

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

**Goytre Fawr Primary School  
Penperlleni  
Near Pontypool  
NP4 0AH**

**School Number: 6792134**

**Date of Inspection: 06/06/06**

**by**

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Goytre Fawr Primary School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Goytre Fawr Primary School took place between 06/06/06 and 08/06/06. An independent team of inspectors, led by Stephanie James undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

"There are three types of inspection.

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

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

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

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

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

This school received **standard** inspection.

## Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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## Context

### The nature of the provider

1. Goytre Fawr Primary School is situated in the village of Penperlleni, in the county of Monmouthshire. It is set in beautiful surroundings with large playing fields and a woodland area. Pupils who attend the school reflect its rural character and come from the local village and other small settlements and farms in the area. The community is very stable and pupil mobility is low. The background of the pupils is predominantly from the middle and higher socio-economic groups. The attainment of pupils on entry to school is generally well above average.
2. The school caters for pupils from four to eleven years of age. There are 189 pupils on roll. There is no nursery provision at the school, but many children attend a local private nursery before entering the reception class in the September following their fourth birthday. Over 98 per cent of pupils are of white ethnic origin and 100 per cent of pupils speak English at home. No pupils speak Welsh as a first language. Around 8 per cent of pupils are entitled to free school meals, which is well below the national average of 19 per cent. Thirteen per cent of pupils are on the school's register of special educational needs (SEN), which is below the national average of approximately 20 per cent. One pupil has a statement of SEN. The school has received the Basic Skills Quality Marks 1 and 2. There are currently six full-time and three part-time teachers, in addition to the head. There are seven classes, including two in key stage 2, which are of mixed age.
3. A number of significant changes have occurred since the last inspection in July 2000. A new head teacher was appointed in January 2003 and five other teachers have been appointed since 2000. The school was wired up for broadband Internet connectivity in December 2003 and now benefits from a 32 machine portable Information and Communications Technology (ICT) suite.
4. Since 2004, the school has been a pilot school for the new Foundation Phase curriculum in Wales designed for children aged from three to seven years. At present this affects the reception class and the year 1 class, where the National Curriculum for key stage 1 has been formally disapplied. For this reason, no subjects were inspected in those classes. The main focus of the inspection team in these classes was on how well children are developing and applying certain key skills. These include listening, speaking, reading, writing and the use of numeracy and information and communications technology in their work across the curriculum. The six subjects chosen for the inspection were inspected in years 2 to 6.
5. The main school, which was built in the 1970s, was undergoing major building and renovation work a few weeks before and during the inspection. This involved considerable upheaval and disruption for many pupils and members of staff. There was a temporary office and staff room and two classes in key stage 2 were housed in the community centre opposite the school during the inspection.

## **The school's priorities and targets**

6. The overall aim of the school is as follows:

"Together we will work through the home, the school and the community to develop the knowledge, skills and understanding of the young pupils who pass through our hands. By creating a secure, caring and stimulating environment we will prepare them for future experiences and, ultimately, to become responsible and intelligent adults upon whom we will one day be happy and confident to rely."

7. The School Council, in addition to this, has recently agreed a further statement of aims:

"At our school we will:

- be friendly, helpful and kind;
- respond to challenges;
- give 100 per cent at all times;
- be polite to others;
- treat the school with respect;
- treat everyone in the same way you want to be treated, wherever they come from or whatever they believe."

8. Priorities in the School Improvement Plan for 2005 to 2006 with regard to the curriculum are to:

- Review and improve provision in English, Welsh, geography, physical education and personal and social education and to develop further the Foundation Phase.

9. Priorities in its current SIP for 2005 to 2006 with regard to other areas of school life are to:

- Review policies and improve provision for child protection, health and safety, special educational needs, equal opportunities and social inclusion and the healthy schools initiative.

## Summary

10. Goytre Fawr Primary School is a good school that successfully fulfils its main aim of helping pupils to achieve well in a secure, caring and stimulating environment. It has made good progress since the last inspection.
11. The inspection team judged the school's work as follows:

### Table of grades awarded

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?	2
7 How efficient are leaders and managers in using resources?	2

### Standards

12. During the inspection, standards of achievement were judged as follows:

### Grades for standards in lessons in the six subjects inspected

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4%	56%	40%	0%	0%

13. Children in the Foundation Phase and year 2 make good progress, so that by the end of key stage 1 standards are good with no important shortcomings. Overall, standards are also good with no important shortcomings by the end of key stage 2.
14. The percentage grades in the table above for standards in lessons in the six subjects inspected do not include the reception class and year 1. This is due to the school's status as a pilot for the new Foundation Phase curriculum. The table above therefore represents the standards achieved in lessons in the six subjects in years 2 to 6 (five of the seven classes in the school.)
15. The overall quality of provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning. In year 1, they are also making good progress in preparation for their work in key stage 1 of the National Curriculum.

16. All pupils, regardless of their social, ethnic or linguistic background and including pupils with additional learning needs and special educational needs (SEN), make good progress and achieve well, relative to their abilities.
17. By the end of key stage 1 and key stage 2, overall standards are as follows:

**Grades for standards in the six subjects inspected**

<b>Inspection area</b>	<b>Key stage 1</b>	<b>Key stage 2</b>
English	2	2
Welsh second language	2	3
Mathematics	2	2
Design technology	2	2
Physical education	2	2
Religious education	3	3

18. Throughout the school, pupils' use of the key skills of speaking and listening, reading and writing, and use of ICT in their work across the curriculum is good with no important shortcomings. In the Foundation Phase and key stage 1, their use of numeracy across the curriculum is also good with no important shortcomings. In key stage 2, pupils' use of numeracy in other subjects has good features, which outweigh shortcomings.
19. Children in the Foundation Phase and key stage 1 make good progress and achieve good standards in using their bilingual skills. In key stage 2, good features outweigh shortcomings in pupils' bilingual skills.
20. Pupils' attainment on entry to school is well above average and remains very high in formal statutory assessments at the end of key stages 1 and 2. Pupils successfully attain the learning goals agreed for them. These are outstanding features in the standards pupils achieve.
21. At the end of key stage 1, pupils' performance in the 2005 National Curriculum assessments in English, mathematics and science was significantly higher than the average for other schools in Wales and also above the average for Monmouthshire. Boys' attainment, however, was well below that of girls in all subjects.
22. At the end of key stage 2, pupils' performance in the 2005 National Curriculum assessments was above the average of other schools, both locally and nationally, in mathematics and science, and well above average in English. The gap between boys' and girls' achievement in reading and writing was much less than that at key stage 1. The performance of boys and girls in mathematics and science was broadly similar.
23. Trends in pupils' performance in National Curriculum assessments over the last three years show that the school has maintained high standards overall and improved its performance in some areas.

24. Pupils make good progress in acquiring new knowledge and skills that they will later apply in new situations. Although they have a general idea about strengths and shortcomings in their work, they are often unclear about how they can improve more specific aspects of it in all subjects. Most pupils make good progress towards fulfilling their potential in all subjects but in some lessons they work well within their capabilities and could achieve more.
25. Pupils' personal, moral and social skills are developing well. They show respect for, and understanding of, the social and cultural traditions of others. They work well with one another and their behaviour is good. In general, pupils demonstrate the ability to work independently and solve problems. They express their creative potential well in many curricular areas.
26. Attendance for the three terms prior to the inspection was above both the Wales and Local Education Authority average. However, despite the school's efforts, a small number of parents take holidays during term time. Punctuality is good with no shortcomings.

### **The quality of education and training**

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

#### **Grades for teaching**

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
3%	71%	26%	0%	0%

28. The quality of teaching is consistently good, with no important shortcomings, in the Foundation Phase, key stage 1 and upper key stage 2. Where expectations are high, teachers very successfully stimulate pupils and challenge them to achieve excellence. There is, however, some inconsistency in the expectations teachers have of what pupils can achieve. Throughout the school, relationships between teachers and pupils are characterised by mutual respect.
29. Most teachers use a wide range of teaching strategies and make lessons interesting for pupils. Sometimes, however, the pace of lessons is rather slow. Teachers plan effectively and usually adapt work well for learners of different abilities. Pupils with SEN receive very good support from teachers and assistants.
30. Teachers use incidental Welsh throughout the day, but often miss opportunities to use the language in meaningful contexts, particularly in key stage 2. However, teachers' knowledge of the subjects they teach is generally good.
31. The overall quality of assessment, recording and reporting is good. Teachers know their pupils well and make positive comments on pupils' work, but they do not always offer more focused guidance on how they can improve. Pupils do not regularly take an active role in the assessment process or have

individual targets to help them know how to improve. Annual reports to parents provide a clear picture of pupils' achievements and offer valuable comments regarding general development.

32. Overall, the curriculum in key stages 1 and 2 is broad, relevant and well balanced. The planned provision in the Foundation Phase offers children rich and varied learning experiences presented mainly through themes.
33. The school successfully promotes pupils' spiritual, moral, social and cultural development. The programme for promoting pupils' awareness of cultural diversity is good with no important shortcomings, but the Welsh dimension to the curriculum, *Y Cwricwlwm Cymreig*, is not as well developed.
34. There is good provision for the development of pupils' personal and social education. An enthusiastic school council has brought about changes to school life and contributes positively to developing pupils' decision-making skills.
35. The school's provision for out-of-hours learning experiences is good with outstanding features. Pupils enjoy many opportunities to develop their creative, sporting and other interests.
36. The quality of care, support and guidance provided for pupils is good. There are clear policies and procedures regarding health and safety and child protection. However, training for key members of staff is not updated regularly enough.
37. The provision for learners with special or additional learning needs is good and enables pupils to make good progress with their learning. The school is sensitive to issues of inclusion and equal opportunities when planning the provision.
38. The school employs a range of effective behaviour management strategies. There are good arrangements to eliminate bullying and any form of harassment. Pupils express confidence in the school's systems. The school promotes equal opportunities well through a range of experiences.

### **Leadership and management**

39. The head teacher provides good, positive leadership and gives a clear sense of direction to the school. He is helped in his role by the strong commitment shown by all members of staff. He has identified a number of priorities for improvement since his appointment and has managed necessary changes very effectively. There is a sharp focus on maintaining or raising the standards pupils achieve and priorities for development are clearly identified in the School Improvement Plan.
40. The governing body is enthusiastic and supportive of the head teacher, staff, and pupils and of the aims and objectives of the school. They recognise,

however, that they are not yet sufficiently involved in monitoring the overall quality of educational provision.

41. The arrangements for self-evaluation are developing well. The procedures for tracking the progress of pupils, and the analysis of data from pupil assessments, have outstanding features. The information gained enables meaningful targets to be set for individual pupils, cohorts and groups.
42. Finances are well managed and economic, efficient and effective use is made of available resources. Systems for day-to-day management are well-established. Resources are carefully matched to priorities for development. Budgetary control is stringent. The governing body plays an important role in monitoring expenditure also that the school provides good value for money.

## Recommendations

- R1 Promote further the culture and heritage of Wales throughout the school and pupils' bilingual skills in key stage 2.
- R2 Develop pupils' ability to understand how well they are progressing and what they need to do to improve.
- R3 Develop the role of governors in monitoring the quality of the education provided and in identifying areas for improvement.

**Note:** The school has, itself, identified the need to improve standards in bilingualism and to develop further the role of governors.

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

43. The findings of the inspection team differ from the judgement of grade 1 made by the school for this key question in its self-evaluation report. Although standards are very high in statutory National Curriculum assessments in the core subjects at the end of both key stages 1 and 2, there are a few shortcomings in some of the subjects inspected.
44. During the inspection, standards of achievement were judged as follows:

#### Grades for standards in lessons in the six subjects inspected

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
4%	56%	40%	0%	0%

45. Children in the Foundation Phase and year 2 make good progress, so that by the end of key stage 1 standards are good with no important shortcomings. Overall, standards are also good with no important shortcomings by the end of key stage 2.
46. The percentage grades in the table above for standards in lessons in the six subjects inspected do not include the reception class and year 1. This is due to the school's status as a pilot for the new Foundation Phase curriculum. The table above therefore represents the standards achieved in lessons in the six subjects in years 2 to 6 (five of the seven classes in the school).
47. By the end of key stage 1 and key stage 2, overall standards are as follows:

#### Grades for standards in the six subjects inspected

Inspection area	Key stage 1	Key stage 2
English	2	2
Welsh second language	2	3
Mathematics	2	2
Design technology	2	2
Physical education	2	2
Religious education	3	3

48. The overall quality of provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning. In year 1, they are also making good progress in preparation for their work in key stage 1 of the National Curriculum.

49. All pupils, regardless of their social, ethnic or linguistic background and including pupils with additional learning needs and special educational needs (SEN), make good progress and achieve well, relative to their abilities.
50. Throughout the school, pupils' use of the key skills of speaking and listening, reading and writing, and use of ICT in their work across the curriculum is good with no important shortcomings. In the Foundation Phase and key stage 1, their use of numeracy across the curriculum is also good with no important shortcomings. In key stage 2, pupils' use of numeracy in other subjects has good features, which outweigh shortcomings.
51. In the Foundation Phase and key stage 1, pupils listen well and follow instructions appropriately during lessons such as physical education. Occasionally they become inattentive if class discussions are too prolonged. In key stage 2, most pupils listen attentively in a range of contexts. Sometimes, however, a few pupils lose concentration and fidget while teachers are speaking to them.
52. Children in the reception class speak confidently and clearly, and often use well chosen vocabulary to express their views at some length. By year 1 they are developing well the specialist vocabulary associated with different subjects. Pupils build well on this secure foundation so that in key stage 2 they show maturity in their conversations with adults.
53. Throughout the school, pupils read a wide variety of texts, including searching for information on the Internet, to support their work in all subjects. They also make good progress in writing in an increasing range of forms for different purposes.
54. There are some good examples of pupils using numeracy in their work across the curriculum. Reception children, for example, use hand spans and metre sticks effectively to measure their own growth and that of sunflowers. In year 5 pupils use their numeracy skills often, in a variety of ways. Overall in key stage 2, however, pupils do not apply their numeracy skills regularly enough in subjects such as science, geography and design and technology.
55. Pupils use portable computers well throughout the school and are particularly confident in word processing. Increasingly during key stage 2, pupils use the Internet effectively to conduct research into topics such as the Celts or Victorians in history. By year 6 their keyboard skills are well developed.
56. Children in the Foundation Phase make good progress and achieve good standards in using their bilingual skills. In key stage 1, standards in bilingual competence have good features and no important shortcomings. In key stage 2, good features outweigh shortcomings in pupils' bilingual skills.
57. Pupils' attainment on entry to school is well above average and remains very high in formal statutory assessments at the end of key stages 1 and 2. However, the school's tracking system demonstrates that those pupils whose attainment on entry to school is below that of their peers also make good, and

sometimes better, progress relative to their lower starting points. Whatever their social background, pupils very successfully attain the learning goals agreed for them in statutory assessments. These are outstanding features in the standards pupils achieve.

58. In key stage 1, pupils' performance in the 2005 National Curriculum assessments in the three core subjects of English, mathematics and science was significantly higher than the average for other schools in Wales and also above the average for Monmouthshire. Ninety five per cent of pupils attained the expected level 2 in comparison with 81 per cent in Wales. The number of pupils attaining the higher level 3 was also much higher than both local and national averages. Boys' attainment, however, was well below that of girls in all subjects.
59. In key stage 2, pupils' performance in the 2005 National Curriculum assessments was above the averages of other schools, both locally and nationally, in mathematics and science, and well above average in English. Eighty eight per cent attained the expected level 4 in comparison with 72 per cent in Wales. The number of pupils attaining the higher level 5 in English, mathematics and science greatly exceeded local and national averages. The gap between boys' and girls' achievement in reading and writing was much less than that at key stage 1 and was consistent with the national picture of girls performing better than boys in this area. The performance of boys and girls in mathematics and science was broadly similar.
60. In both key stages, the school's results in National Curriculum assessments compare very favourably with those of similar schools, particularly at level 3 in key stage 1 and level 5 in key stage 2. Trends in pupils' performance in National Curriculum assessments over the last three years show that the school has maintained high standards overall, and improved its performance in some areas.
61. Pupils make good progress in acquiring new knowledge and skills that they will later apply in new situations. For example, pupils in the Foundation Phase and key stage 1 effectively acquire the discrete physical skills that will be needed for team games and athletics.
62. Pupils usually understand what they are doing in lessons because learning objectives are shared with them at the beginning of sessions. Although they have a general idea about strengths and weaknesses in their work, they are often unclear about how they can improve more specific aspects of it in all subjects.
63. Most pupils make good progress towards fulfilling their potential and moving on to the next stage of learning, but in some lessons they work well within their capabilities, particularly in lower key stage 2, where they could sometimes achieve more.
64. Pupils' personal, social and learning skills are developing well. In the Foundation Phase, children are happy, enthusiastic and display positive

attitudes towards learning. They are sociable and confident. Pupils in key stages 1 and 2 have good attitudes towards work. They usually respond with enthusiasm during lessons and show an interest in their tasks. Concentration levels are high in most lessons and pupils work well with partners and in groups.

65. In lessons, when moving around the school and outside at play, behaviour is good. Pupils know what is expected of them and understand the need for rules and the consequences if they are broken. Pupils demonstrate respect and care for each other. They confirm that instances of bullying are rare. Racial tolerance is good. Pupils play and socialise well together, whatever their background.
66. The average attendance for the three terms prior to the inspection was 94 per cent. This is above both the Wales and LEA average. Pupils are usually absent because they are unwell. However, despite the school's efforts, a small number of parents take their holidays during term time. Punctuality is good with no shortcomings. The school takes suitable account of the Welsh Assembly Government circular 3/99.
67. In general, pupils demonstrate the ability to work independently without seeking constant help from the teacher. Problem solving skills are good in a range of subjects and pupils' creative skills are good in many curricular areas, for example, poetry writing. Older pupils' study skills are developing well as they research various topics.
68. Pupils are making good progress in their personal, social, moral and wider development. They acquire a good understanding of moral issues in a variety of ways, for example, during Circle Time. Pupils in upper key stage 2 are developing a good understanding of global citizenship issues.
69. Pupils' awareness of equal opportunities is good. They show concern and care for pupils with physical and learning difficulties and have good understanding and respect for the social and cultural traditions of others.
70. Pupils are developing a good understanding of their place in the community and of community related issues. However, their awareness of the working world is not as advanced because the school's provision for this area is less well developed.

## The quality of education and training

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

#### Grade 2: Good features and no important shortcomings

71. The findings of the inspection team match the judgement for this key question made by the school in its self-evaluation report.
72. The quality of teaching is consistently good with no important shortcomings in the Foundation Phase, key stage 1 and upper key stage 2.

#### Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3%	71%	26%	0%	0%

73. Where expectations are high, for example with regard to pupils' writing in year 5, teachers very successfully stimulate pupils and challenge them to achieve excellence. There is, however, some inconsistency in the expectations teachers have of what pupils can achieve, particularly in lower key stage 2.
74. Throughout the school, relationships between teachers and pupils are characterised by mutual respect. Teachers make clear their expectations for pupils' behaviour and they receive a positive response from them.
75. Most teachers use a wide range of teaching strategies and make lessons interesting for pupils. Sometimes, however, the pace of lessons is rather slow and more use could be made of visual aids, interesting objects and other stimuli to kindle pupils' interest. Teachers' knowledge of the subjects they teach is generally good.
76. Teachers are skilled at asking relevant questions to draw out pupils' knowledge and at giving explanations that illuminate pupils' understanding. They are also good at giving demonstrations of physical activities to enable pupils to know what they should be aiming for. Most teachers model tasks well, in the first part of a lesson, so that pupils know what they should be doing.
77. In the Foundation Phase, teachers provide a wide range of very well planned, interesting and stimulating learning experiences that children enjoy and which engage and maintain their interest. They use a rich variety of resources very well to arouse curiosity and these are well suited to the needs of young children. The inviting, colourful classroom environments that staff create are extended effectively into the outside play area and garden. However, children are not always given sufficient opportunity to exercise choice and follow and develop their own interests.

78. Teachers plan effectively and have clear learning objectives for lessons, which they make explicit to pupils. They usually adapt work well for learners of different abilities, although some pupils in lower key stage 2 are not always challenged sufficiently. Teachers and other members of staff provide very good support for pupils with SEN to help them achieve their potential. Teachers plan effectively for homework that extends pupils' learning in class.
79. Teachers promote equal opportunities well. They brief support assistants effectively to enable all pupils, including those with disabilities, to participate fully in lessons. In the Foundation Phase, nursery nurses and other teaching assistants support practical activities very effectively and provide valuable help for children with their reading.
80. Teachers' use of incidental Welsh to reinforce pupils' understanding of simple words and phrases has good features and no important shortcomings in the Foundation Phase and key stage 1. In key stage 2, however, they often miss opportunities to use the language in meaningful contexts. Planning does not allow for sufficient progression in pupils' use of incidental Welsh across the curriculum.
81. The quality of assessment, recording and reporting is good and is an integral part of the teaching and learning process in the school. Procedures are effective and manageable, including those for pupils with SEN. The quality of assessment for the under-fives is good. Assessment procedures fully meet statutory requirements.
82. Teachers know their pupils well and assessments are accurate and consistent. Detailed files contain records of pupils' progress in all curricular areas, as well as details about social achievement and behaviour. Teachers mark regularly and make positive comments on pupils' work. However, more focused guidance on how pupils can improve their work is not always given.
83. Test results are analysed and used very effectively to set realistic targets. The effective tracking system provides valuable information about the progress of individuals and focuses additional support where necessary. However, pupils do not regularly take an active role in the assessment process and do not have individual targets that would give them clear aims for improvement. Key stage 1 pupils are beginning to comment on what they have learned and their own strengths and difficulties. Key stage 2 pupils are not yet fully involved in evaluating their own learning.
84. Annual end-of-year reports to parents provide a clear picture of pupils' achievements and skills in all subjects and offer valuable comments regarding general development and future progress. The school has developed an additional autumn report that clearly indicates each pupil's attainment and effort in literacy and mathematics. Parents are happy with the system of visiting the school twice a year to discuss their children's work and progress.

**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**

85. The findings of the inspection team match the judgement for this key question made by the school in its self-evaluation report.
86. Overall the curriculum is broad, relevant and well balanced, but physical education lessons are sometimes missed in classes in lower key stage 2. There are many good examples of cross-curricular links being used to enhance pupils' learning.
87. The planned provision in the Foundation Phase is appropriate to children's needs and learners experience rich and varied activities presented mainly through themes. The school fully complies with legal and curricular requirements and equality of access is provided for all pupils, irrespective of ability, gender or racial background.
88. Relevant and concise policy documents and schemes of work are in place. The long, medium and short term planning promotes appropriate continuity and progression in the majority of programmes of study and provides stimulating and interesting learning activities. The school follows the Agreed Syllabus for religious education.
89. Opportunities to develop basic and key skills are indicated clearly in planning and the school is particularly effective in developing pupils' literacy skills. Opportunities are sometimes missed, however, to enable pupils to apply their developing numeracy skills. Good opportunities are provided for the development of pupils' creative and problem solving skills and sound attention is given to developing pupils' increasing independence in learning.
90. Out-of-hours learning experiences, including off-site provision, for example, a residential course for year 6 pupils, broaden and enrich pupils' experiences. Lunchtime and after school clubs, such as the orchestra, art, folk dancing and sports clubs promote the learning of new skills in various fields very well indeed. Opportunities for very good writers to develop their skills are provided through their attendance at the 'Writing Squad', a Local Education Authority initiative. These are outstanding features of the school's provision.
91. Visits to the local community and beyond enrich the curriculum and contribute most effectively to pupils' learning. For example, pupils benefit greatly from visits to Caerleon Roman Museum, to the National Museum of Welsh Life in Saint Fagan's and to the Forest of Dean. Visitors from the community provide pupils with first-hand experiences that significantly enhance the curriculum. There are close links with local churches and visitors from the community, such as the police, provide pupils with a range of valuable experiences and further pupils' awareness of the community.

92. Learning experiences successfully promote pupils' spiritual, moral and social development. For example, in a year 1 religious education lesson, a spiritual atmosphere was created when children re-enacted a Christening ceremony and they were invited to reflect on how people might be feeling. Collective worship offers valuable guidance on moral issues, but does not always contribute so well to the spiritual development of pupils. Moral and social education is further developed throughout the school by teachers fostering values such as justice and honesty.
93. The school actively promotes pupils' cultural development by providing opportunities to work with visiting poets and storytellers and to visit theatres and museums. The programme for promoting pupils' awareness of other cultures is good, particularly in geography and music and through whole school themes such as 'Bread from around the World'.
94. There is good provision for the development of pupils' personal and social skills, through initiatives such as compiling class rules and Circle Time. There are frequent opportunities for pupils to help those less fortunate than themselves, for example, by raising money for various charities. Initiatives such as 'Eco Schools' and 'Learning to Learn' encourage pupils to work collaboratively with others and they respond well to the opportunities provided for them.
95. Pupils' learning experiences are enriched by partnerships with other providers. There is a successful working partnership with other primary schools in the area and also with the local secondary school. Parents support their children's learning and actively help in the life of the school, for example, by listening to readers. The school works closely with the local teacher-training establishment, providing placements and training for student teachers.
96. Provision to develop pupils' understanding of the working world, business, enterprise and their entrepreneurial skills has good features that outweigh shortcomings. The personal and social education programme provides some opportunities for pupils to learn about the world of work and develop their entrepreneurial skills. Although there are a few projects linked to the topics that pupils study, overall, the arrangements to develop pupils' understanding are not systematically planned for throughout the school. The school has rightly identified all these aspects as areas for development.
97. Policies for promoting bilingualism and *Y Cwricwlwm Cymreig*, the Welsh dimension to the curriculum, are not fully developed, especially in key stage 2. In a few classes, pupils are given good opportunities to explore Welsh examples of art and literature. For example, key stage 1 pupils study love spoons, have good knowledge about Hedd Wyn and are familiar with Welsh tales. Older pupils in key stage 2 produce striking landscapes in the style of Kyffin Williams. However, there are many missed opportunities in various subjects and in collective worship, to promote the culture and heritage of Wales.

98. The school's arrangements for pupils to learn about sustainable development and global citizenship have good features that outweigh shortcomings. An Eco committee has been established and recycling schemes are underway. Pupils have access to an environmental garden in the school grounds. However, many of the initiatives are recent and have not yet had time to make a full impact on the development of pupils' knowledge and skills.
99. Good attention is given to ensuring pupils develop the skills for lifelong learning. There are good arrangements to support pupils when they move to the next stage of their education at the end of year 6. This reflects the Welsh Assembly Government's recent national focus well. An enthusiastic school council has brought about changes to school life and contributes positively to developing decision-making skills.

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

##### **Grade 2: Good features and no important shortcomings**

100. The findings of the inspection team match the judgement for this key question made by the school in its self-evaluation report.
101. The school works closely with parents. They are consulted about care and support arrangements and this helps to ensure their children are well cared for. At the pre-inspection meeting, parents expressed the view that the school provides well for their children and the inspection team endorses this.
102. Pupils also confirm they feel safe and trust all adults who work there. The school works with a good range of professionals from a range of agencies. This ensures that pupils with specific needs are looked after well.
103. Induction programmes are good with no shortcomings. There is good liaison with the nearby nursery and this ensures that transition arrangements for children starting in the reception class are effective. Procedures at the end of the school year for pupils to transfer to their new class are equally good. Parents at the pre-inspection meeting stated that they are content with the school's arrangements.
104. Pupils are well known to adults within the school and the day-to-day care and support they give is good; they are based upon secure and friendly relationships. Both in lessons and throughout the school day, pupils' individual needs are identified and quickly addressed. Support and guidance is discreet but effective. As a result, pupils grow in confidence and self-esteem.
105. Good attention is given to healthy lifestyles and exercise. The school is involved in the Physical Education in School Sports project. Pupils say they really enjoy the sports activities provided by the school. Healthy eating is promoted well. Children in the Foundation Phase and key stage 1 really enjoy

their daily 'fruit parties' during morning playtimes and pupils in key stage 2 have healthy snacks.

106. Systems to monitor and address any concerns related to pupils' behaviour are good with no shortcomings. These result in a consistent approach being taken by all staff to manage any inappropriate behaviour. Arrangements to monitor attendance and punctuality are effective and the expertise of the Education Welfare Officer is sought if there are concerns. Pupils' performance is monitored well in lessons. Pupils confirm that their teachers support them and they are happy to ask for help.
107. There are clear policies and procedures to ensure everyone's health and safety. Welfare routines are well established should any pupils hurt themselves or become unwell whilst at school. Suitable risk assessments are regularly carried out. Extremely good attention is given to ensuring the health and safety of pupils while the school is having extensive building work carried out. The health and safety concerns identified at the time of the last inspection have been addressed.
108. Child protection procedures are well documented and known to everyone who works in the school. The policy reflects current recommended practice. Staff are fully aware of the procedures to follow if they have any concerns. However, training for key members of staff is not updated regularly enough. The school has identified this as a priority in its current School Improvement Plan.
109. The provision for learners with special or additional learning needs is good. The school has identified twenty pupils as having special educational needs. The special educational needs co-ordinator (SENCo), assisted by the team of well qualified and experienced teachers and support staff, effectively implement procedures for the early identification and subsequent monitoring of pupils experiencing difficulties with their learning.
110. All identified pupils have good quality individual educational plans which form the basis of their learning programmes. These plans are reviewed three times a year and provide for both in-class and withdrawal sessions, as appropriate. There is close liaison between the SENCo, specialist literacy teacher, school support staff and class teachers and this well planned provision enables pupils to make good progress with their learning. The school is sensitive to issues of inclusion and equal opportunities when planning the provision.
111. The school employs a range of positive behaviour strategies and these ensure that all pupils have the opportunity to learn effectively without interference or disruption. No pupils have been excluded from school during the last year.
112. The school has a clear and effective policy to promote equal opportunities. It supports and guides learners well taking due account of their social, ethnic or linguistic background. For example, it is taking measures to raise the achievement of boys to equal that of girls, which is beginning to have a

positive effect with regard to their progress in reading. It also promotes diversity and racial equality well through a range of initiatives and experiences.

113. There are good arrangements to eliminate bullying and any form of harassment. Pupils express confidence in the school's systems. The school makes suitable arrangements to ensure the building is accessible for disabled pupils and adults. Measures are in place to ensure no one is disadvantaged because of their disability. The school has a suitable accessibility plan.

## Leadership and management

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

#### Grade 2: Good features and no important shortcomings

114. The findings of the inspection team match the judgement for this key question made by the school in its self-evaluation report.
115. The head teacher provides good, positive leadership and gives a clear sense of direction to the school. He is helped in his role by the strong commitment shown by the senior management team and all members of staff. The school has explicit aims and values and promotes equality of opportunity for all who work and learn there. All members of staff have the opportunity to participate in training courses and are involved in the formation of policies and practices.
116. On his appointment three and a half years ago, the head teacher identified a number of priorities for development, such as teachers' expectations for pupils' standards of achievement, the quality of planning and the process of self-evaluation. He has managed necessary changes very effectively, taking them at a pace with which staff are comfortable. For example, subject leaders and other co-ordinators have made good progress in developing their roles in monitoring the quality of planning and the standards pupils achieve. They do not yet observe, at first-hand, the quality of teaching. The deputy provides good support to the head teacher in carrying out the role of monitoring the quality of teaching.
117. The vast majority of parents are very supportive of the school and feel that the head teacher and staff listen to them and act promptly in response to any concerns they may have. They appreciate the e-mail system established by the head teacher that has improved the quality of communication between the school and parents.
118. The school also takes good account of national priorities. Teacher threshold and performance management systems and arrangements for the new teachers' workload agreement have been effectively implemented.
119. There are clear targets for the personal and professional development of all members of staff and action plans outlining how they are going to achieve them. Pupils' progress towards their targets is tracked in great detail and most pupils meet them successfully. Targets for the development of individual members of staff also have a sharp focus on maintaining or raising the standards pupils achieve and are closely linked to priorities in the School Improvement Plan.
120. Effective performance management systems contribute positively to the personal and professional development needs of staff. Their needs are identified through personal interviews with the head teacher and through the

lesson observations carried out by the head and deputy. Appraisal procedures for support staff are being developed.

121. The chairman and a core of experienced governors have a good understanding of the needs of the school. They are instrumental in assisting the head teacher to plan its strategic direction and are closely involved in setting challenging targets to raise pupils' standards of achievement.
122. The governing body is supportive of the head teacher, staff and pupils and of the aims and objectives of the school. Governors meet regularly to consider and discuss the good quality of information about the life and work of the school that is provided by the head teacher.
123. The governors, as a whole, are enthusiastic and keen to assist the school to move forward. The chair of governors, in particular, is a well-informed critical friend. The governing body has recently planned for individuals to link with subject leaders. They recognise, however, that they are not yet sufficiently involved in monitoring pupils' standards and the overall quality of curricular provision. The school has identified this as an area for development.
124. In almost every area of its work, the governing body fulfils its legal and statutory requirements. However, the school prospectus and governors' annual report to parents, both have very minor omissions in the information they should contain.

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

##### **Grade 2: Good features and no important shortcomings**

125. The findings of the inspection team match the judgement for this key question made by the school in its self-evaluation report.
126. The self-evaluation report produced by the school prior to the inspection is a comprehensive document that is informed by the head teacher's rigorous and extensive evaluation of the school's current strengths and shortcomings. It clearly states the areas for development that are planned in order for the school to improve.
127. The head teacher's monitoring and evaluation of the work of the school enables him to have a clear understanding of the standards achieved by all the pupils and the quality of the teaching in all the classes. This information, together with findings from the whole school annual audit, enables meaningful targets for improvement to be set.
128. The arrangements for self-evaluation are developing well. There is a culture of using self-evaluation to build on strengths and remedy any shortcomings. Staff responsible for curriculum areas present reports once a term on the

quality of curriculum planning, the relationship between assessment and learning objectives and the progress pupils make.

129. The self-evaluation process involves the whole school community. The governors are involved with the head teacher and staff in setting priorities for development. The views of parents are taken into account through regular meetings with the head teacher following class assemblies. These occasions, together with many informal meetings, provide the school with valuable information. Through the school council, pupils have opportunities to express their views, make decisions and reflect on how they would improve the school. The involvement of pupils in the setting and evaluation of their own individual targets to enable them to achieve success over the short term is yet to be developed.
130. The school improvement plan is well laid out and based on information gleaned from the school's self-evaluation process. It effectively plans for development over a three year cycle. The targets are challenging and have action plans that give comprehensive details of what is to be done and by whom. Sufficient resources are allocated to priorities and criteria for judging the school's success in meeting the targets are clearly stated.
131. The head teacher's procedures for tracking the progress of pupils, and the analysis of data from pupil assessments, are outstanding features. The information gained enables meaningful targets to be set for individual pupils, cohorts and groups. The analysis of this information clearly demonstrates the positive effects that actions taken have had on the standards achieved.
132. The findings of the inspection team accord closely with the judgements made by the school in its self-evaluation report, in that their judgements matched those of the school for six out of the seven key questions.
133. The school has successfully addressed most of the key issues identified in the last inspection. Although standards in Welsh in key stage 2 have declined, and those in religious education in both key stages remain the same, good standards have been maintained overall in English, mathematics and design and technology. They have improved in physical education in key stage 2. Pupils' performance in National Curriculum assessments at the end of both key stages is now considerably higher than it was at the time of the last inspection. Overall, therefore, the school has made good progress since the last inspection.

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

### Grade 2: Good features and no important shortcomings

134. The findings of the inspection team match the judgement for this key question made by the school in its self-evaluation report.
135. All teachers are appropriately qualified and experienced to ensure that the curriculum is delivered effectively. The two part-time teachers job share effectively and the newly qualified teacher is well mentored. Responsibility for subjects and aspects is shared equitably between members of staff. Arrangements for teachers to have time for planning, preparation and assessment are good.
136. Key stage 2 pupils are taught effectively in five groups for mathematics and a specialist literacy teacher makes a valuable contribution in supporting the learning of individuals and small groups across the school. Also, the *athrawes fro*, the Welsh specialist teacher, visits the school regularly to advise and support teachers. Effective use is made of peripatetic instrumental tutors to develop pupils' music skills.
137. All staff members have appropriate job descriptions that clearly define their roles and responsibilities. The professional development of staff is linked to whole school priorities and the skills of teachers and support staff are constantly updated through training courses. The good effects of training are evident in many subjects, for example, in Welsh in the Foundation Phase and key stage 1 and the use and understanding of ICT throughout the school.
138. Support staff make a very good contribution to the standards achieved by pupils. Nursery nurses and classroom assistants work most effectively, under the guidance of teachers, to plan, teach, assess and record pupils' progress.
139. The school uses competent administrative staff and volunteers to good effect. School buildings and grounds are well maintained by the caretaker and cleaning staff, in spite of present difficulties due to building work. Lunchtime helpers contribute well to pupils' development. The school administrator conducts her duties efficiently and effectively.
140. All subjects and areas of learning have adequate good quality resources and extensive use is made of new ICT equipment. There is plenty of equipment and materials in the school for practical and creative work and adequate resources for pupils with SEN.
141. The attractive displays of pupils' work on classroom walls and in the corridors are used well as teaching and learning resources. Effective use is also made of the local environment as a learning resource.
142. During the inspection, the school was undergoing major building and restoration work involving considerable upheaval and disruption for pupils and staff. Despite the difficulties, the best possible use is made of all areas in the

school, including the extensive grounds, which include playground areas, a nature area and gardens managed by pupils. Despite the conditions during the inspection, the school is a welcoming and well-ordered environment.

143. Finances are well managed and economic, efficient and effective use is made of available resources. Systems for day-to-day management are well established. Resources are carefully matched to priorities for development and a regular programme for monitoring the quality of teaching has been established.
144. Budgetary control is stringent and the governing body plays an important role in monitoring expenditure, to ensure cost effectiveness. The school provides good value for money.

## Standards achieved in subjects and areas of learning

### English

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

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

#### Good Features

145. Pupils in year 2 build well on the good skills in listening and speaking, reading and writing that they develop during the Foundation Phase.
146. By the end of key stage 1, pupils listen attentively and with interest to stories read aloud to them by the teacher. They also listen patiently to one another when taking turns to add a piece to a group oral story. They confidently express their ideas for writing a story using a wide range of vocabulary and more able pupils often choose very unusual words or turns of phrase.
147. Key stage 1 pupils enjoy reading. Most of them know a number of authors and have a good recall of favourite stories. They read accurately in unison from shared texts, acknowledging print conventions such as italics and responding with appropriate expression to verbs such as "whispered". They know the difference between fiction and non-fiction. Less advanced pupils read fairly accurately at the level expected for their age. Some pupils read aloud with excellent expression and make inferences about characters in stories at a level well above that expected for their age.
148. Pupils in key stage 1 write well in a wide range of forms for different purposes, including retellings of favourite stories and poems. Their writing is increasingly well organised, with due attention paid to capital letters and full stops. More able pupils write to a high standard using adventurous vocabulary, a range of more complex punctuation and they vary their print style to suit the purpose of the piece, "GIGANTIC", for example.
149. By the end of key stage 1, the handwriting of most pupils is neat, legible and joined and they present their work to a good standard. Common spellings are usually correct. They know how to check their writing to ensure it makes sense and use laptop computers very well to word process, edit and present their work.
150. In lower key stage 2, pupils listen well, respond appropriately to teachers' questions and give reasonable explanations to support their ideas. Pupils in year 4 suggest some interesting, imaginative ways of describing the sea in preparation for writing a poem using personification.
151. Pupils in upper key stage 2, pupils listen with interest to one another's ideas and make contributions that take account of others' views. They are becoming skilled in developing persuasive arguments.

152. In lower key stage 2, pupils read and write for a good range of purposes and express preferences regarding fiction and non-fiction. They plan, draft and revise their work well and they maintain a high standard of handwriting and presentation. In some of their pieces, for example, adverts and posters, they use ICT effectively to present their work. The best pieces of writing, for example some poems, have good rhyme schemes and show a real feel for the language.
153. Pupils in upper key stage 2 read confidently for a wide variety of purposes and are familiar with the work of a good number of authors. Their creative and factual writing is informed very effectively by their reading. In year 5, for example, they investigate the form and style of newspaper reports and gain a very good understanding of the genre, before writing their own imagined reports. Some of their pieces of writing, in a variety of forms, are of impressive quality. They are also beautifully presented and illustrated.
154. By the end of key stage 2, pupils plan their writing effectively and show a good command of a wide range of genres. Pupils of all abilities can propose points for, and against, an argument and arrive at a sensible conclusion. Less advanced pupils achieve standards in their writing appropriate for their age. More able pupils use an appropriate style and link sections of their arguments logically, with well chosen connectives. Standards of spelling, punctuation and handwriting are good.
155. Throughout upper key stage 2, pupils use ICT effectively for a range of relevant purposes in English lessons. They create 'Powerpoint' presentations, conduct research on a variety of topics and use a wide range of tools when word processing their work.

### **Shortcomings**

156. In lower key stage 2, some learners do not reach their full potential in writing extended pieces and do not use a wide enough range of connectives.

<b>Welsh second language</b>
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**Key Stage 1: Grade 2: Good features and no important shortcomings**  
**Key Stage 2: Grade 3: Good features outweigh shortcomings**

### **Good Features**

157. Pupils in key stage 1 listen well and speak confidently when using simple greetings and phrases. They respond appropriately to questions about themselves and the weather, using simple sentence patterns. They understand and obey instructions well, and are eager to practise their knowledge with visitors. They enunciate correctly as they create sentences using prepositions when describing their pets' movements.

158. Key stage 1 pupils also make good progress with their reading skills. They read accurately as a class, with appropriate expression and good understanding. They can identify words that are missing in a text and offer substitute words.
159. Year 2 pupils write simple sentences about themselves and label items of clothing correctly. They organise pictures confidently in order to build sentences about pets.
160. Key stage 2 pupils enunciate a range of words, greetings, questions and responses well. They listen carefully to their teachers and to fellow pupils and follow instructions correctly.
161. When creating dialogues with a partner, pupils in lower key stage 2 display an adequate knowledge of parts of the body when describing various ailments. They are able to tell the time and know names of colours in Welsh.
162. Pupils in year 3 and year 4 read worksheets and class books with a good measure of understanding. They read their own work with appropriate expression and use their knowledge of prepositions successfully to create a page of a book. They use a limited range of language patterns to write dialogues giving details about themselves.
163. In upper key stage 2, pupils use ICT confidently to describe their holidays, using the past and imperfect tenses of verbs correctly. They complete comprehension exercises based on holidays well.
164. By year 6, pupils extend their vocabulary and sentence patterns successfully through participating in activities such as 'hot-seating' and show a good understanding of this work when playing various games. The majority of them extend sentences well using appropriate connectives.

### **Shortcomings**

165. Although standards at the upper end of key stage 2 are generally good, pupils at the lower end of the key stage do not build sufficiently on the language skills acquired in the Foundation Phase and key stage 1.

<b>Mathematics</b>
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**Key stage 1: Grade 2: Good features and no important shortcomings**

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

### **Good Features**

166. Key stage 1 pupils work confidently and correctly when doing mental arithmetic. They have a good knowledge of number bonds and numerous addition and subtraction facts have been memorised thoroughly. They count quickly and accurately, and explain their strategies effectively.

167. Pupils use mathematical apparatus, such as number squares and number lines, confidently when doing investigative work. They have a clear understanding of odd and even numbers, count backwards and forwards correctly, and recognise patterns in sequences of numbers.
168. Key stage 1 pupils have a good understanding of money and identify coins easily. They add and subtract coins correctly, and give change when playing in the classroom 'garden centre'. Their understanding of time is good. Pupils describe the main characteristics of two and three-dimensional shapes effectively and use standard measures of mass and volume confidently. They use simple diagrams and graphs effectively to convey data when creating block graphs.
169. Key stage 2 pupils have well developed mental arithmetic strategies. They have a sound understanding of place value. At the lower end of the key stage, pupils display a good knowledge of multiplication tables and can apply their knowledge to various situations. They investigate number patterns intelligently and their knowledge of simple fractions is good. They double and halve numbers easily.
170. Older pupils in key stage 2 have a very good understanding of fractions, decimals and percentages and they deal confidently with positive and negative numbers. They make appropriate use of the four rules of addition, subtraction, multiplication and division to solve problems in a variety of contexts.
171. Year 6 pupils use 'cheque books' and catalogues in an interesting and original way to solve money problems and year 5 and 6 pupils use calculators purposefully. They devise and refine their own ways of recording and their ability to question is good. Their investigative skills are also good. For example, year 6 pupils make effective use of fractions to describe possibilities when investigating probability.
172. Key stage 2 pupils have a good understanding of shape and space and a thorough knowledge of symmetry. Year 6 pupils have very good knowledge of rotational symmetry and measure angles and areas accurately. Pupils plot co-ordinates correctly in four quadrants and make effective use of standard metric units of length, mass and capacity.
173. Throughout key stage 2, pupils collect, record and interpret data successfully, use analogue and digital clocks accurately to tell the time and are able to identify differing time zones around the world.
174. Throughout the school, pupils make very effective use of ICT to support their work in mathematics.

### **Shortcomings**

175. Across the key stages, pupils do not use a sufficient variety of appropriate methods of representing data.

## Design and technology

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

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

### Good features

176. Pupils develop good knowledge and understanding of design and technology techniques as they progress through the school. They use tools and equipment safely and follow rules of hygiene when preparing foods.
177. Year 1 pupils demonstrate a good knowledge and understanding of how materials behave in different ways when they investigate the suitability of a range of coverings for an umbrella. They use simple mechanisms, such as sliders and levers, effectively to give movement to their model animals.
178. In year 2, pupils work well with a range of simple tools and materials when they design and make their 'Incy Wincy' spider models. They demonstrate good cutting, gluing and assembling skills when making their spider models.
179. Younger pupils in key stage 2 examine a range of light sources and make sensible comments when considering the effectiveness of their designs to suit the purpose of making their own lamps. They design and make good quality torches showing a good understanding of simple electrical circuits and switches.
180. Older pupils in key stage 2 select appropriate materials and show good measuring and marking out skills when making a range of musical instruments. They demonstrate good control technology skills when programming a screen turtle to create a range of repeated patterns to produce complex shapes.
181. Year 6 pupils access the Internet to investigate how different cam shapes produce a range of movements. They use this information well to generate ideas for a moving toy. Pupils consider carefully different ingredients to create a recipe for the manufacture of biscuits. They design and make the packaging and cartons applying appropriate finishes.

### Shortcomings

182. Throughout the school, pupils do not make sufficient progress in recording their designs, particularly with regard to the use of measurements and drawing to scale.

## Physical education

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

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

### Good Features

183. Throughout the school, pupils make good progress in understanding the health benefits of exercise. By the end of key stage 1, they recognise the changes that happen to the body during exercise, such as panting, and know that exercise is good for the heart. By the end of key stage 2, they have a good understanding of the importance of warming up and the effects on the muscles of exercise.
184. By the end of key stage 1, pupils dress quickly and appropriately for physical education lessons and build well on the good physical skills they have developed during the Foundation Phase.
185. Pupils show good control and co-ordination in exploring different ways of jumping. They refine their movements well through practice and repetition. They show a good awareness of how they can improve their performance by using their arms or by keeping their feet together.
186. In key stage 2, pupils say that they enjoy opportunities to participate in a wide variety of team sports. These include rounders, tennis, cricket, basketball, rugby and football. They also enjoy the swimming lessons that they attend for half a term once a year at the local secondary school and the majority of them can swim 25 metres unaided by the end of key stage 2.
187. In lower key stage 2, pupils show good basic co-ordination when carrying out simple tasks. Their throwing skills generally show levels of accuracy appropriate to their age. They display good sporting behaviour when playing simple team games.
188. Pupils in upper key stage 2 achieve a good level of ball control and racquet skills. By the end of the key stage their hand/eye co-ordination is good and their performance is more accurate and consistent. They improve their skills further by observing and evaluating one another's performance and suggesting ways to improve their techniques.
189. Pupils' membership of a wide range of sports clubs provided by the school, and outside, contributes very positively to developing their sports skills. Some pupils achieve a very good standard in cricket skills and play for the county.

### Shortcomings

190. In lower key stage 2, some pupils do not reach their full potential in throwing skills and do not improve their techniques enough by evaluating their own performance and that of others.

## Religious education

**Key Stage 1: Grade 3: Good features outweigh shortcomings**

**Key Stage 2: Grade 3: Good features outweigh shortcomings**

### Good Features

191. Pupils in both key stages are familiar with some elements of other religions. Key stage 1 pupils discuss practices and symbols of Sikhism, such as a naming ceremony. Key stage 2 pupils have some basic knowledge of Judaism, Hinduism, Buddhism and Islam. For example, they are aware of the Five Pillars of Wisdom and the concept of pilgrimage. They compare aspects of different religions successfully on a superficial level, for example, beliefs about holy books, days of rest and places of worship.
192. Across the school, pupils have a good understanding of what it means to belong to a Christian community through activities such as collecting money for good causes. They are aware of the importance of rules in everyday life. They have a good understanding of principles such as friendship, sharing and tolerance, and discuss these effectively. They are also aware of the importance of protecting the environment and of respecting the world in which they live.
193. Pupils in both key stages understand the significance of prayers, and compose their own sincere prayers that are used during collective worship. Also, pupils write thoughtful prayers suitable for a Jewish Shabbat.
194. Through visits to local places of Christian worship and from visits to school by local clergymen, pupils in both key stages have a good knowledge about artefacts and ceremonies, such as christening and baptism.
195. Pupils in key stage 1 have adequate knowledge of the Bible as a holy book. They know some of the ways in which Jesus helped others. They are aware of the main Christian holidays and festivals and the significance of important days, such as Shrove Tuesday.
196. Key stage 2 pupils have some knowledge of the life and contribution of a few religious leaders, such as Mother Theresa and William Morgan. They relate some stories from the Bible, such as the Sermon on the Mount, well to their own lives.

### Shortcomings

197. Pupils in both key stages have poor recall of Bible stories.
198. In key stages 1 and 2, pupils lack a depth of knowledge and have limited recall of facts about Christianity and other religions.

## **School's response to the inspection**

The inspection findings recognise that we have maintained high standards in both work and behaviour since our last inspection and that the school has progressed well. Our standards of achievement at the end of both Key Stages with respect to English, maths and science compared to other similar schools, Monmouthshire schools and nationally were found to be outstanding. In addition, all systems and strategies that we have in place to underpin our curricular provision and care and support of the children are recognised as appropriate and effective. The report confirms that we are achieving our aim of helping pupils to achieve well in a secure, caring and stimulating environment.

An action plan will be put into place to address the recommendations in the report and we are confident that we can address these aspects. A copy of this plan will be sent to all parents. Additionally, the governors' annual report to parents will report on the progress we are making on the inspection recommendations.

## Appendix 1

### Basic information about the school

Name of school	Goytre Fawr Primary School
School type	Community
Age-range of pupils	4 to 11 years
Address of school	School Lane Penperlleni Near Pontypool
Postcode	NP4 0AH
Telephone number	01873 880369

Head teacher	Mr Simon Bates
Date of appointment	01/01/03
Chair of governors/ Appropriate authority	Mr Nigel Morrey
Registered inspector	Ms Stephanie James
Dates of inspection	06/06/06 to 08/06/06

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	N/A	30	21	26	21	39	18	34	189

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	3	8.85

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	1:21
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	27
Teacher (fte): class ratio	1:1.3

Percentage attendance for three complete terms prior to inspection		
Term	Reception	Rest of School
Summer 2005	95%	94%
Autumn 2005	94%	95%
Spring 2006	90%	91%

Percentage of pupils entitled to free school meals	8%
Number of pupils excluded during 12 months prior to inspection	0

## Appendix 3

### National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2005			Number of pupils in Y2:				
			23				
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School	0	5	0	50	45
		National	0	4	13	63	20
En: reading	Teacher Assessment	School	0	5	18	23	55
		National	0	3	11	63	23
En: writing	Teacher Assessment	School	0	5	0	68	27
		National	0	50	5	69	11
En: speaking and listening	Teacher Assessment	School	0	0	5	45	50
		National	0	4	14	55	27
Mathematics	Teacher Assessment	School	0	0	0	55	45
		National	0	2	11	63	24
Science	Teacher Assessment	School	0	0	5	45	50
		National	0	2	10	65	23

Percentage of pupils attaining at least level 2 in mathematics, science and English by teacher assessment			
In the school	95	In Wales	81

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

**National Curriculum Assessment Results**  
**End of Key Stage 2:**

National Curriculum Assessment KS2 Results 2005						Number of pupils in Y6:		25			
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	4	4	32	60
		National	0	0	1	0	1	4	15	47	32
Mathematics	Teacher assessment	School	0	0	0	0	0	4	8	16	72
		National	0	0	1	0	1	3	15	47	32
Science	Teacher assessment	School	0	0	0	0	0	0	8	16	76
		National	0	0	1	0	0	2	11	51	35

Percentage of pupils attaining at least level 4 in mathematics, science and English by teacher assessment			
In the school	88	In Wales	72

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

## Appendix 4

### **Evidence base of the inspection**

Four inspectors spent a total of eight inspector days in the school and met as a team before the inspection. A peer assessor also spent two and a half days in the school. The nominee from the school was the head teacher.

These inspectors visited:

- thirty-eight lessons or part lessons;
- all classes;
- acts of collective worship and
- a range of extra-curricular activities.

Members of the inspection team had meetings with:

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

The team also considered:

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

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

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Stephanie James Registered Inspector	Context Summary Recommendations Key questions 1, 2 and 5 English Physical education Appendices
Cliff Brace Team Inspector	Key question 6 Design and technology
Zohrah Evans Team Inspector	Key questions 3 and 7 Welsh second language Mathematics Religious education
Denise Shields Lay Inspector	Key question 4
Mike Wolfe Peer Assessor	Contributions to the evidence base for all key questions and subjects
Simon Bates Head Teacher	Nominee from the school

### The contractor was:

Evenlode Education Ltd  
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### Acknowledgement

The inspection team would like to thank the governors, head teacher, staff and pupils for their co-operation and courtesy throughout the inspection.