

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

**Govilon Primary School
The Avenue
Govilon
Abergavenny
Monmouthshire
NP7 9PR**

School Number: 679/2242

Date of Inspection: 9th – 10th February 2005

by

**Margaret Wagner
W107/16638**

Under Estyn contract number: T/178/04P

Report by: Mrs. Margaret Wagner
Govilon Primary School – February 2005

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Govilon 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 Govilon Primary School took place between 9th and 10th February 2005. An independent team of inspectors, led by Mrs. Margaret Wagner 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 |

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Context

The nature of the provider

1. Govilon Primary School is situated in the village of Govilon close to the Blaenavon World Heritage Site and approximately three miles from Abergavenny. The school is set in pleasant and spacious grounds.
2. The headteacher has been in post since February 2003. He has a teaching commitment for 3 days a week.
3. Pupils start school in the reception class. There is no nursery provision. There are close links with the pre-school playgroup which is situated on the school grounds adjacent to the main building.
4. Of the 88 pupils who attend the school, 24 are from outside the catchment area. 14% of pupils are entitled to free school meals. English is the first language of all pupils.
5. Pupils represent the full ability range and good provision is made for the 18 pupils identified as having additional needs.
6. The school aims to provide pupils with the best possible start to life, and to help them develop their academic, social and physical attributes to the full.
7. During the inspection one class was taught for one day by a supply teacher acting as a group relief teacher to release the headteacher from his class. The school was last inspected in 1999.

The school's priorities and targets

8. The School's Improvement Plan (SIP) outlines the school's intention to improve upon:
 - pupils' achievements;
 - teaching and learning;
 - the curriculum;
 - resources, including ICT;
 - the premises and the environment;
 - teaching and support staff;
 - professional development;
 - management and administration;
 - the school's culture and ethos.

Summary

9. Govilon Primary School is a good school with many outstanding features. It provides pupils with a good quality education within a strong learning community. Pupils progress well in their learning and achieve good standards overall. An outstanding feature is the high quality of teaching in the early years and Key Stage 1.
10. Standards and quality have continued to improve since the last inspection. The inspection team agreed with most of the judgements made by the school in its self-evaluation report.

Table of grades awarded

11. 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? | 2 |
| 5 How effective are leadership and strategic management? | 2 |
| 6 How well do leaders and managers evaluate and improve quality and standards? | 3 |
| 7 How efficient are leaders and managers in using resources? | 2 |

Standards

12. Overall standards of achievement in the areas of learning and subjects inspected are as follows:

| Pupils' standards of achievement | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|----------------------------------|---------|---------|---------|---------|---------|
| | 39% | 33% | 28% | 0% | 0% |

13. The overall quality of educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. Standards achieved in the Reception class are very good.

14. The standards of achievement of children under-five are as follows:

Areas of Learning Under-fives

| Areas of Learning | Under-fives |
|--|--------------------|
| Language, literacy and communication | Grade 1 |
| Personal and social development | Grade 1 |
| Mathematical development | Grade 1 |
| Knowledge and understanding of the world | Grade 1 |
| Creative development | Grade 1 |
| Physical development | Grade 1 |

15. 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 1 | Grade 2 |
| Science | Grade 1 | Grade 2 |
| Geography | Grade 2 | Grade 3 |
| Art | Grade 2 | Grade 3 |
| PE | Grade 1 | Grade 2 |

16. In 2004, the standards achieved by pupils at the end of Key Stage 1 teacher assessments in English and science were well above local and national averages with 100% of pupils achieving at least the expected level 2. However, in mathematics, pupils did less well and were below local and national averages. When compared to similar schools across Wales, using the free school meals indicator, the school is at the top of its family of schools in English and science. In mathematics it is in the lower 25%.
17. In Key Stage 2, in 2004, pupils' attainments in English, mathematics and science exceeded national averages in all three subjects. Results in science, when compared with similar schools across Wales, were at the top of the family of schools. In English and mathematics the school is placed half way in its family of schools.
18. The percentage of pupils attaining at least level 4 in English, mathematics and science is significantly above national averages.
19. Early years children make very good progress in the key skills of speaking and listening, reading, writing and numeracy across the six areas of learning.
20. In both Key Stage 1 and Key Stage 2, pupils' standards and progress in the key skills of listening and speaking are very good. They are good in reading, writing, numeracy and Information and Communication Technology (ICT). Pupils respond appropriately and use a wide range of vocabulary. They speak confidently, clearly and fluently. Pupils make appropriate use of their numeracy skills for example when recording and interpreting findings in science. They use ICT to support their learning, such as to present information and communicate ideas in geography. Pupils' standards in bilingual competence show appropriate

progress. The regular use of incidental Welsh in school assemblies, registration and also as a teaching aid has a beneficial effect on standards and fosters good attitudes towards bilingualism.

21. Pupils' behaviour is very good. They exercise self-discipline in classes and around the school and this has a positive effect on the progress they make in lessons. Pupils have a good understanding of right and wrong. They are courteous to adults and relate well to each other.
22. Attendance and punctuality are very good. The vast majority of pupils are punctual and attend regularly. Over 36% of pupils have 100% attendance and around 70% regularly achieve over 96% attendance.
23. Pupils' attitudes to their learning, the interest they show in their work and their ability to sustain concentration are outstanding features. The majority of pupils are developing the capacity to work independently and most develop creative solutions to solving problems. In the classroom pupils work with enthusiasm and are considerate and courteous to each other. Extra-curricular activities and residential school trips help develop pupils' self-esteem and self-confidence.
24. Pupils make very good progress in their personal, social and moral development. Pupils show respect, care and concern for others. They enjoy helping each other and take their school communal responsibilities seriously. They are fair in their dealings, take turns and listen attentively to opinions of others. Pupils' desire to learn is an outstanding feature of the school.
25. Pupils have a good understanding of equal opportunities. They are aware of the need to respect different traditions and values. They are developing an appropriate understanding of what is essential to become good citizens.
26. The school is an integral part of the community and pupils make useful contact with, and work with, a range of local individuals and organisations.

The quality of education and training

27. In the lessons observed the quality of teaching was judged as follows.

| The quality of teaching in the subjects and areas of learning inspected. | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|--|---------|---------|---------|---------|---------|
| | 48% | 22% | 30% | 0% | 0% |

28. The percentage of good lessons is above the Welsh Assembly Government's all-Wales targets for 95% of standards to be at least satisfactory and 50% to be good or better.
29. Where teaching is at its best teachers engage pupils with dynamic intervention and innovative opportunities for learning. Teachers are knowledgeable of how pupils learn. They set high standards and provide very good role models for pupils to follow. Lessons have a clear purpose and relevance.

30. Throughout the school, relationships between teachers and pupils are very good.
31. There is some variation in the quality of teachers' planning. Where it is most effective, plans are conscientiously completed with details of how work is differentiated.
32. Teachers use a range of assessment strategies to assess pupils' understanding. In most classes, marking is conscientious and supportive. Where there are shortcomings, there is no clear indication of how pupils can improve their work.
33. In reception, Baseline Assessment is used to provide accurate and reliable evidence of pupils' achievement and attainment in the areas of learning and experience. Data is analysed and information used to inform planning.
34. Pupils' progress is tracked through the school using assessment tracking sheets. Records of pupils' ongoing information from standardised tests, end of key stage assessments and individual education plans (IEPs) are used to set future targets for improvement.
35. There are good opportunities for parents to meet with teachers formally and informally to discuss children's progress. Annual reports to parents conform to statutory requirements and are of good quality.
36. In some lessons in Key Stage 2 work is not always differentiated appropriately. In a minority of sessions, the pace of learning is slow and able pupils are not challenged.
37. The school provides a broad, balanced and relevant curriculum with a wide range of interesting experiences enhancing the quality of learning for all pupils. Pupils with Special Educational Needs (SEN) have equal access to the curriculum and work in most classes is suitably differentiated.
38. Overall planning is good. The school plans effectively for progression within the particular requirements of mixed age group classes. In most classes, learning objectives and activities are included and opportunities for differentiation highlighted. Subject planning is developing suitable detail and includes references to key skills and Cwricwlwm Cymreig.
39. Learning experiences for pupils are enriched by a wide range of extra-curricular activities which make a good contribution to pupils' personal and social development. Pupils benefit from equal opportunities to take part in a wide range of extra-curricular activities, including football, country dancing, art and ICT clubs.
40. Learning experiences effectively promote pupils' moral and social development. Arrangements to promote cultural development are good. Whilst assemblies are pleasant and enjoyable occasions, there are limited opportunities for reflection or use of stimuli to encourage a sense of awe and wonder in pupils.

41. The curriculum complies with legal requirements. Religious education is provided in accordance with the agreed syllabus and sex education complies with the school policy. Personal and social education (PSE) permeates all aspects of the curriculum and school life. The promotion of pupils' bilingual skills has many good features. Welsh is evident around the school.
42. The school has a strong commitment to equality of access and opportunity for all and this is reflected in its very good practices. All pupils feel valued and are actively encouraged to participate in school life.
43. The school effectively promotes sustainable development through projects such as recycling. Pupils are involved in formulating class rules and the School Council makes appropriate decisions concerning pupils' experiences in school.
44. The school works well with parents and carers to ensure that all pupils receive a high level of support and guidance. Parents are made aware of behaviour, bullying and other policies along with general health issues in newsletters and other correspondence.
45. Pupils benefit from equal opportunities to participate in a range of extra-curricular activities. Learners are well cared for, guided and supported in their academic and personal development and their health care and welfare is given high priority. Pupils show care and consideration for others. The school takes full account of the PSE Framework. Pupils have confidence in the established procedures for dealing with incidences of aggressive behaviour or bullying.
46. The school provides a safe and secure learning environment. High standards of health and safety monitoring and risk assessment enable the life and work of the school to proceed safely.
47. The school has an effective policy for child protection and prioritises the general safety and well-being of pupils. Provision for pupils with SEN is good and meets the requirements of the Code of Practice.
48. There is a good policy for race relations which is regularly monitored, however, there is no action plan.
49. The school develops very good, productive partnerships with parents, the community and other schools. There are strong links with the Local Education Authority and the very good support provided by the advisory service is recognised and valued.

Leadership and management

50. The quality of leadership shown by the headteacher is good. In the short time since his appointment in 2003, a significant amount has been achieved. In the absence of a senior management team, including a deputy headteacher, the headteacher has a heavy work load. This is exacerbated by the headteacher's teaching commitment of 3 days a week.
51. The headteacher has a clear vision for improvement that is communicated to all stakeholders. The learning climate is positive. There is a sense of purpose that promotes high expectations and equality for all.
52. The very good relationship between governors, staff, pupils and the community is a strong feature. Good relationships also exist with the local high school. The school operates in an environment based on mutual trust and understanding. The general organisation of the school is very good and it functions daily as an orderly community.
53. The school takes account of national priorities and is participating in a range of initiatives that develop community links. The School Council provides a forum for pupils to discuss issues and submit ideas.
54. The headteacher monitors the quality of teaching and subject leaders are involved in establishing school priorities. However, the role of subject leaders does not focus sufficiently on first-hand evidence in relation to the quality of teaching and learning and in ascertaining a secure evaluation of the standards that pupils achieve.
55. Performance Management (PM) procedures are in place. Individual staff are set clear objectives aimed at improving pupils' performance, individual needs and whole school issues.
56. Members of the Governing Body are actively involved in school life. They have a clear understanding of their role and make a valued contribution to the strategic direction of the school.
57. The headteacher, governors and staff are committed to improving standards. There is a developing self-critical culture, and staff and governors are included in the self-evaluation process.
58. The school has made good progress since the previous inspection and most of the key issues have been fully addressed.
59. There is a good quality SIP which is detailed and informative. However, the plan does not include quantitative targets that would help to measure the success of work in terms of pupils' standards of achievement. The link between the detailed self-evaluation report and the SIP is not always clear.

60. Throughout the school, pupils are well supported by suitably qualified and experienced staff that is effectively deployed. The school administrator carries out the daily routines and a range of other responsibilities efficiently and effectively. She is a valued member of staff and provides very good support for the headteacher.
61. The school has appropriate financial procedures in place. Budget planning is based on priorities set out in the SIP and is reviewed regularly by the headteacher and governing body. Overall the school achieves good value for money.
62. Accommodation is adequate for the number on roll. However, the toilet facilities in reception and Key Stage 1 are not of an acceptable standard in terms of location and quality.

Recommendations

In order to improve the school needs to:

- Raise standards in art and geography in Key Stage 2, and address the issues identified in those subjects where there are shortcomings.
- Improve the quality of teaching in Key Stage 2, in particular, the pace of lessons and differentiation.
- Continue to develop and implement a whole school approach to self-evaluation, linking outcomes into the school improvement programme.
- Develop further the monitoring and evaluating roles of subject leaders with a greater emphasis on improving standards and quality in teaching.
- Disseminate the very good teaching in early years and Key Stage 1 to ensure consistency across the key stages.

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

63. The findings of the inspection team differ from the judgment made by the school in the self-evaluation report. The school has underestimated the very good standards achieved in the early years and Key Stage 1.
64. Overall, the standards of achievement in the areas of learning and subjects inspected are as follows:

| Pupils' standards of achievement | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|----------------------------------|---------|---------|---------|---------|---------|
| | 39% | 33% | 28% | 0% | 0% |

65. The overall quality of educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. The standards of achievement of children under-five are as follows:

Areas of learning Under-fives

| Areas of learning | Under-fives |
|--|-------------|
| Language, literacy and communication | Grade 1 |
| Personal and social development | Grade 1 |
| Mathematical development | Grade 1 |
| Knowledge and understanding of the world | Grade 1 |
| Creative development | Grade 1 |
| Physical development | Grade 1 |

66. 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 1 | Grade 2 |
| Science | Grade 1 | Grade 2 |
| Geography | Grade 2 | Grade 3 |
| Art | Grade 2 | Grade 3 |
| Physical education | Grade 1 | Grade 2 |

67. Pupils with SEN make good progress and achieve the targets set for them.
68. In 2004, the standards achieved by pupils at the end of Key Stage 1 teacher assessments in English and science were well above local and national averages with 100% of pupils achieving at least the expected level 2. However, in mathematics, pupils did less well and were below local and national averages. When compared to similar schools across Wales, using the free school meals

indicator, the school is at the top of its family of schools in English and science. In mathematics it is in the lower 25%.

69. In Key Stage 2, in 2004, pupils' attainments in English, mathematics and science exceeded national averages in all three subjects. Results in science, when compared with similar schools across Wales, were at the top of the family of schools. In English and mathematics, the school is placed half way in its family of schools. The percentage of pupils attaining at least level 4 in English, mathematics and science (core indicator) is significantly above national averages.
70. Early years' children make very good progress in the key skills of speaking and listening, reading, writing and numeracy across the six areas of learning.
71. In both Key Stage 1 and Key Stage 2 pupils' standards and progress in the key skills of listening and speaking are very good. They are good in reading, writing, numeracy and ICT. Pupils respond appropriately and use a wide range of vocabulary. They speak confidently, clearly and fluently. Pupils make appropriate use of their numeracy skills when recording and interpreting findings as in science. They use ICT to support their learning, such as to present information and communicate ideas in geography. Pupils' standards in bilingual competence show appropriate progress. The regular use of incidental Welsh in school assemblies, registration and also as a teaching aid has a beneficial effect on standards and fosters good attitudes towards bilingualism.
72. Pupils' behaviour is very good. They exercise self-discipline in classes and around the school and this has a positive effect on the progress they make in lessons. Pupils have a good understanding of right and wrong. They are courteous to adults and relate well to each other.
73. Attendance and punctuality are very good. The vast majority of pupils are punctual and attend regularly. Over 36% of pupils have 100% attendance and around 70% regularly achieve over 96% attendance. The school operates an effective first day response system and successfully encourages good attendance and punctuality using the school's award systems. Policies and procedures appropriately reflect the requirements of NAW Circular 3/99. Appropriate action is taken in the cases of the small number of pupils who do not achieve satisfactory attendance.
74. Pupils' attitudes to their learning, the interest they show in their work and their ability to sustain concentration are outstanding features. The majority of pupils are developing the capacity to work independently and most develop creative solutions to solving problems. Strategies aimed at improving pupils' self-esteem give them the confidence to attempt to tackle problems. Internet access in every class, earmarked areas for independent work and timetabled use of the library help develop pupils' enthusiasm for learning as well as their self-learning skills. In the classroom pupils work with enthusiasm and are considerate and courteous to each other. Extra-curricular activities and residential school trips help develop pupils' self-esteem, self-confidence and community awareness.

75. Pupils make very good progress in their personal, social and moral development. Pupils show respect, care and concern for others. They enjoy helping each other and take their school communal responsibilities seriously. They are fair in their dealings, take turns and listen attentively to opinions of others. Pupils' desire to learn is an outstanding feature of the school. They display perseverance even when tasks provide insufficient challenge. Pupils work constructively and efficiently with others as in their paired and group writing and reading tasks. They regularly share their learning and are supportive of other learners.
76. Pupils have a good understanding of equal opportunities. They are aware of the need to respect different traditions and values. They are developing an appropriate understanding of what is essential to become good citizens.
77. Through visitors to the school and visits to local industrial and commercial premises, pupils have good opportunities to learn about the world of work. The school is an integral part of the community and pupils make useful contact with, and work with, a range of local individuals and organisations. However, class work is not sufficiently linked with visits to enable pupils to experience the full range of possible benefits.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

78. The findings of the inspection team differ from the school's self-evaluation in that the school is judged overall as a Grade 2. The school has underestimated the high quality teaching evident in the early years and Key Stage 1.

79. In the lessons observed the quality of teaching was judged as follows.

| The quality of teaching in the subjects and areas of learning inspected. | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|--|---------|---------|---------|---------|---------|
| | 48% | 22% | 30% | 0% | 0% |

80. The percentage of good lessons is above the Welsh Assembly Government's all-Wales targets for 95% of standards to be at least satisfactory and 50% to be good or better.

81. Where teaching is at its best, teachers engage pupils with dynamic intervention and innovative opportunities for learning. Teachers are knowledgeable of how pupils learn. They set themselves high standards and provide very good role models for pupils to follow. Lessons have a clear purpose and relevance. Knowledge and skills are introduced at a pace which is both manageable and challenging for all pupils. There is very good use of a range of questioning techniques to enable pupils to engage in discussion and reflection. Learning objectives are clarified at the start of the lesson and pupils know and understand what needs to be achieved.

82. Throughout the school, relationships between teachers and pupils are very good. There is respect between pupils and staff and this has a positive effect on attitudes. Pupils apply themselves with a high degree of maturity, purpose and self-confidence.

83. There is some variation in the quality of teachers' planning. Where it is most effective, plans are conscientiously completed with details of how work is differentiated.

84. Teachers use a range of assessment strategies to assess pupils' understanding. Where teaching is outstanding, assessment is used an integral part of the learning process. In most classes, marking is conscientious and supportive. Where there are shortcomings, there is no clear indication of how pupils can improve their work.

85. In reception, Baseline Assessment is used to provide accurate and reliable evidence of pupils' achievement and attainment in the areas of learning and experience. Data is analysed and information used to inform planning.

86. Pupils' progress is tracked through the school using assessment tracking sheets. Records of pupils' ongoing information from standardised tests, end of key stage assessments and IEPs are used to set future targets for improvement.
87. There are good opportunities for parents to meet with teachers formally and informally to discuss children's progress. Annual reports to parents conform to statutory requirements and are of good quality. They contain helpful evaluative comments on pupils' achievements as well as on their personal and social development. The best examples indicate to parents what their child needs to do to improve.
88. Statutory end of key stage assessment requirements are fully met.
89. In some lessons in Key Stage 2, work is not always differentiated appropriately. In a minority of sessions, the pace of learning is slow and able pupils are not challenged.
90. School portfolios to show the levels that pupils achieve at different stages are under-developed.

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 |
|---|

91. The findings of the inspection team match those of the school's self-evaluation report.
92. The school provides a broad, balanced and relevant curriculum with a wide range of interesting experiences enhancing the quality of learning for all pupils. Pupils with SEN have equal access to the curriculum and work in most classes is suitably differentiated. They participate fully in the life and work of the school.
93. Overall, planning is good. In most classes, learning objectives and activities are included and opportunities for differentiation highlighted. Subject planning is developing suitable detail and includes references to key skills and Cwricwlwm Cymreig.
94. Curriculum maps provide a suitable overview of the planned learning activities. The recently introduced skills ladders are used effectively to help parents understand the expected levels of work for their child. They also provide a structure for planning work across and between key stages. At present the school notes coverage of key skills within the curriculum. The school plans effectively for subject progression within the particular requirements of mixed age group classes.

95. Learning experiences for pupils are enriched by a wide range of extra-curricular activities which make a good contribution to pupils' personal and social development. The school overcomes the disadvantages of having a small number of staff by successfully targeting appropriately skilled parents and members of the local community to facilitate after school clubs. Visits are well planned and make a positive contribution to pupils' knowledge and understanding. Pupils benefit from equal opportunities to take part in a wide range of extra-curricular activities, including football, netball, country dancing, art and ICT clubs.
96. Learning experiences effectively promote pupils' moral and social development. Arrangements to promote cultural development are good. Pupils have opportunities to appreciate their own culture and the cultures of other people. For example, when studying life in Uganda. Whilst assemblies are pleasant and enjoyable occasions, there are limited opportunities for reflection or the use of stimuli to encourage a sense of awe and wonder in pupils.
97. The school has developed very good, productive partnerships with parents, the community and other schools. Parents are generally very supportive and several help in classes and on visits, on a regular basis. Parents co-sign an appropriate home-school agreement on entry and this is effectively used to reinforce home-school relationships when required. Parents feel that class teachers and the headteacher are approachable and that they discuss school issues discretely and in a sensitive manner.
98. Very good relationships between the school and the local community make an important contribution to pupils' learning experiences.
99. The school has very good links with the playgroup based within its grounds. The use of shared, musical circle time is particularly effective in aiding transition into reception. Overall partnerships with the local comprehensive school are good. Social and curriculum transition arrangements ensure transfer to Y7 is a continuous process which pupils look forward to with confidence. However, the school has identified in its SIP some curricular areas which require improved liaison between the phases.
100. Work experience pupils regularly engage appropriate placements at the school. The school has effective partnership arrangements with an initial teacher training institution.
101. The curriculum complies with legal requirements. Religious education is provided in accordance with the agreed syllabus and sex education complies with the school policy. Personal and social education permeates all aspects of the curriculum and school life.
102. Overall, work related education opportunities make a good impact on pupils' learning outcomes. One member of staff has experienced an appropriate industrial placement. Visits by professionals and visits to commerce and industry are useful, however, full advantage is not taken in using these links to enhance the curriculum to meet the targets set in the SIP.

103. The promotion of pupils' bilingual skills has many good features. Teachers make good use of Welsh when providing feedback or giving instructions. Pupils converse in meaningful situations as when describing the weather or when singing on birthdays. Welsh is evident around the school.
104. The school has a strong commitment to equality of access and opportunity for all and this is reflected in its very good practices. All pupils feel valued and are actively encouraged to participate in school life.
105. The school effectively promotes sustainable development through projects such as recycling Yellow Pages Directories, the wild flower area within the school grounds and the planned development for an organic garden.
106. Where class teaching is good, pupils are offered a number of opportunities to develop problem-solving and team working skills, as well as improving confidence and enthusiasm for tasks. The development of entrepreneurial skills is encouraged through pupil involvement in fundraising events and the work of the School Council. Membership of the School Council enables pupils to develop their own flexible, enterprising and adaptable learning.

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

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| Grade 2: Good features and no important shortcomings |
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107. The findings of the inspection team match those of the school's self-evaluation report.
108. The school provides a caring and safe environment for all pupils. Pupils are involved in formulating class rules and the School Council makes appropriate decisions concerning pupils' experiences in school.
109. Support programmes are carefully integrated into the school's work so that they meet the needs of learners and ensure equality of opportunity.
110. The school works well with parents and carers to ensure that all pupils receive a high level of support and guidance. Questionnaires are used to canvass parental opinions and the headteacher meets with parents of new children arriving at the school. Parents are made aware of behaviour, bullying and other policies along with general health issues in newsletters and other correspondence.
111. Pupils benefit from equal opportunities to participate in a range of extra-curricular activities. Learners are well cared for, guided and supported in their academic and personal development and their health care and welfare is given high priority. Pupils show care and consideration for others. They take responsibility for their actions and know how to be a good friend. The school takes full account of the PSE Framework.

112. Induction programmes are effective in enabling playgroup children to settle very quickly into the school environment. Older pupils who join the school at a later stage are quickly and successfully integrated into the school's routines. There are effective links with parents through a number of activities including parents' evenings, parent helpers in school and meetings with parents of new pupils.
113. Registration is carried out in a warm and friendly atmosphere that provides a welcoming start to the school day as well as providing opportunities to listen to pupils' ideas and concerns. Teachers investigate absence or problems with punctuality in a sensitive manner.
114. High standards of health and safety monitoring and risk assessment enable the life and work of the school to proceed safely.
115. The school has an effective policy for child protection and prioritises the general safety and well-being of pupils. There are good arrangements made for pupils who are ill or have an accident. Staff and pupils are aware of health and safety issues.
116. Provision for pupils with SEN is good and meets the requirements of the Code of Practice. The school has a positive and constructive attitude to those with learning difficulties.
117. Systems are in place for early identification to ensure appropriate provision is made. Support staff work well with pupils and enable them to access the whole curriculum. The quality of IEPs is good. Targets cover behaviour and building self-esteem as well as the development of skills in literacy and numeracy. Success criteria are identified and pupils' progress is regularly reviewed. This is shared with parents. There is good communication between the Special Educational Needs Co-ordinator (SENCO) and other staff.
118. In addition to appropriate, standard support systems, pupils benefit from opportunities to complete questionnaires that check their willingness to approach school staff if experiencing problems.
119. Pupils have confidence in the established procedures for dealing with incidences of aggressive behaviour or bullying. A 'Buddy Stop' system effectively prevents pupils feeling isolated or lonely during break times. School and classroom rules are positive in nature and are closely observed by pupils. Pupils are tolerant of each other and friendship is valued.
120. The school facilitates maximum possible integration of pupils with disabilities and has an action plan to address issues that arise.
121. There is a good policy for race relations which is regularly monitored, however, there is no action plan.

Leadership and management

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

Grade 2: Good features and no important shortcomings

122. Overall, the findings of the inspection team match the judgement made by the school in the self-evaluation report.
123. The quality of leadership shown by the headteacher is good. In the short time since his appointment in 2003, a significant amount has been achieved. In the absence of a senior management team, including a deputy headteacher, the headteacher has a heavy work load. This is exacerbated by the headteacher's teaching commitment of 3 days a week.
124. The headteacher has a clear vision for improvement that is communicated to all stakeholders. The shared aims and values of the school are reflected in the everyday life and work of pupils as they engage in their learning. The climate is positive. There is a sense of purpose that promotes high expectations and equality for all.
125. A major priority has been to develop team work amongst staff and governors. This is achieved through a sensitive and caring style of leadership. The headteacher provides a good role model. The very good relationship between governors, staff, pupils and the community is a strong feature. Good relationships also exist with the local high school. The sharing of teaching expertise, resources and the support arrangements for pupils has a positive impact on their learning experiences. The school operates in an environment based on mutual trust and understanding. The general organisation of the school is very good and it functions daily as an orderly community.
126. The school takes account of national priorities and is participating in a range of initiatives that develop community links. The School Council provides a forum for pupils to discuss issues and submit ideas. The council has directly influenced the planning of new initiatives and made a significant difference to action taken by staff. The SIP identifies a range of goals for school improvement with some links to budget and staff training requirements.
127. Target setting is informed through the school's recently introduced pupil tracking system. This relatively new system, which tracks progress through levels of national curriculum, provides a good evidence base of achievement and attainment for each year group. Whole school targets, for improvement, are set after discussion and negotiation with staff and governors.
128. The headteacher monitors the quality of teaching and subject leaders are involved in establishing school priorities. The role of subject leaders in actively monitoring standards and teaching is identified in the school's self-evaluation report as an area that needs to develop further.

129. PM procedures are in place. Individual staff are set clear objectives aimed at improving pupils' performance, individual needs and whole school issues. This year's targets focus on releasing staff to develop policies and schemes of work.

130. Members of the Governing Body are actively involved in school life. They have a clear understanding of their role and make a valued contribution to the strategic direction of the school. The Governing Body and its sub-committees are consulted on school improvement proposals and new initiatives. Annual school performance figures are used to inform the setting of priorities.

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

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| Grade 3: Good features outweigh shortcomings |
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131. The findings of the inspection team differ from the school's self-evaluation in that the school judged this question as a Grade 2. The inspection team recognises the progress made in developing a whole school approach to self-evaluation. However, the recently introduced system for gathering evidence of the school's strengths and areas for improvement is in the early stages of development.

132. The headteacher, governors and staff are committed to improving standards. There is a developing self-critical culture and staff and governors are included in the self-evaluation process.

133. Every member of the teaching staff undertakes the role of subject leader in several areas of the curriculum. Their responsibilities are clearly defined and work is carried out conscientiously. Subject leaders are currently involved in a 5 stage training programme to develop their expertise. They complete an annual evaluation report which identifies good practice and areas for development. Generally these reports focus on resources and schemes of work, although almost every report notes the need to develop the monitoring role of subject leaders.

134. Subject leaders are involved in identifying and targeting new priorities in the light of whole school self-evaluation procedures. They identify the actions necessary to secure improvement. Teachers effectively implement and evaluate actions within the SIP. Priorities for development are supported through adequate allocation of resources.

135. The link between the detailed self-evaluation report and the school improvement plan is not always clear, although the regular evaluation of progress within the school improvement plan is a major strength.

136. Leaders and managers take account of the views of learners, staff, parents and governors through questionnaires. Pupils are listened to regularly and the School Council plays a particularly useful role in voicing concerns and suggesting areas for improvement.

137. The school has made good progress since the previous inspection and the majority of the key issues have been fully addressed.
138. The SIP is costed and includes time schedules and success criteria. However, the plan does not include quantitative targets that would help to measure the success of work in terms of pupils' standards of achievement.
139. The role of subject leaders does not focus sufficiently on first-hand evidence in relation to the quality of teaching and learning and in ascertaining a secure evaluation of the standards that pupils achieve.

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

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| Grade 2: Good features and no important shortcomings |
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140. Overall the findings of the inspection team match the judgements made by the school in the self-evaluation report.
141. Throughout the school, pupils are well supported by suitably qualified and experienced staff who are effectively deployed. Classroom support staff provide good quality assistance, especially for pupils with SEN. All staff are hard working and conscientious. They are highly committed to the school and the pupils within their care.
142. The school administrator carries out the daily routines and a range of other responsibilities such as first aid efficiently and effectively. She is a valued member of staff and provides very good support for the headteacher.
143. Teachers' continuing professional development needs are identified through the performance management process and are linked to the SIP. Activities are evaluated through discussion and monitoring outcomes of the SIP.
144. Overall the school has sufficient learning resources for all age ranges. These have been supplemented by the Friends' Association. The ICT suite supports learning and contributes to raising of achievement.
145. Effective use is made of resources through effective timetabling and maximising the use of space available. Pupils benefit from a wide range of educational visits. Visitors make a valuable contribution to pupils' learning.
146. Spacious grounds provide very good facilities to develop pupils' physical development. There is a well kept range of grassed and hard surface areas for sports and games. The grounds also provide plenty of scope for environmental education.
147. The school has appropriate financial procedures in place. Budget planning is based on priorities set out in the SIP and is reviewed regularly by the

headteacher and governing body. Overall the school achieves good value for money.

148. The school is well served by the canteen staff and dinner supervisors. The caretaker maintains the building to a good standard of cleanliness. Outside areas are litter free.

149. Accommodation is adequate for the number on roll. However, the toilet facilities in reception/Y1 are not of an acceptable standard in terms of location and quality. The hall is small and provides limited space for physical education lessons especially for older pupils.

Standards achieved in subjects and areas of learning

The under-fives

Grade 1: Good with outstanding features

150. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make very good progress towards the desirable outcomes for children's learning.

151. Pupils start school in the reception class. The high quality of teaching makes a significant impact on the standards that children achieve.

Language, literacy and communication

152. Children have high levels of concentration. They listen and respond to adult intervention with a mature level of understanding. Communication skills are very good. Children are eager to share their thoughts and feelings.

153. Story time is magical and even the youngest of children respond with enthusiasm and excitement. They handle books with respect and understand the purpose and value of reading for enjoyment. Letter sounds and words are brought to life through innovative teaching using actions and movements. Most children recognise simple words and phrases in context.

154. Children explore the ways in which words can be formed to make a sentence. They are able to make their own sentences using cut out cards and they understand the purpose of capital letters and full stops. In role play situations children experiment with mark-making, drawing and writing.

Personal and social development

155. Very good relationships are developed with adults and other children, showing respect and care. All children are happy, confident and keen learners.

156. The classroom organisation and daily routine encourages children to become independent. During free choice activities, children make their own decisions about what they want to do. This actively encourages autonomy and as a consequence children play well together, take turns and co-operate as they explore new learning situations.

157. Children respond positively to new cultural experiences. They understand a range of Welsh words and phrases in context.

Mathematical development

158. Children use number naturally as part of their daily routine. Circle time provides opportunity to develop mental agility and children respond enthusiastically to very good questioning aimed at developing thinking skills. They have a good

understanding of the early number system. Able reception pupils can count to 20 forwards and backwards. They recognise figures and are able to match numbers to sets.

159. Children know the properties of common 2D and 3D shapes. They use their knowledge of shape when producing attractive and interesting patterns and prints.
160. Children demonstrate a secure understanding of a range of mathematical vocabulary through their play and while singing action songs.

Knowledge and understanding of the world

161. Children are developing a very good understanding of changes associated with the seasons. They observe first hand the changes in weather on a daily basis and record their findings using a wall chart. Through very good intervention by adults, vocabulary is developed in a meaningful context.
162. Children are beginning to understand the passage of time. They understand the difference between day and night and are able to describe events in sequence.
163. Through access to stimulating play areas, children are developing an understanding of the need to take care of the environment. 'The Dump' play area is used extensively and is a popular choice with small groups of children. Children sort a range of different materials into purpose built skips made from large cardboard boxes. They understand the purpose of recycling and are aware of the work that is involved in collecting rubbish from homes. They are developing skills in citizenship at an early stage of their life.
164. Very good use is made of visitors and the local environment to enhance the learning experiences of all children. The district nurse has made an invaluable input about the care of young babies. Children know parts of the body and understand the need to care for the young.
165. Through regular cooking activities children are developing a good understanding of how materials change when cooked.
166. Children are developing appropriate control of the computer mouse and use an art package to successfully create simple pictures.

Creative development

167. Children explore a range of musical instruments. They discuss what they are made of and how sound is formed. Music and song is an integral part of the daily routine. Action songs are used effectively to develop an understanding of number. Children enjoy their singing and are enthusiastic learners.
168. All children have access to a variety of resources and make choices about colour and medium. They draw with confidence, free of inhibitions and they

produce lively and imaginative outcomes. Children's work is valued and attractively displayed.

Physical development

169. All children demonstrate very good control when using a variety of tools and resources. They cut and paste with skill. They are able to build interesting and imaginative buildings with small and large construction toys.

170. Children have very good spatial awareness. They move around on small and large apparatus with a mature degree of dexterity. They can use good techniques to balance and turn when expressing movement and shape.

171. Children are developing a secure understanding that exercise is good for you and keeps you healthy.

172. A particular strength is the way in which children get themselves ready for their lessons and the way in which they clear up afterwards. Children use apparatus with safety and take appropriate care when working in small groups.

Shortcomings

173. There are no shortcomings.

English

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| Key Stage 1 - Grade 1: Good with outstanding features |
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| Key Stage 2 – Grade 2 Good features with no important shortcomings |
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Good and outstanding features

174. In both key stages, pupils speak clearly with confidence and accuracy. They communicate freely and effectively, giving and responding to instructions appropriately. Pupils ask relevant questions and contribute their own ideas with thought and imagination. They listen attentively and ably take turns in discussions both amongst themselves and also with adults. An outstanding feature is their ability to sustain discussion and advocate and justify points of view with confidence.

175. In both key stages, pupils read accurately, fluently and with appropriate expression. Older pupils in Key Stage 1 read with expression and intonation basing their interpretations on grammatical features such as commas, full stops, question and exclamation marks. When reading aloud all pupils display a keen awareness of meaning and empathise well with characters.

176. In both key stages, pupils are aware of characters and settings. They understand how settings influence readers' understanding of atmosphere and how characters interact with each other.

177. Pupils in Key Stage 1 are skilled communicators; they are very committed, enthusiastic writers who are adept at writing for a range of purposes.
178. Pupils in Key Stage 2 confidently create story maps; they have a secure understanding of settings, characters and events. They recognise various genres of writing and understand that writing in a particular manner can affect the readers' response.
179. In Key Stage 1 and Key Stage 2, pupils display a good understanding of the various techniques used in starting stories.
180. Pupils in both key stages, achieve good standards in handwriting. All, apart from the youngest, show a clear demarcation between upper and lower case letters. Many use joined handwriting and their work is presented to a high standard. Spelling is good and generally commensurate with pupils' age and ability.

Shortcomings

181. In Key Stage 2, some pupils' writing is too formal and lacks imagination.

Science

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| Key Stage 1 - | Good with outstanding features |
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| Key Stage 2 - | Good features and no important shortcomings |
|----------------------|--|

Good and outstanding features

182. Pupils throughout the school show a keen interest in the subject and work conscientiously demonstrating good concentration.
183. In Key Stage 1, pupils develop outstanding skills of enquiry and communicate their findings effectively using a variety of means. In particular, they can discuss with confidence outcomes or conclusions using relevant scientific terminology such as 'transparency' and 'magnetic' in context.
184. Pupils' knowledge of scientific facts is very good. Through innovative teaching, science experiences build upon previous knowledge and pupils recall prior learning very well.
185. In Key Stage 1, pupils understand about physical processes by devising simple circuits successfully. They can explain and demonstrate how a circuit should be set up. For example, how a light bulb fails to light up when a connection is attached incorrectly.
186. Pupils know that forces such as electricity can be dangerous. They can sort a variety of materials into groups and describe the differences between living and

non-living things. Pupils understand that humans have, and use, senses which enable them to be aware of the world around them.

187. Pupils in Key Stage 1 understand about healthy eating and know that taking exercise and eating the right types of food help humans keep healthy.

188. In Key Stage 2, pupils have a good understanding of investigative science and give careful consideration in their planning to ensure tests are conducted in a fair and logical manner. They predict rationally, use appropriate methods and measurements and carefully assess their findings. These findings are communicated using a variety of means including the use of ICT.

189. At the beginning of Key Stage 2, pupils have a good knowledge of life processes. They understand what nutrition is and how foods are classified. Pupils know parts of the body and are developing their understanding of the digestive system.

190. Older Key Stage 2 pupils know the effect that exercise and rest have on the pulse rate of the heart. They undertake investigations to compare pulse rates before and after exercise. They understand the effect that smoking, alcohol and solvents have on the body and that medicines can also be harmful.

Shortcomings

191. There are no shortcomings.

Geography

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| Key Stage 1 - Grade 2 Good features with no important shortcomings |
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| Key Stage 2 – Grade 3 Good features outweigh shortcomings |
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Good and outstanding features

192. In Key Stage 1, pupils accurately describe features of the locality and confidently plot a route from the blacksmith's to the chapel. Pupils competently note directions. Their knowledge of the points of the compass is good. Pupils in Key Stage 1 use maps and diagrams skilfully. They create plans and are aware of the differences between plans and observations.

193. Pupils' knowledge of issues surrounding sustainable development and global citizenship is firmly rooted in their geographical experiences. In Key Stage 2, pupils' ICT powerpoint presentations on issues such as the tsunami and the loss of the tropical rainforests are a particular strength of the work.

194. In Key Stage 2, pupils' knowledge of land use is secure. When investigating maps they ably describe water features, woodlands, grasslands, houses and shops. They understand that symbols and keys are important features of maps.

195. In both key stages, pupils' knowledge and understanding of the immediate local area, its features and character, is secure. Pupils name the local river and mountains and adeptly describe the features of local villages and towns.

196. The school has established links with Uganda. This has been useful in building pupils' understanding of a developing country.

Shortcomings

197. In Key Stage 2, pupils' knowledge and understanding of the geography of Wales and the links between people in Wales is limited.

198. Over-emphasis on the use of work sheets limits the development of geographical skills of enquiry in Key Stage 2.

Art

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| 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 and outstanding features

199. Pupils in Key Stage 1 are able to use a good range of materials and techniques to express their ideas in two dimensions and through work with textiles.

200. Good use is made of their developing skills in art to illustrate stories and to enhance their work through other curriculum areas such as science, geography and history. Pupils use good observational skills. Their drawing skills are well developed.

201. Pupils experiment with colour and mixing and apply techniques effectively. The art work is vivid, imaginative and colourful.

202. In Key Stage 2, pupils study the work of a variety of famous artists and produce their own work in a similar style using an appropriate range of media. They clearly articulate the differences in styles of painters and are able to provide valid and reasoned arguments for and against the use of different media and resources.

203. The group tapestry, produced by pupils at the end of Key Stage 2, is based on the Millennium tapestry in the local church. Pupils used a range of different materials and techniques in its production.

204. At the end of the key stage, pupils explore line drawing when observing body movements. They observe models and show good concentration when sketching their ideas.

Shortcomings

205. In Key Stage 2, pupils' skills and techniques are not developed progressively across the key stage. Whilst there are good examples of artwork evident in displays around the school, there is a lack of consistency in pupils' progress.
206. Overall, good standards in drawing and painting are evident in some classes. However, pupils' observational drawings and sketches, as seen in their sketch books, are limited in quality.
207. The computer skills developed in Key Stage 1 are not built upon effectively in Key Stage 2 where pupils do not fully explore the potential of the computer as a support in their art and design activities.

Physical education

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

208. In both key stages, pupils know about the importance of warming up and cooling down before and after exercise. They are aware of the benefits of exercise and that it is important to follow safety rules and procedures carefully. All pupils take turns fairly.
209. Pupils in Key Stage 1, thoroughly enjoy and participate fully in physical education lessons. They work very effectively on their own, in pairs, in small and larger groups. They work hard to succeed. Pupils show clear understanding of the instructions given and respond imaginatively producing high quality performances. This is an outstanding feature.
210. Pupils use the space well and display increasing control over their bodies when exploring different moods and feelings. They are able to create mirror movements effectively. They explore and develop a variety of movement ideas demonstrating the ability to hold clear body shapes in movement and in stillness.
211. In Key Stage 2, pupils display good self-discipline. They move with increasing control in a responsible and sensitive manner. Pupils demonstrate their skills confidently in front of peers. They are able to identify how the overall performance of a sequence can be improved using appropriate criteria and language.
212. The wide range of extra-curricular sports activities enhances pupils' skills and has a positive impact on motivation and attitudes to learning.

213. Despite the limited amount of room in the hall, pupils use the space well and move around with increasing control. They are able to adapt and transfer skills safely when using more complex apparatus. Pupils demonstrate good movement skills across the activities observed.

Shortcomings

214. There are no shortcomings.

School's response to the inspection

The Staff and Governors of Govilon Primary School have critically considered the outcome of the inspection of the school, contractually undertaken by ESIS (The Education and School Improvement Service of Bridgend, Caerphilly, Merthyr and Rhondda-Cynon-Taf County Borough Councils) on behalf of Estyn. We share the opinion of the Registered Inspector: "This is an inspection you can celebrate with the community". The inspection process has been an uplifting experience for all stakeholders at our school and has confirmed the judgements made by the school through its own rigorous self-evaluation procedures.

Before, during and post inspection the members of the inspection team were thoroughly professional in a non-intimidatory manner and were rigorous and fair in all aspects of the process and in the judgements made. The role of the school nominee was developed to the full in a mutually supportive capacity, as detailed on the contract, and was an important part of the inspection process.

Some of the recommendations made in the report are already included in the current School Improvement Plan so they will be addressed this academic year. We are confident that other areas identified as shortcomings or recommendations can be prioritised and acted upon immediately. We are confident that we can continue to develop self-evaluation so that it becomes a whole school approach, which can feed into the School Improvement Plan, so that we can prioritise in an accurate and informative manner.

We are proud of the very strong, positive ethos the school exudes, the strong team approach of all Staff and the very strong community support the school receives.

Governors and staff greatly appreciate that the inspection report has identified the significant progress the school has made since the last inspection, taking into account changing headship, and we recognise that the process of inspection has a vital role in raising standards in Govilon Primary School.

Governors and staff at Govilon Primary School would like to thank the inspection team for their courteous professionalism and for the sensitive yet meticulous way in which they conducted the inspection.

Appendix A

Basic information about the school

| | |
|---------------------|---|
| Name of school | Govilon Primary School |
| School type | Community |
| Age-range of pupils | 4-11yrs |
| Address of school | The Avenue Govilon Abergavenny Monmouthshire |
| Post-code | NP7 9PR |
| Telephone number | 01873 830284 |

| | |
|--|--|
| Headteacher | Robert Lewis |
| Date of appointment | February 2003 |
| Chair of governors/ Appropriate authority | Laurence Talbot/ Monmouthshire County Borough Council |
| Registered inspector | Margaret Wagner |
| Dates of inspection | 9 th -10 th February 2005 |

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 | N/A | 19 | 11 | 13 | 14 | 12 | 8 | 11 | 88 |

| Total number of teachers | | | |
|--------------------------|-----------|-----------|----------------------------|
| | Full-time | Part-time | Full-time equivalent (fte) |
| Number of teachers | 3 | 2 | 4 |

| Staffing information | |
|--|------|
| Pupil: teacher (fte) ratio (excluding nursery and special classes) | 22:1 |
| Pupil: adult (fte) ratio in nursery classes | N/A |
| Pupil: adult (fte) ratio in special classes | N/A |
| Average class size, excluding nursery and special classes | 22 |
| Teacher (fte): class ratio | 1:1 |

| Percentage attendance for three complete terms prior to inspection | | | | |
|--|------|------|-------|--------------|
| Term | R | KS1 | KS2 | Whole School |
| Spring | 97.1 | 97.0 | 94.35 | 96.15 |
| Summer | 98.4 | 92.9 | 96.5 | 95.94 |
| Autumn | 97.1 | 96.8 | 95.8 | 96.14 |

| | |
|--|-----|
| Percentage of pupils entitled to free school meals | 15% |
| 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: | | | | 13 | |
|---|--------------------|----------|-------------------------|---|----|-----|----|---|
| Percentage of pupils at each level | | | | | | | | |
| | | | D | W | 1 | 2 | 3 | 4 |
| English: | Teacher Assessment | School | | | | 77 | 23 | |
| | | National | 1 | 4 | 13 | 63 | 19 | |
| En: reading | Teacher Assessment | School | | | 8 | 69 | 23 | |
| | | National | 1 | 2 | 11 | 63 | 23 | |
| En: writing | Teacher Assessment | School | | | | 100 | | |
| | | National | 1 | 5 | 14 | 69 | 11 | |
| En: speaking and listening | Teacher Assessment | School | | | 8 | 85 | 8 | |
| | | National | 1 | 3 | 13 | 63 | 20 | |
| Mathematics | Teacher Assessment | School | | | 23 | 54 | 23 | |
| | | National | 1 | 2 | 11 | 62 | 24 | |
| Science | Teacher Assessment | School | | | | 31 | 69 | |
| | | National | 1 | 2 | 9 | 65 | 23 | |

| Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment | | | |
|---|-----|----------|------|
| In the school | 77% | In Wales | 80.1 |

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 | | 12 | | | | | | | |
|---|--------------------|----------|------------------------|---|----|---|---|---|----|----|----|---|
| Percentage of pupils at each level | | | | | | | | | | | | |
| | | | D | A | F | W | 1 | 2 | 3 | 4 | 5 | 6 |
| English | Teacher assessment | School | | | | | | | 17 | 42 | 42 | |
| | | National | | | | | | | 16 | 46 | 30 | |
| | Test/Task | School | | | | | | | 17 | 42 | 42 | |
| | | National | | | | | | | 13 | 42 | 37 | |
| Mathematics | Teacher assessment | School | | | | | | | 17 | 25 | 58 | |
| | | National | | | | | | | 17 | 46 | 31 | |
| | Test/Task | School | | | | | | | 17 | 25 | 58 | |
| | | National | | | | | | | 15 | 43 | 36 | |
| Science | Teacher assessment | School | | | | | | | | 58 | 42 | |
| | | National | | | | | | | 11 | 50 | 37 | |
| | Test/Task | School | | | | | | | | 58 | 42 | |
| | | National | | | | | | | 8 | 51 | 39 | |

| Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) | | | |
|---|------|---------------|------|
| by Teacher Assessment | | by Test | |
| In the school | 83.7 | In the school | 83.7 |
| In Wales | 71.9 | In Wales | 72.3 |

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

Appendix D

Evidence base of the inspection

- A team of 4 inspectors, who were present at the school for 7 inspector days, carried out the inspection.
- Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school. Post inspection meetings were held with the staff and the governing body.
- 24 questionnaires were completed by parents and carefully analysed.
- Discussions were held with the headteacher, staff with specific responsibilities and support staff. Views from members of the School Council were listened to over lunch.
- School documentation, including policies and teachers' curriculum plans were scrutinised. Samples of pupils' work were examined work from across the ability range in each year.
- Inspectors listened to a sample of pupils from each year group reading. Discussions were held with pupils about their work and the life of the school.
- 21 lessons or sessions were observed.
- Pupils' behaviour was observed during break periods, at lunchtime and at the end and beginning of the school sessions.
- Inspectors attended assemblies and observed extra-curricular activities.

Appendix E

Composition and responsibilities of the inspection team

| Team member | Responsibilities | Subjects/areas of learning |
|---------------------------------|---|-------------------------------|
| Mrs M. Wagner Rgl | Context Summary and recommendations Key questions 1, 2 and 5 | Under-fives Art |
| Mr D. Hobbs Lay Inspector | Contributions to Key questions 1 to 7 | N/A |
| Ms E. Godwin Team Inspector | Key questions 3 and 7 Contributions to Key questions 1, 2, and 4 | Science Physical education |
| Mr D. Roberts Team Inspector | Key questions 4 and 6 Contributions to Key questions 1, 2 and 3 | English Geography |

Contractor: ESIS
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Pontypridd
CF37 5YL

Acknowledgement

The inspectors would like to express their thanks to the governors, headteacher, staff, pupils and parents of the school for their co-operation, help and support during the inspection.

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

A SUMMARY REPORT FOR PARENTS

**Govilon Primary School
The Avenue
Govilon
Abergavenny
Monmouthshire
NP7 9PR**

School Number: 679/2242

Date of Inspection: 9th – 10th February 2005

by

**Margaret Wagner
W107/16638**

Under Estyn contract number: T/178/04P

Report by: Mrs. Margaret Wagner
Govilon Primary School – February 2005

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Govilon 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 Govilon Primary School took place between 9th and 10th February 2005. An independent team of inspectors, led by Mrs. Margaret Wagner 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 |

Context

The nature of the provider

1. Govilon Primary School is situated in the village of Govilon close to the Blaenavon World Heritage Site and approximately three miles from Abergavenny. The school is set in pleasant and spacious grounds.
2. The headteacher has been in post since February 2003. He has a teaching commitment for 3 days a week.
3. Pupils start school in the reception class. There is no nursery provision. There are close links with the pre-school playgroup which is situated on the school grounds adjacent to the main building.
4. Of the 88 pupils who attend the school, 24 are from outside the catchment area. 14% of pupils are entitled to free school meals. English is the first language of all pupils.
5. Pupils represent the full ability range and good provision is made for the 18 pupils identified as having additional needs.
6. The school aims to provide pupils with the best possible start to life, and to help them develop their academic, social and physical attributes to the full.
7. During the inspection one class was taught for one day by a supply teacher acting as a group relief teacher to release the headteacher from his class. The school was last inspected in 1999.

The school's priorities and targets

8. The School's Improvement Plan (SIP) outlines the school's intention to improve upon:
 - pupils' achievements;
 - teaching and learning;
 - the curriculum;
 - resources, including ICT;
 - the premises and the environment;
 - teaching and support staff;
 - professional development;
 - management and administration;
 - the school's culture and ethos.

Summary

9. Govilon Primary School is a good school with many outstanding features. It provides pupils with a good quality education within a strong learning community. Pupils progress well in their learning and achieve good standards overall. An outstanding feature is the high quality of teaching in the early years and Key Stage 1.
10. Standards and quality have continued to improve since the last inspection. The inspection team agreed with most of the judgements made by the school in its self-evaluation report.

Table of grades awarded

11. 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? | 2 |
| 5 How effective are leadership and strategic management? | 2 |
| 6 How well do leaders and managers evaluate and improve quality and standards? | 3 |
| 7 How efficient are leaders and managers in using resources? | 2 |

Standards

12. Overall standards of achievement in the areas of learning and subjects inspected are as follows:

| Pupils' standards of achievement | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|----------------------------------|---------|---------|---------|---------|---------|
| | 39% | 33% | 28% | 0% | 0% |

13. The overall quality of educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. Standards achieved in the Reception class are very good.

14. The standards of achievement of children under-five are as follows:

Areas of Learning Under-fives

| Areas of Learning | Under-fives |
|--|--------------------|
| Language, literacy and communication | Grade 1 |
| Personal and social development | Grade 1 |
| Mathematical development | Grade 1 |
| Knowledge and understanding of the world | Grade 1 |
| Creative development | Grade 1 |
| Physical development | Grade 1 |

15. 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 1 | Grade 2 |
| Science | Grade 1 | Grade 2 |
| Geography | Grade 2 | Grade 3 |
| Art | Grade 2 | Grade 3 |
| PE | Grade 1 | Grade 2 |

16. In 2004, the standards achieved by pupils at the end of Key Stage 1 teacher assessments in English and science were well above local and national averages with 100% of pupils achieving at least the expected level 2. However, in mathematics, pupils did less well and were below local and national averages. When compared to similar schools across Wales, using the free school meals indicator, the school is at the top of its family of schools in English and science. In mathematics it is in the lower 25%.
17. In Key Stage 2, in 2004, pupils' attainments in English, mathematics and science exceeded national averages in all three subjects. Results in science, when compared with similar schools across Wales, were at the top of the family of schools. In English and mathematics the school is placed half way in its family of schools.
18. The percentage of pupils attaining at least level 4 in English, mathematics and science is significantly above national averages.
19. Early years children make very good progress in the key skills of speaking and listening, reading, writing and numeracy across the six areas of learning.
20. In both Key Stage 1 and Key Stage 2, pupils' standards and progress in the key skills of listening and speaking are very good. They are good in reading, writing, numeracy and Information and Communication Technology (ICT). Pupils respond appropriately and use a wide range of vocabulary. They speak confidently, clearly and fluently. Pupils make appropriate use of their numeracy skills for example when recording and interpreting findings in science. They use ICT to support their learning, such as to present information and communicate ideas in geography. Pupils' standards in bilingual competence show appropriate

progress. The regular use of incidental Welsh in school assemblies, registration and also as a teaching aid has a beneficial effect on standards and fosters good attitudes towards bilingualism.

21. Pupils' behaviour is very good. They exercise self-discipline in classes and around the school and this has a positive effect on the progress they make in lessons. Pupils have a good understanding of right and wrong. They are courteous to adults and relate well to each other.
22. Attendance and punctuality are very good. The vast majority of pupils are punctual and attend regularly. Over 36% of pupils have 100% attendance and around 70% regularly achieve over 96% attendance.
23. Pupils' attitudes to their learning, the interest they show in their work and their ability to sustain concentration are outstanding features. The majority of pupils are developing the capacity to work independently and most develop creative solutions to solving problems. In the classroom pupils work with enthusiasm and are considerate and courteous to each other. Extra-curricular activities and residential school trips help develop pupils' self-esteem and self-confidence.
24. Pupils make very good progress in their personal, social and moral development. Pupils show respect, care and concern for others. They enjoy helping each other and take their school communal responsibilities seriously. They are fair in their dealings, take turns and listen attentively to opinions of others. Pupils' desire to learn is an outstanding feature of the school.
25. Pupils have a good understanding of equal opportunities. They are aware of the need to respect different traditions and values. They are developing an appropriate understanding of what is essential to become good citizens.
26. The school is an integral part of the community and pupils make useful contact with, and work with, a range of local individuals and organisations.

The quality of education and training

27. In the lessons observed the quality of teaching was judged as follows.

| The quality of teaching in the subjects and areas of learning inspected. | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|--|---------|---------|---------|---------|---------|
| | 48% | 22% | 30% | 0% | 0% |

28. The percentage of good lessons is above the Welsh Assembly Government's all-Wales targets for 95% of standards to be at least satisfactory and 50% to be good or better.
29. Where teaching is at its best teachers engage pupils with dynamic intervention and innovative opportunities for learning. Teachers are knowledgeable of how pupils learn. They set high standards and provide very good role models for pupils to follow. Lessons have a clear purpose and relevance.

30. Throughout the school, relationships between teachers and pupils are very good.
31. There is some variation in the quality of teachers' planning. Where it is most effective, plans are conscientiously completed with details of how work is differentiated.
32. Teachers use a range of assessment strategies to assess pupils' understanding. In most classes, marking is conscientious and supportive. Where there are shortcomings, there is no clear indication of how pupils can improve their work.
33. In reception, Baseline Assessment is used to provide accurate and reliable evidence of pupils' achievement and attainment in the areas of learning and experience. Data is analysed and information used to inform planning.
34. Pupils' progress is tracked through the school using assessment tracking sheets. Records of pupils' ongoing information from standardised tests, end of key stage assessments and individual education plans (IEPs) are used to set future targets for improvement.
35. There are good opportunities for parents to meet with teachers formally and informally to discuss children's progress. Annual reports to parents conform to statutory requirements and are of good quality.
36. In some lessons in Key Stage 2 work is not always differentiated appropriately. In a minority of sessions, the pace of learning is slow and able pupils are not challenged.
37. The school provides a broad, balanced and relevant curriculum with a wide range of interesting experiences enhancing the quality of learning for all pupils. Pupils with Special Educational Needs (SEN) have equal access to the curriculum and work in most classes is suitably differentiated.
38. Overall planning is good. The school plans effectively for progression within the particular requirements of mixed age group classes. In most classes, learning objectives and activities are included and opportunities for differentiation highlighted. Subject planning is developing suitable detail and includes references to key skills and Cwricwlwm Cymreig.
39. Learning experiences for pupils are enriched by a wide range of extra-curricular activities which make a good contribution to pupils' personal and social development. Pupils benefit from equal opportunities to take part in a wide range of extra-curricular activities, including football, country dancing, art and ICT clubs.
40. Learning experiences effectively promote pupils' moral and social development. Arrangements to promote cultural development are good. Whilst assemblies are pleasant and enjoyable occasions, there are limited opportunities for reflection or use of stimuli to encourage a sense of awe and wonder in pupils.

41. The curriculum complies with legal requirements. Religious education is provided in accordance with the agreed syllabus and sex education complies with the school policy. Personal and social education (PSE) permeates all aspects of the curriculum and school life. The promotion of pupils' bilingual skills has many good features. Welsh is evident around the school.
42. The school has a strong commitment to equality of access and opportunity for all and this is reflected in its very good practices. All pupils feel valued and are actively encouraged to participate in school life.
43. The school effectively promotes sustainable development through projects such as recycling. Pupils are involved in formulating class rules and the School Council makes appropriate decisions concerning pupils' experiences in school.
44. The school works well with parents and carers to ensure that all pupils receive a high level of support and guidance. Parents are made aware of behaviour, bullying and other policies along with general health issues in newsletters and other correspondence.
45. Pupils benefit from equal opportunities to participate in a range of extra-curricular activities. Learners are well cared for, guided and supported in their academic and personal development and their health care and welfare is given high priority. Pupils show care and consideration for others. The school takes full account of the PSE Framework. Pupils have confidence in the established procedures for dealing with incidences of aggressive behaviour or bullying.
46. The school provides a safe and secure learning environment. High standards of health and safety monitoring and risk assessment enable the life and work of the school to proceed safely.
47. The school has an effective policy for child protection and prioritises the general safety and well-being of pupils. Provision for pupils with SEN is good and meets the requirements of the Code of Practice.
48. There is a good policy for race relations which is regularly monitored, however, there is no action plan.
49. The school develops very good, productive partnerships with parents, the community and other schools. There are strong links with the Local Education Authority and the very good support provided by the advisory service is recognised and valued.

Leadership and management

50. The quality of leadership shown by the headteacher is good. In the short time since his appointment in 2003, a significant amount has been achieved. In the absence of a senior management team, including a deputy headteacher, the headteacher has a heavy work load. This is exacerbated by the headteacher's teaching commitment of 3 days a week.
51. The headteacher has a clear vision for improvement that is communicated to all stakeholders. The learning climate is positive. There is a sense of purpose that promotes high expectations and equality for all.
52. The very good relationship between governors, staff, pupils and the community is a strong feature. Good relationships also exist with the local high school. The school operates in an environment based on mutual trust and understanding. The general organisation of the school is very good and it functions daily as an orderly community.
53. The school takes account of national priorities and is participating in a range of initiatives that develop community links. The School Council provides a forum for pupils to discuss issues and submit ideas.
54. The headteacher monitors the quality of teaching and subject leaders are involved in establishing school priorities. However, the role of subject leaders does not focus sufficiently on first-hand evidence in relation to the quality of teaching and learning and in ascertaining a secure evaluation of the standards that pupils achieve.
55. Performance Management (PM) procedures are in place. Individual staff are set clear objectives aimed at improving pupils' performance, individual needs and whole school issues.
56. Members of the Governing Body are actively involved in school life. They have a clear understanding of their role and make a valued contribution to the strategic direction of the school.
57. The headteacher, governors and staff are committed to improving standards. There is a developing self-critical culture, and staff and governors are included in the self-evaluation process.
58. The school has made good progress since the previous inspection and most of the key issues have been fully addressed.
59. There is a good quality SIP which is detailed and informative. However, the plan does not include quantitative targets that would help to measure the success of work in terms of pupils' standards of achievement. The link between the detailed self-evaluation report and the SIP is not always clear.

60. Throughout the school, pupils are well supported by suitably qualified and experienced staff that is effectively deployed. The school administrator carries out the daily routines and a range of other responsibilities efficiently and effectively. She is a valued member of staff and provides very good support for the headteacher.
61. The school has appropriate financial procedures in place. Budget planning is based on priorities set out in the SIP and is reviewed regularly by the headteacher and governing body. Overall the school achieves good value for money.
62. Accommodation is adequate for the number on roll. However, the toilet facilities in reception and Key Stage 1 are not of an acceptable standard in terms of location and quality.

Recommendations

In order to improve the school needs to:

- Raise standards in art and geography in Key Stage 2, and address the issues identified in those subjects where there are shortcomings.
- Improve the quality of teaching in Key Stage 2, in particular, the pace of lessons and differentiation.
- Continue to develop and implement a whole school approach to self-evaluation, linking outcomes into the school improvement programme.
- Develop further the monitoring and evaluating roles of subject leaders with a greater emphasis on improving standards and quality in teaching.
- Disseminate the very good teaching in early years and Key Stage 1 to ensure consistency across the key stages.

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.

Acknowledgement

The inspectors would like to express their thanks to the governors, headteacher, staff, pupils and parents of the school for their co-operation, help and support during the inspection.