

**INSPECTION UNDER SECTION 10 OF
THE EDUCATION (SCHOOLS) ACT 1996**

GREENLAWN JUNIOR SCHOOL

**Glascoed Road
New Inn
Pontypool
Torfaen
NP4 0ND**

SCHOOL NUMBER: 678/2128

DATE OF INSPECTION: 16 – 19 October 2001

BY

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REGISTERED INSPECTOR No: W043/15698

DATE: 20 November 2001

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CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13 the year group who attain the age of 18 during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key stage 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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1. CONTEXT

The school and its priorities

The school is situated in the village of New Inn, to the south of Pontypool. The school grounds are spacious with extensive playing fields. The main building houses ten classrooms, technology centre, IT suite, special needs teaching area, all-purpose hall and administrative offices. Two classes are based in adjoining demountable buildings.

At the time of the inspection there were 345 pupils on roll taught in 12 single-aged classes. The number of pupils has grown by 30% since the last inspection, though it is predicted that the number will decline slightly from their current levels over the next few years. Pupils are drawn from the traditional catchment area as well as from further afield, due to parental choice. Pupils are drawn from residential areas that are neither prosperous nor economically disadvantaged. Around 8% are registered as being entitled to free school meals, which is well below the local and national averages. The intake of pupils covers the full range of ability. Around 12% of pupils are identified as requiring special educational needs (SEN) support, of which three have statements of SEN; again this is below the local and national averages. Around 1% of pupils come from ethnic minority backgrounds and 4 pupils receive support for speaking English as an additional language. No pupils are natural Welsh speakers.

The school has an appropriate and clear set of aims. The school development plan (SDP) provides a review of recent achievements and a plan of action with specific targets for the current academic year. Current priorities include expanding the use of the technology centre, development of open-ended investigative work by pupils, raising standards in pupils' spelling, further develop the use of information and communication technology (ICT) across the curriculum and expanding the development of investigative work in science.

The school was last inspected in April 1995: since that time eight members of staff have been appointed, some of whom were newly qualified and a recently appointed deputy headteacher.

2. MAIN FINDINGS

The main findings of the report

- Greenlawn Junior School has many strengths. It provides a wide range of experiences for its pupils with good quality teaching. Pupils receive a good quality of education.
- Standards of achievement are 92% satisfactory or better in the lessons observed, of which about 60% are good and 7% very good.

- Standards in the different subjects of the National Curriculum (NC) are as follows:

SUBJECT	KS2
English overall	Good
Speaking & listening	Good
Reading	Good
Writing	Good
Mathematics	Good
Science	Good
Welsh as a second language	Good
Design and technology	Very good
Information technology	Good
History	Satisfactory
Geography	Satisfactory
Art	Good
Music	Good
Physical education	Good
Religious education	Unsatisfactory

- The percentage of pupils achieving level 4 or above for the NC tasks for 2001 in English, mathematics and science was significantly above the national average. Results compare well with those of similar schools, in particular with regard to mathematics and science. In addition, the percentage of pupils attaining level 4 or above in all core curriculum subjects (the core indicator) was close to the highest 25% of schools in Wales. Results for 2001 were compared with all-Wales figures for 2000, as the data for 2001 is not currently available.
- Standards in the key skills of speaking & listening and numeracy are good; in reading, writing and information and communication technology they are satisfactory.
- Pupils' moral and social development is good and is a major strength of the school. Pupils are effectively supported by their teachers and other adults. They know their children well and create a caring environment where pupils' contributions are valued; this develops pupils' self-esteem and respect for each other. Pupils are co-operative, courteous to staff and visitors and consider the needs of others.
- Their cultural development is satisfactory and their spiritual development is unsatisfactory. Assemblies are held daily and are well conducted. Pupils are quiet and orderly and make meaningful contributions through their singing, music playing and role-play. However, there is little opportunity for prayer and reflection within a suitably reverent atmosphere. Guided reading programmes are held during assembly time preventing many pupils from participating daily in this important whole school occasions. Currently, statutory requirements for collective worship are not met. The Cwricwlwm Cymraeg is well developed across a variety of subjects, but there is generally a lack of attention to multicultural education and pupils' spiritual development.

- Standards of behaviour and pupils' attitudes to learning are very good and are a major strength of the school. Pupils enjoy coming to school and they are happy and keen to learn. They show interest in their work, organise themselves quickly and approach activities enthusiastically.
- Attendance levels are good: pupils arrive punctually and lessons start promptly.
- The quality of teaching was satisfactory or better in 97% of the lessons observed. In 68% of lessons it was good or better and in 19% it was very good. Throughout the school there is very little teaching that is unsatisfactory and there is evidence of good practice in every class. Throughout Y6 the quality of teaching is consistently good and frequently very good.
- Teachers prepare lessons thoroughly: lessons have clear learning objectives and outcomes and these are consistently shared with pupils. Lessons are well structured with appropriate whole class introductions. Direct teaching is focussed and well paced.
- Teachers establish very good relationships with pupils. They act as good role models, provide valuable individual support and offer frequent praise and encouragement. Lessons are effectively managed and pupils' interest and alertness maintained. Pupils show a keenness in their work; they concentrate and persevere. Class management and organisation are good.
- Teachers differentiate the work for groups and individuals of differing abilities, especially in English and mathematics. Clear expectations are set in terms of achievements and behaviour. Work is generally well matched to pupils' abilities and prior attainment, though the needs of the more able need further consideration.
- Teachers have a sound knowledge of the statutory curriculum and use a range of teaching approaches. While teachers share their specific subject expertise with their colleagues through joint planning it is rarely used in, for example, the sharing of classes or specialist teaching groups.
- Arrangements for the assessment, recording and reporting of pupils' learning are good. The school's policy provides clear guidelines for staff and assessment data is analysed in detail. This process is a strength of the school and effectively supports pupil progress. The quality of marking overall is very good, and is especially notable in Y6. Pupils are provided with a clear indication of the strengths of their work and are set targets for improvement.
- The curriculum is broad and balanced and meets statutory requirements. Schemes of work and policy documents are in place for all subject areas and these are of a good standard overall. Informal arrangements for homework exist but the school does not have a specific homework policy and opportunities to enhance the effectiveness of curricular provision through homework are missed. Extra-curricular activities add a valuable contribution to pupils' experiences and enhance the curriculum.

- The school provides good support for pupils and has an appropriate range of policies in place to secure their health and welfare.
- Provision and quality of support for pupils with special educational needs (SEN) is good. Individual Education Plans contain appropriate learning objectives and set clear and realistic targets that are suitably matched to pupils' needs. Reviews, which include consultation with parents and class teachers, are carried out and new targets are set as required. Pupils make good progress.
- The quality of partnership with parents is satisfactory and that with the community, schools and other institutions is good. In response to the pre-inspection questionnaire and meeting, the large majority of parents were supportive of the school. However, a significant minority felt that they lacked information on their child's curriculum and progress. Parents would welcome the further development of positive initiatives to enable them to enhance their children's learning and become effective partners in their education. Partnership with industry is good.
- The quality of self-evaluation is good and the school is developing an effective culture of self-improvement. The school development plan (SDP), target setting and monitoring procedures all make a valuable contribution to this process. Subject leaders are significantly involved in this process which establishes the culture of self-evaluation among staff.
- Leadership and efficiency are satisfactory overall. The headteacher has a clear commitment to the well being of all pupils and exercises an appropriate overview of the management and administration of the school. He has a good oversight of the life and work of the school and shows good leadership skills in empowering colleagues to raise standards in teaching and learning. He has created an environment where all staff are valued and work very hard towards school improvement.
- Valuable work is done by the recently appointed deputy headteacher who has contributed much to the raising of standards and management of the school. There is currently no senior management team and there is a need to consider whether such a strategic planning group would aid the headteacher, give a clearer direction to the work of the school and ensure the dissemination of good practice.
- Staff and learning resources are good, and accommodation is satisfactory, overall. The main building is cleaned to a high standard and is in a good state of repair. Displays of pupils' work, in classes and around the school, contribute significantly to the enhancement of the learning environment. Appropriate use is made of the accommodation and facilities. However, two classes are currently taught in demountable buildings. These are in a poor state of repair, lack toilet and adequate cloakroom facilities and have no measures to prevent unrestricted access. The quality of the learning environment in these two demountable classrooms is unsatisfactory for both pupils and teachers.

- The school has made good progress in all of the key issues from the last inspection.

3. EDUCATIONAL STANDARDS ACHIEVED BY THE PUPILS

3.1 Standards achieved in subjects and areas of learning

Standards of achievement are around 92% satisfactory or better in the lessons observed, of which about 60% is good and 7% very good.

- Standards in English are good overall. Pupils' speaking and listening skills are good overall and by the end of the key stage they are very good. Pupils' make good progress with their reading, demonstrating increasing accuracy and fluency. In writing pupils make good progress and write for an extended range of readers and in response to different stimuli. Presentation of work and handwriting is good.
- Standards in mathematics are good. Pupils make clear progress in the development of mathematical skills, knowledge and concepts throughout the school.
- In science, standards are good; pupils have a sound knowledge base and are developing investigational skills.
- Standards in design and technology are very good; pupils show good progress in their design and make skills and in their ability to research, plan and evaluate their work.
- In Welsh as a second language, information technology, music, art and physical education, standards are good.
- In history and geography standards are satisfactory. Although there are some examples of good work in both these subjects, much of the work lacks an enquiry approach and work is rarely sustained beyond a basic level. There is a need to reduce the number of themes tackled to ensure greater depth to the work.
- In religious education standards are unsatisfactory. Pupils show little awareness of how religious beliefs shape the identity of both individuals and faith communities and lessons have a limited religious content.
- The percentage of pupils achieving level 4 or above for the NC tasks for 2001 in English, mathematics and science was significantly above the national average. Results compare well with those of similar schools, in particular with regard to mathematics and science. In addition, the percentage of pupils attaining level 4 or above in all core curriculum subjects (the core indicator) was close to the highest 25% of schools in Wales. Results for 2001 were compared with all-Wales figures for 2000, as the data for 2001 is not currently available.
- Boys and girls make similar progress. Pupils with SEN make good progress relative to their ability.

3.2 Standards achieved in key skills across the curriculum

Standards in the key skills of speaking & listening and numeracy are good; in reading, writing and information and communication technology they are satisfactory.

- Pupils are able to express themselves clearly and they listen very well in classes. Their use of subject specific vocabulary is good and this is encouraged by all staff. They are ready to debate and discuss issues, report back to their peers on their work and evaluate their achievements. Opportunities for this are provided in a number of subjects and, in the best practice, through group investigative tasks.
- Standards achieved in reading across the curriculum are satisfactory. While pupils are able to read contextual material related to a given topic or area of investigation they are given insufficient opportunities to access information from a variety of sources to support their work across a range of subjects. Pupils' reading skills, especially their higher order reading skills, would benefit from a greater use of independent research in the course of their studies.
- Standards achieved in writing across the curriculum are satisfactory overall. By the end of KS2 pupils write at length having developed a range of writing techniques to suit a variety of purposes. However, the overuse of worksheets in the early years of the key stage, and the lack of depth in some of the work in the foundation subjects militates against the development of secure and effective writing across the curriculum.
- Pupils' skills in numeracy across the curriculum are good. Pupils can successfully apply their mathematical skills, acquired during their numeracy sessions to, for example data handling in science, measurement in design and technology and analysing climatic information in geography.
- Standards in ICT are variable, but overall they are satisfactory. Pupils use software packages to support their learning in some subjects but they do not generally use classroom based computers as a natural part of their work across the curriculum.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

Pupils' moral and social development are good. Their cultural development is satisfactory and their spiritual development is unsatisfactory.

- Assemblies are held daily and are well conducted. Pupils are quiet and orderly and make meaningful contributions through their singing, music playing and role-play. However, there is little opportunity for prayer and reflection within a suitably reverent atmosphere. Guided reading programmes are held during assembly time preventing many pupils from participating daily in this important whole school occasions. Currently, statutory requirements for collective worship are not met.

- Pupils' sense of curiosity about the world is enhanced through the curriculum and during assembly time, for example, respecting and caring for the environment. However, there is little sense of enabling pupils to have an insight into values and beliefs that enables them to reflect on their own experiences in a way which develops their spiritual awareness and self-knowledge.
- Pupils know the difference between right and wrong and have a sense of justice, honesty and fair play. They display good self-discipline and are encouraged to express their views and opinions.
- Pupils' moral and social development is effectively supported by teachers and other adults and is a major strength. Teachers know the children well and create a caring environment where pupils' contributions are valued. This develops pupils' self-esteem and respect for each other. Pupils are co-operative, courteous to staff and visitors and consider the needs of others.
- In all classes, pupils co-operate, take on a range of responsibilities willingly and are keen to help those younger than themselves. They volunteer for additional duties and act sensibly and conscientiously when given specific roles, for example the school council. Pupils are keen to show initiative.
- Visits to historical sites in the locality and participation in musical events, support pupils' knowledge of the culture and heritage of Wales.
- Pupils' understanding and awareness of other cultures and beliefs does not feature strongly in their studies in religious education and geography. There is a general lack of attention to multicultural education overall, with the result that pupils' awareness of racial issues and the richness of other cultures is generally underdeveloped.

4.2 Behaviour and attitudes

Standards of behaviour and pupils' attitudes to learning are very good and are a major strength of the school.

- Behaviour in classrooms and around the school is consistently very good. In assemblies pupils are attentive and contribute well. Pupils know the daily routines and move sensibly in and around the building. No anti-social behaviour was noted during the inspection.
- Pupils play co-operatively at break times and lunchtime and mid-day supervisors maintain positive discipline to ensure good behaviour.
- Staff are good role models and frequently reinforce thoughtful class rules at the beginning of lessons. Staff have high expectations of pupils' behaviour and attitudes and are consistent in their implementation of routines; pupils in turn know what is expected of them.

- Pupils enjoy coming to school and they are happy and keen to learn. They show interest in their work, organise themselves quickly and approach activities enthusiastically. For example they discuss and plan co-operative activities sensibly and collaborate and support each other when working in pairs and groups. They maintain a clear focus on their tasks and persevere well.
- The school involves older pupils in consultations through the school council and responds positively to suggestions.
- The behaviour policy is designed to create trusting relationships and co-operative teamwork within the school community. The anti-bullying policy sets out clear guidelines and procedures for dealing with serious incidents of this nature. The schools' philosophy is one of social inclusion: no pupils have been excluded.

4.3 Attendance

Standard of attendance is good.

- At nearly 95%, the average rate of attendance over the last three terms is in line with the all Wales average. Absences are caused mainly through illness and pupils taking holidays in term time. The school recognises the need to remind parents of the importance of regular attendance and to reduce absences caused by holidays being taken during term time.
- Registration is carried out promptly and is used effectively as a teaching opportunity, particularly in the use of incidental Welsh. Absences are codified appropriately.
- There is regular support from the EWO who monitors trends and makes visits to parents as necessary. Pupils' absences are closely monitored with clear procedures in place.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching was satisfactory or better in 97% of the lessons observed. In 68% of lessons it was good or better and in 19% it was very good.

- Throughout the school there is very little teaching that is unsatisfactory and there is evidence of good practice in every class. Throughout Y6 the quality of teaching is consistently good and frequently very good.
- Teachers prepare lessons thoroughly and lessons have clear learning objectives and outcomes: these are consistently shared with pupils. Resources are ready and available for pupils so that lessons begin promptly; transitions between activities operate efficiently with little learning time being wasted.

- Links between subjects are well developed and in the best practice teachers frequently refer to skills or knowledge acquired in other subjects and ensure pupils apply these to their current work.
- Lessons are well structured, especially literacy and numeracy sessions, with appropriate whole class introductions. Direct teaching is focused and well paced, if at times overlong. Sessions begin promptly with a recapitulation of earlier work to assess understanding gained and instructions and directions are clearly given. Questioning techniques are well developed and, in the best practice, extend pupils' responses. At times, however, during history and geography in particular, opportunities to develop pupils' knowledge and understanding further through analytical questioning are missed.
- During lessons teachers reinforce concepts and subject specific vocabulary effectively. Lessons conclude with well structured plenary sessions that allow for a sharing of achievements and an understanding of what has been learned. Teachers have good skills in developing pupils speaking and listening skills.
- Teachers establish very good relationships with pupils. They act as good role models, provide valuable individual support and offer frequent praise and encouragement. Lessons are effectively managed and conducted at a good pace, so that pupils' interest and alertness are maintained. Pupils show a keenness in their work; they concentrate and persevere. Class management and organisation are good.
- Teachers use a range of teaching approaches according to different purposes, including whole class teaching, individualised and paired activities and co-operative group work. Often, however, pupils are overly dependent on the teacher and have insufficient opportunities to work on open-ended tasks or undertake their own investigations. While there is evidence of pupils learning independently, it is often on tasks framed exclusively by the teacher. Pupils are given good opportunities to report back on their work, share their results and shown how their work could be further improved.
- Teachers differentiate the work for groups and individuals of differing abilities. Clear expectations are set in terms of achievements and behaviour. Work is generally well matched to pupils' abilities and prior attainment, though the needs of the more able need further consideration.
- Where teaching is very good, expectations are high, introductions are stimulating and tasks set meet the needs of the pupils and reflect clearly the nature of the subject content. Pupils work at their tasks enthusiastically, work is well paced and teacher intervention enable pupils to evaluate and modify their work. Pupils produce work of a good quality and are aware and proud of their achievements.
- Much of the work that pupils produce for science and many of the non-core foundation subjects is kept in folders. This does not aid pupils in their ability to reflect on, or refer to, work previously completed. Additionally many pupils, understandably, have difficulty in the organisation of such folders which does little to enhance the quality of presentation of much of their work.

- In Y3 and Y4, in particular, teachers place too great a reliance on the use of worksheets to record pupils' work in the foundation subjects, especially history and geography. This does little to enhance the development of the key skill of writing.
- Teachers have a sound knowledge of the national curriculum and while their subject expertise is used effectively in their roles as subject leaders there is little evidence of such expertise being used through, for example, the exchange of classes.

5.2 Assessment, recording and reporting

Arrangements for assessment, recording and reporting are good.

- The school's assessment policy establishes guidelines for all members of staff and outlines the various forms of assessment and when they occur.
- Information gained from statutory tests and commercial materials is used to assess pupils' progress. Clear structures exist to analyse school assessment data and to set targets for improvement. This process is a major strength and effectively supports pupils' progress.
- Pupil portfolios contain samples of work in the core subjects. Class teachers write formative comments on progress in foundation subjects. Currently, the school has not developed an effective system of assessing pupils' progress in foundation subjects. Comments on progress in foundation subjects are often generalised and are inconsistent across the key stage. The school's documentation does not provide staff with sufficiently detailed guidelines to assess progress in foundation subjects.
- Reading records for individual pupils are detailed, diagnostic and enable teachers to focus on particular areas of weakness. Teachers' diaries contain field notes for formative evaluation of progress: comments are relevant and informative and provide useful information on pupils' progress.
- Subject leaders in core subjects have begun to develop portfolios of exemplar work to aid in the moderation of standards and ensure consistency in teachers' judgements. These provide a good resource for teachers.
- Detailed marking of pupils' work is a strength of the school. The quality of marking overall is very good. Pupils are provided with a clear indication of the strengths of their work and are set targets for improvement.
- Annual reports to parents are of good quality, providing parents with information about what their children are able to do and include targets to indicate where improvements can be made. Parents are able to visit the school informally and on formal occasions to discuss their children's progress.

5.3 Curriculum

The school provides its pupils with a broad and balanced curriculum, which meets statutory requirements.

- Inappropriate amounts of time are allocated to certain subjects in the curriculum, particularly Welsh, and music in Y3 and Y4.
- Subject policies and schemes of work are in place for all National Curriculum subjects and Religious Education. Schemes of work vary in quality and usefulness to teachers. In the best examples they offer good guidance to teachers and clearly indicate progression in knowledge, skills and understanding as seen in English, science, music and design and technology. A strength of the school is the clear identification of objectives given to pupils in every lesson.
- Planning is undertaken collaboratively within year groups in order to provide comparable educational experiences for pupils in parallel classes. The quality of weekly short term planning is variable. In best practice the teaching of specific objectives is supported effectively by learning activities matched to the needs of individual pupils or groups and focused assessments and evaluations are used by teachers to inform future planning. There is no whole school strategy for the recording of this planning nor for its monitoring.
- Key skills are not clearly identified in planning documents. Further consideration is needed to link the development of specific key skills to learning objectives.
- Informal arrangements for homework exist but the school does not have a specific homework policy. Opportunities to enhance the effectiveness of curricular provision through homework are not exploited.
- Formal arrangements for the implementation of a structured personal and social education programme for pupils are underdeveloped. The staff of the school actively promotes a caring environment where pupils feel valued and respected but there are no school initiatives to match national guidelines to schemes of work.
- The school ensures social inclusion and all pupils have full access to the curriculum.
- The curriculum is enhanced by fieldwork, visits to places of educational interest and the involvement of the local community. Visitors contribute to the educational standards achieved.
- Extra-curricular activities enable pupils to develop skills in a range of sporting and cultural areas. They add a valuable dimension to pupils' experiences and enhance the curriculum.

5.4 Support, guidance and pupils' welfare

The school provides good support for pupils and has an appropriate range of policies in place to secure their health and welfare.

- The headteacher and teaching staff have created a calm supportive atmosphere in which pupil's needs are well met. Teachers know their pupils well. A good level of trust is established between pupils and adults.
- The school has developed clearly written policies such as health and safety, equal opportunities and personal and social education. There are documented procedures for child protection. The headteacher is the designated officer and helpful guidance is provided for staff when dealing with behavioural and child protection matters.
- Procedures for ensuring most aspects of pupil's health, safety and well-being are in place and operate effectively. Daily routines are well established.
- There is a need to review security arrangements regarding access to the demountable classrooms. Pupils in these classrooms cross a vehicle delivery area in order to use the toilets during the school day. Water penetration causes wet floors which affects the health and safety of pupils and staff.
- The perimeter fence surrounding the site is in good condition. However, there is open access to the site during the day and it is used as a thoroughfare by members of the public.

5.5 Provision for pupils with SEN

The quality of provision and support for pupils with special educational needs is good. Currently support is provided for two pupils with statements of SEN, one pupil at stage 4 of the Code of Practice and 49 pupils at stages one to three. There are no NC disapplications.

- The SEN co-ordinator (SENCO) role is carried out effectively and is well supported by a nursery nurse who aids individuals and groups of children both within their mainstream classes and on a withdrawal basis. At the time of the inspection there were two classroom assistants supporting the children with statements of SEN. In one case this was seen to be operating satisfactorily but effective arrangements were still to be consolidated in the other.
- Clear procedures for the early identification of pupils with potential difficulties are in place and the monitoring of their progress is effective and thorough.
- Individual Education Plans contain appropriate learning objectives and set clear and realistic targets that are suitably matched to pupils' needs. Reviews, which include consultation with parents and class teachers, are carried out and new targets are set as required.

- The nursery nurse interacts positively with the SENCO and class teachers to ensure good quality provision for those pupils identified with potential difficulties in literacy and numeracy. Pupils make good progress.
- The link governor with designated responsibility for SEN is supportive and liaises regularly with the SENCO. Links with outside agencies are well established and recorded.

5.6 Partnership with parents and community, schools and other institutions

The quality of partnership with parents is satisfactory and that with the community, schools and other institutions is good.

- In response to the pre-inspection questionnaire and meeting, the large majority of parents were supportive of the school. However, a significant minority felt that they lacked information on their child's curriculum and progress. Parents would welcome the further development of positive initiatives to enable them to enhance their children's learning and become effective partners in their education.
- Parents of pupils entering the school are invited to a general meeting in June prior to commencement, and receive a school prospectus. There are two consultative meetings each year for parents to discuss their child's progress; the timing of these meetings varies from class to class.
- The views of parents have been actively sought on a range of issues through questionnaires issued by the school and through Y6 teacher meetings with parents. These links now need to be actively co-ordinated to ensure a closer and more structured involvement of parents in the life and work of the school.
- An active PTA organises fund raising events and social events for pupils. A small number of parents assists the work of the school in listening to pupils read.
- The school has good links with the community it serves. Representatives of a range of organisations regularly visit the school. Partnership with the community association has been of mutual financial benefit.
- Pupils from the school support community charity ventures and the school choir takes part in concerts in various venues in the community.
- There are close curricular and pastoral links with the feeder infants school which ensure easy transition for pupils. Transition links with the comprehensive school to which most pupils transfer are also well established and effective. The comprehensive school also provides good curriculum support, particularly in technology.
- There are very good relationships with the nearby teachers training institution; the school is used regularly for teacher training. Joint mentor support projects have been carried out at the school and staff have visited the college as guest speakers.

5.7 Partnership with industry

Partnership with industry is good.

- While there is no written policy, the school has developed partnerships with a wide range of industries and has benefited substantially from financial sponsorship and donations.
- The school holds a current ECO school status, the achievement of which has enhanced the curriculum in science and design & technology. Science and geography have been supported by partnership with local industries, particularly in the environmental sector.
- The curriculum has also been enhanced by pupil's successful involvement in competitions such as mini enterprises and young engineers national competitions.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

The quality of self-evaluation is good and the school is developing an effective culture of self-improvement.

- The school's self-assessment report provides a clear and accurate analysis of the standards and the quality of educational provision. A number of relevant initiatives have been established to address identified issues, in order to maintain high standards in the core subjects and improve pupil performance across the curriculum.
- The school makes full use of a range of assessment data to set measurable targets for improvement. Evaluation draws on observations of class teaching, teacher self-evaluation, detailed analysis of test data and NC results, and an examination of standards in pupils' books. Subject leaders are significantly involved in this process which establishes the culture of self-evaluation among staff.
- The school development plan (SDP) is used as a tool for initiating change to enhance the educational provision. It contains appropriate and challenging targets, and gives attention to timescales, criteria for success, staff development and financial needs. Targets are prioritised and evaluations undertaken of the previous year's action plan.
- Subject leaders draw up detailed action plans for their subjects, based on a good assessment of standards and need. In the best examples, English and science, they contain clear procedures for the monitoring of targets and criteria for success. Information gained from the subject leaders and monitoring and evaluation of standards informs the SDP. There is now a need to ensure that best practice is disseminated to all subject leaders.

- Staff and governors work closely together towards achieving the school's goal of improving the quality of provision. Members of the governing body are actively involved, with teaching staff, in the implementation, monitoring and evaluation of the SDP.

6.2 Leadership and efficiency

Leadership and efficiency are satisfactory overall.

- The school has appropriate aims and a commitment to equality of opportunity for all. The orderliness of pupils, daily routines and the quality of relationships are strong features of the school which all staff have worked hard to achieve. Teachers and ancillary staff help and support each other constructively and implement school policies and routines: a good team spirit exists.
- The headteacher has a clear commitment to the well-being of all pupils and exercises an appropriate overview of the management and administration of the school. He has a good oversight of the life and work of the school and shows good leadership skills in empowering colleagues to raise standards in teaching and learning. He has created an environment where all staff are valued and work very hard towards school improvement.
- Valuable work is done by the recently appointed deputy headteacher who has contributed much to the raising of standards and management of the school. There is currently no senior management team and there is a need to consider whether such a strategic planning group would aid the headteacher, give a clearer direction to the work of the school and ensure the dissemination of good practice.
- Subject leaders are in place for all subjects. A key feature of the school is the extent to which subject leaders, in their own teaching of the subject, act as good role models. They are involved in the evaluation of the curriculum, the support of colleagues and the devising of action plans for their subjects. They are aware of the areas for development in their subject, for example in history, and have appropriate plans for improvement. Many identify the in-service training (INSET) needs of colleagues, provide regular reviews for their subjects and monitor pupils' work. The hard work and dedication of these subject leaders is a strength of the school and while some non-contact time is available there is a need to ensure that their role in the dissemination of good practice and the development of appropriate teaching approaches is further supported.
- Staff operate as a cohesive and professional team and give of their own time to provide for additional enriching experiences for pupils. Staff meetings occur regularly and are a forum for regular curriculum review and INSET sessions. Year group teachers meet regularly to plan work, discuss current concerns and monitor progress.
- The Governing Body (GB) is well informed and actively involved in monitoring the school's progress and development. Appropriate committees are in place and statutory requirements are fulfilled well. Members of the GB have individual

responsibility for chosen curriculum areas and visit the school and co-ordinate well with subject leaders.

- The budget is managed through the activities of a financial committee of the GB and expenditure is related to priorities identified in the SDP. Appropriate steps are taken to evaluate the effects of major spending decisions to ensure best value for money.
- The school currently has a significant surplus in its budget carried forward from the previous financial year, of approximately 20%. While prudent management requires contingency funding, and the school has some plans for the reduction of this large surplus, currently financial resources available are not used to best effect to finance change and improve standards and the quality of the learning environment. Available financial resources are not used efficiently or effectively.
- School routines and administration operate effectively and the school runs smoothly. A secretary and clerical assistant support the headteacher effectively. With the exception of collective worship, the school complies with statutory requirements and takes good account of government guidelines.

6.3 Staffing, accommodation and learning resources

Staff and learning resources are good; accommodation is satisfactory, overall.

- The school is appropriately staffed for the number of pupils on roll. Teachers are well qualified and provide the school with a range of skills and experience. A key feature of the school is the clear link between subject expertise and curricular responsibility.
- Staff attend a variety of INSET courses and report on them to colleagues during school-based INSET sessions. Staff development is well targeted, organised and evaluated. All are aware of their specific duties and responsibilities and have clear job descriptions which define their role. All staff serve the school extremely well and are valued for their contributions. The school's administrative and support staff provide efficient and effective support.
- The school has made several recent appointments and has several teachers with few years of teaching experience. All have received effective support from the school and operate as valued and key members of the teaching staff.
- Teaching and learning are supported by a good range of learning resources. The pupils benefit from a recently installed computer suite and a dedicated technology centre. While the school has limited storage space for resources, pupils and teachers use available resources effectively. Classrooms have small library areas, though there is a need to enhance their use and attractiveness in some classrooms.
- The main building is cleaned to a high standard and is in a good state of repair. Displays of pupils' work, in classes and around the school, contribute significantly to the enhancement of the learning environment. Externally the playground surface is in a satisfactory state of repair and the school benefits from

spacious grounds and playing field. The large car park aids the safety of pupils during the beginning and end of the school day.

- Appropriate use is made of the accommodation and facilities. However, two classes are currently taught in demountable buildings. These are in a poor state of repair, lack toilet and adequate cloakroom facilities and have no measures to prevent unrestricted access. The quality of the learning environment in these two demountable classrooms is unsatisfactory for both pupils and teachers. In addition pupils have to cross a vehicle delivery area in order to enter the main building; this constitutes a potential hazard.
- Appropriate measures have been taken by the school to prevent unrestricted access to the main building, However, there is a need to check that all external gates are closed during the school day, especially during break times, to ensure the security and well being of the pupils.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

English

Standards of achievement are good.

Good features

- In all classes pupils are attentive, respond to questions in class discussions and follow instructions appropriately. They participate enthusiastically in group activities and are able to justify personal points of view in oral presentations, using a good range of vocabulary. Pupils express themselves with clear diction and good intonation. Across the key stage, teachers provide very good role models and work consistently to ensure the enrichment and extension of pupils' vocabulary.
- At the end of the key stage, pupils in Y6 demonstrate very good speaking skills. They speak confidently and clearly, organise facts and justify their opinions. Y4 pupils use appropriate vocabulary when interpreting the mood of a poem. Pupils in Y5 understand and are able to explain the functions of different forms of writing. In all classes, group discussions are purposeful and effectively support speaking and listening skills.
- Across the key stage, pupils read with accuracy at an appropriate level and with increasing fluency. When reading aloud, more able pupils in all classes are confident and expressive. The development of pupils' higher order reading skills is supported by a good range of reference books which pupils use competently. Pupils are able to recall books previously read and name an author. More able pupils describe character and plot and respond critically to what they have read. Pupils use a range of strategies including phonic and contextual cues to support their reading.

- Pupils are making good progress in writing. They write for an extended range of readers and in response to different stimuli. They recognise different kinds of writing and are able to write stories, scripts and poems. Pupils plan, draft and improve their work using ICT as appropriate.
- Y3 pupils understand the structure of imaginary stories and are able to use this knowledge when producing their own work. Pupils in Y5 and Y6 write in response to more demanding tasks and a wide range of purposes. Y5 pupils write imaginative letters based on events in history. Y6 pupils write evaluations of group presentations in geography. Dictionaries are used appropriately across the key stage to assist with spelling. Handwriting skills are developed appropriately in all classes.
- The subject co-ordinator provides good support for teachers when planning work for pupils.

Shortcomings

- A minority of pupils, at the beginning of the key stage, are unable to participate purposefully as listeners in group activities.

Mathematics

Standards of achievement are good.

Good features

- Pupils make clear progress in the development of mathematical skills, knowledge and concepts throughout the school.
- Pupils have a good grasp of mathematical terminology and are able to use appropriate language when discussing their work.
- Good progression occurs in pupils' understanding of number systems and of the importance of place value. They have a good recall of number facts and their multiplication tables. Older pupils can multiply and divide whole numbers and decimals and can convert decimals to fractions.
- By the end of the key stage pupils recognise negative numbers and are familiar with squared numbers and square roots. They know equivalent fractions and can add, subtract and multiply them. They have a good understanding of the relationship between decimals, fractions and percentages.
- Throughout the school pupils show good understanding and skills in their ability to handle data. Pupils are able to collect data and create and interpret tables and graphs. For example, pupils in Y5 show good skills in their ability to extract information from a data chart and draw meaningful conclusions from the patterns observed. Work is well supported through the use of spreadsheets and data bases and the application of information technology.

- Pupils throughout the school have a good knowledge of shape and space. They are confident in their identification of 2D and 3D shapes. For example pupils in Y4 are able to recognise the geometrical features and properties of pyramids and prisms and use this knowledge to classify shapes and solve problems. Pupils in Y6 have a good understanding of angles as a measure of turn and can measure degrees of rotation.
- Pupils have a secure knowledge of measures and can apply them when undertaking work in other curriculum areas. Pupils in Y3 show a good understanding of analogue and digital time.
- Throughout the school pupils' attitude to the subject is positive. Their abilities in mental number work are enhanced through well-structured numeracy sessions. In the best practice these are well paced and reflect a wide variety of exercises focussing on the development of mental strategies.

Shortcomings

- Further emphasis could be placed upon fostering independent learning skills by challenging pupils to deal with open-ended problems and enabling pupils to apply their mathematical knowledge in a range of practical tasks and to real life problems.
- While pupils are able to make sensible estimates, few demonstrate an awareness of the importance of using different strategies in the solving of problems. Many pupils have difficulty in calculating mentally number problems that require several stages.

Science

Standards of achievement are good overall and by Y6 are very good.

Good features

- Pupils have a good recall of previous learning and are able to share their understanding. They respond to questions confidently and understand scientific terms and concepts relevant to their age and stage of development.
- Teachers across the key stage ensure the use of specific scientific vocabulary in their teaching and pupils' explanations of their work.
- Pupils recognise the need to make fair tests, describing and demonstrating how to vary one factor when keeping others the same; they predict outcomes and are able to make a series of measurements. Pupils in Y3 are able to consider suggestions on what might affect the size of a shadow, and turn them into a form that can be investigated. These investigative skills are further developed in Y6 where pupils plan their own experiments to discover the noisiest places in the school leading to a sophisticated investigation to see what they can do to measure what affects the loudness of sound.

- Pupils in Y5 are able to recall previous work on the parts of a flower and apply their knowledge to dissecting a real flower and identifying the various parts and their functions.
- In Y4 pupils identify a variety of different minibeasts using keys to classify them into different groups and compare and contrast the minibeasts found within the school grounds with those found in a pond. Each pupil is asked to research a minibeast project at home, which is presented using IT. These projects are of a very good standard.
- The subject co-ordinator is well qualified and has taken a clear lead in monitoring standards. She has ensured that science is well taught throughout the school through ensuring adequate coverage of the scheme of work, preparation of a portfolio of levelled exemplars and through the establishment of good assessment investigations for all age groups.
- Pupils use scientific and measuring apparatus to enable them to make careful observations and measurements with appropriate precision. Throughout the school their written accounts are well presented in a clear and accurate manner using diagrams, charts, tables and graphs.

Shortcomings

- There are no major shortcomings but, with the exception of Y6, pupils would benefit from a lower level of teacher led investigation and more emphasis on developing their skills in formulating questions, hypothesising and identifying patterns or trends in results.

Welsh second language

Standards of achievement in Welsh as a second language are good.

Good features

- Across the key stage, pupils are developing confidence and participate in oral lessons with enthusiasm. Their pronunciation is accurate and more able pupils speak with good expression.
- Pupils in Y3 respond to instructions, recognise colours, count accurately and describe the weather. At the end of the key stage, Y6 pupils use an increasing range of words, phrases, sentences and questions when speaking. Across the key stage, pupils respond to questions using idiomatic expressions.
- Across the key stage, pupils are able to read their own work and printed texts to an audience. They understand phrases displayed in classrooms and are able to read extracts from their own written work and related reading texts. Pupils in Y6 read with increasing fluency, using correct mutations.

- Throughout the key stage, pupils' written work is varied and attractively illustrated. They are beginning to write for an extended range of audiences, including peers, family and friends. Y4 pupils write dialogues and descriptions of their friends. More able pupils in Y6 write sentences in response to questions and express an opinion. Pupils' work is supported by written comments in Welsh.
- A feature of the school is the use of incidental Welsh during registration and throughout the school day. This contributes significantly to pupils' confidence and extends their oral skills.

Shortcomings

- The use of role play to support speaking skills is under-developed.

Design and technology

Standards of achievement in design and technology are very good.

Good features

- Pupils across the key stage are making good progress in design and make activities. They are developing good skills in planning, evaluating and finishing products. They choose suitable materials, measure accurately and use appropriate tools and techniques.
- They understand the properties of different materials and use this knowledge appropriately. Y4 pupils understand the properties of waterproof materials when designing and testing boats. Y6 pupils construct mechanisms producing different types of movement, using cams and gears when designing a fairground ride. Y5 pupils consider the function and safety of products when making teapot stands.
- Pupils communicate their design ideas in a variety of ways, using ICT where appropriate. They produce good quality sketches and accurate drawings. When designing products, they evaluate their ideas effectively.
- Cross curricular links are developed in history and science. Y4 pupils produce Roman jewellery and design a chariot racing game. Y6 pupils extend their understanding of strengthening structures when making bridges.
- Across the key stage, pupils use tools and equipment appropriately with due regard to health and safety.
- The facilities provided in the school technology area effectively support the development of pupils' knowledge, understanding and skills.

Shortcomings

- There are no major shortcomings.

Information technology

Standards of achievement in information technology are good.

Good features

- The school has funded a large computer suite, with associated data projector and lap top computers. Information technology has a time-tabled place on the curriculum for all pupils. This, together with the good planning and co-ordination of the subject's development, has had a considerable impact on standards of achievement.
- All strands of the information technology curriculum are well developed and pupils have an appropriate range of experiences, including the use of e-mail and the internet.
- Pupils have good keyboard skills and the large majority are confident in loading, saving, printing and moving the mouse to alter information on the screen. Word processing skills are well developed with pupils able to alter font and font size and modify text. Older pupils are able to import illustrations and integrate them into their own designs and documents.
- Pupils maintain their own personal discs, which contain a record of their work and are used as a basis for the evaluation of standards. Pupils are able to work independently or in pairs and exercise a degree of autonomy appropriate to their age and ability.
- Pupils are able to explore the effects of changing variables in simulations and games-packages and are able to predict the outcomes of different decisions made.
- Pupils are able to input, sort and access information and retrieve data in a variety of graphical forms. They make good use of databases and spreadsheets and associated graphs as a means of interpreting, analysing and communicating information.

Shortcomings

- Pupils do not make sufficient use of information technology to explore and solve problems and further their understanding across a variety of subjects, in particular history, geography and music.

History

Standards of achievement in history are satisfactory.

Good features

- Pupils throughout the school have a good sense of the social aspect of history and show empathy with characters and events. They have a growing ability to

identify the causes and occasionally, the consequences of historical situations and changes in the period, for example, the reasons for the Roman invasion of Britain in Y4, or the Spanish Armada in Y5.

- Pupils make regular visits to places of historical interest, for example St.Fagan's in their study of the Celts; additionally, in Y6, walks in the local area identify the impact of the Victorian period on building styles. These are used successfully to raise pupils' understanding of the past.
- Effective use of artefacts and discussions about changing ways of life enable pupils to recognise the distinction between past and present with regard to everyday objects, for example, plates and drinking vessels in Tudor times.
- In their study of life and living conditions in Victorian times pupils in Y6 are able to evaluate the effectiveness of a variety of sources of information and use their studies in the local area to enhance their understanding of the period.

Shortcomings

- Investigatory work, involving the marshalling and weighing up of evidence, comparing and contrasting different views and speculating on cause and effect could be further developed through more focused and in-depth enquiry based work.
- Pupils' knowledge and understanding of historical periods needs further development to enable them to understand the consequences of historical events and changes.
- With the exception of Y6, there is an over-reliance on worksheets as a means whereby pupils can record their understanding of the work undertaken. Consequently pupils have limited skills in selecting and organising historical information and in communicating their ideas. Pupils' writing skills and their ability to express themselves in their own words are insufficiently developed.
- Pupils are unable to identify and give reasons for the different ways in which the past is represented and interpreted. Consequently much of the work lacks depth.

Geography

Standards of achievement in geography are satisfactory.

Good features

- Through their study of the Brecon Beacons, pupils in Y5 have a good understanding of the changes made to the environment and that people have different views about such changes. They understand ways in which people attempt to look after the present and safeguard the future environment through National Parks.

- In their study of the Brazilian rainforest and of Manaus in particular, pupils in Y6 show a good understanding of the impact of the physical environment on human activities. They recognise the processes that are contributing to change, for example resource exploitation, and the impact on traditional communities. They show a good understanding of links within the nation of Brazil and the impact of rural-urban migration on the development of shanty towns and poverty.
- Throughout the school pupils develop their mapping skills within a clear geographical context. For example, pupils in Y4 show good skills of analysis in interpreting aerial photographs when studying similarities and differences between their own locality and a range of contrasting U.K. localities.
- Studying their own locality, Y4 pupils develop a variety of geographical skills through fieldwork and the collecting and recording of information in a study of shopping habits.

Shortcomings

- Work in Y3 and Y4, in particular, is overly reliant on the use of worksheets where pupils' skills in writing are insufficiently developed through their work in geography. Here while much of the work has a geographical focus, investigations are rarely sustained beyond a basic level. Their knowledge and understanding of places is limited in depth.
- There is insufficient progression in the development of pupils' ability to recognise geographical patterns and offer explanations for them through relevant, analytical questions based on an understanding of geographical process.
- Pupils' understanding of the geographical nature of their local area, what processes are contributing to its development and people's differing views of how the locality is changing is insufficiently developed.

Art

Standards of achievement in art are good and pupils' work is celebrated in the many attractive displays around the school.

Good features

- Pupils use sketchbooks to practise observational drawing skills, to develop ideas and to design.
- At the beginning of the school year each pupil draws his/her shoe to provide an ongoing source of evidence in monitoring progress. Pupils in Y6 make a written evaluation of their perception of their own progress across the key stage.
- In Y4 pupils are enabled to experiment with the use of pastels. They are able to create tone, colour and texture.

- Pupils in Y3 extend their study of the work of Van Gogh – “Sunflowers” – from paintings in the style of Van Gogh to working in collage and clay.
- Pupils consider and appreciate the work of artists, craft workers and designers including local and Welsh examples.

Shortcomings

- The use of ICT in art is underdeveloped.

Music

Standards in music overall are good and in Y6 they are very good.

Good features

- A recorder group and members of the school choir support the singing of hymns in assembly.
- The school choir is well supported by pupils who perform confidently with expression and sensitivity. The choir is regularly asked to perform at local events and has recently composed its own special song.
- Pupils receive tuition in string, wind, brass and percussion from peripatetic teachers.
- Singing is well taught and pupils sing with enjoyment demonstrating good vocal skills. They give proper attention to breathing, phrasing and dynamics.
- Pupils sing and perform using tuned and untuned percussion instruments. Across the key stage they are able to create musical patterns of increasing complexity and record and follow symbols on a chart. Pupils in Y6 have a good understanding of texture, dynamics and pitch and pace.

Shortcomings

- There are no major shortcomings but pupils would benefit from a wider variety of experiences of the music of Wales.

Physical education

Standards of achievement in physical education are good.

Good features

- Across the key stage, pupils are developing an increasing range of physical skills and control of their bodies. They show an awareness of space, speed and direction.
- During games activities, pupils in Y3 develop control, accuracy and fluency when working with others. They understand the structure of games and are able to apply

common skills and principles, including attack and defence. They are able to adapt basic actions, transferring body weight and travelling appropriately.

- Pupils in Y6 develop good skills in sending, receiving and striking. In a lesson involving hockey skills, they demonstrate good skills when travelling with a ball. They are able to evaluate and refine their own skills and those of others using appropriate terms.
- Across the key stage pupils develop their travelling, jumping and turning skills when involved in folk dancing.
- At the end of the key stage, pupils' physical skills are extended when they are involved in outdoor and adventurous activities which include canoeing and sailing. Pupils in Y6 receive instruction in swimming. A range of sporting activities, provided by the school, contributes to improving standards.
- The co-ordinator provides teachers with good support in planning activities for pupils.

Shortcomings

- In games lessons, pupils are often involved in repetitive activities which do not effectively develop appropriate skills.
- A small minority of pupils in games lessons are unable to apply their listening skills and consequently do not respond readily to instructions.

Religious education

Standards of achievement are unsatisfactory overall.

Good features

- The good links that have been established with the local church enhance pupils' knowledge and understanding.
- Pupils in Y6 wrote prayers in response to an international disaster. They showed sensitivity and caring towards those that had suffered.
- From the starting point of the story of Ruth in the Old Testament, pupils in Y4 show their awareness of the needs of others by planning activities and raising money to buy a pipe well for communities in Sri Lanka.

Shortcomings

- Lessons have limited religious context.
- Pupils show little awareness of how religious beliefs shape the identity of both individuals and faith communities.

- Examination of books and discussion with pupils indicates that insufficient time is given to religious education.
- Pupils demonstrate limited awareness of customs and traditions of religions other than Christianity.
- Throughout the key stage, pupils are not encouraged to express their own responses to questions and issues that are raised in the process of exploring religion and human experience.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

The last inspection report of April 1995 identified five key issues for action. These indicated that the governors, headteacher and staff of the school needed to:

- ensure the standards of work in physical education are of a consistent quality throughout the school and that work in technology includes opportunities for research, design and evaluation;
- increase consistency in the quality of teaching provided so that all lessons are characterised by pace and challenge in learning;
- continue to develop the monitoring roles of the headteacher and curriculum co-ordinators and focus this monitoring on the standard and quality of work;
- develop a statement of the school's organisation of its curriculum that will give a clear indication of the balance between its elements;
- extend the scope of the school's development plan, align it with budgetary planning and include precise criteria against which success in implementing the plan can be measured.

Through the implementation of an appropriate action plan, there is clear evidence of improvement in all of the above issues.

Standards of achievement in physical education are good throughout the key stage. Standards of achievement in design & technology are very good and incorporate the key elements of research, design and evaluation. The quality of teaching in the school is judged to be good or better in more than 60% of the lessons observed. In the large majority, lessons proceeded with appropriate pace although work continues to be needed to ensure that the more able pupils are appropriately challenged. Both the headteacher and curriculum co-ordinators have a programme for the monitoring and evaluation of standards. The extent of such appraisal between subjects varies unduly; in the best practice in English and science, it is rigorous and informative. This now needs to be extended to all subjects.

The school provides a broad and balanced curriculum for its pupils in which integration between subjects, where appropriate, is exploited. There is a clear indication of the balance between subjects. The school's development planning is matched to financial planning and includes criteria for success.

8.2 Key Issues for Action

In order to build on its current strengths, the school needs to:

- raise standards in religious education and those subjects identified as satisfactory, namely history and geography;
- raise standards in those key skills across the curriculum identified as satisfactory, namely reading, writing and information and communication technology;
- continue to develop positive approaches to the involvement of parents as full partners in the education of their children;
- meet the statutory requirement with regard to a daily act of collective worship;
- take steps to ensure that the financial resources currently available are used to best effect to support school improvement.

The inspection team wish to express their thanks to the governing body, headteacher, staff, parents and pupils of Greenlawn Junior School for their co-operation and assistance before and during the inspection.

APPENDIX

A. Basic information about the school

Name of School	Greenlawn Junior
School type	LEA Maintained Primary
Age -range of pupils	7 - 11
Address of school	Glascoed Road New Inn PONTYPOOL
Post-Code	NP4 0ND
Telephone Number	01495 762693

Headteacher	Mr. Alun Jones
Date of appointment	September 1993
Chair of Governors/ Appropriate Authority	Mr. Maldwyn Osborne
Registered Inspector	Mr. Allan Fear
Dates of inspection	15-18 October 2001

B. School data as indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	na	na	na	na	89	75	95	86	345

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	13	1	13.6

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	25.4 :1
Pupil : adult (fte) ratio in nursery classes	na :1
Pupil : adult (fte) ratio in special classes	na :1
Average class size, excluding nursery and special classes	28.75
Teacher (fte) : class ratio	1.13 :1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Spring 2001			96	96
Summer 2001			93	93
Autumn 2000			96	96

Number of pupils excluded during 12 months prior to inspection.	0
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C. Results of national curriculum assessments and public examinations

NATIONAL CURRICULUM ASSESSMENT RESULTS

END OF KEY STAGE 2: 2001

National Curriculum Assessment KS 2 Results: 2001							Number of pupils in Y6: 75							
Percentage of pupils at each level														
			D	A	N	B	W	1	2	3	4	5	6	
English	Teacher assessment	School	0	0	0		0	0	3	8	41	48		
		National	0	0	1		0	1	6	19	48	25		
	Test/Task	School	0	0	0	0				3	12	37	48	
		National	0	2	2	0				4	14	47	31	
Mathematics	Teacher assessment	School	0	0	0		0	0	1	13	39	47		
		National	0	0	1		0	1	4	19	47	28		
	Test/Task	School	0	3	0	0				1	8	51	37	
		National	0	2	1	1				4	18	42	32	
Science	Teacher assessment	School	0	0	0		0	0	0	4	32	64		
		National	0	0	1		0	0	3	15	52	29		
	Test/Task	School	0	0	0	0				0	5	45	49	
		National	0	2	0	1				2	13	51	31	

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:	85	In the school:	83
In Wales:	68	In Wales:	68

- 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
 N Pupils who have failed to register a level for reasons other than absence
 W Pupils who are working towards level 1

D. The evidence base of the inspection

Before the inspection, meetings were held with the staff, the governing body and the parents of pupils registered at the school. 16 parents were present at the pre-inspection parents' meeting. Documents supplied by the school were scrutinised and 136 questionnaires returned by parents were analysed. A team of 4 gave 14 inspector days to the inspection, in the course of which formal observations were made of 57 lessons or part lessons. In addition, 64 formal notes were made of aspects of pupils' work and provision. Discussions with pupils from all age groups and abilities were undertaken, both inside and outside the classroom. A representative sample of pupils' work from all classes and for the whole academic year was scrutinised. Teachers' plans and records were examined. Inspectors considered the site, fabric and resources of the school. Discussions were held with the Head and with teachers, particularly about their subject management roles. Still within the context of the inspection, reporting back meetings took place with the Head, the staff and the governing body.

E. Composition and responsibilities of the inspection team

NAME	ASPECTS	SUBJECTS
Mr. A.D.Fear	1.0 The School and its Priorities; 2.0 Main Findings; 3.1 Standards achieved in the subjects and Areas of Learning; 3.2 Standards achieved in the Key Skills across the Curriculum; 5.1 Teaching; 6.1 Quality of Self-Evaluation and Planning for Improvement; 6.2 Leadership and Efficiency; 6.3 Staffing, Accommodation and Learning Resources; 8.1 Progress since the last inspection; 8.2 Key issues for action.	Mathematics Information technology History Geography
Mr. D.Howells	4.1 Pupils' Spiritual, Moral, Social and Cultural Development; 5.2 Assessment, Recording and Reporting; 5.4 Support, Guidance and Pupils' Welfare;	English Welsh second language Design & Technology Physical Education
Mrs.M.Dyas	5.3 Curriculum; 5.5 Provision for pupils with special educational needs (SEN)	Science Music Art Religious education
Mr. C.Hewitt	4.2 Behaviour and Attitudes; 4.3 Attendance; 5.6 Partnership with parents and community, schools and other institutions; 5.7 Partnership with industry.	