress in information technology and design and technology lessons by improving their reading skills and promoting information gathering.
47. Children aged under five make very good progress in numeracy and literacy, physical development and personal and social development.
48. In the key stage 1 2004 NC teacher assessments of pupils in English, mathematics and science placed the school in the lower quartile against National Benchmark information. Including pupils from the special needs unit, the overall proportion of pupils who achieved the NC Level 2 was below national averages in English, mathematics and science. Excluding special needs pupils', results saw pupils perform just above the lower quartile in English and just beneath the lower quartile in science but well below in mathematics. However, the school's key stage 1 results in the last four years have shown steady improvement.
49. In the key stage 2 2004 NC test results, including pupils from the special needs units, pupils' achievements in attaining NC Level 4 or higher placed the school in the lower quartile against National Benchmark information. However, if one excludes performance data of pupils from the special needs unit then the proportion of pupils who achieved the Level 4 or above was above national averages in English, mathematics and science.
50. Throughout the school, pupils' skills in speaking are developing well. The written work of a minority in key stage 2 shows poor presentation. In Welsh at key stage 2, many of the language patterns spoken by pupils consolidate knowledge acquired in key stage 1 and pupils make good progress.
51. Pupils' attitudes to their learning and the interest shown in their lessons are generally very good. Most sustain concentration very well.
52. Pupils behave very well throughout the school. They move around the school in an orderly manner and are extremely courteous and self-disciplined. They respond to the school code of behaviour thoroughly. Most pupils have a clear understanding of what is expected of them and are considerate to each other

and to adults. They also relate well to each other and to adults and a real sense of the school as a community is apparent.

53. In the classroom most pupils work with enthusiasm and are considerate and courteous to each other. The teachers at key stage 2 could do more to encourage pupils to use their initiative and develop independent learning skills.
54. Throughout the school, pupils' understanding of equal opportunities issues is developing very well. They have clear respect for the diversity of beliefs, attitudes and cultural traditions within society. Visits into the local community, international visits, and to places of interest linked to the workplace help to significantly broaden pupils' understanding of their sense of history, community and the world of work.
55. Pupils' understanding of the strengths and weaknesses in their work and what they need to do to improve is satisfactory but lacks regular attention in key stage 2.
56. Attendance figures are satisfactory. The average attendance for the three terms before the inspection was approximately 91%, which was a substantial improvement on the average of 89% in the last inspection.
57. Most pupils attend school regularly and are punctual at the start of the school day. A significant minority of families take two holidays during the school year and this can adversely affect pupils' attendance and progress. The school has introduced computerised monitoring systems to improve rates of attendance. Class registers are well maintained by all teachers.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

58. The findings of the inspection team differ from the school's self evaluation in that the school judged their performance in key question as Grade 3.
59. In the lessons observed, the quality of teaching was judged as follows:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
The overall quality of teaching in the subjects inspected	27%	43%	26%	4%	0%

60. The overall quality of teaching is good. Pupils are consistently presented with clear learning objectives and activities that are stimulating and interesting. There are outstanding features in some lessons, particularly in the special needs unit, where high expectations are set and pupils achieve consistently

well. In some mainstream classes the pace of lessons is not sufficiently challenging and, additionally, pupils are not involved enough in leading learning. Sometimes, behaviour management is insufficient to keep all pupils engaged.

61. Very good relationships develop between staff and pupils, and as a result, pupils behave well and respond attentively in lessons. Tasks are generally suited to the ability of individuals and groups. Teachers provide very good role models for pupils; use suitable intervention strategies to ensure that pupils understand their work and support them in their thinking by using accelerated learning techniques. Good use of an interactive whiteboard, coupled with skilled use of appropriate software, is also having a significant impact in raising the quality of teaching, especially in IT and DT.
62. Teachers have a good knowledge of the Desirable Outcomes for Children's Learning, the National Curriculum, the PSE Framework and the local RE syllabus. There is some confusion between the common requirements of the NC; additionally, planning and development of key skills is inconsistent. Policy documents and medium term plans are of variable quality; few include planning for key skills, and planning for reception pupils is not always organised clearly under the six areas of learning. Short-term plans do include key skills and planning for assessment, although there is no indication that key skills themselves are assessed. Also, teachers do not regularly and systematically evaluate the successes and weaknesses of their lessons.
63. Teachers have high expectations of the under fives, who are provided with suitably challenging play based learning activities and well supported by a nursery nurse who extends their language and understanding via small group learning. In both Key Stage 1 and Key Stage 2 a good range of teaching methods is demonstrated including practical learning experiences supported by visual aids and interesting artefacts. All pupils are enabled to access the curriculum; are set work that is at a suitable level and, wherever possible, are included in mainstream activities. Effective monitoring of the setting system for numeracy and literacy ensures that pupils receive the support they need in an appropriate group. Bilingualism is improved by the input of the Athro Bro who regularly visits and works throughout the school. A significant number of teachers do not speak Welsh as their first language but have made a positive effort to learn and teach Welsh in lessons and incidentally, resulting in an improvement in the provision for Welsh since the last inspection.
64. The majority of pupils' work is marked, in line with the school's policy, against the lesson objectives. Targets are set for individuals and groups in literacy and numeracy and monitored regularly. Results of focused assessment tasks in English, mathematics and science are clearly levelled and provide a useful record of progress. Group targets in each lesson are displayed purposefully so pupils know what is expected of them. Results of NC levels and National Foundation Education Research reading tests are analysed carefully each year; results are compared to other schools and national data so as to inform target setting for the following year. An innovative electronic system has been designed for tracking pupils' progress in literacy and numeracy. It is planned to

extend this to other subjects and to record the achievements of reception pupils. A portfolio of levelled work in English provides a useful guide for staff when assessing pupils' work, but portfolios in other subjects are not annotated and give insufficient guidance on exemplification of standards and quality. Arrangements for assessing pupils with special needs are thorough and have due regard for the 2002 Code of Practice.

65. Annual reports to parents are of a good standard; they follow the Local Education Authority's format and include the statutory information. However, they lack any opportunity for commentary from parents.

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
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66. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
67. The curriculum meets the needs of all pupils and is equally accessible to all. The school curriculum is broad but not well balanced in terms of time allocation between core and foundation subjects. It complies with legal requirements and provides equal access for all pupils. Good attention is given to planning work according to pupils' needs, including pupils with special educational needs in mainstream classes and those pupils in the special needs unit with statements of special educational need.
68. Pupils' spiritual values are developed very well in collective worship and lessons. Pupil's moral development is also good and they have a strong sense of right and wrong; they raise considerable funds for others they see less fortunate than themselves. There is a strong community spirit in the school and pupils' social development flourishes. Relationships among pupils and staff are outstandingly good.
69. Pupils' awareness of the culture of Wales and other countries improves steadily through appropriate references in the taught curriculum; work with visiting artists and trips to museums. Y Cwricwlwm Cymreig is a developing feature of the school. The school works in partnership with the Athro Bro to plan a range of opportunities to promote pupils' bilingual skills through regular speaking and listening activities in all classes.
70. Pupils work very effectively together, taking on a variety of responsibilities. The School Council generates ideas and organises resources for a variety of initiatives such as improvements to indoor and outdoor games, while the Eco-school club works closely with the local community developing problem solving skills linked to recycling litter, waste minimisation and healthy living.
71. Overall, the school makes good provision for pupils' personal and social education and follows the Personal and Social Education Framework. The school demonstrates a high degree of commitment to ensuring that all pupils

have the opportunity to participate in a wide range of extra-curricular activities. Weekly clubs exist for folk dancing, netball, football, rugby, technology, computing and drama. Effective partnerships with outside agencies like the Sports Council for Wales also raise sporting participation and standards.

72. Communication and links with parents and carers is effective and includes a comprehensive range of information such as newsletters, school prospectus and annual Governors' reports to parents. Valuable support is given by parents and they are involved in supporting activities such as swimming, making story sacks and assisting on school trips and visits. They attend open days for mathematics and English and attend assemblies and concerts. Many parents are very supportive and have good relationships with the school. Their views are sought through questionnaires and responses are good; the majority express real satisfaction with values promoted by the school and standards achieved by their children.
73. The school's Parent Teacher Association is very active and regularly raises substantial amounts of money for the purchase of school equipment. Pupils themselves also hold a number of 'sponsors days' and have substantial funds for charitable causes.
74. The school has a range of clear, pertinent policies to support pupils' learning needs, including a policy for the promotion of race equality.
75. The school makes effective use of the community to enhance its curriculum. Visits to Caerleon's Roman museum and interviews with local World War II veterans prior to a trip to Normandy by year 5 and 6 pupils are notable features. The school also participates in the 'Business in the Community Wales' initiative. There are effective links with local comprehensive schools, Further Education institutions and universities, including student placements.
76. The school has been awarded the Basic Skills Quality Mark. A policy for key skills has recently been introduced but the approach to the identification of key skills in policies and schemes of work is inconsistent and lacks coherence and co-ordinated provision. Practice in some subjects does not comply with objectives in the key skills policy and monitoring of key skills across the curriculum is underdeveloped.
77. The school makes very good provision for pupils' Personal, and Social Education [PSE]. This provision has been enhanced via the integration of a new PSE scheme of work into the curriculum, Circle Time and the work of the School Council.
78. A good partnership with parents is developed at an early stage. Reception staff work diligently to provide parents with information and opportunities to become involved in their children's education. Parents are pleased with the quality of education their children receive in the Early Years class.
79. The school's partnership with industry is good. Some effective strategies are in place to raise the economic and industrial understanding of pupils and to

give them insight into the world of work. Of special note is the 'Healthy Eating' shop. Through visits to retail shops, commercial and industrial sites, pupils gain insight into differing working environments. Teachers encourage people from different occupations and professions to speak to pupils and the local police, fire service, health professionals and professional artists have had a positive impact on pupils' learning and understanding of the world of work. Older pupils' understanding of the emergency services has been enhanced by the school's involvement in the 'crucial crew' programme.

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

Grade 1: Good with outstanding features

80. Overall, the findings of the inspection team do not match the judgement made by the school in the self-evaluation report. The inspection team felt that many outstanding features could be found in the quality of care, support and guidance, the provision for additional learning needs and the quality of provision for equal opportunities.
81. Learners are very well cared for, guided and supported. The school provides a very good range of extra-curricular activities and has effective arrangements to ensure that shared aims and values promote equal opportunities for pupils. All extra-curricular activities involve both boys and girls, pupils of all abilities and cover a wide range of interests.
82. The school's careful planning and management of its care and support of pupils are real strengths of the school. Teachers know their pupils well and good systems such as the "Make me Happy" post box ensures that pupils are aware that they can approach staff confidently and understand how they can support and care for each other.
83. Systems for child protection are also well established. The special educational needs co-ordinator and Head-teacher are identified and trained as the school's designated officers. Teachers and support staff are aware of and have received training on procedures as outlined in the school's Child Protection policy. Guidelines on procedures in the event of allegations against staff have been omitted in policy and further training for all staff has been identified in this year's School Development Plan.
84. The school operates an effective Health and Safety policy and a policy for the administration of medicines. Two members of staff have received advanced training in First Aid and all accidents and minor injuries are recorded and monitored by the First Aider. Procedures for the safe entry and exit of pupils is well managed. The school has highlighted its concerns regarding traffic congestion at the beginning and end of the school day to the LEA who have not, as yet, taken action.
85. Induction arrangements operate well for early year's pupils, for those pupils joining the school from a neighbouring infant school at KS2 and for pupils with statements of Special Educational Needs entering the school's SEN units.

Good transitional arrangements also exist between KS2 and KS3 with school staff meeting on a regular basis with staff from the receiving comprehensive schools. KS3 staff visit pupils in school during the summer term.

86. Arrangements for the early identification of pupils with special educational needs are effective. Progress of pupils in the SEN units is carefully monitored by the special educational needs co-ordinator who liaises regularly with the assistant special educational needs co-ordinator with responsibility for provision of SEN in the mainstream classes. The school operates a setting system for mathematics and English and sensitive use of this system helps raise the self esteem of less able pupils.
87. Good systems exist for assessing pupils and monitoring and tracking subsequent progression of those pupils working towards Level 1 of the National Curriculum. Information is used to raise standards and clear individual education plans [IEPs] are prepared which set appropriate targets for learning and behaviour. These are followed and regularly reviewed and updated and statements of SEN are reviewed annually.
88. Pupils' curriculum experience is enhanced by integration of pupils into mainstream classes for subjects such as music, PE and art, with further inclusion for pupils as they become more competent in their communication, literacy and numeracy skills. The SENCOs and staff work well together to ensure continuity of support. Overall, pupils are fully integrated into the life of the school.
89. Pupils with behavioural difficulties are well supported by staff and by support assistants and individual behaviour plans are followed effectively. The school has very good strategies for ensuring that pupils feel safe and secure and values promoted in the Behaviour policy are reinforced very effectively in weekly assemblies on behaviour. Classroom rules are visited consistently and regularly. The school is being used by the LEA as a model of good practice for positive behaviour management and for its pro-active approach to anti-bullying.
90. Good links with other professionals such as educational psychologists and therapists have been effective in supporting and informing provision. The school complies fully with the SEN Code of Practice and implements its policy well.
91. Thorough systems are in place for the monitoring and improvement of attendance and punctuality. The school operates a "First Day" response and keeps a log of all communications with parents via email and telephone. Regular and effective liaison exists between the school and its Education Welfare Officer. Children's attendance is rewarded with certificates at individual and class level and these are valued and displayed around the school. The school's pro-active approach has resulted in clear improvements in attendance levels.

Leadership and management

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

Grade 2: Good features and no important shortcomings

92. Overall, the findings of the inspection team match the judgement made by the school in the self-evaluation report.
93. The overall quality of leadership shown by the head-teacher is very good and he has demonstrated outstanding work in building a highly positive and caring culture in the school. He is very ably supported by his senior management team and governing body. Structures have recently been put in place to support the development of quality and standards but these have not yet had time to mature and make any substantial impact. The head-teacher holds a passionate conviction about providing a quality educational experience for all pupils. His management is also very purposeful and he gives a clear sense of direction to the school's work.
94. The head-teacher, deputy head-teacher and the assistant head-teacher constitute the senior management team. They work closely together in moving the school forward and make a significant contribution to the overall quality of leadership and management.
95. The quality of team leadership in key stage cluster groups needs development and clearer terms of reference. Additionally, the quality of reviewing development targets by senior colleagues to SMT and GB is somewhat limited. Subject leadership is at least satisfactory, overall. It is good with outstanding features in design and technology and physical education. Subject leaders have only just begun to monitor the quality of provision in all subjects. Schemes of work and policies are reviewed and updated in a planned cycle of improvement but some are much more mature and clearly owned than others.
96. Shared aims and values, which promote equality of opportunity for all, are reflected well in the life and work of the school.
97. The school takes account of national priorities and recent initiatives such as literacy, numeracy, family learning, and education for sustainable development; these are helping pupils to achieve higher standards.
98. The development of a School Council is helping pupils to contribute to and influence directly the decisions that affect them. This Council, which has regular support from staff and the head-teacher, also helps pupils build a real concern for the physical environment of the school, their behavioural standards and their own sense of citizenship.
99. Self-evaluation is developing steadily and the head-teacher has taken great care in evolving a model now being progressed throughout the school. Clear target-setting to sustain or promote quality and standards are less developed

in the school's management structures. Subject leaders monitor and evaluate their areas of responsibility and share their findings with colleagues but remain unclear regarding cycles for further monitoring to assess progress. 'Best practice' monitoring is discussed in management cluster groups but is yet to be evaluated systematically and impact positively on standards.

100. A highly effective continuing professional education support system helps to improve the quality of teaching and is appropriately linked to a staff performance management system. A clear and concisely written staff handbook enables staff to be properly inducted and effectively mentored when they are first appointed.
101. The governing body is very supportive and totally involved in the life of the school. A number of governors have been recently appointed and are receiving training from the local education authority.

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

Grade 2: Good features and no important shortcomings
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102. Overall, the findings of the inspection team match the judgement made by the school in the self-evaluation report.
103. The head-teacher, governors and staff, both teaching and non-teaching, are totally committed to improving the school. In some areas, the views of pupils, notably members of the School Council, are directly taken into account. The senior management team is beginning to monitor aspects of school performance and how this impacts on development planning. However, the self-evaluation process is not sufficiently mature as to be helping drive up standards and quality. The school is effectively fostering a culture of self-evaluation but it will take a little longer for this to be owned throughout the school.
104. The school development plan is a comprehensive and detailed document. It does not, however, include robust evaluations of previous priorities and present targets. Additionally, little detail is provided on how the school monitors current objectives. Targets within the school development plan include time schedules and success criteria but they are not always consistently costed.
105. A detailed analysis is made of a range of pupils' assessments, including baseline assessments in reception, NC teacher assessments in key stage 1 and NC tests in key stage 2.
106. The performance management process is beginning to have an impact on the school. It sets a framework for teachers and their team leaders to agree and review development priorities. The senior management team purposefully led the initial movement towards a self-critical culture, although more attention needs to be given to protecting and growing pupils' standards of achievement. The SMT have invested heavily in teacher's professional development and see

that as the first and most vital springboard to building teacher confidence, effectiveness and improving standards.

107. The school's self-evaluation report presented before the inspection is detailed, yet somewhat cautious in terms of outcomes. It identifies strengths and areas where improvements are required. It lacks criticality especially with respect to the development of standards and quality. However, it offers a perceptive snapshot of how far the school has travelled since the last inspection - which is considerable. In almost all respects, the inspection team agreed with the school's identification of its strengths and weaknesses in subjects inspected. The inspection team also agreed with most of the school's judgements in each of the seven key questions.
108. The school has made very good progress since the last inspection. It has responded positively and effectively to the key issues identified in the 1999 report.

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

Grade 2: Good features and no important shortcomings
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109. Overall, the findings of the inspection team match the judgements made by the school in the self-evaluation report.
110. The school is well staffed by a team of suitably qualified and experienced teachers and nursery nurses. The majority of teachers have specialist training in the subjects they lead. The SENCO and two of the other four teachers in the Special Needs unit have specialist qualifications in SEN. The part-time Athro Bro provides additional support in the Welsh Language.
111. The full-time school administrator provides quality administrative support to enable the smooth running of the school. The school administrator carries out daily routines and a range of other responsibilities highly efficiently and effectively. Together with the headteacher, they form a welcoming and responsive face to the school for parents and visitors.
112. Teachers and support staff work effectively together in planning, teaching and assessing pupils' progress. There are sufficient good quality learning resources in classrooms and shared areas of the school to support most areas of the curriculum and children's individual needs. The school has invested recently in a range of appropriate play equipment to meet the needs of the reception age children. ICT equipment is adequate but there are on-going difficulties with connections and hardware. There are plans for a rolling programme to replace outdated computers in classes.
113. The main school building and the extension that opened 2002 provide good accommodation for learning. A shared activity area for Reception and Key Stage 1 has been introduced successfully. Attractive displays of pupils work in

classrooms and public areas of the school create a stimulating environment to reinforce learning. The library, which is housed in a separate building, is not easily accessible and this impacts negatively on standards of work. Apart from this building, which also houses the canteen, the school and its grounds are well maintained. The playgrounds are particularly well maintained and contain many marked areas for formal and informal play activity. Generally, there is very limited space for quiet reading and independent research for pupils in key stage 2. and there is also limited space for reception/Y1 pupils to enjoy practical sessions in art or design and technology.

114. There is ample parking space provided in the school car park but the driveway is a potentially dangerous area when children are arriving at school on special buses.
115. Good use is made of the available teaching resources, which are monitored and organised efficiently by subject leaders for use by all staff. There is a new middle management team with the potential to identify priorities for new resources needed to support learning and teaching across the whole school. Support staff are generally deployed effectively where there is greatest need. Occasionally opportunities are missed to maximise the use of their time and expertise.
116. The roles of team leaders are at present insufficiently defined to impact on standards. They meet regularly with their teams and with the senior management team in order to identify major issues related to planning, tracking progress and monitoring standards on a whole school basis.
117. Staff are well supported with opportunities for training according to their individual needs and the priorities in the School Development Plan. The programme is evaluated in terms of the impact on teaching and the co-ordinator plans to extend this to improve the evaluative process with respect to learning.
118. There is a clear process by which subject leaders monitor and evaluate their subjects annually and identify priorities for the next school development plan, although some subject documentation is more clearly owned than others. Since the last inspection, the quality of teaching has been significantly improved, standards have risen and the good quality of leadership and management has been significantly improved. Overall, the school gives very good value for money.
119. There are effective systems in place internally and externally to monitor the school's finances on a regular basis. The School Development Plan is comprehensive and costs are itemised although not prioritised. Overall the school provides good value for money.

Standards achieved in subjects and areas of learning

The Under-fives

Grade 2: Good features and no important shortcomings

120. The overall quality of the educational provision for the under fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

Good Features

Language, literacy and Communication

121. Children in the Reception class listen to stories attentively, speak about their experiences with enthusiasm and produce detailed pictures or models of key characters. They are confident at learning the alphabet and are beginning to identify the sounds at the beginning of words. Children's pencil control is good when producing writing patterns and they can write their names independently.

Personal and Social development

122. Children are confident and form good relationships with children and adults. They are able to describe and draw the members of their family. Children take turns, listen to others speaking and co-operate well in role-play. They show great care and concern for babies and for each other. When asked simple questions in Welsh they are able to respond with understanding and good pronunciation.

Mathematical development

123. Children recognise numbers to 10 and count accurately. They are able to sequence objects in order from the shortest to longest and are developing appropriate vocabulary to describe size and height. They are familiar with the purpose of money, which they learn through number rhymes and songs. Individual cards made by the children show their recognition of two-dimensional shapes.

Knowledge and understanding of the world

124. Children enjoy role-play indoors and outdoors through which they develop awareness of different occupations. They practise road safety with playground equipment, taking on the roles of pedestrians and drivers. Children can name different types of transport and identify things they pass on the journey to school. They discuss foods they like and gain awareness of the foods they need to eat throughout the day. They learn about different animals and how they move. Respect for special religious occasions is developed through re-enacting a Christening, following a visit from the local vicar. Children learn about prayer, including the use of a muslim prayer mat.

Physical development

125. Children move confidently and manoeuvre wheeled toys skilfully in the playground. Good manipulative skills are developed when modelling with play dough and during cooking activities. Good hand and eye co-ordination is demonstrated when handling small items of equipment, paintbrushes and pencils

Creative development

126. Children's creative work reflects good observation skills in detailed representations showing control at drawing and appropriate choice of colours. Through exploring sounds and musical instruments from different countries and cultures children develop satisfactory musical creativity and multicultural understanding. Children show good understanding and skill at line and mark making to create suitable effects when drawing old and new teddy bears.

Shortcomings

127. Children's skills with paint, clay and other creative materials are underdeveloped.

Subject 1 English

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

128. In Key Stage 1 pupils listen very attentively in lessons. In Key Stage 2 pupils concentrate well and listen carefully to their teachers and to the contributions of other pupils
129. In key stage 1 pupils speak confidently and fluently and are developing the use of appropriate vocabulary when answering questions. Pupils in Key Stage 2 participate in lessons with interest, responding suitably to questions when asked.
130. Pupils throughout the school read well individually and in shared reading sessions. They use a range of strategies to tackle new words and read expressively and with understanding. In lower key stage 2 pupils use dictionaries purposefully. Most pupils enjoy reading and older key stage 2 pupils can discuss their favourite authors confidently.
131. In key stage 1 and lower key stage 2 pupils have benefited from handwriting lessons as a result of which they are developing a good style of handwriting.

132. In key stage 1 pupils write well in sentences for a variety of purposes. They structure their work clearly, listing key words beforehand to help themselves.
133. In lower key stage 2 pupils write descriptively in response to interesting stories and objects from the seashore. They become familiar with different types of writing, including conversational pieces. These influence their writing of play scripts, which they perform very effectively. Older key stage 2 pupils understand biographical writing. They write in the third person where appropriate and structure their work in paragraphs.
134. Pupils' experiences as writers and performers have been enhanced by visits of well-known authors, poets and actors.

Shortcomings

135. Pupils in key stage 2 do not volunteer their own ideas readily and their answers are generally not extended.
136. Pupils do not make sufficient use of books for information or engage in extended writing.
137. Punctuation and spelling are variable, some written work being below the standard expected.
138. The standard of handwriting is variable among the older pupils in key stage 2

Subject 2 Mathematics

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

139. In KS1 younger pupils have a good understanding of numbers to 10, counting forwards and backwards. They apply these skills competently in shopping activities involving addition of coins. Some pupils can count in twos to 20, understand odd and even numbers and make sums of money up to 12 pence. Older pupils all know number facts to 20 and are beginning to work with three figure numbers. Some can count in tens to 100 and understand the concept of multiplication. The majority can use the correct terminology and processes when completing a block graph of favourite sandwiches. They are familiar with the properties of two and three-dimensional shapes, can measure in centimetres and work out halves and quarters of numbers up to 20.
140. In lower KS2 pupils can record their answers using symbols, words and sentences. They are able to use different methods for reaching an answer.

Year 4 pupils are confident at calculating perimeters of squares and rectangles, demonstrating sound knowledge of the properties of shapes. When the lengths of sides are varied pupils show good mental recall of number patterns to compare the corresponding perimeters.

141. Upper Key Stage 2 pupils can halve and double sums of money up to £5 and are developing strategies for solving money problems. The majority use the four rules of number competently. The most able pupils are able to make accurate estimations of large numbers, convert mixed to improper fractions and apply multiplication to decimal numbers. They are familiar with different types of angles and able to construct an equilateral triangle.

Shortcomings

142. Some pupils in KS 2 are unsure of the process of multiplication
143. Progression in key stage 2 is uneven, particularly in number work.
144. The rate of progress of many pupils in KS2 is slower than expected

Subject 3 Science

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

145. Pupils observe, explore, and ask questions about living things, materials and physical phenomena and work collaboratively to collect evidence, answer questions and develop their scientific ideas.
146. KS 1 pupils have explored the differences between living and non-living things. They can name common plants and identify their parts, recognising that plants need water and light to grow. They identify and label external body parts and recognise basic similarities and differences between classmates. They can also describe the properties of objects through practical experimentation with 'feely' boxes or 'blind' tasting.
147. All pupils at KS1 make observations about the properties of common objects and materials. They can all sort and name common materials and some more able pupils clearly understand transparency and magnetism. Nearly all pupils can recognise that some materials can change shape and understand what happens when pressure is applied to stretch, bend and twist certain materials. They all enjoy working with everyday materials like water and clay and grasp what happens to these materials when cooled or heated. Most pupils can name a number of light sources and know why it is dangerous to look at the sun. They also know there are many kinds of sound and many sources of

sound. They can recognise and describe sounds and explain how they were generated. Many pupils also understand that sounds travels and gets fainter over distance. Pupils observe, describe and compare the movements of objects by pushing and pulling and then record their results appropriately. Some more able Y1 pupils can identify the effects of water and wind. By Y2 most pupils are able to identify common appliances which use electricity and are aware of the dangers linked to electricity. Some more able pupils can draw circuits clearly and explain how they work.

148. Most pupils in KS1 can also identify the types of food that make up a balanced diet and recognise the importance of exercise for health. Most pupils recognise common plants and can describe and record the basic steps from seed to new plant. More able pupils can group and sort plants and clearly describe the importance of light and water to plant growth.
149. At lower KS2, pupils cover a range of work and make satisfactory progress. Lower KS2 pupils can explain need for a proper diet and why they should look after their teeth. Many pupils in Y3 can explain how sound is made via vibration and how musical instruments work. Most able pupils at this stage can talk about how current flows around a circuit. By Y4 many pupils can identify the differences between solids and liquids and understand that certain materials will not dissolve and that others do. Some more able pupils can also explain food chains whilst most pupils can describe the main food sources of a range of animals. Additionally, most pupils understand how force is directional, how gravity and air resistance work on objects and how shadows are formed through studying the Sun, Earth and Moon.
150. Pupils in upper KS2 can use thermometers and read temperatures and represent measurements in bar charts. They can all construct experiments and report their findings on paper. They can explain how the skeleton works and recognise how exercise raises pulse rate and why blood flow increases during exercise. Some pupils can interpret more complex circuits and describe situations where friction is helpful or unhelpful in everyday life.
151. Most KS2 pupils also understand the key processes linked to pollination, fertilization, seed dispersal and germination. They carry out interesting experiments linked to vibration and sound which also helps inform their design and build skills in technology. Pupils also extend their understanding of the main planets and can describe how the Moon orbits the Earth.

Shortcomings

152. At KS2, pupils have limited opportunities to explain phenomena by using models and making hypotheses. They demonstrate limited evaluation skills and ability to write reflectively about their experiments.
153. Across both key stages, but particularly at KS2, there are limited opportunities to promote independent learning in science and, as a result, pupil's knowledge and skills are not fully extended.

154. Presentation science experiments is sometimes poor and pupils do not consistently use drawings, tables and graphs to communicate their findings clearly.

Subject 4 Welsh second language

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

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

Good features

155. Pronunciation skills are good and occasionally very good throughout the school. Pupils' recall of previous patterns and topic studied is generally good. An effective range of strategies, including regular time allocation, is having a positive impact on pupils' standards of achievement.
156. In both Key Stages, incidental language is used effectively in classes and assemblies to reinforce and develop pupils' language skills; hymns are sung in Welsh; display work of days of the week and the weather which are regularly referred to further support pupils' knowledge and understanding.
157. Younger Key Stage 1 pupils are all able to understand and respond orally to simple questions such as "Sut wyt ti?" and "Pwy wyt ti?" with appropriate answers and very good expression. They are able to count in Welsh independently and with purpose while playing board games based on feelings.
158. They understand and comply with commands such as "Eisteddwch yn dawel ar y carped." They sing a variety of simple songs with enthusiasm and demonstrate good understanding of the language patterns and vocabulary within the song, responding by alternating nouns, using a variety of animal names.
159. Younger Key Stage 2 pupils are confident in their use of Welsh. They respond with enthusiasm and understanding to simple questions such as "Ga I bensil, os gwelwch in dda?" and commands such as "Rhifwch gyda fi." They count easily up to 20 in Welsh.
160. Older Key Stage 2 pupils continue to grow in confidence and can speak in short, simple sentences using connectives.
161. Pupils recall a range of vocabulary and short phrases from memory and can read from displays and flashcards when taking on the role of teacher, instructing their peers and asking questions on the weather and hobbies
162. Pupils confidently hold simple conversations with partners using simple language patterns, asking and answering questions with more able pupils

independently being able to extend conversations by drawing upon previously learnt language patterns.

163. Pupils confidently read shared text on Hari Morgan as a class, in groups and in pairs with good, appropriate expression and pronunciation as they take on different character roles. They demonstrate a good understanding of text written in the past tense and can translate accurately and with ease.
164. Writing skills are beginning to be developed appropriately through tasks such as conversations between characters, accounts of holidays using the past tense and simple book reviews to reinforce oral work based on a given pattern. Appropriate attention is given to spelling.

Shortcomings

165. Writing skills need to be further developed with more opportunities for independent writing in a more extended form.
166. Displayed vocabulary and targeted phrases from KS 1 to KS2 in classrooms needs to be further extended for greater progression and differentiation.

Subject 5 Design and Technology
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Key stage 1: Grade 2: Good features and no important shortcomings
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Key stage 2: Grade 2: Good features and no important shortcomings
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Good features

167. Pupils make good use of a wide range of materials and show precision when cutting, joining materials and measuring.
168. Reception and Y1 pupils all make simple mechanisms. By Y2 pupils take great care to cut, colour and assemble materials in order to produce moving pictures and structures linked to homes and simple winding systems.
169. By Y3 all pupils understand simple control mechanisms and make moving images that combine well with their poetry and art. They successfully extend their methods of joining and make colourful photo frames; they also make pop-up books and storybooks and reflect on this work using commercial evaluation sheets.
170. In Y4 they successfully design and produce good quality money containers and carry out innovative experimental work when making 'moving monsters' using simple pneumatics. This work also helps to improve their whole range of key skills. By this stage, nearly all pupils work sensibly both individually and in small groups to overcome design problems and produce some quality creative work. They evaluate this work well in their books and via commercial sheets and can reflect simply upon their design experiences.

171. Y5 and Y6 pupils further refine their skills by investigating a range of well-known products like slippers and moving toys. This work using textiles is often highly individualistic and really develops their creative potential. They also carry out sewing and pattern cutting in this project. Most pupils can work to a clear design brief and contribute to class judgements about design effectiveness and style. This project brings a design realism and is enjoyed by pupils. This Y5 and Y6 work is also displayed in prominent parts of the school and helps build standards and a concern for quality. By upper KS2, collaborative work is well developed and pupils willingly share and exchange ideas in order to create effective and innovative designs.

172. Good attention is given to safety in each year group and in all classes.

Shortcomings

173. There are no major shortcomings, however, opportunities to work independently are sometimes limited and there is a slight over reliance on commercial evaluation sheets and support from teachers to generate initial design ideas.

Subject 6 Information Technology

Key stage 1: Grade 3: Good features outweigh shortcomings
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Key stage 2: Grade 3: Good features outweigh shortcomings
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Good features

174. Some pupils are very confident in using computers. They have very good control of the mouse and become familiar with using the keyboard very easily. All pupils can word process; some can use the Internet and operate a range of programmes. They all use software packages to help their simple research into particular topics and have a sound knowledge of computer icons that help facilitate their work on the computer.

175. Some pupils are confident in using word processing techniques across a small range of subjects, particularly in English, design and technology and science. They are able to save, retrieve, edit and print their own work and combine text and graphics to produce good quality group work.

176. In Y1 most pupils can use paintbox and fresco packages to construct simple house shapes and successfully experiment with colour, shape, line and graded filling using the computer. They produce interesting symmetrical shapes and use this work to write creatively using their word processing skills. This word processing is also extended into geography and literacy and sees most pupils experimenting with changing font sizes and colours.

177. In Y2 they extend this work and produce imaginative computer generated landscape pictures. They also label their science diagrams using computer and conduct simple computer based data handling.
178. In Y3 they develop greater confidence in working with different font sizes, styles and colours, although some of this work linked to history is not always spell-checked.
179. By Y4 most pupils can use word art and auto shapes on the computer to create informative signs and posters that are used about the school. These also begin to use the computer more regularly to draft and present work linked to poetry and history.
180. In Y5 they use their IT skills to demonstrate their understanding and appreciation of studies in science and art, especially how shadows are formed and how they can create computer paintings in the style of famous painters. They also begin to construct very effective newsheets linked to their work in geography and also use Microsoft Publisher to design and label their work in technology.
181. By Y6 some pupils' work using fresco to design wallpaper using symmetry is highly creative and visually powerful. They also continue to build their skills in sign-posting using Microsoft Publisher in order to create borders and insert text. They also use the computer to present their reflections on work in history, literacy and science.

Shortcomings

182. Little use is made of the Internet and multimedia technology to design and develop creative work in a range of subjects.
183. A limited range of software programmes exist to support pupils and to encourage independent learning.
184. Many older pupils do not have any opportunity to send e-mails to other schools and organisations in attempts to gain information for projects and to become more familiar with this communication medium.

Subject 7 History

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

185. In studying the story of the Great Fire of London, KS1 pupils are able to sequence events in the past. KS1 pupils demonstrate a growing awareness of

chronology and communicate their knowledge and understanding in a variety of ways such explaining in written diary accounts why events happened and giving reasons for people's actions at that time. They can recall main events, sequence pictures accurately and organise and communicate their accounts using ICT skills working in pairs to produce writing about past events.

186. They develop an understanding of the differences between the past and present through making timelines of toys, sorting old and new toys and through their visits to homes and questioning occupants in the locality, make comparisons between houses now and in the past.
187. Younger KS2 pupils show their developing awareness of different periods of time. They show a growing understanding of why the Romans came to Britain and are able to devise "Come to Britain" posters showing the attractions of Britain for the Romans. Older KS2 pupils within the SEN and mainstream classes unit are able to begin to identify and describe the main events, situations and changes within and across periods when studying the Tudors and Henry VIII break with Rome.
188. All pupils make pertinent use of a variety of historical resources such as scrolls, artefacts and books to develop a good understanding of why certain parties have different historical viewpoints. Most KS2 pupils are able to present their findings from research using a variety of written forms such as diaries, presentations for "This is Your Life King Henry VIII", advertisements for jobs for monks at a monastery and ICT and writing frames to produce newspaper reports.
189. Extra curricular activities and field trips to historical sites and museums in Wales such as the Victorian School at St. Fagan's, Big Pit, Bedwellty House, Abergavenny Castle and to the war graves in Normandy, France allow pupils to identify and make good use of evidence in their search for knowledge.

Shortcomings

190. Standards of pupils' written work and presentation vary; there is limited progression, expectations and differentiation evident at KS1.

Subject 8 Geography

Key stage 1: Grade 3: Good features outweigh shortcomings
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Key stage 2: Grade 3: Good features outweigh shortcomings
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Good features

191. In KS1 pupils understand that signs and symbols help us to find our way to different places. They use appropriate geographical terms when discussing

places in the locality and the wider world. Most pupils show awareness of environmental issues when deciding how the local area could be improved.

192. In lower KS2 pupils are able to make reference to features of the local area and different types of transport when discussing their journey to school. They are able to draw on personal experience to compare distances of different places from the school. Pupils know that they live in Wales and are familiar with a number of other countries in the world. They have a good understanding of life for a child in Bangalore, having studied India in comparison to Great Britain.
193. In upper KS2 pupils know the difference between weather and climate and are able to interpret a key to identify countries with similar climates. They recently studied the effects of weather on the environment when they followed the path of Hurricane Ivan, using ICT, satellite images and media reports to gain information. Pupils show understanding of the importance of caring for the environment by collecting litter for recycling. Their awareness of global warming is demonstrated by identifying factors that increase pollution in the atmosphere.

Shortcomings

194. In KS1, pupils make insufficient use of maps and plans and are unfamiliar with the use of simple co-ordinates
195. Pupils in both key stages have limited experience at using ICT to assist their work in geography.
196. In KS2, pupils have limited knowledge of places in Wales and find it difficult to locate Wales on a map.
197. Pupils do not develop to their potential in geography in the limited time available.
198. Pupils' experience of fieldwork is limited and this is already a target for improvement in the school development plan.

Subject 9 Art

Key stage 1: Grade 3: good features outweigh shortcomings
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Key stage 2: Grade 3: good features outweigh shortcomings
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Good features

199. From observing two different types of teddy bears and photographs of old and new bears, younger pupils in KS1 confidently make close observational

drawings of bears with good use of line, mark and colour to create different textures. They also experiment with colour mixing in greens and blues and use the techniques in creating landscape paintings.

200. Pupils in KS2 explore and experiment with line, texture, form and colour using a variety of brush techniques to produce good work in the style of Vincent Van Gogh. Older KS2 pupils experiment with finding different tones that can be made with charcoal and chalk; they use tone, line and colour effectively to produce good portraits of each other dressed as coal miners in the style of Josef Herman. They draw on previous learning experiences of using measurements to produce well-proportioned portraiture.
201. KS2 pupils draw from observation, direct experience and imagination in displays of "Images of Coal", drawing on the expertise of visiting artists to produce very good work in charcoal of coal mines, coal miners and machinery. KS2 pupils also study and investigate and research art from other cultures, experimenting with ways of making marks and use of complementary colours using a variety of printing tools to produce good quality work in the style of Aboriginal art.
202. ICT is used by pupils to research the work of Andy Warhol and the Pop Art movement. They use their research when making observational drawings of household objects from different angles using pencils and crayons.
203. Extra-curricular activities such as the Art and Craft club develop pupils' skills through activities such as creating Christmas candle holders and decorations. Pupils are keen to develop their artistic skills and use a variety of materials appropriately in their designs.

Shortcomings

204. In both Key Stages, pupils do not make enough use of sketchbooks to record and collect visual resources during the investigation process in order to plan and organise their work. This is identified by the school as an area for development in this year's School Development Plan.
205. Pupils' skills in Art are not consistently built upon from KS1 to KS2 and lack of progress is evident in areas such as making a repeat print using block prints, portraiture and landscapes.

Subject 10 Music

Key stage 1: Grade 3 : Good features outweigh shortcomings

Key stage 2: Grade 3 : Good features outweigh shortcomings

Good features

206. Pupils in both key stages sing in tune with appropriate control of dynamics, clear diction and confidently sing in two-part harmony maintaining the separate melody lines successfully. Musical instruments in both Key Stages are handled respectfully and carefully by all pupils
207. KS1 pupils sing a variety of simple topic related songs well within an appropriate vocal range. They have good recall of words and sing with enthusiasm. All pupils are able to use body percussion to clap individual symbols. They are beginning to transfer these skills to performing on un-tuned percussion when following simple graphic scores.
208. Younger pupils in KS2 are familiar with subject related vocabulary such as steady beat, off beat, meter and are beginning to develop an understanding of clapping on and off the beat, varying the body percussion. KS2 pupils also demonstrate an understanding of using a consistent code to compose music and are able to read each other's composition, playing tuned instruments. Most KS2 pupils know how to use beaters to produce good vibration and self correct when they are held incorrectly to ensure an improved sound.
209. Most KS2 pupils are able to sing and play simple compositions from graphic scores. They have a growing understanding that more than one tuned instrument can play at the same time from the same graphic score.
210. Older pupils in the SEN unit understand and can use the word "tempo" giving an accurate explanation of this when listening to sound tracks with varying tempo. They can select appropriate instruments, for example, stressed beats and can vary the dynamics appropriately to represent the sound of a train.

Shortcomings

211. Pupils are not enabled to make sufficient progress in their knowledge, skills and understanding of music through the scheme of work.
212. Pupils are not enabled to have any musical experience of y Cwricwlwm Cymreig through the scheme of work.
213. Pupils' identification of familiar percussion instruments by their correct names is inconsistent.

Subject 11 Physical Education

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

Good features

214. Pupils in both key stages participate enthusiastically in lessons and games. They respond to instructions and directions promptly and sensibly. They follow rules and work together effectively in partner work and team play situations.
215. In gymnastics pupils in both key stages generally use space well and move with confidence during both floor work and activities on simple apparatus. Some able pupils in both key stages display a good sense of co-ordination, balance and creativity in their gymnastics. Gymnastic activity also involves the use of simple apparatus that allows pupils to work at differing heights.
216. In creative dance KS2 pupils perform with agility and expression to the rhythm of incidental and formal music. They plan and execute simple dance sequences working individually and with partners. Some show creativity in their performance, especially when acting out roles.
217. All aspects of the NC are covered fully in each class, and pupils undertake an intensive swimming course and also experience a high quality outdoor and adventurous activities residential course.
218. Pupils in all classes help to get out and put away equipment safely and sensibly. They are also able to engage in simple aerobic fitness and stretching.
219. There is a wide range of extra-curricular sporting activities, the most notable being soccer, rugby, cricket, hockey, athletics, netball and folk dancing. These activities make a valuable contribution to pupils development and fitness. Staff, ex-pupils and parents all provide skilful assistance in all these activities and matches are played regularly with local schools.
220. The school has had some notable sporting successes in team sports and individual activities, such as netball and athletics. Many pupils also take part in safe cycling programmes run by the Cycling Proficiency agency. School athletics days and gymnastics displays are also prominent parts of the school year.
221. The school's indoor and outdoor facilities for physical education and sport are good and help contribute to improving standards.

Shortcomings

222. There are no major shortcomings.

Subject 12 Religious Education

Key stage 1: Grade 3: Good features outweigh shortcomings

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

223. In Key Stage 1 younger pupils develop an awareness of the importance of special occasions by participating in the re-enactment of a Christening. They begin to learn about special religious artefacts such as candles, some of the special clothes worn at Christian services and parts of the Church such as the font. Across the Key Stage pupils develop awareness of the need to care for others, be good friends and help each other. Pupils all know the purpose of prayer and know the Lord's Prayer well.
224. In lower Key Stage 2 pupils have a good understanding of what is important in their lives and the lives of others.
225. In upper Key Stage 2 pupils respond creatively in writing, drawing and use ICT to depict some of the creatures in a Psalm they have studied. They know the structure of a prayer and one class have contributed ideas to a class prayer. Another class has planned their own assemblies using an appropriate structure. Through visiting the local church, listening to the vicar and handling religious artefacts pupils develop great respect for the Christian religion, which they observe reverently on all occasions. Pupils' awareness of Judaism is shown in their work on the Jewish festivals of Sukkot, Yom Kippur, Rosh Hashanna.
226. Pupils are beginning to appreciate shared human experiences and relevant links are made between acts of collective worship and circle time activities when moral issues such as rules and trust are explored.

Shortcomings

227. Pupils in both Key stages have only limited awareness of other faiths
228. Pupils have insufficient opportunities to give their views and opinions on the religious beliefs that they study

School's response to the inspection

The Staff and Governing Body of Glanhowy Primary have carefully considered the outcomes of the recent Estyn Inspection. The judgements and observations of the inspection team, do in most cases agree with the school's judgements recorded in its Self Evaluation Report.

Particularly pleasing to all was the recognition of the excellent progress made by the school since the last report in 1999. In achieving this, the hard work of the teachers, support staff, school clerk, caretakers, cleaners and DRA's has been commended.

A major task for the school has been to create an ethos whereby the pupils have felt cared for and supported under the guidance of the staff. This has been recognised with the Grade 1 judgement for Key Question 4.

Most importantly the inspection report makes clear the elements that make our school what it is, "a special place".

An action plan will be put in place to address the recommendations in the report. Improving the teaching and learning of key skills and utilising the specialist skills of teachers are aspects we can confidently address. Building more robust qualitative and quantitative self-evaluation systems are part of the ongoing developments with our new assessment arrangements and procedures.

The role of middle management will be reassessed in the January review of school management.

Raising pupils' standards of achievement in those subjects deemed satisfactory will be a major priority for us and will ensure they become the focus of each subject leaders action plan.

Importantly, inspectors have identified elements and procedures that will help us address some of the shortcomings.

The inspection was considered by the Headteacher and Senior Management Team to be a 'watershed' in the school's development and progression. The school would like to thank the inspection team for their thorough and rigorous approach, which has now given us a working document to enable us to take the next step to further improve the education of the children of Glanhowy.

A copy of the school's action plan in response to the inspection recommendation will be sent to all parents. The governors' annual report to parents will report on the progress we are making on the inspection recommendations.

Appendix A

Basic information about the school

Name of school	Glanhowy Primary
School type	Community
Age-range of pupils	4 – 11 years
Address of school	Coach Bach Tredegar
Post-code	NP22 4RW
Telephone number	01495 722312

Headteacher	Mr B G Lewis
Date of appointment	May 2000
Chair of governors/ Appropriate authority	Mr P Griffiths Blaenau Gwent C.B.C.
Registered inspector	Mr P Treadwell
Dates of inspection	22 – 25 November 2004

Appendix B

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		17	28	17	47	53	44	39	245

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	13	0	13

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	25.5
Pupil: adult (fte) ratio in nursery classes	
Pupil: adult (fte) ratio in special classes	8.2:1
Average class size, excluding nursery and special classes	29.1
Teacher (fte): class ratio	1.08

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Summer 2004	88.9	89.5	87.8	88.8
Spring 2004	89.5	94.5	92.1	92.1
Autumn 2003	90.7	91.5	91.4	91.2

Percentage of pupils entitled to free school meals	40%
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2004			Number of pupils in Y2:		17			
Percentage of pupils at each level								
			D	W	1	2	3	4
English:	Teacher Assessment	School			41	59		
		National		4	14	63	20	
En: reading	Teacher Assessment	School			41	59		
		National		4	14	55	27	
En: writing	Teacher Assessment	School			18	82		
		National		5	14	69	11	
En: speaking and listening	Teacher Assessment	School			29	71		
		National		3	12	63	22	
Mathematics	Teacher Assessment	School			29	59	12	
		National		2	11	63	24	
Science	Teacher Assessment	School			35	65		
		National		2	10	66	22	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	59	In Wales	79%

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 2004				Number of pupils in Y6				39				
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School	2.6			7.7		20.5	17.9	33.3	17.9	
		National										
	Test/Task	School	2.6			7.7		20.5	15.4	33.3	20.5	
		National										
Welsh	Teacher assessment	School										
		National										
	Test/Task	School										
		National										
Mathematics	Teacher assessment	School	2.6			5.1		17.9	28.2	33.3	12.8	
		National										
	Test/Task	School	2.6			5.1		17.9	25.6	33.3	15.4	
		National										
Science	Teacher assessment	School	2.6			5.1			33.3	43.6	15.4	
		National										
	Test/Task	School	2.6			5.1		2.6	28.2	43.6	17.9	
		National										

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	41.0	In the school	48.7
In Wales	71%	In Wales	71%

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

Appendix D

Evidence base of the inspection

- The inspection was conducted by a team of four inspectors over a period of four days.
- The Assistant Head was the nominee.
- 77 lessons or parts of lessons were inspected and a selection of pupils' practical and written work was scrutinised.
- Registration activities, collective worship sessions and extra curricular activities were observed.
- Discussions were held with staff and pupils about their work.
- All documentation presented by the school prior to and during the inspection was analysed.
- Pre-inspection meetings were held with staff, parents and governing body.
- 20 parents attended the pre-inspection meeting and 102 completed questionnaires by parents were analysed.
- Post inspection meetings were held with the staff and governing body.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr P Treadwell	Science, design and technology, information technology, physical education
Mr P Foley (Lay)	
Mrs M Hanney	Early years, English, mathematics, geography, religious education
Mrs J Meadows	Welsh 2 nd language, history, music, art

Acknowledgement

The inspectors wish to express their thanks to the governors, head, staff, pupils and parents of the school for their co-operation and courtesy during the inspection period.

Contractor

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