

**REPORT**

**on the**

**INSPECTION UNDER SECTION 10 OF  
THE SCHOOL INSPECTION ACT 1996**

**HENLLYS CHURCH IN WALES  
VOLUNTARY AIDED PRIMARY SCHOOL  
TŶ CANOL WAY  
HENLLYS  
CWMBRAN  
TORFAEN  
NP44 6JA**

School Number: 678/3330

Date of Inspection: 28<sup>th</sup> June – 1<sup>st</sup> July 2004

**By**

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Under Estyn contract number: T/285/03P

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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:

{PRI VAT E }	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 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**

Henllys Church in Wales Primary School, built in 1992, is an Anglican Voluntary Aided school on the outskirts of Cwmbran in the county of Torfaen. The school caters for pupils aged from four to eleven. There is no specific catchment area, but in accordance with the School Trust Deed, it serves the whole of the Rectorial Benefice of Cwmbran. However, most pupils come from the Henllys and nearby Ty Canol area of Cwmbran.

Children are admitted to the reception class in the September following their fourth birthday. There are 207 pupils on roll and numbers have remained constant since the last inspection in 1998. All pupils are from English speaking homes, with two percent from ethnic minority groups. There are no pupils from Welsh speaking homes and Welsh is taught throughout the school as a second language. The main aim is to provide a happy school, based upon Christian moral values where pupils reach the highest possible standards of education and realise their full potential.

The school considers 75% of its pupils to be neither prosperous nor economically disadvantaged with the remainder coming from relatively prosperous homes. Four percent of pupils are entitled to free school meals, which is well below the national average of 18.5%. The intake covers the full range of ability, and attainment upon entry is broadly average. There are 28 pupils [13%] on the school's special educational needs [SEN] register, including one with a statement of SEN. The local education authority [LEA] considers the ability of the children to be good, placing the school in the upper quartile of the county.

Following the last inspection, the school produced an action plan detailing how it would address the key issues for improvement. Current priorities to be addressed in the School Development Plan [SDP] are:

- to review the teaching of practical science;
- to review and enhance the quality of writing in the school, and
- to review subject responsibilities.

The school has been awarded the 'Investors in People' and the 'Quality Mark' since the last inspection.

During the current academic year, long-term temporary staff have taught Years 4 and 6, and the Year 2 teacher has been absent due to ill health for a considerable amount of time.

## **2. MAIN FINDINGS**

### **The main findings of the report**

Henllys Church In Wales Primary School is a good school with a Christian ethos that permeates all aspects of its work.

## Educational standards achieved in subjects and areas of learning

- The educational provision for children under five years is good and they make good progress towards the Desirable Outcomes for Children's Learning from a broadly average base. Standards in the six areas of learning are:

Language, literacy and communication skills	Very good
Personal and social development	Very good
Mathematical development	Good
Knowledge and understanding of the world	Good
Physical development	Good
Creative development	Good

- Standards in religious education are reported separately under the requirements of a Section 23 inspection. Pupils' standards of achievement in the subjects of the National Curriculum [NC] are:

Subject	Key Stage 1	Key Stage 2
English	Satisfactory	Good
Mathematics	Good	Good
Science	Good	Good
Welsh second language	Good	Good
Information technology [IT]	Satisfactory	Satisfactory
Design and technology	Satisfactory	Good
History	Satisfactory	Good
Geography	Good	Good
Art	Satisfactory	Satisfactory
Music	Good	Good
Physical education	Good	Good

- During the inspection, standards achieved were satisfactory or better in all 53 lessons observed. They were very good in 11%, good in 65% and satisfactory in the remaining 24%.
- In the 2003 NC teacher assessments at the end of Key Stage [KS] 1, the percentage of pupils achieving the expected Level 2 or above outperformed that of the LEA and Wales in language and science, and equalled them in mathematics. However, there was a significant dip in the number of pupils achieving the higher Level 3 in the three subjects, being noticeably below the Wales and LEA figure.
- In the Standard Assessment Tests for pupils at the end of KS2 in 2004, 90% of pupils achieved Level 4 or above in English, mathematics and science [the Core Subject Indicator or CSI], with 45% achieving the higher Level 5 in all three subjects. These figures are substantially above the national figures for 2003 when the CSI was 69%.
- Pupils' use of key skills across the curriculum is good. Throughout the school, standards are good in speaking and listening. Standards in writing are good in KS2 and Year1 [Y1] and satisfactory in Y2. The application of information technology and numeracy skills is good across the school. Children who are under five make good progress in all their

literacy, numeracy and information and communications technology [ICT] skills because they are developing and using them on a daily basis across the areas of learning.

- Although the use of information technology to support learning in subjects across the curriculum is developing very well, currently there is insufficient hardware in the school for all pupils to practise their skills on a regular basis.

### **Ethos of the school**

- The quality of provision for pupils' spiritual, moral and social development is very good. Cultural development is good. Pupils respond well to the experiences provided and make good progress.
- The quality of behaviour is very good overall. Pupils demonstrate good attitudes towards their learning and this has a substantial impact on progress and the quality of life in the school. One pupil has been temporarily excluded during the past year.
- Attendance levels are satisfactory and in line with national averages. Parents cooperate by notifying school of their child's absence, and parents are made aware of the effect of taking children out of school during term time. However, some instances were observed where holidays had exceeded the 10 days per year authorised absence recommended by National Assembly for Wales Circular 3/99. Punctuality is good.

### **Quality of education**

- The quality of teaching is good overall. In the 53 lessons observed, it was very good in 23%, good in 54% and satisfactory in 23%. Teaching was consistently very good in Y6. Teachers have a secure knowledge of the subjects they teach and planning is of a good quality in most classes. In the best lessons, teachers have high expectations of their pupils, set challenging but enjoyable tasks and employ a range of techniques to hold pupils' interest. At the end of KS1, work carried out over the year indicates that expectations have not been consistently high and pupils' progress has been below that expected in some subjects.
- The quality of assessment recording and reporting is good overall. It is good in the Early Years, very good in the core subjects and satisfactory in other subjects. There has been a significant improvement with assessment procedures in the core subjects since the previous inspection and this aspect is now a strength of the school. However, assessments in foundation subjects are still informal and there is insufficient detail to compile accurate records of how pupils are progressing year on year.
- The quality of the curriculum provided by the school is good and is accessible to all its pupils, including those with SEN. It reflects the aims of the school and is successful in the promotion of the spiritual, moral, social, mental and physical development of its pupils.
- The quality of support and guidance to ensure pupils' welfare is very good. The effectiveness of personal and educational guidance is good. Opportunities to promote independent learning are good overall. The school's child protection policy is in line with the recommendations of the LEA and staff are aware of their obligations.

- The school is generally effective in its provision of Y Cwricwlwm Cymreig, which is aimed at making pupils aware of the unique characteristics of Wales and its culture, although it does not pay sufficient attention to individuals of note in art and history.
- The provision for pupils with SEN is good. They make good progress and achieve good standards. Pupils are fully included in the life and work of the school, with every effort being made to ensure their needs are met. Assessment procedures are effective in identifying pupils' needs at an early age.
- Partnership with parents and community, schools and other institutions is good overall, with some very good features. Parents are well informed about the activities of the school and, together with the community, play an important part in the life of the school. The school's partnership with industry is good and has a beneficial impact on the educational provision and standards.

## **Management**

- The quality of leadership provided by the governors, headteacher and staff is good. The headteacher provides caring and clear direction showing a commitment to continuing development and improvement for the future of the school. Supported by the hard-working staff, he is successful in moving the school forward, and standards are rising.
- The school is successful in achieving its main aim to provide a happy school based upon Christian moral values where pupils are encouraged to achieve their potential. Determined efforts are being made to evaluate standards and the quality of provision at the school. The quality of school self-evaluation and planning for improvement is good.
- The governing body gives good support to the school and effectively fulfils its statutory obligations. Members are well informed and understand their roles and responsibilities. Individual members have started to oversee subject areas, and useful curriculum links with co-ordinators are developing. These links are aimed at monitoring provision and standards, but insufficient consideration is paid to pupils' achievement in foundation subjects.
- The SDP is an effective working document. It identifies appropriate priorities and targets, and includes success criteria, planned costings and time scales. The governing body monitors the budget ensuring it is related to the identified priorities of the school.
- The quality of accommodation is good. The school stands on an elevated, attractive, large site with spacious grounds. The building is adequate, though some classrooms are not spacious for the number of pupils, and is very well maintained. The interior is bright and welcoming and enhanced with very good quality displays of pupils' work. Overall, resources are good, although there are deficiencies in hardware that restrict pupils' progress in IT. However, this issue is soon to be addressed with the building of a new IT suite.
- Since the last inspection, the school has made good progress overall in addressing the key issues identified. These include raising standards in Welsh and design and technology, improving the monitoring of standards throughout the school, improving the balance of the curriculum and improving links with industry. There remains work to be done in the monitoring of foundation subjects.

### **3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS**

#### **3.1 Standards achieved in subjects and areas of learning**

Standards achieved in lessons observed were very good in 12%, good in 65% and satisfactory in 23%.

- The educational provision for the under-fives is good and successfully promotes the Desirable Outcomes for Children's Learning. Standards of achievement are very good in language, literacy and communication skills and in personal and social development. Standards are good in mathematical development, knowledge and understanding of the world, creative development and physical development.
- Standards of achievement at the end of KS1 are good in mathematics, science, Welsh second language, geography, music and physical education. They are satisfactory in English, information technology, design and technology, history, and art. From evidence in their books and through discussion with pupils it is evident that pupils make good progress in Y1 and achieve good standards in a wider range of subjects, but at Y2 insufficient progress is made in some subjects to sustain the good level of progress.
- In KS2, standards are good overall in English, mathematics, science, Welsh second language, design and technology, history, geography, music and PE. They are satisfactory in information technology and art. At the end of the key stage, pupils achieve very good standards in English, mathematics and science.
- During the inspection, figures for the 2004 end of KS1 assessments had not been finalised, but the 2003 teacher assessments indicate that the percentage of pupils achieving the expected Level 2 or above outperformed those of the LEA and Wales in language and science, and equalled them in mathematics. However, there was a significant dip in the number of pupils achieving the higher Level 3 in the three subjects, being noticeably below the Wales and LEA figure. Analysis of these results indicate that, although value added improvements from the Baseline Assessment in the reception class have been quantified, the school had identified this cohort of pupils as one that would achieve below that of the previous year.
- In the Standard Assessment Tests for pupils at the end of KS2 in 2004, 90% of pupils achieved Level 4 or above in the three core subjects of English, mathematics and science with 45% achieving the higher Level 5 in all three subjects. These figures are substantially above the national figures for 2003 when the CSI was 69%.
- The results of the assessments show no substantial differences in standards between boys and girls in any one subject area.
- Provision for pupils with SEN is good. The twenty-eight [13%] pupils on the school's register of SEN make good progress towards the targets set.

### **3.2 Standards achieved in key skills across the curriculum**

Standards of achievement in Key Skills across the curriculum are good in speaking, listening reading and writing, numeracy and ICT.

- Children who are under five make good progress in all their literacy, numeracy and ICT skills because they are developing and using them on a daily basis across all six areas of learning.
- Across both key stages, pupils effectively use their speaking and listening skills in both English and Welsh. ‘Talking Pairs’ is a particularly strong feature, where pupils enthusiastically discuss and develop their ideas with a partner, listening intently to their point of view. Group discussion is equally effective, particularly for pupils in Y5 and Y6. Speaking at length to the class on a topic of their choice is another very good strategy that is used, for example in Y3, which is very beneficial in improving speaking and listening skills.
- Pupils are encouraged to read widely and to use books to find out information, for example, in history and science. Many pupils in KS2 are knowledgeable about how to access information books in the library. Some pupils, however, say the books are brought to them and they do not have this skill.
- Writing in subjects across the curriculum has been a big focus recently and has been successful in enabling pupils to make good use of their skills to write for a wide variety of purposes, such as letters, reports, information sheets, descriptive writing and poetry. Writing in these instances is mainly fluent and generally well presented. Occasionally, in some classes and in some subjects, standards are limited when pupils’ overuse of worksheets stops them from expressing their views and ideas in writing.
- In ICT, pupils’ keyboard skills are developing well, particularly in word processing, drawing and painting. They use the equipment confidently and competently and can independently access a range of programs to support their learning. Older pupils use the Internet and CD ROMS effectively to research and retrieve information and to control movement.
- Pupils with special educational needs make good use of their ICT skills to support their learning in a range of subjects.
- Standards in numeracy are good. In particular, pupils make good use of their skills to gather and process information; for example, in science in Y5 for keys and classification. Younger pupils enjoy engaging in a wide range of problem-solving games and tasks, and in both key stages pupils use graphs, charts and tables to interpret and record their work well.

## **4. ETHOS OF THE SCHOOL**

### **4.1 Pupils’ spiritual, moral, social and cultural development**

The quality of pupils’ spiritual, moral, social development is very good. Cultural development is good.

- The ethos of the school is firmly grounded in Christian principles where much care and concern is shown for the individual welfare of each pupil.
- Pupils' spiritual development is developed well through many opportunities to reflect both in collective worship and throughout the day. The value and respect given to pupils' contribution by staff and other pupils enhance their spiritual development. Pupils' achievements are celebrated in a range of activities across the school.
- Staff promote good values and moral standards throughout the school. Pupils' moral development is fostered appropriately, both in the curriculum and in the general life of the school. Pupils demonstrate respect for adults and each other and are developing a good awareness of right and wrong. A wide range of charities benefit from the support of pupils and the generosity of their parents.
- There are good relations between all members of the school community with adults providing pupils with good models of behaviour. Pupils collaborate well and are often helpful to each other, with older pupils taking responsibility for those younger than themselves. Good opportunities for extra-curricular activities enhance pupils' social development. Pupils regularly undertake responsibilities, and show initiative when required.
- The culture and language of Wales are well promoted in the daily life of the school. Pupils have a good understanding of their cultural heritage with visits making a good contribution to pupils' understanding of their local heritage in particular. Pupils appreciate the diversity and richness of other cultures in their work in geography and music and through visitors to the school. Pupils' awareness of individuals of note from Wales is underdeveloped in history and art.
- Daily acts of worship make a good contribution to pupils' spiritual, moral, social and cultural development. Pupils' singing and the playing of music add significantly to the atmosphere and sense of occasion.
- Pupils respond well to the school's provision for spiritual, moral, social and cultural development. The school has an appropriate equal opportunities and racial equality policy. Pupils are aware of the need to be tolerant of differences and to work together harmoniously.

## **4.2 Behaviour and attitudes**

Behaviour and attitudes are very good throughout the school, and have a positive impact on pupils' progress and the standards they achieve.

- When moving in and around the school, pupils behave well. Most are courteous and friendly, and treat one another and adults with respect. Carpeted corridors and classrooms help keep noise levels down. Safe passage is ensured when passing from room to room and when moving in and out of school, by pupils manning the doorways and entrances.
- The head teacher and his staff set and expect high standards of pupils' behaviour. The school's assertive discipline policy is effective, and helps pupils work without

unnecessary distraction. The school has in place detailed policies for managing behaviour and for dealing with bullying and racism, although no instances of either were observed during inspection. The classroom and playground rules are respected. One pupil has been temporarily excluded during the past year.

- The Infant and Junior sections of the school have their own playgrounds on which children mix and play happily together. The playgrounds are sited well away from any moving vehicles entering or leaving the school. In dry weather the extensive grassed area is also used for play. Playground supervision is adequate. The small fenced area reserved for reception children to play is not fit for purpose. The fence is insecure with ill-fitting gates and there is insufficient hard surface area to effectively operate wheeled toys. The school has identified this issue.
- Pupils' attitude to learning is good. During lessons, pupils' concentration and interest levels are generally maintained, they are sensible and responsible and when asked willingly take on additional duties and responsibilities. From the early years on, children deliver the attendance register to school office while older pupils assist in supervising infant children as they enter school from their playground and help to clear the hall at the end of the lunch session.
- A good system that fosters awareness of the needs of others is the 'Buddy Pairs', where older pupils are paired with KS1 pupils for a variety of activities.
- Parents who responded to the pre-inspection questionnaires agree that the school achieves high standards of good behaviour. They similarly agree that the school's Christian values and attitudes have a positive effect on their children.

### **4.3 Attendance**

Attendance levels are satisfactory, punctuality is good.

- The attendance figure for the year prior to inspection averaged 94%, which equals the national average. There is less than 1% unauthorised absence. Parents cooperate by notifying school of their child's absence, and parents are made aware of the effect of taking children out of school during term time. Where this is unavoidable, they must complete a holiday form.
- Registration is completed promptly at the beginning of the morning and afternoon sessions, ensuring lessons begin on time. The registers are neatly maintained and absences correctly codified, although some instances were observed where holidays had exceeded the 10 days per year authorised absence recommended by NAW Circular 3/99. Information from the registers is up-loaded onto an electronic management system, which produces statistical data for review and analysis. It was noted that some staff continue to annotate their own class registers with weekly totals and percentages.
- Monitoring of attendance is carried out by the head teacher, who liaises with the education welfare officer in the event of concerns about absenteeism.
- On arrival at school, pupils are allowed to enter the school independently. School doors are opened at 8.50am and a member of staff is on hand. This helps ease traffic congestion

at the dropping off point. At 9.00am all doors are locked, after which access to the school can only be gained through the main security controlled entrance.

- With few exceptions, pupils arrive in school on time.

## **5. QUALITY OF EDUCATION**

### **5.1 Teaching**

The quality of teaching is good overall. During the inspection, the quality of teaching in the 57 lessons observed was very good in 23%, good in 54% and satisfactory in 23%. Teaching was consistently very good in Y6.

- Teachers have suitable knowledge and understanding of the subjects they teach. Planning is generally of a good standard, identifying learning objectives and lesson activities.
- Teaching in the reception class is good and takes account of the needs of young children. Appropriate activities are well planned and conducted at a good pace to engage children's interest. Adult help is deployed to good effect and makes a substantial contribution to children's learning.
- Teaching in KS1 is good overall. In Y1 and Y2, direct teaching is good and successful in promoting good learning. Activities and questioning are challenging and appropriately related to pupils' levels of ability.
- At the end of the key stage, however, scrutiny of work carried out prior to the inspection showed that some pupils, especially the higher achievers, had made insufficient progress over the year particularly in those subjects that require pupils to write. An over-reliance upon worksheet related activities with insufficient challenge restricts the flow of individuals' recording methods and extended writing opportunities.
- Teaching is good in KS2. In the lower key stage, teaching is good overall; it is of a consistently good standard in Y5 and a very good standard in Y6. This high quality teaching makes a significant contribution to the good and very good standards achieved in some subjects at the end of the key stage.
- In the best teaching, teachers have very high expectations of their pupils. Tasks are interesting, challenging and presented at a brisk pace. Learning objectives are shared with pupils, while plenary sessions allow pupils the opportunity to assess and reflect upon their degree of achievement. Good quality questioning is probing and extends pupils' knowledge and understanding. Pupils' responses are always valued which gives them the confidence to express opinions or make suggestions without fear of being wrong.
- In lessons judged to be satisfactory, some pupils, especially at the end of KS1, are not consistently given challenging activities, and group activities are insufficiently thought out to ensure pupils know what is required of them. In other classes, teacher introductions are occasionally too long resulting in pupils becoming restless and losing interest. Consequently, pupils have insufficient time for the completion of set work. A lack of

urgency for pupils to complete their work within the given time also leads to some uncompleted tasks.

- At both key stages, the work is generally matched to the needs of pupils and tasks are suited to their levels of ability. Pupils in all classes are given frequent opportunities to work independently and collaboratively.

## **5.2 Assessment, recording and reporting**

The quality of assessment recording and reporting is good overall. It is good in the early years, very good in the core subjects and satisfactory in other subjects.

- Assessment and recording procedures for children who are under five are thorough. Assessment on entry is undertaken conscientiously and this information, together with daily ongoing assessments by the teacher and assistant is carefully compiled and analysed to give a detailed picture of how children are progressing through the reception class in the six areas of learning.
- There has been a significant improvement with assessment procedures in the core subjects since the time of the previous inspection and this aspect is now a strength of the school. The school has a very good picture of how individual pupils of all abilities are performing year on year. Efficient systems are used to monitor and ensure equality of provision for all groups of pupils and to drive up standards. Teachers use Analysis of results by gender groups ensures that there is no substantial difference in achievement between boys and girls in the core subjects. assessment information effectively to provide work that is at the right level for individual pupils.
- There is scope to improve the system further in non-core subjects. Assessments in these subjects are still informal and there is insufficient detail to compile accurate records of how pupils are progressing year on year. In some subjects, co-ordinators have started to compile portfolios of assessed and annotated work and these are proving useful in helping teachers to assign national curriculum levels to pupil's work.
- Evidence shows there is much good practice in assessing, monitoring and assisting the progress of pupils with special educational needs. Assessment is rigorous and the information is used effectively to provide work that is at the right level and to target support.
- The school has recently introduced a new system of recording pupils' progress in the core subjects, replacing a more bulky procedure. This has the potential to be helpful in tracking individual pupil's progress easily, but is still at an early stage.
- Marking of pupils' work is undertaken conscientiously across the school and comments are very positive. In the best examples, teachers inform pupils where and how they can improve their work, but this practice is not applied consistently across the school.
- Reporting of pupils' progress to parents is good. In the core subjects particularly, it is made quite clear to parents the progress that their children are making and where they need to improve. In other subjects, reports tend to describe coverage of work rather than standards achieved because assessment procedures in these subjects are not as precise and

informative as they should be. Parents are invited into the school to discuss their children's progress and feel this is useful.

### **5.3 Curriculum**

The quality of the curriculum provided by the school is good.

- The curriculum fully reflects the aims of the school and is successful in the promotion of the spiritual, moral, social, mental and physical development of its pupils.
- The curriculum for the under-fives is good. It is relevant to the children's age and stage of development and successfully promotes their progress across the six areas of learning. The scheme of work is effective and forms a sound basis for the provision of a good range of experiences and activities.
- The curriculum in KS1 and KS2 is broad, balanced and relevant to pupils' needs. It complies with statutory requirements. Teaching time in both key stages meets the National Assembly for Wales' recommendations.
- The organisation of the curriculum is good with an appropriate time allocation for each subject. Curriculum provision for all pupils, including those with SEN is good. The curriculum is delivered using a mix of topic and subject specific lessons. Planning of the curriculum is good overall, with some very good examples. Most planning is detailed and clearly based upon the learning objectives.
- There are appropriate schemes of work in place for all subjects, which are effective in ensuring continuity and progression of skills, knowledge and understanding through the school. The planning of key skills is successful and promotes the use of literacy, numeracy and ICT across the curriculum.
- Good arrangements are in place to ensure the personal and social development of all pupils. The curriculum includes appropriate opportunities when pupils are made aware of environmental matters and they make good progress in their understanding of various issues and the rights of individuals to have different opinions.
- The curriculum is socially inclusive. The school strives to ensure full equality of access and opportunity for all its pupils. The employment of additional staff to support pupils with problems provides valuable help. Work is well matched to these pupils' needs. However, some of the higher achieving pupils at the end of KS1 are not consistently challenged across all subjects. The curriculum provided for pupils in KS2, and especially in Year 6, is challenging for all ability levels.
- School visits and residential trips in Years 5 and 6 greatly enhance pupils' experiences and learning. The enthusiasm and commitment of teachers allow the school to provide a wide range of after-school extra-curricular activities which vary at different times of the year, which currently includes country dancing, recorder playing and football. Within school time, but on a rota system to ensure pupils do not miss subjects on a regular basis, a large percentage of pupils in KS2 are receiving lessons and learning to play a wide variety of instruments.

- The school is generally effective in its provision of Y Cwricwlwm Cymreig, which is aimed at making pupils aware of the unique characteristics of Wales and its culture, although it does not pay sufficient attention to individuals of note in art and history.
- The school makes good use of homework to support work undertaken in the classroom.
- No pupil is disapplied from the curriculum and there is no modification of the curriculum to suit individual pupils.

#### **5.4 Support, guidance and pupils' welfare**

The quality of support and guidance to ensure pupils' welfare is very good.

- The school provides a welcoming, caring and attractive environment. Parents are happy with the support and guidance their children receive by the school, and pupils are happy to come to the school where they feel valued and safe. Pupils with medical problems are given appropriate care and attention.
- Relationships within the school are very good. Pupils address their teachers confidently and feel comfortable in approaching the staff when they have problems, in the knowledge that matters will receive a sympathetic hearing.
- There is a wide range of policies in place that ensure that all aspects of pupils' welfare are carefully considered. Risk assessments are carried out on a regular basis and staff are aware of the importance of safe working procedures. The school takes every precaution to ensure the safety and well-being of its pupils.
- Opportunities to promote independent learning and to develop a sense of responsibility are good. Pupils across the school are expected to learn to work without direct supervision and are given a variety of responsibilities, which they enjoy carrying out.
- A suitable policy for sex education is in place and its requirements are met within the context of the science curriculum and health education programme. Appropriate emphasis is given to respect for oneself and others within a clear moral framework.
- Appropriate policies ensure that oppressive behaviour, including bullying, is eliminated. Incidents of inappropriate behaviour are usually dealt with swiftly and in accordance with the policies.
- Good arrangements for the assessment of pupils' work ensure individuals with difficulties are identified quickly and help is promptly sought from available and relevant agencies.
- The school is totally inclusive. Policies ensure that everyone is treated on an equal basis and all pupils have equal access to all parts of school life.
- Based upon LEA guidelines, effective procedures related to Child Protection issues are in place. The head teacher is the designated member of staff and is aware of the correct procedures to follow to deal with any concerns. He liaises closely with the SENCo on child protection issues and staff members are aware of the related practice. The school makes appropriate provision for the care of a child looked after by the authority.

- The NNEB is fully trained in first aid procedures, but there are insufficient staff qualified to administer first aid to ensure coverage if she is absent from school. Lunchtime supervisors have received recent appropriate basic training.

## **5.5 Provision for pupils with special educational needs (SEN)**

The provision for SEN is good. Overall, pupils make good progress.

- The school has identified twenty-eight pupils (13%) as needing SEN support. There is one pupil with a statement of SEN. Provision for SEN includes non-teaching withdrawal and in-class support.
- Pupils with special educational needs are fully included in the life and work of the school, with every effort being made to ensure that their needs are met. The school follows the procedures in the Code of Practice competently. Reviews of statements are carried out fully and systematically.
- Assessment procedures are effective in identifying pupils from an early age. However, the use of diagnostic testing to further identify learning difficulties is only partly developed.
- The newly appointed SENCo's role is developing well and she communicates well with staff and outside agencies. The involvement of the headteacher in the SEN team ensures that SEN receives a high priority in the school.
- Individual Education Plans are useful documents, which are used effectively by staff and are reviewed every term. They are shared with parents, which is good practice. Generally, the targets set are specific, measurable and relevant to pupils' needs. At times, the number of targets set are over ambitious in number and insufficiently specific to be easily achievable.
- Classroom teachers know their SEN pupils very well. At times, however, the expertise available to staff is insufficient to fully meet their responsibilities in this area.
- Pupils have access to a broad, balanced and relevant curriculum, which is generally well matched to pupils' ability. On occasion, however, the work set is not sufficiently differentiated for independent learning.
- It is commendable that the school provides extra support for pupils at the School Action stage of the Code of Practice. The quality of the support provided these pupils is good. Overall, pupils who receive this support make good progress. Pupils benefit from work that is closely linked to the classroom curriculum in these sessions.
- Overall, pupils with behaviour problems make good progress with strategies put in place by the school. However, the expertise available to the school for pupils with more complex behaviour problems is inadequate.
- Links with parents and outside agencies, particularly with Health Service and the Educational Psychologist, are good. When the health department provides support to pupils at School Action Stage of the Code of Practice, pupils make good progress. For

instance, the effect of speech therapy support is evident in the classroom to raise individual pupils' language standards.

- The governor with responsibility for SEN is well informed about SEN matters and she works closely with the school.
- The use of appropriate IT software for pupils to support learning and to practice basic skills is developing generally well.

## **5.6 Partnership with parents and community, schools and other institutions**

Partnership with parents and community, schools and other institutions is good overall, with some very good features.

- The school prospectus and early years policy provide much useful information for parents. These publications are reviewed regularly and amendments issued as necessary. Parents are informed of events in school through regular newsletters. Letters sent to parents keep them informed of the day-to-day happenings. The governors' annual report to parents reviews the school year, and includes a financial statement. Parents have the opportunity to discuss the report with governors.
- There are appropriate opportunities, both formal and informal, for parents to discuss pupils' progress, school reports and any matters of concern. The school has appropriate regular meetings related to the well-being of the child looked after by the authority.
- Parents indicate satisfaction with information the school provides for them.
- The school has an active Parent Teacher Association (PTA), which organises and manages a number of fundraising and social activities throughout the year. Money raised by the PTA has contributed towards the purchase of extra equipment and resources e.g. sports kit and stage lighting.
- Parents are encouraged to assist in school, and a good number help on a regular basis. Parents help by listening to pupils read, they also assist with school sports and on school visits.
- Community links are good. Pupils have entertained residents at a local home for the elderly and given country dancing displays in the town centre. They enjoy meeting a variety of people from the community including the police, fire service, and a road safety representative. These people talk about their jobs and make children aware of their place in the community.
- Distance precludes regular visits to the parish church, although visits have been made for end of term celebrations and carol services. Clergy visit regularly, talk to children and assist with assembly. A Eucharist service is held in school each term to which parents and members of the community are invited, and the school hall is utilised as a Church and Sunday school for the convenience of people living locally.

- The school supports a nominated charity each year, this year being the turn of the NSPCC. It also helps raise funds for other events such as Red Nose Day and Comic Relief.
- The arrangements for receiving new children into the reception class are documented and sound, and help children settle in quickly. Transfer arrangements for Y6 pupils to the various schools to which they proceed varies. The arrangements between Henllys and the local secondary schools at Fairwater and Llantarnam are sound and facilitate a smooth transition. The school provide parents with the necessary support for those who choose to transfer their children to other schools, avoiding as much as possible any loss of momentum in pupils' progress.
- The school actively welcomes and provides training opportunities for student teachers, and also offers practical training for nursery nurses and work experience for 16 year olds.

## **5.7 Partnership with industry**

The school's partnership with industry is good.

- The school has developed a sound partnership with industry. This partnership has helped raise pupils' awareness of the world of work. Parents and grandparents visit and talk to children about their own work experience. Older pupils have visited a local ice cream factory. Visits to other historical, industrial, commercial and conservation sites have been made in connection with topic work and have added interest and realism to the curriculum.
- The school has provided its staff, as part of their development, a variety of out of school experiences. Some have spent time at a power station, with the Monmouthshire and Brecon canal and at the defence equipment museum at Glascoed.
- The school's liaison with the Education in Business Partnership (EBP) is in an early stage of development.
- The school has been accredited with the 'Investor in People' award.

# **6. MANAGEMENT**

## **6.1 Quality of self-evaluation and planning for improvement**

The quality of school self-evaluation and planning for improvement is good.

- Governors, the headteacher, staff and parents all work together well and are committed to improving standards. Determined efforts are being made to evaluate standards and the overall quality of provision at the school. Plans are in hand to seek out and include pupils' views in this process, particularly in setting their own targets for development, but this is at an early stage. Much has already been done to bring about improvements and the school now has a good idea of where its strengths and weaknesses lie in the core subjects, and in information technology in particular.

- The school has effective procedures for the evaluation of its strengths and weaknesses. A written annual review of the major and minor projects in the SDP is undertaken, showing steps taken, but the impact of changes made are not consistently stated.
- A very thorough analysis is undertaken of the school's performance in relation to national, local and other benchmarking information including baseline, national tests and a range of other assessments. Pupils' performance is carefully tracked in the core subjects in order to properly monitor progress and set targets for further improvement. As a result of all this hard work, standards in English, maths, science and information technology have improved significantly and the school now has plans to give more attention to the foundation subjects.
- Schemes of work have been regularly reviewed and in most subjects are suitably detailed so that they give good support to teacher planning. Teacher planning has also improved significantly in most classes and successfully addresses the inclusion of key skills across the curriculum.
- Performance management is thoroughly undertaken and is successfully used to identify and address personal development needs. Results are thoroughly analysed to see if there are any threads that affect whole school performance and these are drawn together to become priorities in the school development plan.
- The targets in the school development plan are broad ranging and realistic, with suitable success criteria that are properly costed. In recent years, the main targets have been closely focused on raising standards in the core subjects, but the school continues to have as its main aim the creation of a happy, caring and Christian ethos and this is carefully addressed.
- Teachers have been encouraged to develop their own action plans for their subject responsibilities and this is helping them to secure their co-ordinator role. They have sampled pupils' work and monitored teacher planning. In some subjects, such as English, maths, science and information technology, they have compiled useful portfolios with work that is assessed and annotated against national curriculum criteria, providing teachers with good exemplars of work. They have not, however, been provided with opportunities to observe and monitor teaching and learning and this makes it more difficult for them to check progression, continuity and standards across the school.

## **6.2 Leadership and efficiency**

The quality of leadership provided by the governors, headteacher and staff is good and ensures a clear purpose and sense of direction to the school.

- The headteacher provides caring and clear direction showing a commitment to the continuing development and improvement of the school. Supported by the hard-working staff, he is successful in moving the school forward, and standards are rising. The school has a very good ethos, including a commitment to equality for all.
- The governing body gives good support to the school and effectively fulfils its statutory obligations. Members are well informed and understand their roles and responsibilities.

There are named governors with specific responsibilities for curriculum subjects and SEN. They have started to have meetings with co-ordinators and some have visited the school to get an overview of their allocated subjects.

- The school runs very smoothly, with well-established systems. Routine administration and organisation are very good. Staffing and resources are managed well, and the building and grounds are well maintained.
- The headteacher and finance sub-committee monitor the budget regularly. Budget-setting is linked closely to the school's identified priorities in the SDP and is taken to the whole governing body for ratification. There is an underspend which has been earmarked for further staff support. The school's finances were last audited in 2002, when procedures were found to be satisfactory. The minor areas identified as requiring improvement have been carried out.
- The school has a delegated budget, which is carefully administered. The school receives effective support and advice from the LEA finance department. The school manages its resources efficiently and ensures good value for money.
- The role of curriculum co-ordinators for the core subjects is firmly established and careful analysis of assessment results ensures good progress is made. In the foundation subjects, the co-ordinators' role is restricted to overseeing teachers' planning documents. They do not formally monitor standards of achievement and progress across year groups. A review of the role of subject co-ordinators has been identified in the SDP for 2004-5.

### **6.3 Staffing, accommodation and learning resources**

The overall quality of staffing, accommodation and resources is good and has a beneficial impact on pupil's learning and their standards of achievement.

- The school is appropriately staffed with eight full-time, suitably qualified, experienced teachers, including the headteacher. An 'athrawes fro' visits fortnightly and a number of musicians visit throughout the week, to provide instrumental tuition for 60 pupils in woodwind, brass, guitar, violin, piano and percussion.
- Teachers have many responsibilities, which they undertake professionally and enthusiastically. Professional development is rigorous and has enabled teachers to develop in their roles.
- The induction of new and newly qualified teachers is also good; they are carefully monitored and effectively supported. In particular, a good quality staff handbook is useful in familiarising them with the expectations and daily routines of the school.
- Support staff work across a range of classes. They know the pupils well and, because teachers generally share learning objectives with them thoroughly, they are very effective in supporting pupils learning, particularly those with special educational needs.
- The overall quality of the accommodation is good. The school stands on an elevated, attractive, large site with spacious grounds, planted with trees and shrubs. It is enhanced by splendid views over the Bristol Channel. The general fabric of the building is in a very

high order. It is clean, well decorated, and litter-free with no evidence of graffiti, despite some recent vandalism. The interior is bright and welcoming and enhanced with very good quality displays of pupils' work. Health and safety issues are properly addressed, with fire and electrical equipment regularly checked and tested.

- There are some shortcomings. The classrooms are rather small and cramped and do not lend themselves easily to practical activities. The provision of a secure area for outdoor play for children who are under five is inadequate, although this matter is in hand and plans have already been drawn up for an extended and more suitable site.
- Resources for learning are good overall in subjects across the curriculum, although there are some shortages. In information technology there are only two computers in each class. These are of good quality, having been updated recently, and several have access to the Internet and e-mail. It is still not enough for all pupils to practice and develop their skills on a regular basis.
- The recently refurbished library is delightful, with colourful, interesting landscape murals. Parents have recently donated new furniture, and it is well resourced with books. Most older pupils know how to easily access books but few pupils were seen using the library during the inspection.

## **7. SUBJECTS AND AREAS OF LEARNING**

### **Standards achieved by pupils**

#### **Provision for the under-fives**

The educational provision for children who are under five is appropriate for their needs and they make good progress overall towards the Desirable Outcomes for Children's Learning. By the age of five, the majority of children will meet the Desirable Outcomes. Many children will exceed them. Children enter the reception class [4-5 year olds] from a variety of local nurseries and playgroups, as there is no nursery provision at the school.

#### **Language, literacy and communication skills**

##### **Good features**

- Children make very good progress in all aspects of this area of learning. Speaking skills are mature. Children confidently contribute to discussions in English and Welsh and listen thoughtfully to each other's views. They benefit from many opportunities to talk together, for example, in the role-play 'Garden Centre' or at the listening centre.
- Reading skills are developing very well. Children have been encouraged to develop a love of books and because reading at home is already well established. More able children read confidently and with expression. Some are already using their good knowledge of sounds to attack new words. Other children have a good bank of familiar words and talk with interest about the characters and plot in their stories.

- Writing skills are developing exceptionally well, because this area is so well taught. There is a good focus on skill development so letters are generally well formed and clear, but attention is also given to enjoyment, and children are pleased and proud of the stories they have written. More able children are already writing independently and at some length, beginning to link their ideas and showing a simple sentence structure.

## **Personal and social development**

### **Good features**

- Children's achievement flourishes in this area. A warm atmosphere prevails, which is very supportive and positive. Children are happy and secure in their learning and make very good progress.
- They enter school confidently and are eager to get on with their work. They work independently in their groups with a strong desire to learn. Behaviour is very good and children are well motivated. They take turns and share appropriately. They are polite and courteous.

## **Mathematical development**

### **Good features**

- Children make good progress in this area. They develop a good understanding of number and other mathematical concepts through play, games and other opportunities. They count on and back to numbers beyond 10, identifying numbers that come before and after. More able children work effectively with numbers beyond 20. Children ably add two or four more and use different combinations of spots on a ladybird to arrive at numbers to 10. They respond accurately to number cards manipulating numbers to 20. More able children work comfortable with numbers beyond 20.
- They handle data well when they classify objects according to one or two criteria and can recognise numbers on a clock face and record what they do at certain times of the day. They accurately tell the time to the hour, some the half hour.
- Children recognise regular shapes and use arbitrary units such as building bricks to measure familiar objects. They are beginning to develop an appropriate mathematical vocabulary, such as heavy and light, above and below, up and down.

## **Knowledge and understanding of the world**

### **Good features**

- Children are curious and keen to observe aspects of the world around them and to ask questions. They make good progress in this area of learning. They begin to learn about life processes when they sequence the development of caterpillars that they have hatched from eggs, and show delight when their butterflies are released. They begin to use investigative skills and show they are sensitive and caring about the mini-beats they find on a trail in the grounds, describing their habitats thoughtfully.

- They begin to develop hypotheses in simple terms to explain what might happen to their plants without water and light and how different materials change when they squash, bend or stretch them or try to magnetise them. They ably identify aspects of their own locality when they draw features seen on a school walk and in the local town centre.
- They learn about the past when they recall experiences in their own lives and how they have changed. They begin to develop technological skills when they operate a mouse independently to play a chosen game or to manipulate a paint program.

## **Physical development**

### **Good features**

- All children achieve good standards when engaging in control and co-ordination exercises in the hall. They demonstrate good spatial awareness, and balance carefully on hands and feet and when making bridge shapes. They persevere well until they achieve the balance they want, and some shapes are imaginative. They co-operate well with each other and are keen to demonstrate to the rest of the class, confidently evaluating the quality of other children's performance.
- Fine motor skills are developing well as children regularly use and manipulate a good range of small tools, paintbrushes and construction equipment.

### **Shortcomings**

- Achievement in outdoor play is more limited as the site is cramped and unsuitable. Children use wheeled toys confidently, but are unable to follow the pathways properly because there is little room to turn the corners or pass each other properly. Some children are unable to move the heavy vehicles up the bank without getting off and pushing. Balancing apparatus is used well but the slope renders the site unsuitable for any climbing apparatus. Consequently, children's skills of mobility, control and co-ordination are not as well developed as they might be.

## **Creative development**

### **Good features**

- Children achieve good standards in their creative development. They sing a wide range of songs and rhymes in English and Welsh, tunefully and enthusiastically. They can identify a range of untuned instruments and use them well to accompany their songs. They accurately guess whether sounds are loud or quiet. They move rhythmically with a good sense of beat, and use body actions confidently.
- Children's paintings are bold and colourful. They experiment with a range of techniques such as printing, pattern making, splash painting and colour mixing and use them to good effect in their artwork. Their self-portraits and observational drawings of the school are detailed and interesting and show that drawing skills are developing very well.

## English

Standards of achievement are satisfactory overall in KS1 and good in KS2.

### Good features

- Pupils' speaking and listening skills are good in both key stages. They discuss their work well in groups and in 'Talking Pairs' and the majority of pupils listen intently to the views of others across the curriculum, enabling them to engage in debate in a mature and confident manner.
- By Year 6, pupils collaborate competently and their skills are well refined. They use increasingly adventurous vocabulary and imagery to analyse and comment on, for example, several quite different Haiku poems, then compare them thoughtfully with other types of poems that they have studied. They bring interesting adjectives, metaphors and similes to enhance the quality of their own poetry, and share them enthusiastically.
- Standards of achievement in reading are satisfactory by the end of KS1 and good by the end of KS2. Pupils make good progress in reading through Y1. Reading at home is well established across the school and is very beneficial to pupils' learning, helping them to become enthusiastic readers. Pupils who have had difficulty learning to read say they have been well supported and this has helped them to overcome their problems.
- Reading standards improve steadily across KS2 and by the end of Y6 pupils are using their skills confidently to support their learning in many subjects. They use the Internet to locate and read information and can explain how to access books that they might need in the new library. They enjoy a wide range of fiction and non-fiction texts and poetry, and are very precise about which authors they enjoy and why.
- In Y1, pupils make good progress with their writing over the year. They are beginning to write at length, and handwriting is clear and well presented. Some are starting to link their ideas in simple sentences, such as in their 'Crab Cave' poetry.
- Writing in KS2 continues to improve across the key stage until by Y6 it is good and often very good. In Y3, writing is imaginative and well presented, and pupils are enthusiastic, interested writers. They write for a wide range of genre, from informal letters from Roman soldiers to their mothers, to adventure and mystery stories.
- Y6 pupils create such good imagery in their writing through their good use of simile and metaphor, which invokes feelings in the reader. Their character profiles are imaginative with well-chosen adjectives. In their poetry they cleverly use personification, for example, to describe the wind. They use a dramatic style in their journalistic writing.
- ICT is used effectively across the school to support pupils' written work and research.

## **Shortcomings**

- The good progress made in reading in Y1 is not maintained at the same level in Year 2, and pupils make insufficient progress. They are vague about books and authors they are familiar with, and cannot recall a recent occasion when they have used books to find out information for themselves. Able pupils are fluent expressive readers, but other pupils' reading is not as well developed.
- The momentum in writing in Year 1 is not always maintained towards the end of the key stage, where pupils are often insufficiently challenged, particularly able pupils, to extend their ideas due to the overuse of worksheets, which often demand no more than one word answers.

## **Mathematics**

Standards of achievement are good overall in KS1 and KS2, and very good at the end of KS2.

### **Good features**

- Pupils across the school make good progress in their mathematical development. They use their knowledge and skills to good effect in a range of subjects.
- In KS1, pupils have a good grasp of number concepts. Younger pupils order numbers correctly and carry out simple addition and subtraction to 10. Higher achieving pupils calculate sums using larger numbers. They have suitable knowledge of one-to-one correspondence and use this when calculating the cost of articles. They know the value of several coins, and a good proportion recognise all coins in daily use.
- Pupils in Y2 enjoy the challenging work in their lessons. They count forwards and backwards in fives, recognise odd and even numbers and know how to double and halve numbers. They continue number patterns counting on by two, five and ten from given numbers. A good number of higher achieving pupils respond very quickly to mental computations and explain how they achieved their answers. For example, they find a variety of ways to divide 30 or 50 by two and explain clearly how their answer was arrived at. Many show a good understanding of place value, using numbers to 100 and beyond.
- Pupils identify the various lines of symmetry of two-dimensional shapes and some can describe the various properties of three-dimensional shapes. Pupils undertake practical activities with care and demonstrate a good understanding of standard measures, such as length and time.
- When, for example, pupils are learning about their favourite fruits, they show good progress in their ability to make and use bar graphs to represent the data that they have collected themselves.
- At KS2, younger pupils use numbers to 1000 and calculate fractions such as a half, quarter and a third of numbers and money. They sequence large numbers and round four digit numbers to the nearest ten or hundred. They are familiar with multiplication tables up to the

seven times and know that multiplication and division are inverse operations. They make good estimations when mentally subtracting using three digit numbers.

- Pupils make good progress in their knowledge of shapes, naming a variety of polygons, finding fractions of shapes and recognising different types of triangles. They use correct vocabulary, such as vertices, edges and faces, to describe the properties of three-dimensional shapes.
- Older pupils show mental dexterity when calculating and manipulating large numbers. By the end of the key stage, pupils know their tables to 10, round numbers to the nearest 1,000 and order decimal numbers.
- Pupils demonstrate a good understanding of decimals and fractions. They reduce fractions to their lowest form, multiply decimals by 10 and a 100, and accurately calculate the equivalence between decimals and fractions.
- Pupils describe properties of three-dimensional shapes and calculate perimeter and area of shapes such as rectangles and triangles. They measure and draw angles with care to the nearest degree and accurately convert measures of length and weight from metric to imperial.
- Pupils respond well to problem solving activities and are developing their ability to handle and record in suitable ways. They collect data using a tally chart to note frequency and represent findings in, for example, block and line graphs or pie charts.
- Pupils in both key stages make good use of IT to support their learning in mathematics and to record their numerical findings in, for example, science and geography.

### **Shortcomings**

There are no significant shortcomings.

### **Science**

Standards of achievement are good overall in KS1 and KS2, and very good at the end of KS2.

### **Good features**

- Pupils in both key stages, including those with SEN, make good progress in science. They undertake a wide range of appropriate practical activities that reinforce their knowledge and understanding. Across both key stages, pupils' good oracy skills are used effectively to discuss their work at appropriate levels with the correct vocabulary.
- Pupils demonstrate a growing proficiency in the skills of scientific enquiry and record their findings in appropriate ways, such as writing, drawing, tables, charts and graphs. They make good use of IT to record observations and data in a variety of ways. The principles of scientific investigation are securely established at both key stages.
- Pupils in KS1 show good progress in their understanding of living things. They know that animals live in different habitats and understand the life cycle of a frog. They understand that

seeds grow into plants and that leaf shapes help in the identification of trees. When investigating the number of seeds in apples, pupils make sensible predictions and record their findings appropriately in a table.

- In their work on materials, pupils know about changes in familiar things, such as chocolate, when it is heated or cooled. They are confident in their knowledge about the properties of a variety of familiar materials and make suitable comparisons between them. Challenging activities, such as trying to make a stone float, encourage pupils to be divergent in their thinking.
- Younger pupils correctly distinguish between the forces of pushing and pulling when explaining how things move, and identify sources of light. Older pupils identify the dangers associated with electricity and experience making circuits before drawing them accurately.
- Pupils in KS2 demonstrate a growing understanding of a fair test. They make predictions, measure length and temperature and are starting to make generalised statements about their findings. At the end of the key stage, pupils have a very good understanding of scientific enquiry. They devise investigations showing a sound understanding of variables, carry them out, record in appropriate ways including line graphs, and attempt to explain their findings. They understand that investigations may need to be repeated to ensure accuracy, and sometimes calculate their results in averages.
- Pupils have a detailed knowledge of living things. Older pupils build upon their knowledge of plant and animal groups to devise keys for identification. They understand the various stages of the life cycle of plants and use correct vocabulary, such as pollination, fertilisation and dispersal, in their writing.
- Younger pupils understand how to separate materials using filters, sieving and evaporation and by the end of the key stage they know the properties of liquids, solids and gases. They have a good understanding of the effect that freezing and heating have on different materials and that the changes are not always reversible.
- Pupils understand the principles of reflection and of light travelling in straight lines. They learn about the compass points and apply this knowledge correctly when investigating the changes of direction of shadows during the day. At the end of the key stage, pupils have a good understanding of the sun, moon and planets.

### **Shortcomings**

- Pupils in Y2 do not always record their findings fully due to the overuse of photocopied sheets that require limited responses.

### **Welsh second language**

Standards of achievement are good in KS1 and KS2.

### **Good features**

- Pupils demonstrate a positive attitude to Welsh, and it is given a prominent place in the life and work of the school.

- In both key stages pupils listen attentively. They listen carefully to questions, concentrating well on known sentence patterns. They respond confidently, showing an understanding of the vocabulary. They work well with each other in paired activities. They have a good recall of a range of songs, hymns and prayers.
- In KS1, pupils' familiarity with spoken Welsh is developing well; they understand a range of everyday vocabulary and sentence patterns. They respond well to simple commands and greetings. Younger pupils speak readily and confidently when discussing the weather.
- Older KS1 pupils read familiar books accurately and confidently. They demonstrate a good understanding of the vocabulary when reading. For instance, pupils read their books on 'Tegannau' with enjoyment and expression.
- In KS1, a significant number of pupils are making good progress in their writing. They compose sentences about the weather, food and everyday events. They write generally accurately in sentences using appropriate punctuation. Older more able pupils write well-constructed passages about clothes.
- In KS2, pupils speak with good pronunciation and intonation. They work very well in paired and group activities. In formal situations they speak clearly, confidently and with expression. They are developing a good recall of vocabulary, which they use correctly. The most able easily answer questions on a wide range of topics, from friends to holidays.
- In KS2, pupils read clearly and with good pronunciation in formal and informal situations. When they read from prepared texts the standard of reading of the most able is often good; they read with fluency and good diction. For instance younger pupils read stories such as 'Y Frech Goch' with accuracy, interest and good understanding.
- Older pupils are developing their understanding of appropriate syntax well. For instance, when reading and writing about their holidays in the past tense, they demonstrate a good level of accurate usage. Pupils' comprehension of the language develops well across the key stage.
- In KS2 pupils make good progress in writing. Pupils write for a range of purposes including poems, letters and factual pieces. Their independent writing shows good progress in using a range of sentence patterns. Best copies of work are well presented and interesting in content showing a good grasp of vocabulary. Pupils' writing in their pieces 'Mynegi Barn' are of particularly good quality. They use their word-processing skills effectively to make best copies of work such as in their storybook of 'Harri Morgan'. Pupils' handwriting is developing generally well.

### **Shortcomings**

There are no significant shortcomings.

## **Design and technology**

Standards of achievement are satisfactory in KS1 and good in KS2.

### **Good features**

- Design making skills and evaluation skills are good, and sometimes very good, across the school. Pupils effectively use a wide variety of tools, processes, principles and materials.
- Pupils make a good start in Y1 where they design and make their ‘Pop-up Peter’ models and their sock hand puppets. Work is fun and they enjoy doing it.
- In Y2, when pupils enthusiastically make a movable ‘Incy Wincy’ toy for nursery children to play with, their designs are particularly good and carefully evaluated.
- In KS2, younger pupils are good at describing and evaluating the strengths and weaknesses of the designs of the moving models they have made and how they adapted the hydraulic and pneumatic principles that they employed. They use a wide range of appropriate vocabulary, such as pivot, hinge, force and rigid as they collaborate well to evaluate each other's model. One boy is eager to explain how he changed from pneumatic to hydraulic to get better movement. Another pupil thoughtfully describes how she improved the movement in her model by trying syringes that were both the same sizes. In these instances, standards are very good.
- Other pupils successfully investigate, design and make moving storybooks. In Year 5 pupils spend much time considering different joining techniques, taking accurate measurements and ensuring that their designs for a laundry/physical education bag were colourful and attractive. They are pleased with the quality of their finished product as a result.
- In Year 6, when pupils design and make a shelter, they demonstrate a good understanding of fitness for purpose when they carefully consider and try out prototypes of different frameworks until they find the strongest. Where they needed to change their designs to adapt to this they were prepared to change the whole structure to ensure that they had got it right.

### **Shortcomings**

- Sometimes, towards the end of KS1, pupils take such a long time at the design stage that the product is never completed.
- Sometimes the finished product is roughly made and naïve, and pupils are disappointed.

## **Information technology**

Standards of achievement are satisfactory in KS1 and KS2.

### **Good features**

- Skills are taught well in classes across the school and pupils achieve well and standards are good in the work that is actually covered. In many subjects, but particularly mathematics, pupils with special needs benefit greatly from the good use of information technology to support their learning.
- Pupils in Y1 and Y2 are keen and confident when working at the computer. They follow instructions carefully and access and use a range of programs. In Year 1 pupils use capitals when writing simple stories, changing size of text for the title. Modelling skills are appropriate, for example, when pupils in Year 2 load and eject a CD-ROM and when they label a picture and drag shapes into place before filling them with colour to create Joseph's Coat.
- In Y3, basic, good word processing skills are in place and pupils are beginning to redraft and edit their work straight onto the computer. They select the font of their choice and punctuate their work accurately. With help, they use the spell checker. They navigate a CD-ROM in history to find information on the Romans. They use their control skills to use direct commands to move a screen turtle and to decide the best way to get from A to B.
- By Y4, pupils communicate their ideas well when they highlight text and cut, copy and paste their work, for example, when writing about the Spanish Armada. Data handling skills are developing well when they carry out a field search and input data in Welsh. Also, when they collect data about their hobbies and create a database and produce a graph to show noise levels around the school.
- Older pupils have well developed modelling skills. When pupils in Y5, for example, create a simple spreadsheet, they use text and numbers. They save and retrieve files and change formulae and predict consequences, for example, to predict water usage in geography. They learn how to control simple devices using sensors.
- By Y6, pupils use their word processing skills confidently when they write about a trip they have made, insert images, bold and underline their work. They begin to produce multi-media presentations, creating backgrounds of their choice and inserting sound.
- Older pupils have access to the Internet and e-mail and this enhances their ability to carry out investigative work in various subjects, for example, when pupils in Y5 find out about St Lucia in geography.

### **Shortcomings**

- There are gaps in pupils' learning of aspects of the curriculum, due to insufficient hardware in the school for all to practice their skills on a regular basis. This affects the overall standards of achievement of individual pupils.

## **History**

Standards of achievement are satisfactory in KS1 and good at KS2.

### **Good features**

- Pupils in KS1 show a satisfactory understanding of the passing of time. They use appropriate terminology, such as ‘a long time ago’ or ‘before I was born’ when talking of the past.
- Pupils demonstrate satisfactory knowledge of how to find information or representations of the past. Younger pupils look for clues in black and white photographs of the seaside in the past and draw up a list of questions in preparation for a forthcoming visitor. Pupils make comparisons of secondary sources between seaside scenes of the present and past. Older pupils explain that there is a wide range of ways to obtain evidence about the past, including television, videos and information books.
- Pupils in Y2 show a sound knowledge of the life of Florence Nightingale. They discuss her life with enthusiasm and understand what made her special. They compare aspects of her clothes and conditions with those of today.
- Pupils in lower KS2 ask and answer appropriate questions to compare life in the times of the Celts and Romans. They know a range of sources of evidence and are learning to distinguish between fact and opinion.
- They place Stuart monarchs on a timeline and learn to compare leisure activities between then and now, listing and describing activities such as bear baiting and cock fighting. A visit to Llanciach Fawr supports their understanding of the era. Pupils show a good understanding of how the basic needs of food, drink and shelter influenced early settlers when deciding where to make their homes.
- Pupils understand the impact that people’s actions had upon the lives of others in the nineteenth century when, for example, older pupils learn about the life of James Watts and the importance of his steam engine on the industrial revolution.
- At the end of the key stage, pupils have a good understanding of the wide range of sources available when investigating historical topics, including ICT. For example, copies of census documentation were examined with great enthusiasm to answer a range of searching questions and through this learnt a considerable amount about changes in industry and employment in their local area over the past 150 years.
- They present their work in a variety of appropriate ways, including different writing formats and often at length and in considerable detail.

### **Shortcomings**

- Pupils in KS1 have limited knowledge about people’s lives from their own and other countries.

- Pupils at the end of KS1 do not communicate their knowledge and understanding in sufficient depth. There is an over-reliance upon worksheets that require minimal responses.
- Some pupils in KS2 do not have a sound understanding of the historical time they have been studying.

## **Geography**

Only one lesson was seen in KS1, but from the scrutiny of work and discussion with pupils, standards were judged to be good. Standards of achievement are good in KS2.

### **Good features**

- In KS1, pupils are articulate and talk knowledgeably and with enthusiasm about aspects of geography they have studied. They use appropriate vocabulary in the correct context when explaining their work and the visits they have made to a wide variety of places in this country and abroad.
- Younger pupils develop an appropriate understanding of the local area. They identify what they see on their way to school using correct geographical terms, such as hill, flat land, houses and buildings. Older pupils in the key stage describe the differences between a town and a village and understand the difference between human and physical features.
- When considering photographs of a beach taken at different times, pupils in Y2 identify differences and express their preferences and opinions with confidence. Individuals make some very good suggestions as to why a shopkeeper, a resident and visitors in the area would have different likes or dislikes about the same situation. They demonstrate a good awareness that opinions may vary according to personal circumstances.
- Pupils are introduced to map work by considering articles from different aspects and adding items to a plan of a bedroom. They build upon this by drawing their route to school, understanding the role of keys on maps and recognising the map of the British Isles. They know that they live in Wales, and that Wales is one of the countries of the British Isles. The four points of the compass are firmly understood.
- Pupils are developing a good understanding of place, for instance, in their study of Tocuaro in Mexico. They use correct terms to describe the terrain and to compare life in Mexico with their own.
- In KS2, younger pupils locate their nearest town on a map of Wales. They describe where they live and compare it with holiday destinations. When considering how they spend their leisure time, pupils collect data and make graphs of the results. They have a good understanding of maps and the meaning of keys and symbols.
- Older pupils in KS2 research aspects of life in St Lucia, identifying physical and human features from maps. They apply this knowledge when using Ordnance Survey maps of North Wales. They use co-ordinates competently to find beaches, for example.

- Pupils compare their nearest town with seaside places, showing good geographical knowledge and demonstrating an interest in different places. When studying the water cycle and rivers, pupils identify major rivers on a world map and relate the features of a river to that nearest to the school. They describe the characteristics using correct terms such as source, estuary and flood plain.
- Pupils in both key stages demonstrate a good awareness of the responsibility of man to look after the environment. They listen to differing opinions and make sensible, reasoned decisions about their feelings.

### **Shortcomings**

- Recorded work in KS1 is sometimes cursory and insufficiently detailed.
- Although pupils have participated in specific projects, for example, collecting copies of ‘Yellow Pages’, their understanding of the need to recycle materials is limited.

### **Art**

Only one lesson was seen during the inspection, but from the scrutiny of work and discussion with pupils, standards were judged to be satisfactory in KS1 and KS2.

### **Good features**

- In KS1, pupils undertake a variety of creative experiences including painting, drawing, illustrating and printing. Pupils’ knowledge of line, shape and form develop satisfactorily. Younger pupils make good observational drawings of daffodils and leeks using pencil well, with good attention to shape and detail.
- In KS1, pupils’ painting and colour mixing skills are developing well. They use their sketchbooks to plan ideas, and record information generally well. They combine good colour-mixing skills with pencil drawings to produce pleasing pictures of castles. Older pupils use well-developed manipulative skills to weave effective textured patterns of the seashore.
- Pupils in both key stages use their drawing skills to illustrate their work in many subjects across the curriculum. Their illustrations of their work in religious education are particularly effective.
- Younger KS2 pupils are developing some useful skills in observational drawing to enable them to draw confidently and successfully with pen and crayon. They make effective drawings when visiting Brecon Cathedral. Pupils make satisfactory observational drawings of shoes.
- KS2 pupils can discuss the work of Van Gogh and make comments about his picture ‘The Starry Night’. They are developing some good colour mixing skills, which they put to good use in their colourful paintings of flowers and fruit. Many pupils show good awareness of line and tone in their drawings of Welsh love spoons.

- Older KS2 pupils make good use of their sketchbooks to plan and sketch their local landscape. In their paintings of landscapes, they demonstrate good colour-mixing skills as well as good attention to shape and form. They make good use of pencil and pastels in their observational drawings of the school building with the more able using line and tone to give dimension to their work. They evaluate their work and compare it constructively with that of others. The final outcomes are often of good quality.
- The computer is used generally effectively to support learning in art.

### **Shortcomings**

- Pupils' knowledge of Welsh artists and other artists is underdeveloped.
- Pupils' work in three dimensions is limited.
- Pupils' skills and techniques develop unevenly across both key stages.
- At times, pupils' use and understanding of the appropriate vocabulary to describe and discuss their work are underdeveloped.

### **Music**

Standards of achievement are good in KS1 and KS2. Standards in singing are very good.

### **Good features**

- Pupils in both key stages talk enthusiastically about and enjoy their music making activities. They have a good range of skills in composing, performing and evaluating different types of music from around the world.
- They sing very tunefully in lessons in English and Welsh and on occasions, such as assemblies. Individual pupils are particularly proud of demonstrating their instrumental skill in assemblies, such as piano and clarinet playing.
- In KS1 younger pupils have a good sense of rhythm and can hold a steady beat well. They ably describe aspects of music that they have listened to. They interpret a graphic score appropriately, for example, by clapping and tapping and other body actions, adding suitable untuned instruments as they go along. They work well together, to listen, count and time the beat and identify the rhythm. They show a simple understanding of timing, when to play and when to rest.
- Older pupils describe in detail how, in groups, they use a range of untuned instruments to compose music to accompany their songs. Learning benefits when they tape their compositions for the rest of the class to appraise.
- Younger pupils in KS2 select appropriate instruments to match a visual image, for example, when they describe images then create a sound picture to describe a calm scene. They use a suitable musical vocabulary, when collaborating in groups, to describe a range of orchestral instruments and musical elements that they could choose from.

- Year 6 pupils have advanced musical skills. They are keen to perform. Their singing, in unison and in two parts, both accompanied and unaccompanied, is of a very high quality. They put percussion parts to their songs quickly and confidently. Composition skills are secure. By investigation and experimentation, pupils create very good accompaniments to their songs.
- They collaborate exceptionally well in their groups, and the quality of their finished work is very good, sometimes excellent. They knowledgeably evaluate each other compositions, commenting on the strengths, for example, where they have used a double beat well, and the areas that could be improved.

### **Shortcomings**

- Sometimes, younger pupils do not make sufficient progress during lessons when using instruments; they become over-excited and time is wasted.
- Individual instrumentalists and the choir have insufficient practice in performing in front of the whole school.

### **Physical education**

Dance and games were observed in KS1 and KS2, and standards of achievement are good overall.

### **Good features**

- In both key stages, most pupils demonstrate good attitudes towards their physical education lessons. They develop an increasing awareness of the effect exercise has on the body and know about the changes in the rate of their heartbeat. They understand the reasons for the warm-up and cool-down activities in their lessons. Pupils and staff dress appropriately, thus contributing towards the correct atmosphere for the lessons.
- In KS1, pupils show a good spatial awareness when moving around. They move in a variety of ways, listening to the teacher and following instructions. When required, pupils enjoy demonstrating their good practice to the class and work co-operatively in pairs. Most pupils work hard to improve their movements.
- In dance, pupils in Y1 show good co-ordination. They follow the slow beat of a drum to make effective unhurried, controlled movements at a variety of height levels. They put together a simple sequence of movements that flow and express the theme clearly.
- During game skills, Y2 pupils respond enthusiastically towards their lesson. Most pupils start to identify reasons for the need to throw and catch accurately. They practise the increasingly more difficult techniques, building upon each previous stage, to become more adept. They identify the skills as being preparation for a variety of team games.

- Pupils in lower KS2 build upon previous work and practice tennis skills in pairs before playing team games. They roll and balance balls and aim at specific targets, to improve their accuracy. They give good support to their team members.
- In Y6, pupils achieve very good standards in dance. In a theme linked to the Olympic games, pupils work in groups of up to seven in number to build upon and refine previously devised dance routines. They link together a long series of actions and work hard to improve their routines, with most showing control, fluency and accuracy. They work co-operatively, listening to and trying out each other's ideas.
- Pupils make good progress in the ability to evaluate their own performance and that of others. They offer constructive criticism, explaining clearly what could be improved and why. They also recognise what parts of the routines are good, again with reasons.

### **Shortcomings**

- On occasion, pupils make insufficient progress within a lesson during competitive team activities. They become bored and restless when there is insufficient activity to engage them fully.

### **Religious education**

Religious education is reported separately under the requirements of a Section 23 inspection.

## **8. SCHOOL IMPROVEMENT**

### **8.1 Progress since the last inspection**

The school has made good progress overall in addressing the four key issues from the last inspection report of December 1998. These indicated that, in order to build further upon its effectiveness, the school needed to:

1. Raise standards in Welsh second language, in design technology and in aspects of other weaknesses identified.
  2. Improve the role of the headteacher, senior management team and subject co-ordinators in monitoring standards throughout the school.
  3. Improve the balance of the curriculum.
  4. Improve the links with industry.
- Very good progress has been made in raising standards in Welsh second language from unsatisfactory to good in both key stages. Standards in design and technology have improved from unsatisfactory to satisfactory in KS1 and good in KS2.
  - The monitoring role of the headteacher and senior management team has been reviewed and the monitoring of standards in the core subjects is now good. However, there still remains work to be done on improving the role of co-ordinators for the foundation subjects to ensure they have a sound understanding of standards in each class.

- The school has reviewed the balance of its timetable to ensure all curriculum subjects have the necessary time to deliver the Programmes of Study.
- The school's partnership with industry has been improved and is now good.

## **8.2 Key issues for action**

In order to build upon its many strengths, the school needs to:

1. Raise standards in those subjects and aspects judged to be satisfactory.
2. Further develop the role of the foundation subject leaders in the monitoring and evaluation of standards across the school and in devising appropriate action plans for improvement.
3. Raise attendance levels and ensure compliance with Circular 3/99.

Key Issue Number 2 has been identified in the 2004-5 SDP.

### *Acknowledgement*

*The registered inspector and team wish to thank the governors, headteacher, staff and pupils for their co-operation and courtesy before and during the inspection.*

## APPENDIX

### A. Basic information about the school

Name of School	Henllys Church in Wales
School type	Community
Age -range of pupils	4-11
Address of school	Tŷ Canol Way Henllys Cwmbran Torfaen
Post-Code	NP44 6JA
Telephone Number	01633 877796

Headteacher	Mr M L Durbin
Date of appointment	January 1998
Chair of Governors/ Appropriate Authority	Fr. M Phillips
Registered Inspector	Mrs C Llewellyn
Dates of inspection	28 June - 1 July 2004

### B. School data and 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	N/A	30	28	30	29	31	28	31	207

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	0	8

<i>Staffing information</i>	
Pupil:teacher (fte) ratio (excluding nursery and special classes)	23:1
Pupil:adult (fte) ratio in nursery classes	N/A
Pupil:adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	30
Teacher (fte) : class ratio	1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole School
Term 1	92	95	94	93
Term 2	99	92	95	95
Term 3	92	95	96	94

Percentage of pupils entitled to free school meals	4%
Number of pupils excluded during 12 months prior to inspection	1

## C. Results of National Curriculum assessments and public examinations

### END OF KS1: 2003

National Curriculum Assessment KS1 Results: 2003			Number of pupils in Y2:					
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	0	10	83	7	0
		National	0.4	4	14	63	20	0
EN: Reading	Teacher Assessment	School	0	0	10	80	10	0
		National	0.4	4	14	55	27	0
EN: Writing	Teacher Assessment	School	0	0	10	87	3	0
		National	0.4	5	14	69	11	0
EN: Speaking and listening	Teacher Assessment	School	0	0	10	82	8	0
		National	0.4	3	12	63	22	0
MATHEMATICS	Teacher Assessment	School	0	0	13	77	10	0
		National	0.4	2	11	63	24	0
SCIENCE	Teacher Assessment	School	0	0	7	90	3	
		National	0.4	2	10	66	22	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	80	In Wales:	79

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

## END OF KS2: 2004

National Curriculum Assessment KS 2 Results: 2004							Number of pupils in Y6: 31					
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	0	10	35	55	0
		National	1	0	0	1	1	7	20	45	25	0
	Test/Task	School	0	0	0	0	0	0	10	35	55	0
		National	1	2	1	0	0	6	14	41	33	0
Mathematics	Teacher assessment	School	0	0	0	0	0	0	7	32	61	0
		National	1	0	0	0	1	4	19	44	30	0
	Test/Task	School	0	0	0	0	0	0	7	32	61	0
		National	1	2	1	0	0	4	18	41	34	0
Science	Teacher assessment	School	0	0	0	0	0	0	3	32	65	0
		National	1	0	0	0	0	2	14	48	35	0
	Test/Task	School	0	0	0	0	0	0	3	32	65	0
		National	1	2	0	0	0	1	10	48	39	0

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:	87	In the school:	87
In Wales:	70	In Wales:	71

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

### D. Evidence base of the inspection

Four inspectors spent a total of 10 inspection days in the school. Fifty-three lessons or part-lessons were observed.

- Pre-inspection meetings were held with the headteacher, staff and governing body.
- 21 parents attended the pre-inspection meeting with two members of the team.
- 54 responses to the questionnaires for parents distributed before the inspection were analysed.
- During the inspection, discussions were held with the headteacher, staff and pupils in the school.
- Policy documents, schemes of work and other documentation were read, analysed and discussed with the headteacher and staff.
- A range of pupils' work from each year group was examined.
- Post inspection meetings were held with the governors, headteacher and staff.

## E. Composition and responsibilities of the inspection team

<b>{PRIVATE }Team member</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
Mrs C Llewellyn RgI	Mathematics Science History Geography Physical Education	Context Main Findings Standards of Achievement Quality of Teaching Curriculum Support, Guidance and Pupils' Welfare Leadership and Efficiency Progress Since the Last Inspection Key Issues for Action
Mrs K Andrews Team	Early Years English IT D&T Music	Standards Achieved in Key Skills Assessment, Recording and Reporting Quality of Self-Evaluation Staffing, Accommodation and Resources
Mrs D Parris Team	Welsh Art	Spiritual, Moral, spiritual and Cultural Development SEN
Mr C Brentnall Lay		Behaviour and Attitudes Attendance Partnership with Parents, Community and Other Institutions Partnership with Industry