

**Inspection under Section 28 of the  
Education Act 2005**

**Llanfoist Community Primary School  
Llanellen Road, Llanfoist,  
Abergavenny  
NP7 8NF**

**School Number: 679/2140**

**Date of Inspection: 25<sup>th</sup> to 27<sup>th</sup> September 2006**

**by**

**Mr R. A. Isaac  
W170/15942**

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- \* special schools;
- \* pupil referral units;
- \* independent schools;
- \* further education;
- \* adult community-based learning;
- \* youth support services;
- \* LEAs;
- \* teacher education and training;
- \* work-based learning;
- \* careers companies; and
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Llanfoist Community Primary School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

**A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school or from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk)).**

The inspection of Llanfoist Community Primary School took place between 25<sup>th</sup> and 27<sup>th</sup> of September 2006. An independent team of inspectors, led by Mr R. A. Isaac, undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

"There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

## Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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## **Context**

### **The nature of the provider**

1. Llanfoist Primary School was established in 1873 at the foot of the Bloreng mountain, two miles from the market town of Abergavenny. It serves the village of Llanfoist, but also attracts pupils from Blaenavon, Govilon, Gilwern and Abergavenny. It is administered by its local education authority, Monmouthshire County Council. There are 104 pupils on roll aged from four to eleven years. These numbers have remained fairly stable over the last four years. The surrounding locality is described by the school as relatively advantaged. The head teacher has been in post since 2003. The school still occupies its original Victorian buildings.
2. About 17 per cent of pupils are entitled to receive free school meals, which is in line with the national average. Ten pupils have been identified as having additional learning needs (ALN), which is below average when compared nationally. Three pupils hold a formal statement of their specific needs, which is a little above average. English is the sole or predominant home language in all cases. No pupils come from a Welsh speaking home and none are "looked after" by the local authority. Very few pupils have minority ethnic backgrounds. The school has five classes, six teachers, including the head teacher, one nursery nurse and four teaching assistants. All class sizes are 25 or below; three contain mixed-age groups, whilst year 5 and year 6 are both single age classes. The school has no nursery provision but most pupils have experienced pre-school education.
3. The school has achieved the Quality Mark of the Basic Skills Agency. Plans are in place to build a new school in Llanfoist in 2007 to replace the current school, which was last inspected in June 2000.

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

4. The school's aims and objectives, a few of which are displayed below, are shared with parents in its prospectus:
  - To have a flexible and stimulating curriculum.
  - To help pupils acquire problem-solving and investigative skills in literacy and numeracy.
  - To provide a happy environment where each child is sensitively cared for.
5. The school has identified the following priorities for development. They include to:
  - improve the quality of written work throughout the school;
  - develop the use of ICT in all subjects;
  - improve teaching and learning in music;
  - enhance outdoor play facilities; and
  - to raise standards in gymnastics and games.

## Summary

6. Llanfoist Primary is a good and caring school with a hardworking, lively and confident ethos. Standards of achievement are usually good by the end of year 6, teaching is often at least good and leadership and management are good. The provision for pupils with ALN is highly effective. The school has made good progress since the last inspection and gives good value for money.
7. The inspection team agreed with the school in two out of seven of its judgments on the key questions. Where inspectors disagreed, this was to upgrade the school's evaluation of key question 4 and downgrade the judgments about key questions 1, 2, 5 and 7 by one grade. That said, inspectors graded all key questions as at least good with no important shortcomings.

### Table of grades awarded

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

### Standards in areas of learning for under-fives

8. Many children enter the reception class with attainments in line with those expected for their age. Over time, pupils, including those with ALN and those in vulnerable circumstances, make good progress in their learning. They show good listening skills at an early stage and many develop good language skills because they receive good and occasionally outstanding teaching.
9. The educational provision for the under fives has some weaknesses, but there is evidence that these weaknesses can soon be put right. The weakness in the provision for the under fives lies in the poor indoor and outdoor accommodation that teachers and children have to use.

## Standards in subjects inspected

10. In the 29 lessons observed and the work sampled, standards were as follows:

Subject	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Information Technology	Grade 2	Grade 2
History	Grade 2	Grade 1
Music	Grade 2	Grade 2
Physical Education	Grade 3	Grade 3

11. Overall, in the six subjects inspected, standards were judged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	69%	14%	0%	0%

12. Standards of achievement are at least good or better (i.e. grade 1 or 2) in 86 per cent of lessons observed. Pupils' achievements have outstanding features (i.e. grade 1) in 17 per cent of lessons. This is ten percentage points higher than the national picture reported by Her Majesty's Chief Inspector in her annual report 2004-2005. Nationally, standards are at least good in 76 per cent of lessons. Within this proportion, 13 per cent of pupils' work has outstanding features. There has been a significant improvement in the standards achieved in many subjects since the last inspection.
13. Standards of speaking in key stages 1 and 2 are good with no important shortcomings and improve as pupils mature. Pupils in upper key stage 2 particularly, speak clearly using language appropriate to the task. In both key stages, pupils listen carefully to their teachers and to one another. Pupils achieve good standards in reading across the curriculum. Standards of writing are good and pupils use their writing skills effectively in most curriculum subjects. Pupils' numeracy skills and ability to solve problems independently have good features and no important shortcomings. Their skills in problem solving are good. Standards in information and communications technology (ICT) are good by year 6. Pupils acquire some knowledge of the Welsh language and they apply it fairly competently, but overall their bilingual skills are, at best, basic.
14. At key stage 1, the school's 2006 results were above the national average for English and mathematics and broadly in line with the national average in science. This is with regard to the percentage of pupils attaining at least National Curriculum (NC) level 2. The proportion attaining the higher level 3 was well above average in English, mathematics and science. The school's key stage 1 results were average when compared with those of similar schools in Wales for pupils attaining at least level 2. Boys have often achieved higher results than girls over the last four years in English, mathematics and science.
15. The key stage 1 collective results (the core subject indicator) for pupils who achieved at least level 2 in all three core subjects were above the national

average and also above the average achieved by pupils in similar schools nationally and the attainments of the more able were also above average.

16. At key stage 2, the 2006 results in English were in line with the national average but slightly below the local average and that achieved by similar schools nationally. The results of boys and girls in the national assessments in English have been variable over the last four years. The school has put strategies in place within the last two years to address this issue and standards in English and mathematics by the end of year 6 are now good and rising.
17. The proportion of pupils who achieved at least NC Level 4 in mathematics in the key stage 2 assessments was above the national and the local averages and also above the average achieved by similar schools nationally. In 2006, boys achieved more highly than girls but the usual pattern for the last four years has been for girls to do better than boys in mathematics.
18. The proportion of pupils who achieved at least NC Level 4 in science in the key stage 2 assessments was well above the national and local averages and also well above the average achieved by similar schools nationally. In 2006, girls did as well as boys.
19. The proportion of pupils who attained the higher level 5 was broadly average in English and mathematics and well above average in science.
20. The key stage 2 2006 collective results (the core subject indicator) of pupils who achieved at least level 4 in all three core subjects were in line with national averages but below the average achieved by pupils in similar schools nationally.
21. Analysis of the school's past results in national assessments should be treated with caution, because the number of pupils entered for assessment is usually about half the national average and fluctuates from year to year. Cohorts differ in their abilities and this means that one pupil's attainment is sometimes a higher percentage of the total than is the case normally and can make results appear to vary more widely than would be expected.
22. Pupils with ALN and those in vulnerable circumstances make good progress relative to their ages, abilities and difficulties.
23. Pupils' personal, social and learning skills are good with no important shortcomings. Their behaviour and respect for others are also good with no important shortcomings.
24. Pupils understand the principles of equal opportunities well. They understand that modern society includes members of diverse cultures and they show respect for their beliefs.
25. Whole school attendance has good features which outweigh shortcomings. During the three terms preceding the inspection it averaged 94 per cent and authorised absences were in line with the national average. This is above the average of 93 per cent for primary schools nationally.

## The quality of education and training

26. The overall quality of teaching has good features and no important shortcomings. In the 29 lessons observed, the quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
21%	69%	10%	0%	0%

27. The quality of teaching is at least good or better (i.e. grade 1 or 2) in 90 per cent of lessons observed. The quality of teaching has outstanding features (i.e. grade 1) in 21 per cent of lessons. This is well above the national picture reported by Her Majesty's Chief Inspector in her annual report 2004-2005. Nationally, the quality of teaching is good in 79 per cent of lessons. Within this proportion, 18 per cent of teaching has outstanding features. There has been a significant improvement in the quality of teaching at the school since the last inspection as the staffing has become more stable and settled.

28. The good features of teaching include:

- good working relationships between teachers and pupils that promote a high quality ethos in lessons;
- a good level of challenge in the tasks teachers set pupils; and
- the way that teachers prepare a broad range of resources and activities to engage pupils fully in their learning.

29. Teachers work in very good partnerships with classroom assistants, including those with Nursery Nurse Education Board (NNEB) accreditation, to provide interesting sessions.

30. Teaching and learning sometimes have a few shortcomings in a minority of lessons. These include a lack of pace in lessons, a lack of sufficient challenge for older girls, and a lack of self-assessment by learners.

31. The quality of assessment, recording and reporting has good features which outweigh shortcomings. Marking of children's work is not measured enough against lesson objectives and does not encourage pupils enough to evaluate their work. Teachers know their pupils well and give good verbal guidance. The school meets statutory requirements, including those for pupils with ALN.

32. The curriculum meets the needs of pupils and is rich, broad and balanced. It meets the requirements of the Welsh Assembly Government, and is well structured to fulfil the school's aims.

33. The spiritual, moral, social and cultural development of pupils is good. It is well integrated into the school's daily life. Collective worship provides good guidance on moral and spiritual issues, and the school's leaders give pupils good

opportunities to reflect on concepts and events. Teachers plan for and teach personal and social education well.

34. The school promotes the *Cwricwlwm Cymreig* to some extent through subjects such as history and geography with appropriate emphasis placed on the local community. However, there is insufficient detailed planning for the Welsh dimension or for the promotion of pupils' bilingual skills, particularly in the use of incidental Welsh.
35. Partnerships with parents, the local community, the local secondary schools and higher education institutions are very successful. Parents are supportive of the school, and teachers keep them well informed.
36. Pupils benefit from the school's determination to include them fully in its academic and social life. The school gives a high priority to including its pupils and helping them to help their peers in as caring a way as is possible. This ethos is borne out strongly in the way that pupils care for each other in classes and around the school.
37. The provision for learners with ALN is good, and fully complies with the Code of Practice.

<p>Pupils with hearing impairments play a full part in daily lessons and also enjoy taking part in the full range of after-school clubs. The school's inclusive approach and the skilled support of classroom teachers and assistants enables these pupils to make very good progress relative to their ages and abilities.</p>
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### **Leadership and management**

38. The quality of leadership and management is good. The good features in leadership and management include:
  - the perceptive and dynamic leadership provided by the head teacher;
  - the good leadership of subject coordinators;
  - the inclusion of pupils in leadership through the school council; and
  - the positive support given by governors.
39. The school enjoys a shared sense of purpose and a clear educational direction.
40. The quality of leadership provided by the head teacher is caring, calm and steady. She is leading the school successfully through a period of development. Her management is inclusive, sensitive and empowering. The quality of subject co-ordination is good. Subject co-ordinators are closely involved in policy making and have implemented good schemes of work and monitored teaching.
41. Governors are very supportive of the school and provide its leaders with critical and positive challenge. They know the local community well and value the contribution the school makes to it. The governing body fulfils regulatory and legal requirements.

42. The school's daily administration is managed very smoothly and efficiently and this makes a notable contribution to the calm ethos.
43. The head teacher and governors have a good oversight of the budget and supervise expenditure well. Decisions on expenditure are closely linked to the priorities identified in the school improvement plan (SIP) and governors try to obtain best value for money.
44. The quality of self evaluation and planning for improvement has good features and no important shortcomings. The self evaluation report is honest and thorough and staff were closely involved in its development. The school has good self evaluation arrangements, which are based on first-hand evidence.
45. The school assesses and shares its strengths and addresses its areas for development through a clear SIP.
46. The school has a welcoming and well-ordered environment. However, the quality of its Victorian accommodation is inadequate. It is unfit for purpose in relation to a modern curriculum and twenty-first century teaching. The whole school community has to make many adaptations to teaching and learning because of the unsuitable nature of its accommodation. Classrooms are generally small and the area used for the under fives is unsuitable both to excel in the desirable outcomes for learning or to introduce the foundation phase. The outdoor play area for children under five is far too small to allow good, educational play.
47. Assemblies and indoor physical education lessons are severely restricted by the small size of the hall and the absence of climbing equipment. The steeply sloping play yards constitute a safety risk to all users. The school has developed an accessibility plan which highlights its inaccessibility for disabled persons. The outdoor toilets leading from a play area are unsuitable for a primary school. Staff toilets are inadequate.
48. The quality and quantity of resources in the subjects inspected are good overall. The lack of interactive whiteboards, however, in four out of five classrooms means that there are restricted opportunities for interactive learning, research and investigative work. The pupils in four fifths of the school face inequalities of opportunity in the resources available as a result. Resources are good for pupils with ALN.
49. The school has made good progress in addressing the key issues raised in the last inspection. It enjoys a stable situation now and staff have had the time and commitment to form a well-organised and well-led team.
50. The school's chief good features include good standards, good teaching, good leadership, a broad and balanced curriculum and good provision for pupils with ALN. As a result, it provides good value for money.

## Recommendations

51. The governors, head teacher and staff now need to address the following areas:-

- R1 Raise the levels of challenge for all older girls in lessons;
  - R2 Raise pupils' standards in the incidental use of the Welsh language and their awareness of the Welsh dimension in all subjects.
  - R3 Improve the quality of teachers' marking and pupils' self-assessment;
- and
- R4 Give the highest priority to plans to build a new school.

The governing body is responsible for amending its current improvement plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

## Standards

### Key Question 1: How well do learners achieve?

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

52. Overall, many pupils achieve good standards. In key stage 1 and key stage 2 pupils' standards are good. This grade does not match that of the school in its self evaluation report because the school overestimated pupils' achievements.

53. In the 29 lessons observed and the work sampled, standards were as follows:

Subject	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Information Technology	Grade 2	Grade 2
History	Grade 2	Grade 1
Music	Grade 2	Grade 2
Physical Education	Grade 3	Grade 3

54. In the six subjects inspected, standards were judged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	69%	14%	0%	0%

55. Standards of achievement are at least good or better (i.e. grade 1 or 2) in 86 per cent of lessons observed. Pupils' achievements have outstanding features (i.e. grade 1) in 17 per cent of lessons. This is ten percentage points higher than the national picture reported by Her Majesty's Chief Inspector in her annual report 2004-2005. Nationally, standards are at least good in 76 per cent of lessons. Within this proportion, 13 per cent of pupils' work has outstanding features. There has been a significant improvement in the standards achieved in many subjects since the last inspection.

56. Many children enter the reception class with attainments in line with those expected for their age. Over time, pupils, including those with ALN and those in vulnerable circumstances, make good progress in their learning. They show good listening skills at an early stage and many develop good language skills because they receive good and occasionally outstanding teaching.

57. Standards of speaking in key stages 1 and 2 are good with no important shortcomings and improve as pupils mature. Pupils in upper key stage 2 particularly, speak clearly using language appropriate to the task. In both key stages, pupils listen carefully to their teachers and to one another. Pupils achieve good standards in reading across the curriculum. Standards of writing are good and pupils use their writing skills effectively in most curriculum subjects. Pupils' numeracy skills and ability to solve problems independently have good features and no important shortcomings. Their skills in problem solving are good. Standards in ICT are good by year 6. Pupils acquire some knowledge of the

Welsh language and they apply it fairly competently, but overall their bilingual skills are, at best, basic.

58. At key stage 1, the school's 2006 results were above the national average for English and mathematics and broadly in line with the national average in science. This is with regard to the percentage of pupils attaining at least NC level 2. The proportion attaining the higher level 3 was well above average in English, mathematics and science. The school's key stage 1 results were average when compared with those of similar schools in Wales for pupils attaining at least level 2. Boys have often achieved much higher results than girls over the last four years in English, mathematics and science.
59. The key stage 1 collective results (the core subject indicator) for pupils who achieved at least level 2 in all three core subjects were above the national average and also above the average achieved by pupils in similar schools nationally and the attainments of the more able were also above average.
60. At key stage 2, the 2006 results in English were in line with the national average but slightly below the local average and that achieved by similar schools. The results of boys and girls in the national assessments in English have steadily declined for four years.
61. The proportion of pupils who achieved at least NC Level 4 in mathematics in the key stage 2 assessments was above the national and the local averages and also above the average achieved by similar schools nationally. In 2006, boys achieved more highly than girls but the usual pattern for the last four years has been for girls to do better than boys in mathematics.
62. The proportion of pupils who achieved at least NC Level 4 in science in the key stage 2 assessments was well above the national and local averages and also well above the average achieved by similar schools nationally. In 2006, girls did as well as boys.
63. The proportion of pupils who attained the higher level 5 was broadly average in English and mathematics and well above average in science.
64. The key stage 2 2006 collective results (the core subject indicator) of pupils who achieved at least level 4 in all three core subjects were in line with national averages but below the average achieved by pupils in similar schools nationally.
65. Analysis of the school's past results in national assessments should be treated with caution, because the number of pupils entered for assessment is usually about half the national average and fluctuates from year to year. Cohorts differ in their abilities and this means that one pupil's attainment is a higher percentage of the total than is the case normally and can make results appear to vary more widely than would be expected. This caveat does not apply to the school's results in English at key stage 2 where analysis shows a pattern of decline.
66. Pupils with ALN and those in vulnerable circumstances make good progress relative to their ages, abilities and difficulties.

67. Pupils are often well motivated; they enjoy their work, demonstrate a good level of concentration and persevere with their tasks. They achieve the targets set for them by their teachers and those they set themselves. They make good progress towards the next stage in their learning because they acquire a good understanding of their own strengths and weaknesses.
68. Pupils readily acquire new knowledge and skills, for example in making effective use of multimedia packages. They have a good awareness and understanding of the strengths and weaknesses in their work and what they need to do to improve. Pupils with ALN, including the more able, make good progress and achieve the targets set for them.
69. Pupils work moderately well independently and co-operate effectively on tasks. They are increasingly adept at using reference books and ICT programs competently to support their learning.
70. Children aged under five make good progress in learning, despite the shortcomings in their accommodation. Many pupils in key stage 1 and key stage 2 make good progress because they respond well to the good quality teaching they receive. They speak confidently of the progress they feel they make and they usually know how to improve their work. Teachers communicate well with pupils, and give much verbal feedback.
71. Many pupils enter the school with capabilities and skills in line with those expected for their age. Most make good progress in fulfilling their potential and moving on to the next stage of learning.
72. Pupils' behaviour and their attitudes towards learning are consistently good with outstanding features. This contributes significantly to the standards they achieve and to the quality of life in the school. The school is a happy, caring and supportive community where all pupils are valued equally. Courtesy, respect for others and good manners are notable features of daily life
73. Pupils are well-motivated, enthusiastic and enjoy their learning. They listen attentively to their teachers, engage readily in discussion, co-operate well with adults and their peers and settle quickly to their tasks. They are able to sustain concentration, often for extended periods and are keen to do their best.
74. Attendance for the past three terms averaged 94 per cent. Pupils are punctual and keen to attend school. Registration sessions are conducted efficiently and pupils settle quickly to their lessons. The school complies with attendance requirements set out in the National Assembly for Wales Circular 3/99, *Pupil Support and Social Inclusion*.
75. Pupils make good progress in acquiring new skills and developing new ideas. They are capable of working independently on tasks and co-operate willingly when working in pairs and groups. They organise group activities fairly and help and support each other.

76. Pupils' personal, moral and social development is very well developed. Pupils enjoy exemplary relationships with staff. Pupils develop wholesome moral values with the help of the school's supportive ethos and the sensitive spiritual content of collective worship. Pupils demonstrate honesty, fairness and tolerance in their work and play and show a growing awareness of equal opportunities and respect for diversity within society.
77. The school successfully prepares pupils to take an active role in the life and work of the local community. Staff, governors and pupils are fully committed to the local community and the school participates in many aspects of its life.

## The quality of education and training

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

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

78. The overall quality of teaching has good features and no important shortcomings. The findings of the inspection team agree with those of the school in its self evaluation report. In the 29 lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
21%	69%	10%	0%	0%

79. The quality of teaching is at least good or better (i.e. grade 1 or 2) in 90 per cent of lessons observed and has outstanding features (i.e. grade 1) in 21 per cent of lessons. This is well above the national picture reported by Her Majesty's Chief Inspector in her annual report 2004-2005. Nationally, the quality of teaching is good in 79 per cent of lessons. Within this proportion, 18 per cent of teaching has outstanding features. There has been an improvement in the quality of teaching at the school since the last inspection as the staffing has become more stable and settled.

80. The good features of teaching include:

- good working relationships between teachers and pupils that promote a high quality ethos in lessons;
- a good level of challenge in the tasks teachers set pupils;
- the way that teachers skilfully build and develop imaginative lessons and succeed in catching pupils' attention so that their concentration is sustained for extended periods of time; and
- the way that teachers prepare a broad range of resources and activities to engage pupils fully in their learning.

81. Teachers work in very good partnerships with classroom assistants, including those with NNEB accreditation, and parent-helpers, to provide interesting sessions.

82. Teachers stimulate and challenge pupils of different abilities well. They set clear and appropriate time limits for them to complete tasks and this ensures that lessons usually progress at a good pace. They intervene sensitively to support and encourage pupils in their work.

83. Teachers exercise their authority firmly and fairly. They establish high standards for pupils' behaviour in classrooms in a positive way. This has a good effect on pupils' attitudes to learning.

84. Teachers have good, up-to-date subject knowledge and use this effectively in lessons. They are enthusiastic in their teaching and use a good range of contexts and resources to capture pupils' interest and assist their understanding. They usually use questions skilfully to gauge pupils' knowledge and understanding.
85. Many lessons are planned well and have a clear structure and purpose. Teachers share objectives with pupils at the beginning and revisit them towards the end of lessons to monitor progress. Plenary sessions are often of good quality. Where appropriate, teachers show versatility in adapting lessons to accommodate the needs of all pupils.
86. Teachers promote equality of opportunity and ensure that all pupils, including those with hearing impairments, are treated fairly. They provide some opportunities for pupils to consolidate their understanding of the Welsh dimension in appropriate contexts.
87. Pupils with ALN play a very full part in learning. They are supported well by their teachers and classroom assistants. Arrangements for organising pupils with ALN are very effective. These ensure that they follow the NC closely and are fully included.
88. Teachers' use of the school's interactive whiteboard has a good impact on teaching and learning. Pupils' progress in ICT is significantly enhanced when teachers present lessons using the interactive whiteboard as an integral part of their teaching.
89. Teachers support the development of pupils' independent research skills to a good degree and encourage pupils to work problems out for themselves. They have a good understanding of the requirements and guidance of the Welsh Assembly and Estyn for cross-curricular aspects of study such as key skills.
90. When teaching and learning sometimes have a few shortcomings, they include a lack of sufficient pace in lessons, an over-reliance on boys to answer questions, and a lack of self-assessment by learners.
91. The quality of assessment has good features which outweigh shortcomings. The school meets all statutory requirements for assessment, recording and reporting. Teachers use end of key stage assessments in English, mathematics and science and cognitive ability tests to identify pupils' levels of achievement and monitor their progress.
92. The school has recently introduced a strategy entitled "Building Learning Power" which involves six stages to assist learners in study skills. This is used with increasing consistency across the school and is identified as an area for development in the school's self evaluation report.
93. Teachers' marking of children's work is carried out regularly and consistently. Pupils' work is annotated with comments of praise and motivational stamps and stickers. Pupils are aware of their individual targets. Marking of children's work is

not measured enough against lesson objectives and does not encourage pupils enough to evaluate their work.

94. Portfolios of pupils' work are well presented. They provide good examples of NC levelled work as a benchmark.
95. Parents have regular opportunities to discuss the work of their children. The school adopts an effective 'open door' policy and reinforces this with meetings for groups of parents with the relevant class teachers early in the academic year. Formal meetings to agree targets occur mid-year and again at the end of the year. At these meetings parents have the opportunity to discuss their child's annual report.
96. Annual reports are of good quality and meet statutory requirements. They identify coverage, strengths and weaknesses, plus areas of future learning and show that teachers know their pupils very well.

**Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?**

<b>Grade 1: Good with outstanding features</b>
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97. This grade matches that of the school in its self evaluation report.
98. The breadth and richness of experiences provided is an outstanding feature of the school. The needs and interests of the learners are met by a balance of enriching opportunities.
99. Planning for key skills is well developed and explicit in all teachers' planning. Its implementation though lacks consistency as some teachers plan to promote too many key skills in each session.
100. The provision of out-of-hours learning is an outstanding feature of the school. There is a wide range of after school clubs catering for both cultural and sporting needs. These clubs are available to all children and are highly inclusive for children with ALN. Pupils have an opportunity to attend residential settings where their personal and social skills are developed with outward-bound based activities.
101. Fortnightly visits by the Athrawes Bro (area Welsh teacher) help promote bilingual skills. Teachers use incidental Welsh in their teaching sessions to some degree and the school has adapted a 'phrase of the week in Welsh' strategy. The *Cwricwlwm Cymreig* is underdeveloped in assisting pupils to understand the Welsh dimension and the part it has to play in their lives.
102. The school's provision for spiritual, moral, social and cultural development is good with outstanding features and gives pupils a clear set of values. It provides them with a good understanding of how they can contribute to their school, their community and to the wider world. The head teacher, teaching and

support staff are successful in creating a very supportive ethos built on care and respect for others.

103. The daily act of collective worship makes a significant contribution to this provision. Assemblies are happy occasions where pupils are encouraged to reflect on their experiences and consider the values and beliefs of others. Visiting clergy make a valuable contribution to collective worship and to pupils' spiritual development.
104. The aims of the school encourage and promote positive values and attitudes. The quality of relationships throughout is excellent and this contributes significantly to pupils' confidence, self-esteem and very good behaviour. Pupils understand the need to help others less fortunate than themselves and give regular support to a number of local and national charities.
105. Pupils have many opportunities to develop their social skills and they readily volunteer for and accept responsibility. For example, pupils are encouraged to become actively involved in decision-making within the school. The school council provides a good forum where pupils can voice their concerns, ideas and opinions. The school provides a rich programme of extra-curricular activities and educational visits, including residential visits, which contribute well to pupils' social development.
106. The school is successful in celebrating cultural diversity and pupils have opportunities to learn about the social and cultural traditions of other faiths and cultures.
107. The school's partnerships with parents, the local community, other schools and higher education institutions are highly successful and have outstanding features that enrich its life and work and enhance pupils' learning.
108. Many parents are very supportive of the school and are pleased with the standards their children achieve. They express satisfaction with the school's aims and values and appreciate the ready access they have to the head teacher and staff.
109. Communication between home and school is very effective and parents have readily accepted the positive home/school agreement.
110. Many parents and friends give freely of their time supporting school activities, running after-school clubs, accompanying pupils on educational visits and in fund-raising for the school. The Parent Teacher Association (PTA) organises social and fund-raising activities that enhance links with the local community and provide the school with a valuable source of additional income.
111. Good pastoral and administrative links have been developed with King Henry VIII comprehensive school, the main receiving secondary school. Curriculum links are developing well and regular liaison meetings, an exchange of information and ideas, joint in-service training and teacher exchanges help to promote continuity of education for pupils. This is particularly true of the help

the secondary school provides to Llanfoist pupils by allowing its sports facilities to be used for swimming and games. Every effort is made to ensure year 6 pupils are well prepared for secondary school and approach it with confidence.

112. The school has developed an effective partnership with an initial teacher training institution, the University of Newport at Caerleon, and regularly welcomes student teachers. Students from local secondary schools also undertake placements at the school. Students are supported well by staff and they make a positive contribution to the life of the school.
113. The school is at the heart of the village community of Llanfoist and is much valued by residents. Links with the community are wide-ranging and have a positive impact on pupils' learning.
114. The school's commitment to work-related education is good and the vocational aspect of the PSE programme is addressed well by teachers. Within a limited range of employers locally, the school has developed positive partnerships, especially with a local supermarket, which enhance pupils' understanding of the work place.
115. Several teachers have undertaken relevant business and industry courses, which have contributed to professional development and enhanced curriculum provision for pupils.
116. The school's policies and procedures to promote equality of access and opportunity and to tackle social disadvantage and stereotyping are successful. The school's commitment to social inclusion is exemplary and pupils know they are valued equally as individuals.
117. Pupils' awareness and understanding of sustainable development is developing well and this is an improving aspect of the school's curriculum. Pupils are involved in developing the school grounds, are aware of the problems of litter and pollution and are actively involved in re-cycling and composting initiatives. Pupils' understanding of global citizenship is developing well. Older pupils, in particular, are aware of the economic and social inequalities that exist nationally and throughout the world.
118. The school successfully promotes pupils' entrepreneurial skills. Pupils make a range of goods for sale and recognise the need to make a profit. They show initiative and flair in their fund-raising efforts for local and national charities.
119. The school is successful in laying the foundations for lifelong learning and pupils have a clear understanding of the impact that their own attitudes and efforts have upon their progress.
120. Pupils know their community well and understand what is needed for its continued success. They recognise that through partnership, citizenship and care for the environment they can make a real contribution to their community.

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

<b>Grade 1: Good with outstanding features</b>
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121. The findings of the inspection team differ from the judgement made by the school in its self evaluation report, in which the school judged this area as grade 2. The inspection team felt that the school under-estimated the high quality of pastoral care and guidance it offers to pupils.
122. The head teacher and staff place a high priority on the pastoral care of pupils and effectively monitor and support their educational progress, their social development and their personal welfare. This is particularly so for pupils in vulnerable or challenging circumstances.
123. The school liaises carefully with outside agencies and draws on external support effectively. Parents and carers are encouraged to become fully involved; the school listens carefully to them and their views are well considered and acted upon.
124. The induction procedures for pupils entering the school, moving up classes and transferring to secondary school are effective and ensure pupils settle quickly into their new environments with minimal disruption to their learning. Parents are very pleased with induction arrangements.
125. The quality of personal support and guidance for pupils has outstanding features. The head teacher, teaching and support staff are highly successful in creating a caring and supportive environment where pupils feel secure and respected. In discussion, pupils praised the quality of relationships between themselves and adults in the school. Pupils are confident in seeking the help and support of staff; they readily turn to adults for help and are listened to and treated with kindness and respect.
126. Pupils have access to an effective personal and social education (PSE) programme, in line with national guidelines, which contributes significantly to the quality of support and guidance offered to them.
127. Very effective procedures are in place to monitor pupils' behaviour, performance, attendance and punctuality and early intervention ensures that any individual concerns are dealt with quickly and efficiently.
128. The school's policies and procedures to promote good behaviour are very effective and the school's 'golden rules' are simple, relevant and clearly understood by pupils. On the few occasions when a pupil's behaviour gives cause for concern, parents are involved, the pupil is counselled and the school draws on the support of the LEA if required. These arrangements work well.
129. The head teacher and secretary monitor attendance and punctuality carefully, and effective follow-up procedures are in place, including regular liaison with the education welfare service.

130. The academic performance of pupils is monitored carefully and pupils take an active role in the setting and monitoring of their individual targets and in planning their own progress.
131. Staff place a high priority on pupils' health, safety and well-being. Pupils are supervised well and arrangements for first-aid and dealing with accidents and emergencies are well established. The school's health and safety policy and risk assessments are known and understood by all staff.
132. The school is successful in promoting a healthy diet and healthy lifestyle and pupils benefit from a wide range of after-school sporting activities.
133. All members of staff work in the pupils' best interests to safeguard their welfare. The school has a policy and procedures to deal with child protection issues and takes national guidelines fully into account. The head teacher is the designated member of staff with responsibility for child protection and she ensures all staff are fully aware of the correct procedures to be followed. The school has developed positive working partnerships with social services and other external welfare agencies.
134. The provision for ALN is an outstanding feature of the school. It has a significant and very positive impact on all stakeholders. The ALN Coordinator co-ordinates her team very well. They ensure the seamless integration of pupils with ALN, including those with hearing impairments, into the school community.
135. Ten per cent of pupils on roll are on the ALN Register, and four have formal statements. The quality of support is excellent not only for pupils with hearing impairments but also for all pupils with ALN. The use of radio microphones is an unobtrusive feature within the school and one room benefits from an induction loop system.
136. The procedures adopted by the school to identify individual learning needs and to address them by early intervention are very good. Parents are fully consulted and plans are formulated and reviewed regularly. Pupils' progress is monitored and recorded meticulously.
137. Very good support is provided for those pupils whose behaviour might impede their progress and that of others. This includes a minority of vulnerable pupils who may join the school with little or no notice.
138. The school has clear policies and procedures to promote equal opportunities, including racial equality, and promotes positive attitudes in recognising and celebrating diversity.
139. The school makes excellent efforts to ensure the equal treatment of disabled pupils. An accessibility audit has been undertaken and a plan put into place to demonstrate how staff will make improvements in access to the curriculum, physical access and the provision of information for disabled pupils. However, the many shortcomings in the accommodation make physical access for wheelchair-bound pupils virtually impossible.

140. There are effective measures in place to eliminate oppressive behaviour, including bullying, racial discrimination and all forms of harassment. The school monitors and responds to any incident promptly. Such incidents are rare and the school functions well as a supportive community where all pupils are valued equally.

## Leadership and management

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

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

141. The quality of leadership and management is good. This grade does not match that of the school in its self evaluation report because the school overestimated the overall quality of its leadership and management. The head teacher and staff provide good, wholesome role models to pupils.
142. The good features in leadership and management include:
- the perceptive and dynamic leadership provided by the head teacher;
  - the good leadership of subject co-ordinators;
  - the recent inclusion of pupils in leadership through the school council;
  - the active support of governors in new initiatives; and
  - the school's purposeful ethos.
143. The school enjoys a shared sense of purpose and a clear educational direction. The governing body and staff take full note of the priorities of the Welsh Assembly Government and the school has devoted much energy to promoting them. The school has built a broad range of good partnerships with other schools and organisations and the local authority.
144. The school's mission statement starts: "At Llanfoist, all children have equal importance and expectations are high". This was observed as central to its life and work during the inspection.
145. The quality of leadership provided by the head teacher is caring, calm and steady. She has successfully led the school through a period of change. Her management is inclusive, sensitive and supportive. Subject co-ordinators confirm that they feel empowered. She retains the loyalty and respect of staff and governors alike. The head teacher has succeeded in building and retaining a good team with a high morale. The school has no deputy head teacher but the head teacher has developed a senior management team which meets regularly to assess progress.
146. The quality of subject co-ordination is good. Subject co-ordinators are closely involved in policy making and have implemented good schemes of work. Co-ordinators are conscientious in monitoring and evaluating standards in their subjects across the school. Members of staff, both teachers and assistants, work together well as a team and as partners. Staff meetings are held frequently with records kept of decisions made.
147. The organisation of a school council helps pupils gain a good understanding of citizenship as well as leadership. Experienced members of staff support newly appointed teachers well and induction procedures are good. The school is involved fully in local partnerships and cluster arrangements with other schools.

148. Governors are supportive of the school and provide its leaders with critical and positive challenge. They meet their responsibilities in every regard. Governors know the local community well and appreciate and value the contribution the school makes to it. They are allocated subjects to monitor and use this system to build constructive partnerships with teachers.
149. Governors understand about school development through regular reports from the head teacher and staff. This, together with visits to the school, enables governors to have insight into the quality of provision.
150. The school's daily administration is managed very smoothly and efficiently and makes a good contribution to the calm ethos. The school secretary has been instrumental in providing in-service training and development for lunchtime staff. She has also introduced a child protection register which is a model of good practice.
151. The school shows a strong commitment to developing the expertise of both teaching and support staff. Performance management and appraisal procedures are well established. They successfully promote teachers' continuing professional development and set realistic targets for improvement. The school's leaders keep a good balance between meeting the professional needs of individual teachers and achieving the school's priorities.
152. The head teacher and governors have a good oversight of the budget and supervise expenditure well. Decisions on expenditure are closely linked to the priorities identified in the SIP and governors try to obtain best value for money. Managers manage resources very well and ensure they are used effectively for the benefit of learners. The school has addressed all the recommendations of its latest audit report.
153. Governors meet regularly throughout the school year and fulfil regulatory and legal requirements. The school has a home/school agreement in place between it and parents. Appropriate policies are in place to meet other statutory requirements, such as those governing race relations and disability discrimination. They are monitored and reviewed on a regular basis.
154. The school's chief good features include good standards, good teaching, good leadership, a broad and balanced curriculum and good provision for pupils with ALN. As a result, it provides good value for money.

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

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

155. The findings of the inspection team match those of the school in its self evaluation report.

156. The school is committed to improving standards and has successfully developed good self evaluation procedures. These have been instrumental in the good progress it has made since its last inspection.
157. The self evaluation report is honest and thorough and staff were closely involved in its development. Self-evaluation arrangements are based on first-hand evidence. The school's stakeholders are involved to varying degrees in the self evaluation process. Staff members are involved closely; governors and parents to a lesser extent. Pupils get increasingly good opportunities to voice their views through their representatives on the school council.
158. The findings of the inspection team were in agreement with two of the seven judgments made by the school in its self evaluation report. In Key Question 4, inspectors judged provision as having outstanding features and felt the school had been overcautious. In the remaining four key questions, the school had slightly overestimated its provision but nevertheless, inspectors judged it as having at least good features and no important shortcomings in all key questions. Inspection evidence showed that the school knows itself well and continues to make good progress since its last inspection.
159. The school assesses and shares its strengths and addresses its areas for development through an accurate school improvement plan (SIP). This is very much a working document. It notes the school's needs and states financial implications and timescales clearly. The head teacher and governing body ensure that good resources are provided to achieve key targets. Class teachers and support staff are closely involved in planning for improvement.
160. The school is at an early stage in planning the introduction of the new Foundation Phase for the early years and key stage 1. It is severely hampered by the poor accommodation for the under fives.
161. The head teacher and subject co-ordinators monitor teaching carefully and have an accurate picture of the staff's strengths and areas for improvement. Subject co-ordinators share information about pupils' achievements in their subjects.
162. The school uses initial assessments of nursery and reception children to inform planning and raise standards. Standards achieved are monitored closely in relation to national priorities and pupils make good progress as a result. The school has undertaken some analysis of NC assessments in English, mathematics and science, but the picture is not sufficiently detailed to identify patterns and trends effectively.
163. Resources are matched well to the school's educational priorities. Conscientious performance management systems have a good impact upon standards of achievement and the continuous professional development of staff.
164. The school has responded positively to the key issues identified in the last inspection report and made good steady progress over the last six years.

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

<b>Grade 2 Good features and no important shortcomings</b>
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165. This grade matches that of the school in its self evaluation report.
166. The school is well staffed and employs a sufficient number of qualified specialists, experienced teachers and support staff. The harmonious and conscientious teamwork of the staff is of high quality. Teachers and support staff are deployed appropriately and the school makes effective use of their expertise. The contribution of support staff to learning and teaching is particularly effective with pupils who have ALN. The teamwork and relationships between teachers, support staff and pupils are excellent.
167. The quality of the school's Victorian accommodation is inadequate. It is unfit for purpose in relation to a modern curriculum and twenty-first century teaching. The whole school community has to make many adaptations to teaching and learning because of the unsuitable nature of its Victorian accommodation. Classrooms are generally small and the area used for the under fives is unsuitable both to excel in the desirable outcomes for learning or to introduce the Foundation Phase. The outdoor play area for children under five is far too small to allow good, educational play.
168. Assemblies and Indoor physical education lessons are severely restricted by the small size of the hall. The steeply sloping play yards constitute a safety risk to all users. The school has developed an accessibility plan which highlights its inaccessibility for disabled persons. The outdoor toilets leading from a play area are unsuitable for a primary school. Staff toilets are inadequate.
169. The arrangements for staff appraisal, continuing professional development and performance management are well established. The school has fully implemented the Workforce Remodelling Agreement and all staff receive regular non-contact time for planning, preparation and assessment. Staff benefit from good in-service training and education. For example, staff have benefited from recent training in the use of a literacy strategy and developed this with enhanced teaching of writing, oracy and spelling. This is having a positive impact on learning and teaching.
170. Office staff provide efficient and effective administrative support. Ancillary staff such as lunchtime supervisors and other staff contribute well to the strong sense of community in the school.
171. The very good quality displays of pupils' work positively enhance the learning environment. Although the building has major difficulties, it is kept clean, both internally and externally. Pupils have access to playground areas where there are marked games. When the weather is suitable pupils have access to a good grassed surface which has tables for them to enjoy packed lunches or to meet quietly.

172. There are limited opportunities for quiet reading and research for pupils in key stage 2. There is also limited space for pupils to enjoy practical sessions in art or design and technology.
173. The quality and quantity of resources for children aged under five and for pupils in key stage 1 and key stage 2 in the subjects inspected are good overall. The lack of interactive whiteboards, however, in four out of five classrooms means that there are too few opportunities for interactive learning, research and investigative work. The pupils in four fifths of the school face inequalities of opportunity in the resources available as a result.
174. Taken overall, resources are matched to the school's needs and priorities. The head teacher and governing body review and evaluate expenditure constantly, keeping a sharp eye on pupil numbers and maintaining staffing for the future. They ensure they obtain best value for money.

## Standards achieved in subjects and areas of learning

### English

<b>Key Stage 1:</b>	<b>Grade 2</b>	<b>Good features and no important shortcomings</b>
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<b>Key Stage 2:</b>	<b>Grade 2</b>	<b>Good features and no important shortcomings</b>
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#### Good features

175. A few older pupils write stories of length which are of outstanding quality. Pupils in key stage 2 have a good understanding of the differences between direct and indirect speech. They experience a wide range of literature and the school's drama productions are instrumental in helping them become more articulate.
176. The writing of some more able pupils is outstanding, showing very good use of adjectives, neat sentence construction and good punctuation. They come up with accurate and perceptive words tellingly.
177. Pupils in key stage 1 listen carefully to their teachers' explanations and the contributions of other pupils. They listen carefully to stories, sequence events and retell stories using their own words. They make good progress in speaking for different purposes and audiences and collaborate well in discussions. They speak in a variety of contexts with increasing confidence. Pupils in key stage 1 and key stage 2 make good progress in reading and writing as a result of the school's new approach to the teaching of literacy.
178. Standards in reading in key stage 1 are good. Pupils display a good understanding of the characters, settings and structure of stories. Some identify grammatical conventions, such as an exclamation mark or a question mark in a big book. Most Year 1 pupils recognise full stops and capital letters. By the end of key stage 1, the more able pupils read unfamiliar texts with growing confidence. Other readers have a positive attitude to reading and use a range of reading strategies to help them understand the text. Many pupils develop a good knowledge of the alphabetical order of letters.
179. Pupils in key stage 1, including those with ALN, make good progress in learning to write. By the end of key stage 1 a few write creatively using some of the key features of narrative. Year 2 pupils suggest good, creative ideas for the endings to stories read aloud to the class. A few more able key stage 1 pupils write at length. Their writing is well organised and they plan and revise their work well.
180. Most pupils in key stage 2 listen respectfully to their teachers and to others. In lessons, they remain focused for a sustained time. When answering questions, most give answers, in writing and orally, in full sentences. They make good progress in speaking for different purposes and audiences and collaborate effectively in discussions.

181. Pupils in key stage 2, including those with ALN, read aloud well. Many make good progress. They ask questions about the topics they investigate and suggest and use appropriate sources of information, when available. They skim and scan the pages to find the answers to their questions and use dictionaries and thesauri to find the meaning of unfamiliar words. Most have a good understanding of the basic skills in reading, and develop strategies to deal with unfamiliar words. They discuss plot and character well. Most older pupils identify types of words such as nouns or verbs.
182. Most key stage 2 pupils identify various descriptive figures of speech, such as similes and metaphors. They have good strategies to understand figures of speech and they use them aptly. Pupils with ALN make rapid progress because of the support they get from specialist teachers and assistants, both in mainstream as well as in withdrawal groups.
183. By Year 6, pupils' skills in reading are often good and they have a number of favourite authors. They are confident in discussing plot and character and have benefited greatly from visits to the school by authors, actors and poets. More able readers read with expression, using different voices for different characters.
184. Pupils in key stage 2 understand some of the characteristics of myths and legends and, as a result, when they write creatively, they recall important aspects and find appropriate adjectives well. Many make good use of the school and local libraries. Most in key stage 2 show a good awareness of different degrees of formality in writing. Their handwriting is usually neat and well formed. They understand terms such as the blurb, contents, index and glossary, and recognise that these are guides to finding information.
185. Key stage 2 pupils with ALN and those of below-average ability have a good understanding of language terminology and use phonic strategies well to read unfamiliar words.
186. Pupils in upper key stage 2 write well. Their work shows a command of the characteristics of creative, poetic, persuasive and informational writing. Their creative writing can be moving to read and they have a good understanding of how to write for different audiences. Many understand how to use punctuation and develop a good vocabulary.
187. When teachers use an interactive whiteboard for literacy lessons, it has a positive impact upon pupils' understanding. Older pupils in key stage 2 use computers skilfully for word-processing their stories and poems and combine suitable images and text well.

### **Shortcomings**

188. Some older girls make slow progress in developing their writing because they are not provided with enough challenge in lessons.

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

189. Pupils make good progress as they move through the school. They undertake tasks in addition, subtraction, division and multiplication confidently and accurately.
190. Pupils in key stage 1 and key stage 2 show competence in using mathematical language. Pupils discuss and explain previous work, and display good reasoning and understanding.
191. Pupils use ICT effectively to support the concepts they learn at both key stages.
192. Pupils in key stage 1 show a good application of their knowledge of number bonds up to 100, together with multiplication facts of two, five and ten, recognizing and estimating. They confidently use mathematical apparatus such as tape measures and estimate and measure in centimetres with confidence.
193. Year 2 pupils recognise fractions of shapes and understand the connection between quarters and halves well. They recognize two and three dimensional shapes and are able to discuss their differences and properties.
194. By the end of key stage 1, year 2 pupils have a good understanding of time in quarter hour intervals. Pupils make good use of simple graphs to classify information and to present findings in relation to a variety of topics.
195. Pupils in key stage 1 make good use of mathematical games to assist them in acquiring mathematical concepts.
196. Pupils in year 3 and year 4 produce good work on measurement of weight by estimation prior to weighing. They are able to accurately read a scale in divisions of 100 grams.
197. By the end of key stage 2, pupils have a good knowledge and understanding of place value. They make good progress in learning to use both vulgar and decimal fractions learning to link them in with percentage. They have good understanding of the 24-hour clock, work accurately with numbers to three decimal places and handle money well.
198. Pupils are able to talk about their work with ease and develop the confidence to apply their mathematics to solve a range of problems and investigations. They use mathematical materials and tools confidently.

199. Key stage 2 pupils enjoy developing the concept of probability through their own likely or unlikely experiences.

### **Shortcomings**

200. Pupils sometimes lack confidence in problem solving and Investigative work.

<b>Information technology</b>
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<b>Key Stage 1:</b>	<b>Grade 2</b>	<b>Good features and no important shortcomings</b>
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<b>Key Stage 2:</b>	<b>Grade 2</b>	<b>Good features and no important shortcomings</b>
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### **Good Features**

201. Pupils learn to use computers to communicate and handle information, to a good degree, in a range of subjects. They occasionally use a digital camera well to record their work.

202. In key stage 1, pupils program a robotic toy to move backwards and forwards and make right-angled turns. They develop their understanding of mathematics as well as ICT through learning how to control this robot.

203. Pupils develop a number of basic skills such as executing program commands, saving their work, using the mouse and pointer, and operating a number of facilities on the tool bar such as the airbrush, the spray and the pen.

204. Pupils in key stage 1 develop pictograms from tallies they have made. They use a digital mouse, icons and the screen pointer competently. They draw themselves using electronic imaging software to replicate images in patterns to good effect. They have also developed skills in word-processing, creating and printing simple sentences.

205. Pupils with ALN make good progress with good support from teaching assistants. In year 2 they know that people communicate via the telephone or electronic mail as well as by writing. They are competent when highlighting blocks of text and change the colour, type and size of font carefully.

206. In key stage 2, pupils research the internet for information about social or educational conditions in the past. They access appropriate sites on the Internet and some manipulate digital imagery skilfully.

207. Pupils can find appropriate files on a hard disk and can open and use them. They use computers well to support their research, for example, by using digital encyclopaedias on compact discs.

208. Pupils in key stage 2 improve their capability in information technology. In their word processed writing, for example, they use a range of fonts and styles of text

in poetry and letters. They use computers to combine text and images of good quality. They manipulate sounds and explore simulations dextrously.

209. Pupils in key stage 2 can explain the meaning and purpose of different file commands such as edit and print. They can describe how to use the shift key to make a capital letter or the CTRL key for typing shortcuts. They suggest appropriate names for different fields in setting up a file to store information about themselves.

### **Shortcomings**

210. There are no significant shortcomings.

<b>History</b>
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<b>Key Stage 1:</b>	<b>Grade 2</b>	<b>Good features and no important shortcomings</b>
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<b>Key Stage 2:</b>	<b>Grade 1</b>	<b>Good with outstanding features</b>
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### **Good features**

211. Pupils in key stage 1 demonstrate a genuine interest in history. They use a variety of ways to describe differences between past and present, based on the life and environment with which they are familiar.
212. Pupils learn quickly, through looking at homes, and the domestic differences between modern and old. They build their knowledge by looking at and classifying historical artefacts brought from home. They make good use of independent descriptive writing.
213. Pupils make effective use of appropriate historical software to enhance their learning.
214. In key stage 1, pupils develop a good sense of chronology through the study of the Romans and the Tudors and they understand time lines very well. Some very good work was observed of pupils empathising with the life of a Roman galley slave. The pupils' knowledge of Tudor times and the environmental problems caused by poor sanitation showed very good research skills, in which they used both published reference material and the Internet. One pupil had independently discovered that the plague was spread by rat fleas.
215. Key stage 2 pupils' knowledge and understanding of the past is often very good, being enhanced through appropriate visits to local places of interest, such as Caerleon Roman Legionary Museum and Amphitheatre.
216. Pupils compare knowledgeably the different ways in which the past is represented today. They perceptively analyse excerpts from films and television programmes they see.

217. Pupils in key stage 2 have outstanding skills of enquiry, analysis, interpretation and historical research. They investigate past events very effectively and display their knowledge in a variety of high quality formats.

### **Shortcomings**

218. There are no significant shortcomings.

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

219. In key stage 1 and key stage 2, pupils sing a wide range of songs. They demonstrate good diction, singing in tune and pay good attention to pitch, tempo and rhythm.

220. In key stage 1, pupils listen well and discriminate accurately between sounds of high or low pitch. They play loud and quiet sounds using a wide range of untuned percussion instruments. They choose them carefully to represent different sounds. Pupils are creative when composing, selecting and organising a variety of sounds.

221. In key stage 2, pupils improve their performing and composing skills. They sing accompaniments well. They tap out the beat while singing traditional songs or when performing country dances. They have a developed understanding of cultures other than their own. Pupils compose and perform tunes using pentatonic scales.

222. Musical performances enhance assemblies, school productions and other celebrations. A few pupils receive extra instrumental tuition and extra-curricular musical activities enhance their musical skills greatly.

223. Pupils listen carefully to their own work and to that of others and their appraisal skills are good.

### **Shortcomings**

224. There are no important shortcomings.

<b>Physical education</b>
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<b>Key Stage 1:</b>	<b>Grade 3</b>	<b>Good features outweigh shortcomings</b>
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<b>Key stage 2:</b>	<b>Grade 3</b>	<b>Good features outweigh shortcomings</b>
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### **Good features**

225. Pupils succeed in achieving good standards which outweigh shortcomings in games and movement across the key stages despite the poor accommodation.
226. They make best use of the school's green open space as a resource during suitable weather.
227. Generally, pupils change into appropriate clothing to participate in lessons. They are aware of safety issues, such as those arising from wearing jewellery.
228. Pupils at both key stages usually have a warm up before the main part of the lesson and they are aware that this is to increase heart rate and build up body temperature, especially in the muscles.
229. Year 2 pupils apply themselves well to warm-up sessions at the beginning of lessons. All pupils listen attentively, move confidently and respond accurately to instructions. Year 2 pupils show good agility and co-ordination as they run, walk, stop, hop and jump. They show that they are beginning to work as a team. Their motor skill of throwing is developing but catching is more variable.
230. Pupils show good skills in performing a Welsh folk dance. They move in time and in unison, working as groups and pairs. They have good ability in working with the rhythm and counting to eight. The size of the hall, however, does not allow all pupils to take part simultaneously and this restricts pupils' achievements.
231. Pupils reflect on their performance and assess how they can improve.
232. Key stage 2 pupils take turns sensibly and are well aware of safety issues. They perform a range of travelling movements well. They create space through movement and use this to develop aspects of team sports.
233. Pupils in key stage 2 work well with their partners, help each other to follow instructions and develop the skills identified in the lesson's learning objective.
234. All key stage 2 pupils learn to swim. The majority complete 25 metres by the end of year 6.
235. Key stage 2 pupils have good skills in ball control. They practise and refine high passes and chest passes with considerable success.
236. Year 6 pupils develop their skills in rock-climbing, abseiling, canoeing and orienteering whilst attending residential visits at outdoor pursuits centres.

237. Many pupils enhance their physical performances by their involvement in extra curricular activities, including rugby, football, netball, athletics and cricket. They achieve good results in a wide range of sports. After-school clubs are very well attended. Pupils are also involved successfully in extra-curricular sporting activities in the school and the wider community.

### **Shortcomings**

238. Pupils' achievements are restricted by the lack of appropriate space for physical education. The school hall is too small and has no large equipment. Gymnastic work in key stage 2 is undertaken at the local comprehensive school but pupils in key stage 1 do not enjoy this facility. During the inspection, lessons were taken mainly out of doors as the weather was appropriate, however, gymnastics and dance are severely hampered by inadequate indoor accommodation and this has an adverse affect on standards.

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

239. The school welcomes the grades awarded and the inspectors' recognition of high standards in teaching and learning. The school prides itself on providing a wide range of enriching opportunities for learning. We are therefore pleased to be awarded a grade 1 for key question 3, where inspectors recognised the outstanding features of the learning experiences provided.
240. We are, as a school, very concerned about the individual pupil and feel that all have equal importance. We were delighted to receive a grade 1 for key question 4 in recognition of the outstanding nature of the pastoral care and guidance offered to pupils.
241. We pride ourselves on a whole school approach. With this in mind, governors, senior managers, teaching and ancillary staff, pupils and parents will rise to the challenges ahead. We will strive to move the school forward and especially look to the provision of a new school in 2008.
242. All recommendations made in this report regarding areas to improve will be prioritised in the new school improvement plan.

## Appendix 1

### Basic information about the school

Name of school	Llanfoist Community Primary School
School type	Primary
Age-range of pupils	4 to 11
Address of school	Llanellen Road, Llanfoist, Abergavenny
Postcode	NP7 8NF
Telephone number	01873 853093

Headteacher	Mrs Mary Larnar
Date of appointment	1 September 2003
Chair of governors	Mrs Donna Jones
Registered inspector	Mr Robert Isaac
Dates of inspection	25 <sup>th</sup> to 27 <sup>th</sup> September 2006

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	0	12	11	11	16	15	21	16	104

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	0	6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	1 : 20
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	20.8
Teacher (fte): class ratio	

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Autumn 2005	0	96	95
Spring 2005	0	96	95
Summer 2005	0	98	94

Percentage of pupils entitled to free school meals	17.3%
Number of pupils excluded during 12 months prior to inspection	NIL

## Appendix 3

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

National Curriculum Assessment KS1 Results 2006			Number of pupils in Y2:		10			
Percentage of pupils at each level								
			D	W	1	2	3	2+
English:	Teacher Assessment	School	10	0	0	40	50	90
		National	0	4	13	63	20	83
En: reading	Teacher Assessment	School	10	0	0	40	50	90
		National	0	4	14	54	28	82
En: writing	Teacher Assessment	School	10	0	0	50	40	90
		National	0	5	13	71	10	81
En: speaking and listening	Teacher Assessment	School	10	0	10	30	50	80
		National	0	2	11	64	22	86
Mathematics	Teacher Assessment	School	10	0	0	40	50	90
		National	0	2	9	61	26	87
Science	Teacher Assessment	School	10	0	0	40	50	90
		National	0	2	10	68	20	88

Percentage of pupils attaining at least level 2 in English, mathematics and science by teacher assessment			
In the school	93%	In Wales	81%

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

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

National Curriculum Assessment KS2 Results 2006										Number of pupils in Y6		14	
Percentage of pupils at each level													
			D	A	N	W	1	2	3	4	5	4+	
English	Teacher assessment	School	0	0	0	0	0	0	21	50	29	93	
		National	1	0	1	0	1	5	16	46	30	76	
Mathematics	Teacher assessment	School	0	0	0	0	0	0	14	65	21	86	
		National	0	0	0	0	1	4	18	46	31	77	
Science	Teacher assessment	School	0	0	0	0	0	0	0	50	50	100	
		National	1	0	0	0	0	1	11	50	37	87	

Percentage of pupils attaining at least level 4 in English, mathematics and science			
by Teacher Assessment			
In the school	71%		
In Wales	72%		

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

## Appendix 4

### Evidence base of the inspection

Three inspectors spent a total of six inspector days in the school and met as a team before the inspection started.

The inspectors visited:

- twenty-nine lessons or parts of lessons;
- all classes;
- two acts of collective worship; and
- a range of extra-curricular activities.

Members of the inspection team had meetings with:

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

The team considered:

- the school's self evaluation report;
- responses from 20 parents to a questionnaire;
- documentation provided by the school before and during the inspection; and
- a range of pupils' past and present work.

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

## Appendix 5

### Composition and responsibilities of the inspection team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Mr R. Isaac	Registered inspector	Key Question 1 Key Question 2 (Teaching) Key Question 5 Key Question 6	English Information Technology Music (Early Years)
Mrs M. Larner	Nominee	Contributing to all key questions	
Mrs J. Warr	Lay Inspector	Contributing to: Key Question 1 Key Question 3 Key Question 4	
Mr H. Roberts	Team Inspector	Key Question 2 (Assessment) Key Question 3 (Lead) Key Question 4 (ALN) Key Question 7	Mathematics History Physical Education

### Acknowledgement

The visiting inspectors wish to thank the headteacher, the governors, all the staff and the pupils for the unfailing co-operation and courtesy they received during the inspection.

#### Inspection Contractor:

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