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LLANMARTIN PRIMARY SCHOOL

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CURRICULUM NOMENCLATURE AND KEY STAGES

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

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

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

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

GRADE DESCRIPTIONS

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

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

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1. CONTEXT

The school and its priorities

Llanmartin Primary School is a local authority maintained school which serves the community of Underwood in Llanmartin, about five miles from Newport. The school is a 3-11 primary and includes provision, in the two special needs classes, for pupils with Special Education Needs (SEN) from the eastern side of Newport; eight pupils attend the KS1 class and 10 pupils attend the KS2 class. Children are admitted to the nursery, on a part-time basis, at the beginning of the school year in which they attain their fourth birthday. The numbers of pupils on roll over the last three years have remained constant. There are currently 264 pupils in the school. Approximately 99 per cent of the pupils are from English speaking homes of whom four per cent are from ethnic minority groups; one per cent are learning English as an additional language. There are no pupils from Welsh speaking homes and Welsh is taught as a second language. The school aims to provide a friendly, healthy, secure and stimulating environment in which all pupils develop a positive attitude to school life and achieve to their full potential.

The school considers the majority of its catchment area to be neither prosperous nor economically disadvantaged. A minority of pupils are drawn from economically disadvantaged areas; 33 per cent of the pupils are registered as being entitled to receive free school meals. The nature of the intake is neither advantaged nor disadvantaged. There are 29 pupils on the school's mainstream SEN register; 3 pupils have a statement of SEN. Baseline assessments are undertaken on entry to the nursery class and results indicate a below average attainment for many children.

The school was last inspected in 1997 and produced a post-inspection action plan to improve curriculum provision and pupils' standards of achievement. Some of the targets in the current School Improvement Plan (SIP) have been met. The focus for the year will be to:

- continue to raise standards of achievement in literacy, numeracy and information and communications technology (ICT);
- continue to raise standards in the foundation subjects and evaluate new schemes of work;
- continue to use target setting as a means of raising standards in teaching and learning;
- develop Personal and Social Education (PSE) across the curriculum;
- ensure the promotion of racial harmony and positive attitudes to diversity across the school.

The school's analysis of the National Curriculum (NC) Assessment results and comparative data is the basis for target setting to improve standards.

The school has successfully gained the Basic Skills Quality Mark, the Cymru Sports Marc and the Investor In People Award.

2. MAIN FINDINGS

The main findings of the report

Llanmartin Primary School is a very good school with many outstanding features, including the totally inclusive nature of its provision. The high commitment of staff and governors to improve curricular provision in order to raise standards and the pupils' very positive attitudes to their work contribute to the success of the school. The headteacher provides highly efficient, caring leadership and is very ably supported by the deputy and the staff who work very well as an effective team.

Educational standards achieved in subjects and areas of learning

- Pupils' standards of achievement were very good in 36 per cent of the lessons observed, good in 56 per cent and satisfactory in 8 per cent.
- The educational standards achieved by children under five are good. The overall quality of the educational provision for children under five is appropriate to their needs and they make good progress towards the Desirable Outcomes for Children's Learning. Baseline assessments indicate that attainment on entry is below average for many children.
- Standards in the six areas of learning are as follows:

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

- Pupils' standards of achievement in the NC subjects and religious education are as follows:

	KS1	KS2
English	Good	Very good
Mathematics	Very good	Very good
Science	Very good	Very good
Welsh second language	Good	Good
Design and technology	Very good	Very good
Information technology	Good	Good
History	Good	Very good
Geography	Good	Good
Art	Very good	Very good
Music	Very good	Very good
Physical education	Very good	Very good
Religious education	Good	Good

- In KS1, standards are good overall in English and pupils benefit from the structured literacy sessions. They achieve good standards in speaking skills; their listening skills are very good and they listen attentively and with interest. They achieve good standards in reading and in writing skills.

- In KS2, standards are very good overall in English. Pupils achieve very good standards in listening, reading and writing skills and good standards in speaking skills.
- Standards are very good in mathematics in both key stages and pupils benefit from the use of numeracy strategies. They make very good progress in developing competence in number and understanding of mathematical concepts.
- In science, standards are very good in both key stages and pupils make very good progress in developing scientific enquiry and investigative skills.
- The school's 2002 NC assessment results reflect the high standards achieved during the inspection in the core subjects.
- Pupils' standards and progress in key skills across the curriculum are very good overall. Children under five make very good progress in developing key skills. In both key stages, standards achieved in literacy skills are very good overall. The use of numeracy skills in different subjects is very good. Pupils' use of a range of ICT for different purposes is good.

Ethos of the school

- The provision for pupils' spiritual, moral, social and cultural development is very good. The high standards in values, beliefs and spiritual awareness promoted by the school reflect the caring ethos which is evident in all aspects of school life. Pupils' moral and social development is very good and they understand the need for positive attitudes and mutual respect within relationships. They appreciate the culture and heritage of Wales as well as other cultural traditions. Pupils respond very well to the school's provision in this area.
- Pupils' behaviour and attitudes to learning are very good and have a positive effect on standards achieved and the quality of life in the school.
- Levels of attendance are good and there are good procedures in place to monitor and follow up absences. Punctuality at the start of the school day and individual lessons is very good.

Quality of Education

- The quality of teaching was very good in 34 per cent of lessons observed, good in 58 per cent and satisfactory in eight per cent. Teachers have a secure knowledge and understanding of the Desirable Outcomes for Children's Learning and the NC subjects. They have very high expectations and use a range of teaching techniques and strategies to promote pupils' learning. Lesson planning is well structured with clear learning objectives but these are not always linked to specific key skills to be taught across the curriculum.
- The quality of assessment, recording and reporting is very good. There are very effective systems for assessing and recording pupils' achievements which provide a clear picture of their progress. The quality of reports to parents is very good; they provide detailed information of pupils' progress and are much appreciated by parents.
- Curriculum provision is very good overall. It is totally inclusive and complies with statutory requirements. The quality of curriculum for children under five is very good and successfully promotes the Desirable Outcomes in all areas of learning. In both key stages, the schemes of work are effective and provide useful guidelines for teaching the subjects. The quality of whole school planning for the development of key skills is less effective. There is a very good range of extra-curricular activities including sport.

- The quality of support and guidance for pupils' welfare is very good. The school ensures that all pupils are equally valued and treated with respect and understanding. Their needs and progress are carefully monitored and their personal and social development is well promoted through the curriculum and life of the school.
- The quality of provision for pupils with SEN is very good in both the SEN classes and in mainstream school. Pupils make very good progress in line with the targets in their individual education plans (IEPs) and respond very well to the inclusive nature of the school and to the support provided.
- Partnerships with parents and the community, schools and other institutions are very good. Parents are very well informed about the activities of the school and appreciate the openness and approachability of the staff. Parents and other adults in the community make a significant contribution to pupils' learning and play an important part in promoting high standards. The school's partnership with industry is very good and has a positive impact on the quality of provision and standards achieved.

Management

- The quality of self-evaluation and planning for improvement is very good. There is an effective culture of self-evaluation in the school, ranging from pupils' involvement in setting their own targets for improvement, to staff and governors' evaluation of the quality of teaching and learning in order to raise standards. There are effective procedures for evaluating and monitoring progress towards agreed targets for improvement.
- The quality of leadership and management of the school is very good. The school's aims and values promote a caring ethos and include a commitment to equality of opportunity for all which is reflected in its work. The headteacher provides highly efficient, caring leadership and ensures a clear sense of purpose and direction for the school.
- The governing body is very supportive of the school and effectively fulfils its statutory obligations. The governors are fully involved in the work of the school and have formal curricular links with subject co-ordinators in order to monitor provision and standards of achievement.
- The school manages its resources efficiently and budget planning reinforces the aims of the school, ensuring very good value for money. The school's monitoring and self-evaluation procedures are effective in identifying areas for improvement and training needs of staff. Targets are set and are incorporated in the SIP.
- The overall provision of staffing, accommodation and resources is very good. Staff are appropriately qualified and very experienced. The support staff are highly committed and provide very good support to teachers and pupils, especially pupils with SEN.
- The school has very good accommodation for the number of pupils on roll and the building is very well maintained. Good use is made of all available space to provide a very attractive environment for pupils. There are very good quality displays of pupils' work that succeed in celebrating their achievements. The quality and provision of resources is very good and staff and pupils make effective use of all available books, equipment and materials.
- Since the last inspection the school has made very good progress in improving the quality of provision and pupils' standards of achievement. The targets in the action plan, which addresses the key issues from the previous inspection report, have been met. These include:-
 - improved planning to ensure that written work is well matched to pupils' abilities;
 - greater opportunities for pupils to take more responsibility;
 - improved standards in writing, speaking and mathematics in KS2;

- improved consistency in recording achievements in the foundation subjects.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

Pupils' standards of achievement were very good in 36 per cent of lessons observed, good in 56 per cent and satisfactory in the remaining eight per cent.

- Standards of achievement of children under five are good overall and they make very good progress in all the areas of learning. They achieve very good standards in personal and social development and physical development. By the age of five, the majority of children meet, and some exceed, the Desirable Outcomes for Children's Learning.
- In KS1, standards are good overall in English and pupils achieve good standards in speaking skills which they use with increasing confidence in their work. Their listening skills are very good and they listen attentively to adults and other pupils. They achieve good standards in reading and benefit from the home/school reading system whereby parents support their children's reading. Standards in writing are good and pupils make good progress in improving these skills.
- In KS2, standards are very good overall in English. Pupils achieve very good listening, reading and writing skills. Their speaking skills are good and are developing steadily through the school.
- Standards are very good in mathematics in both key stages and pupils make very good progress in developing their competence in number and understanding of concepts.
- In science, standards are very good in both key stages and pupils make very effective use of their scientific enquiry and investigative skills during practical sessions, in order to improve their understanding of scientific concepts.
- When compared with similar school in Wales, the 2002 NC assessment results in mainstream KS1 are in line with the average in mathematics and science and slightly below in English. In mainstream KS2, the NC tests results are well above the average in English, maths and science.
- When compared with other schools nationally, where 33-40 per cent of pupils are entitled to free school meals, the KS1 results are in the median quartile and KS2 results are in the upper quartile. Girls performed slightly better than boys.
- Standards of achievement in KS1 are very good in design and technology, art, music and physical education. Standards are good in Welsh second language, information technology, history, geography and religious education. In KS2, standards are very good in design and technology, history, art, music and physical education. Standards are good in Welsh second language, information technology, geography and religious education. Pupils make very good progress in improving their skills, knowledge and understanding in these subjects.
- All pupils make good progress towards their individual targets and those targets for improvement set by the school in relation to national criteria. The targets are based on the effective assessment of pupils' achievements as well as the results of baseline and NC assessments. Pupils with SEN make very good progress towards the targets set in their IEPs and achieve good standards, relative to their ability.

3.2 Standards Achieved in Key Skills across the Curriculum

Pupils' standards and progress in key skills across the curriculum are very good overall. All pupils, including those with SEN, make very good progress in the development of literacy and communication skills across the subjects and standards are very good overall. The use of numeracy skills across the curriculum is very good and pupils' use of a range of ICT for different purposes is good.

- Children under five make good use of key skills in activities within the areas of learning. They make good progress in developing their language and communication skills through a range of creative play activities. They consolidate their knowledge of mathematics through counting, ordering and matching activities as well as through scientific and technological investigations.
- In both key stages, pupils are attentive and listen carefully to their teachers and to each other. They respond promptly to questions and make enthusiastic contributions to lessons. They speak clearly and confidently and take the opportunities provided in various subject areas to share their ideas and to discuss their opinions.
- Reading is very good throughout the school. Attitudes to books are positive and pupils enjoy reading for pleasure. Younger pupils are familiar with book conventions and can explain what they like about their reading books. Older pupils develop preferences for the work of certain authors and have an appropriate knowledge of different genres.
- Pupils confidently use their reading skills in other subject areas to access information or follow instructions and older pupils are developing good independent research skills.
- The standards of writing of younger pupils are good and older pupils achieve very good standards. All pupils write regularly for a wide range of purposes and for different audiences. Spelling is sound and handwriting and presentation of work is good. Word processed work is often very good. Pupils use their writing skills well in most subjects of the curriculum.
- Standards of numeracy are very good throughout the school and all pupils, including those with SEN, make very good progress. They make very good use of their numerical skills and knowledge of shapes and measures to calculate accurately in science and design and technology tasks. They use data handling skills well to gather information and present it in a variety of forms. Older pupils understand the significance of data collection and interpretation and apply their knowledge effectively in subjects such as science, history and geography.
- Standards in the use of ICT across the curriculum are good. From an early age, pupils are confident users of the computer which enables them to access information to support their learning across the curriculum. Pupils use their word processing skills with confidence in most subjects and this is evident in the high quality wall displays and the work in pupils' books. The use of word processing to develop competence in Welsh is underdeveloped.
- Good use is made of CD-ROMS, the Internet, the e-mail facility and the interactive whiteboard to support pupils' learning. Pupils with SEN make especially effective use of ICT to record their work. Pupils make good use of tape recorders, video cameras and digital cameras to record their work and to improve their own standards in all areas of the curriculum.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

The spiritual, moral, cultural and social development of pupils is very good. The school has been successful in creating an ethos in which respect for others and care in the community is effectively

developed. Pupils recognise the difference between right and wrong and this is integral to their moral development. The school provides equality of opportunity for all and is socially inclusive.

- Pupils display very good attitudes towards peers, towards the property of others, towards their work and towards the world and the environment outside the school.
- Relationships within the school are very good and pupils respond positively to the spiritual, moral, social and cultural provision.
- Acts of worship, where experiences are shared, are part of the daily routine. The morning assemblies comply with statutory requirements and make a very positive contribution to pupils' spiritual development.
- Pupils respond very well to the opportunities provided by the school for collaborative work, especially art projects. The school is actively involved in promoting the pupils' awareness of the culture of Wales through music, literature and visits to places of local historical interest.
- The school has an appropriate racial equality policy and pupils are encouraged to have respect for the beliefs and traditions of others. Multicultural education is successfully promoted and enables pupils to appreciate the richness and diversity of other cultures, through their studies of other religious faiths and, for example, their work on India in geography.
- Links with the community and concern for others are evident in pupils' efforts when organising events to raise money for worthwhile causes and charities.
- Pupils are given very good opportunities to collaborate in their learning and to use their initiative. They work very well together. Pupils are encouraged to think and form opinions and the School Council enables pupils to learn to formally participate in decision making.

4.2 Behaviour and attitudes

The overall quality of pupils' behaviour and their attitudes to learning are very good.

- The school has a clear code of conduct and high expectations of behaviour. Pupils rapidly learn what is expected of them and respond positively to the school's Golden Rules and classroom rules.
- Pupils are polite, respectful of the staff, each other and visitors; they are eager to help in the classroom and demonstrate good manners, for example, holding doors for others to pass through.
- In lessons, pupils show interest and develop positive attitudes to learning. They listen attentively to the staff and work with sustained concentration. Pupils often work collaboratively in pairs or groups and co-operate very well to share ideas and resources.
- A small number of pupils demonstrate challenging behaviour which is effectively managed by agreed school procedures.
- There is a comprehensive and effective policy for encouraging good behaviour. It is supportive in nature and promotes concern and respect for others. The School Council is effective in raising concerns and suggesting strategies to improve situations.
- Very good policies on bullying and equal opportunities effectively eliminate any forms of discrimination. Circle Time sessions are effective in providing opportunities for pupils to raise and discuss issues.

- There has been one temporary exclusion during the past year; parents and governors were properly informed and appropriate procedures were followed.
- Pupils' very good behaviour and positive attitudes to work have a beneficial impact on standards of achievement and the quality of life in school.

4.3 Attendance

Attendance is good overall with particularly high rates recorded for the last complete school year of over 95 per cent. Punctuality at the start of the school day and individual lessons is very good.

- Daily registers are completed accurately in accordance with Welsh Assembly Government (WAG) Circular 3/99. Whole school figures are very efficiently monitored with the use of the computer by office staff and the headteacher.
- Lower than normal attendance figures for the Autumn Term in 2002 were because four families had a holiday for two weeks which reduced figures.
- Higher than average figures for unauthorised absence are recorded for a very small minority of pupils who are, however, always encouraged with the support of the Education Welfare Service to attend daily. Targets for these few individual pupils are set.
- Pupils are increasingly very punctual in the morning and the headteacher's presence at the school entrance has been effective in encouraging a prompt start to the day.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching was very good in 34 per cent of lessons observed, good in 58 per cent and satisfactory in eight per cent.

- The quality of teaching of children under five is very good. Staff have a secure knowledge and understanding of the Desirable Outcomes for Children's Learning and plan a wide variety of experiences within the six areas of learning.
- In both key stages, teachers have a secure knowledge and understanding of the subjects they teach. They make good use of professional training to improve their expertise.
- Introductions to lessons often consolidate previous learning and encourage pupils to participate in discussion. Lesson planning is well structured with clear learning objectives but these are not always linked to the specific key skills to be taught in each subject.
- In lessons, work is well matched to the needs of all pupils with appropriately differentiated tasks set for them as individuals, pairs or groups. There are ample opportunities for pupils to work collaboratively and to take responsibility for their own learning. The learning outcomes and assessment criteria are shared with pupils so that they have a clear understanding of what they need to achieve. All pupils are provided with very good support, including those with SEN who are very well supported by the teachers and support staff.
- Lessons are well structured and organised and good use is made of a variety of resources, including ICT, to support pupils' learning. Teachers manage their pupils well and have good

relationships with them. A good range of teaching techniques and organisational strategies is used effectively for different activities and purposes.

- Teachers have high expectations of pupils' learning and ask challenging questions to extend pupils' oral skills and understanding of work in progress. Plenary sessions at the end of lessons are used well to consolidate skills and knowledge, to assess understanding and to evaluate progress.

5.2 Assessment, recording and reporting

The overall procedures for assessment, recording and reporting are very good. This is an improvement on the last inspection.

- The school complies with the statutory requirements for NC assessment and recording the progress of all pupils, including those with SEN. The NC standard assessment results are analysed in order to identify strengths and weaknesses in performance. Assessment information is used effectively to promote high standards.
- The school has a very good policy for marking and providing feedback to pupils; this policy was agreed to and sanctioned by the governing body in May 2002. The policy is fundamental to the school's approach to assessment, recording and reporting. Ongoing marking is supported with oral feedback and positive comments.
- There is a very good system in place for recording pupils' progress which incorporates the tracking of individuals and the use of record sheets. These sheets record progress in reading, spelling, physical education, information technology and music.
- Target setting and pupil assessment are supported by a year group portfolio containing samples of pupils' work which are annotated and levelled according to NC levels of attainment. These are moderated across the school and provide useful information for teachers.
- The school has developed short term planning sheets that clearly identify learning outcomes which are utilised in the assessment procedure.
- The assessment of pupils with SEN is very good and is integral to the teaching process. Most of the assessments are based on pupils' progress in NC subjects or sequence of skills and the information is used to set targets in the IEPs. Record keeping of progress towards meeting the targets is not always sufficiently detailed.
- Written reports comply with statutory requirements and provide parents with useful information and clear statements focusing on progress and attitudes. Parents are invited to discuss their child's progress at consultation evenings and consequently targets are set for improvement.
- Appropriate arrangements are in place for teachers to report on pupils' achievements. Parental consultations are held three times within the academic year. Extensive written reports are produced at the end of each year.

5.3 Curriculum

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

- The school provides a broad, balanced and relevant curriculum which is accessible to all pupils including those with SEN. It complies with statutory requirements, including the teaching of religious education and a daily act of collective worship. Its organisation is very good with sufficient time allocated to all subjects. The school meets the recommendations of the National

Assembly Wales (NAW) Circular 3/99 regarding the amount of teaching time planned for each week.

- The overall quality of the educational provision for the under-fives in the nursery and reception class is appropriate to their needs and planning is targeted towards the Desirable Outcomes for Children's Learning.
- All curriculum policies are clearly written, appropriate and up to date. They are well supported by a range of other policies such as the equal opportunities policy, which ensure that all pupils enjoy full access to all areas of the curriculum. This is an inclusive school.
- Schemes of work are of very good quality and have been appropriately revised in line with Curriculum 2000. They contain the necessary detail to ensure continuity and progression in pupils' learning over time.
- Teachers' planning for the delivery of the curriculum in the long and medium-term is detailed and relevant. Individual lesson plans clearly state the learning objectives with a well balanced range of activities at suitable levels of challenge for all pupils. However, whole-school planning for the development of key skills across the curriculum is less well addressed.
- Curricular planning to ensure access to the breadth of the NC for all pupils with SEN is very good. IEPs contain clear and concise targets which provide class teachers and learning support assistants with sound guidance in the planning of work for pupils. These targets are reviewed every term and new targets set as appropriate.
- Opportunities for pupils in the SEN classes to learn alongside their peers and to share the richness of many mainstream learning experiences are carefully planned and incremental. This is a strength of the school.
- Personal and social education (PSE) is delivered through the formal curriculum and is effective overall. Circle time and class discussions about social and moral issues are very much part of the life of the school. Pupils are encouraged to think and form opinions and the school council enables pupils to learn to formally participate in decision making.
- Very good opportunities are provided for pupils to learn about their Welsh heritage and culture and that of the local area. The use of incidental Welsh is a positive feature which enriches the delivery of the curriculum.
- Pupils' learning is enhanced by an extensive range of worthwhile extra-curricular activities including team games, music, poetry and drama which are offered at lunch times as well as after school.
- All pupils have opportunities to attend residential centres, which enhance their learning experiences.
- Provision for homework is good and encourages pupils to work enthusiastically at home as well as at school.
- Opportunities to enrich the curriculum and pupils' understanding of the world by links with industry have a very positive impact on standards.

5.4 Support, guidance and pupils' welfare

The quality of support, guidance and pupils' welfare is very good. All staff work very closely together and all policies, which are of very good quality, are consistently implemented.

- Risk assessments are a well established feature of many aspects of school life and consideration is always given to pupils' safety and well being. Governors are involved in reviewing the school's Health and Safety policy which is detailed and relevant.
- Staff know pupils very well and understand their wide range of needs. They are patient, considerate, kind and very caring towards pupils who have trust and faith in all adults in the school. Parents and carers also appreciate this important aspect of school.
- The headteacher and staff place much emphasis on raising the self-esteem and the confidence of pupils. Many systems are in place which are effective in meeting this aim, and as a consequence, pupils are acquiring very good moral standards; they are learning to care for each other and they are very respectful.
- The school environment is kept extremely clean and tidy and standards are very high. Pupils respect their school and a rolling programme of redecoration and refurbishment is implemented to good effect.
- The headteacher is experienced in her role of overseeing all issues of Child Protection and of ensuring that those pupils in public care are very well supported. Record keeping is purposeful and clear and very well organised. Personal care plans are in place and shared. The headteacher is fully aware of all recent NAW expectations and, for example, takes her role in recording and dealing with any rare racial incident very seriously.
- A good programme for personal and social education, which addresses sex education and awareness of drug misuse, is implemented across the school. Pupils are being taught about many aspects of healthy living.
- Liaison with many outside agencies is effective in helping to meet pupils' needs, including those who have SEN, with the exception of speech therapy in which there is sometimes a shortage in provision. Staff have support from the Behaviour Support Service and successfully address the needs of the few pupils who have more challenging behaviour.
- There are several qualified first aiders who administer medicines according to good working practice and keep careful records of all minor accidents, bumps and bruises in school. Facilities are good and resources are well organised.
- Arrangements for the support of pupils and social inclusion are very good and all staff work together closely to ensure equality of opportunity and fairness for pupils. Current arrangements mean that older pupils are a little isolated in a building away from the main block but the school ensures that these pupils have many opportunities to work and play alongside their peers.
- Much thought has gone into ensuring that younger pupils entering the school, both in the nursery and in reception, do so with flexibility and support. For example, parents are given an opportunity to share a school dinner in the hall alongside their children, which helps to allay any concern. All arrangements enable pupils to settle quickly and happily into school routines.

5.5 Provision for pupils with special educational needs (SEN)

The quality of provision for pupils with SEN is very good in both the SEN classes and in mainstream school.

- There are 47 pupils on the SEN register of whom 18 receive the majority of their education in the two separate LEA designated SEN classes. 21 pupils carry statements of SEN and two are awaiting statements. Of the 29 pupils in mainstream classes who have been identified as having

special needs, three have statements, 19 are at School Action stage and seven are at School Action Plus. A further child, who has been identified as experiencing greater difficulties in learning than others, is at Early Years Action Plus and is being closely monitored.

- Provision for meeting the needs of pupils with special educational needs in the two SEN classes and in the mainstream classes is very good. Attitudes towards pupils with learning difficulties and behaviour problems are positive. They are very well integrated into all aspects of the life of the school and are making very good progress.
- The school policy and procedures for special needs are in line with the new Code of Practice and a team of three governors has responsibility for monitoring the school's arrangements for meeting special educational needs.
- The identification and assessment of learning difficulties together with general record keeping and reporting are thorough, well organised and up to date.
- Individual education plan targets are clear and concise and manageable. They provide good guidance for teachers and learning support assistants in planning work to help overcome difficulties and at a suitable level of challenge. Staff are aware of the progress of individual pupils but written records of progress towards meeting targets lack sufficient detail.
- Parents and older pupils make appropriate contributions to the termly reviews of IEPs and to the annual reviews of statements which meet statutory requirements.
- The school works closely with the school psychological service and other agencies to obtain advice and support for pupils who carry statements of SEN and those at the School Action Plus stage of the SEN register.
- The special education needs co-ordinator (SENCO) has long experience which enables her to oversee the classes and mainstream school provision with good knowledge and expertise. She provides sound advice and support for both SEN and mainstream class teachers and for learning support assistants. In her current absence, the headteacher is acting SENCO and all policies and procedures are followed correctly.
- There are good assessment procedures for identifying pupils in mainstream classes with reading and writing difficulties. Valuable, well-focused support is provided in withdrawal groups by experienced and skilled learning support assistants who know the pupils well and are sensitive to their difficulties. Pupils make good progress.
- The detailed lesson planning and good relationships between staff and pupils in the two SEN classes underpin the very good teaching by all members of staff which ensures that the complex needs of individual pupils are met consistently throughout the school day.
- Pupils in the KS1 class make very good progress in personal and social development and in learning to listen, to respond appropriately and to sustain concentration in their learning activities.
- In the KS2 class, pupils continue to develop well socially and they make good progress in all areas of the curriculum at a level commensurate with their age and stage of development. By the time they leave the class, they are well prepared for the next stage of their education.
- Incremental levels of integration into mainstream classes are carefully planned for all pupils in the classes so that they experience learning with their peers. Detailed consideration is given to meeting individual needs and the high quality support which pupils receive from their learning support assistants and the mainstream class teachers ensure that all pupils in the school benefit from this inclusion and is a model of good practice.

- The siting of the KS2 class, which is outside the main school building, runs counter to the otherwise fully inclusive ethos of the school and reduces opportunities for informal and spontaneous integration. The school is considering relocation to within the main school building for next year.
- The level of in-class support for slower learning pupils in some foundation subjects in KS1 is insufficient to enable them to make more than satisfactory progress.
- The level of support which the school receives from outside agencies is effective in helping to meet pupils' needs. However, the rather limited level of support that the county Speech and Language Service is currently able to provide is insufficient to meet the identified needs of a number of pupils.

5.6 Partnership with parents and community, schools and other institutions

Partnerships with parents and community, schools and other institutions are very good and are effective in supporting pupils' learning and in raising standards of achievement. Very close links with parents were recognised at the time of the previous inspection and these very good working partnerships have been maintained and further developed.

- The headteacher and staff are very committed to working with parents for the benefit of pupils. Parents' views are actively and openly sought and acted on. Communication is very secure and effective and partnerships, which are well established, are a very strong feature of the school.
- Parents in the pre-inspection meeting and in their responses to the questionnaire were overwhelmingly supportive of the school; they recognise and appreciate all the good work it does.
- The quality and range of information provided by the school for parents is very good and is regularly reviewed. All information is well presented, readable and very well written and gives parents and carers good advance notification of events and activities, clear guidelines on what is to be studied, how pupils progress, what they achieve and, importantly, it reflects openly on whole school initiatives and developments.
- Very good involvement is in evidence as demonstrated through the strong Parent Teachers Association, the regular voluntary help in many classes and on visits, the good participation of parents on courses, for example, those organised through the Basic Skills Agency, the good attendance at open meetings and the successful encouragement given by parents to support learning at home.
- For those pupils who arrive in transport provided by the authority there is effective sharing of information between home and school via the escorts. Some pupils have home/school record books which are well used. Many parents do, however, exchange a quick word with either the headteacher or school staff at the beginning or end of the school day when they are easily accessible to parents. The use of the telephone also provides a link with school and home.
- There are strong and effective links with the many groups and individuals within the community, including the church, which are used to extend and enhance pupils' understanding and awareness of life outside the school. Visits into the community and further afield are very well planned and organised and they are talked about with great enthusiasm by pupils.
- There are very close links with the pre-school playgroup and the headteacher is active in maintaining these links which are seen as vital in getting to know families from within the community before their children begin in the nursery. The school works with other schools and institutions, not in isolation but together, to enable the sharing of good practice and ideas and sometimes in-service training for the benefit of staff and pupils.

- There are strong links also with universities and colleges of initial teacher training. Two staff are mentors for trainee teachers and the school welcomes many students on placements both short and longer term.

5.7 Partnership with industry

The school's partnership with industry is very good.

- The school is active and successful in ensuring that the wide range of links with industry is constructive and these partnerships overall are very good.
- There is a very clear policy which is co-ordinated by an enthusiastic member of staff. All staff, including the headteacher, recognise the benefits these links can bring to the school and to raising standards of achievement.
- All teachers have opportunities for a placement within the world of work. Close links are in place with the Education Business Partnership, which assists with organising this programme. Resources have been developed during these placements which are used not only in the school but are also shared with other primary schools.
- The wildlife area in school has been developed partly with funds from industry. Visits to the world of work are planned for every class, for example, the nursery class visited nearby woods where a forester cut down their Christmas tree while describing his work.
- Outside work agencies have helped train support staff to provide after school sporting clubs for the pupils and have been generous also in providing sporting equipment.
- The school takes part in many competitions, which are sponsored by industry and the world of work, and pupils are often successful in gaining prizes in recognition of their involvement and achievements.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

The quality of self-evaluation and planning for improvement is very good. The headteacher, staff and governors have worked hard to successfully create a culture of self-evaluation throughout the school.

- An effective performance management policy has been developed and agreed upon by staff and governors. This is in line with and complies with statutory requirements.
- The school has undertaken a review of policies, schemes of work and assessment procedures in all areas of the curriculum. Information gained from assessments is used effectively in target setting and planning future work.
- Through careful monitoring and self-evaluation procedures, the leadership of the school has a good understanding of the standards achieved by pupils and the quality of educational provision. Information is effectively utilised to formulate a very good SIP which clearly identifies areas for improvement and sets realistic time scales for their completion.
- Procedures for monitoring teaching and learning are very good and staff training needs are identified. In-service training is appropriately linked to individual needs and the needs of the school.

- The very good levels of the implementation, the monitoring and evaluation of the school's improvement plans have succeeded in improving standards throughout the school.

6.2 Leadership and efficiency

The quality of leadership and management of the school is very good and ensures a clear sense of purpose and direction to the work of the school.

- The school's aims and values, including social inclusion and a commitment to equality of opportunity for all, promote a caring ethos and high standards which are successfully promoted by staff and governors. The school achieves its aims of providing a supportive and happy community in which all pupils feel valued and encouraged to achieve their full potential.
- The headteacher provides very good leadership and is ably supported by the deputy and one other senior teacher who together form an effective senior management team. Teachers and support staff work very well together as a team and are totally focused on improving educational provision and standards of achievement. Teachers share the responsibilities for aspects of the curriculum and are effective in providing leadership in those areas and in monitoring provision and standards. Resources are managed efficiently, standards are carefully monitored and regular audits are made to identify areas for development and staff training needs.
- The governing body is supportive of the school and effectively fulfils its statutory obligations. The governors are well informed through regular reports from the headteacher and understand their roles and responsibilities. There is a well organised committee structure for managing aspects such as finance. There are formal links with subjects in order for each governor to monitor the quality of education and pupils' standards of achievement. Governors make regular visits to the school and some help in the classrooms.
- The school succeeds in maintaining and improving standards of achievement and the quality of educational provision by setting targets in the SIP and through the process of self-evaluation. The main targets are to continue to raise pupils' standards of achievement in literacy, numeracy and ICT skills.
- The performance management policy is very comprehensive and provides a clear framework for reviewing performance through self-evaluation and monitoring in order to identify areas for development and professional training.
- The governing body, through its finance committee, ensures that budget-setting relates efficiently to the school's educational priorities in the SIP over a three year period.
- The school has a delegated budget, which is well administered by the school's finance bursar who monitors the budget and provides regular reconciliation reports to the governing body. The finance committee monitors spending and sets the budget which is ratified by the whole governing body.
- The school has had a recent financial audit and has addressed the minor recommendations made in the report. The school manages its resources efficiently and ensures very good value for money.
- The school secretary, supported by the clerical assistant, undertakes administration tasks and ensures the very efficient day-to-day running of the school.

6.3 Staffing, accommodation and learning resources

The overall staffing, accommodation and learning resources are very good.

- The school is appropriately staffed with well qualified teachers and their deployment meets the needs of the school. All staff have the necessary knowledge and expertise to teach the full requirements of NC subjects and religious education.
- The school makes effective use of teacher expertise. This has had a positive effect on maintaining and raising standards since the previous inspection.
- Support staff are very well deployed and make a substantial contribution to pupils' learning.
- Procedures for induction, appraisal and professional development are very good. Subject co-ordinators have ensured that the training has met the needs identified and the impact is measured through class observations, evidence gathering and dialogue. The current training programme is effectively linked to the SIP.
- All professional staff and ancillary staff co-operate fully as a team in creating an attractive and welcoming environment for the pupils.
- The school is set in very attractive grounds which include ample playgrounds, playing fields, gardens and a well equipped outside play area for children under-five.
- The school building provides very good, spacious accommodation for the number of pupils and for curriculum provision facilities. In addition, there are three demountable classrooms which provide appropriate accommodation for the KS2 SEN class, the nursery and an indoor play room for children under five. The school buildings are very well cared for and kept in pristine condition by the caretaker and the cleaners. Classrooms are very well arranged with colourful displays, which provide a stimulating environment for pupils. Teachers ensure that pupils' work is celebrated in carefully presented displays that reflect the quality of the learning.
- Classrooms are all very well organised and laid out, some effectively creating environments which serve different functions. The design and technology suite is very well organised and maintained. It is time-tabled and well used and has had a positive effect on provision and improvements in standards of achievement in design and technology.
- There is a well stocked library with a good selection of fiction and non-fiction books. Pupils make good use of the library to find information and to borrow books to take home.
- The provision of resources is very good throughout the school and they are used effectively to meet the needs of the curriculum; they are well managed and maintained and are accessible to staff and pupils. All members of staff know what is available and share the resources within the school.
- Resources for ICT have been upgraded and machines have been networked in both key stages. Further acquisitions, when needed, are linked to the SIP and prioritised accordingly.
- Good use is made of human resources in the form of parental involvement, visiting musicians, artists in residence and other visitors in connection with the curriculum and all have a positive impact on provision and standards achieved by pupils.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The educational provision for children under five, taken overall, is appropriate to their needs and they make good progress towards the Desirable Outcomes for Children's Learning. Standards of achievement are good overall in all the areas of learning. By the age of five, the majority of children meet the Desirable Outcomes.

Good features

Language, literacy and communications skills

- In the nursery, three-year-old children make very good progress in developing their skills in language, literacy and communication. They listen attentively and respond well to stories, poems and rhymes. Children listen with concentration to staff and follow instructions appropriately. They are increasing their confidence in discussing their experiences and are developing their vocabulary to express their thoughts coherently. The children take part enthusiastically in role-play situations such as in the home play area and the hairdressers. Through oral activities, children become familiar with Welsh vocabulary. They handle books carefully and enjoy sharing them with others. They listen with concentration to stories on the listening centre whilst following the text in the books. Children recognise their own name cards and those of others. They begin to write their own names and know letters by their shape and sound, which they use successfully in their early attempts at writing.
- In the reception class, four-year-old children are confidently developing their language skills and enjoy taking part in the role-play activities in the play areas. They take part in conversations, contribute well to group discussions and communicate their own ideas and beliefs. Children listen attentively to others and take account of what they say. They take turns to speak clearly and audibly and use an increasing range of vocabulary. Children develop their reading skills well; they have a good knowledge of phonics and can read words and sentences in Big Books and in their reading books. They successfully follow text in stories and nursery rhymes and enjoy sharing books with others, especially those they take home. They make good use of reference books to support their learning. Children make good attempts at writing and some successfully read what they have written. They are familiar with Welsh language patterns and respond well to oral activities.

Personal and social development

- In the nursery, children make very good progress in their personal and social development. They begin to show confidence and self-respect and are able to establish effective relationships with other children and adults. They show independence when choosing resources and correctly find their own coats and put them on independently. The children are well behaved and understand the difference between right and wrong. Personal and social skills are developed successfully during circle time.
- In the reception class, children are making good progress in developing personal and social skills and have positive attitudes to their work. They work well together in groups and pairs, taking turns and sharing equipment appropriately. They respond well to the class rules and to the school's provision for spiritual, moral and social development. They have a good awareness of Welsh culture through visits to places in the locality and the incidental use of Welsh. Circle time provides good opportunities for pupils to share their thoughts and express their feelings with confidence.

Mathematical development

- In the nursery, children successfully use mathematics as an integral part of activities such as cooking, building with bricks, using dough and sand and water play. They use mathematical

language appropriately when sorting by colour, size and shape. Children count and recognise numbers to five, some to ten, and they can write numbers to five accurately. Some children correctly order numbers to 10 and know if a number is greater than or less than 10. They know the names of colours and accurately describe the colours in the patterns they make with blocks. They begin to understand the concept of sharing when sorting animals into three fields. Children match numbers to pictures and count, order and compare everyday objects. They recognise and name simple 2-D shapes and some 3-D shapes. Children enjoy singing number rhymes and action songs, which support their understanding of number concepts.

- In the reception class, children increase their knowledge and understanding of number during oral work. They count to 10 in English and in Welsh, some to 20 and beyond, and are able to count backwards. Children use mathematical language appropriately and use apparatus successfully to aid calculations. They collect data of favourite fruits towards constructing a picture graph. They realise the purpose of money and recognise the value of coins. They understand the passing of time and sequence events in the day in the correct order. Children name two and some three-dimensional shapes correctly and begin to use non-standard measures confidently.

Knowledge and understanding of the world

- In the nursery, children demonstrate their knowledge and understanding of the environment by talking about their families and where they live, and by describing events in their lives in the past and the present. In their topic work on Spring, children explain clearly that birds build nests to lay eggs, that baby animals are born and that plants begin to grow. They know that plants need water in order to grow and observe the results of an experiment to put white carnations in coloured water. They explore and select appropriate materials to make collage pictures, using cutting and sticking skills successfully. They use a computer and mouse control confidently to select different options.
- In the reception class, children develop their knowledge and understanding of scientific concepts. Through practical investigation they are beginning to understand that some things float on water and others sink. They explain clearly the difference between night and day; they use appropriate vocabulary to describe the features and draw detailed pictures to illustrate the differences. The children develop manipulative skills well, using scissors, glue and a range of tools for different activities. They use computers confidently, including a program for drawing and designing pictures.

Physical development

- In the nursery, children confidently develop their physical skills when using the outside area. They successfully ride and manoeuvre a range of wheeled vehicles and toys with good co-ordination and control. They use the pathways sensibly and co-operate well with others. They respond well to the 'traffic patrol officer' by stopping and starting appropriately. They demonstrate confidence and independence on the climbing equipment. They show good physical skills when climbing, balancing, sliding and jumping off the apparatus. Children's fine motor skills are very well developed; they handle tools and construction equipment competently and make good use of malleable materials, such as dough, to make shapes and models.
- In the reception class, children have very good physical skills and increase their confidence and co-ordination when moving and using apparatus. They perform different movements with good awareness of space and others around them. They use climbing equipment confidently and develop gross motor skills of crawling, sliding, balancing, swinging and climbing with ease. During outdoor play activities, children confidently manoeuvre a range of wheeled vehicles and successfully follow the pathways. Their fine motor skills are well developed as they confidently handle tools and small pieces of equipment. When using dough, they successfully knead, roll and cut shapes using a range of tools and cutters.

Creative development

- In the nursery, children use paint and brushes confidently to produce a variety of artwork. They experiment with printing techniques using a range of objects to make attractive printed patterns. Children develop their cutting skills and successfully use glue and glue sticks to make effective collage pictures and Easter hats. They select appropriate collage materials and enjoy embellishing their work with coloured shapes. They use a variety of media and textures to make effective class friezes, such as 'On the Farm'. In music, they enjoy singing a variety of songs and nursery rhymes. They confidently play a range of untuned instruments and know the difference between loud and soft sounds and can follow directions to play fast or slow.
- In the reception class, children develop their painting skills and confidently paint a range of things that fly. Their drawing skills are developing well and they make good attempts to draw and paint from observation. They use a range of collage materials to produce lively collage pictures of people who help us. In music they become more familiar with different styles of music and songs. They sing a variety of songs, hymns and rhymes with enthusiasm. Children play a range of instruments; they recognise and correctly name different instruments and describe their sounds.

Shortcomings

- Children's ability to independently explore and create their own music is underdeveloped.
- Children's experience of appraising the work of artists or craft workers is underdeveloped.

English

Standards of achievement are good overall in KS1 and very good in KS2. Pupils, including those with SEN, make very good progress. Since the previous inspection, standards have been maintained in KS1 and have improved significantly in KS2 where they were previously judged to be satisfactory. The implementation of a literacy strategy has been very effective in helping to improve standards.

Good features

- The majority of pupils attain standards in line with national expectations and, by the time they reach Y6, a significant proportion exceed these targets.
- Listening skills are very well developed throughout the school. Pupils of all ages are attentive in lessons. They listen carefully to the teacher and to the contributions of other pupils and they maintain good concentration. They respond to questions promptly showing a level of interest and understanding which promotes and extends learning. Pupils with SEN who are sometimes easily distracted are sensitively and patiently enabled to develop their concentration and extend their learning.
- Speaking skills develop steadily throughout the school so that standards are good in both key stages. In KS1, most pupils respond with enthusiasm to the wide range of opportunities to share their ideas and opinions. They gradually develop confidence in speaking in small groups and in front of larger audiences, such as in assemblies.
- In KS2, pupils participate very well in lessons. They respond promptly to skilful questioning which encourages them to develop their answers. They ask relevant questions and contribute their own ideas. Older pupils take part in debates in a confident and lively manner. Pupils develop confidence in speaking and performing in front of a large audience.
- Pupils in the SEN classes make very good progress over time, so that, by the top of KS2, the majority speak clearly, responding to questions and making good contributions in lessons.
- Attitudes to reading are positive throughout the school and this has a significant impact on standards which are very good in both key stages. Pupils of all ages approach reading with pleasure. This is a strength of the school.
- In KS1, the majority of pupils read common words with ease and are developing a suitable range of strategies to help them tackle new words and make sense of them. By the end of age of the key stage, pupils read confidently with increasing accuracy and understanding. They make appropriate use of punctuation to read with emerging or good expression. They are well placed to move on to the next phase of learning.
- Pupils benefit from the support of parents, governors and learning support assistants who play an important role in the development of reading skills by listening to pupils read aloud and talking about their reading.
- In KS2, open access to the library and a culture of reading for pleasure and information is well established so that pupils' reading skills continue to develop very well. The majority of pupils use punctuation correctly to provide good expression and they use contextual clues to work out the meaning of unfamiliar words. Pupils have a sound understanding of different styles, purposes and genres of writing and they talk about books and authors in an informed manner. They use dictionaries and thesauruses appropriately and confidently locate information in a range of reference books and on the Internet. Their positive attitudes ensure good progress and many attain standards above those expected for their age.

- Pupils who experience difficulties with reading receive sensitive support in class and well focused additional teaching in withdrawal groups. They make sure and steady progress. Younger pupils in the special educational needs class find learning to read an enormous challenge. However, with good teaching, they steadily improve so that by Y6, the majority are able to read satisfactorily for their age and stage of development. This represents very good progress over time.
- Standards of writing are good at the end of KS1 and they steadily improve throughout KS2 so that by Y6, standards are very good.
- In KS1, the majority of pupils make good progress in learning to form letters correctly, to space words and to form simple sentences so that by the end of Y1, the majority are writing independently. By the end of the key stage, most pupils write confidently in sentences with capital letters. Their use of full stops is less consistent. Pupils are able to structure simple stories successfully using a developing vocabulary. Spelling of common words is sound and handwriting is at least satisfactory.
- In KS2, pupils write confidently for a wide range of purposes and audiences. They plan, draft and edit their own work, improving both style and content. The pupils' writing reflects lively imaginations and very good use of descriptive language which brings the work to life. Examples of vividly expressed stories and poetry are seen in all years. Older pupils produce report writing which is well structured and informative. More able pupils use complex sentence structures with a wide vocabulary to produce writing of a high standard. Standards of spelling are good and handwriting and presentation are at least satisfactory.
- In the KS1 SEN class, pupils start from a very low level of writing development. They make steady progress from making a mark on paper to tracing over letters and the development of emergent writing. In the KS2 class, more able pupils write independently and record their own work across the curriculum. Pupils with more severe and complex needs copy write sentences which they have composed themselves and make a good effort at independent writing. This represents very good progress over time.

Shortcomings

- The standard of oral work does not always reflect the very good standards of reading and writing achieved, especially in KS2. The majority of pupils do not incorporate the wide vocabulary they use in written work into their oral responses or adjust their mode of speech to suit the situation.

Mathematics

Standards of achievement are very good in both key stages. Pupils, including those with SEN, make very good progress. Standards have improved since the previous inspection especially in KS2.

Good features

- In KS1, pupils in Y1 recognise numbers to 100, can order numbers on the hundred board and understand the concept of one more than/one less than. They count in twos to 50 and 100, count in tens and twenties to 100 and order numbers correctly to 100. They can add and subtract numbers to 10 and understand the concepts of addition and subtraction through practical work with number sets and the use of apparatus to find solutions.
- Year 2 pupils have a good grasp of mental mathematics and use a variety of strategies to calculate answers, which they explain clearly. They accurately recognise number patterns on the hundred square and know number bonds to 10, some to 20. They know multiples of two, five and 10 and record the patterns. They calculate doubles and halves of numbers and use them as strategies for

further calculation. Pupils make good use of number lines to aid calculation and to add forwards and backwards.

- Pupils use a wide range of mathematical vocabulary to describe calculations. Older pupils recognise and understand odd and even numbers. They develop an understanding of place value in two digit numbers and the concept of tens and units.
- When working with money, Y1 pupils recognise and name coins to 50p and know the values of coins to 10p, some to 20p. Year 2 pupils accurately add amounts of money and find coins which make up given amounts to £1.
- Pupils have a good knowledge and understanding of shape. Younger pupils recognise and name two and three dimensional shapes and older pupils can explain their properties. They use construction kits to successfully make 3-D shapes with a given number of faces. They apply this knowledge to effectively construct a net of a home for an animal. They have a clear understanding of how a net is used to aid construction.
- All pupils make good use of data handling skills. They collect information about favourite pastimes and present their findings on a variety of graphs and charts. They understand the value of interpreting graphs to find information.
- Pupils understand the concept of time and successfully sequence the times of different activities in a day and match them to the correct times on a clock. Year 1 pupils correctly read the time on an analogue clock and draw the hands to show half past the hour. Year 2 pupils explain clearly the difference between analogue and digital time and record the times correctly.
- Pupils have a good understanding of measures through practical activities when measuring and weighing quantities. They confidently use standard and non-standard units to measure length and mass.
- In KS2, pupils make very good progress in increasing their competence in number. They use a variety of strategies to aid calculation and clearly explain the steps they make to reach an answer. Year 3 pupils confidently count forwards and backwards from two and three digit numbers. Using their own sets of number cards, Y4 pupils accurately calculate answers to questions involving doubles and halves of numbers to 100 and 1000. Pupils in Y6 use mental calculations effectively to express numbers as fractions, decimals and percentages; they have a very good understanding of the relationships between them and make good use of their skills in calculating percentages to solve money problems.
- Pupils make very good use of data handling skills in order to present information in tables, charts and graphs. Year 4 pupils have a good understanding of the use of Carroll diagrams and successfully sort data according to different criteria and record it accurately.
- Pupils make very good progress in understanding and using properties of shape, position and movement. Year 3 pupils recognise and name the majority of 3-D shapes and accurately describe their properties. Older pupils use co-ordinates to specify location and calculate areas of compound shapes. Year 6 pupils correctly name different angles and measure them accurately using a protractor.
- Pupils make good use of computer programs to consolidate classroom work, for example, comparing and ordering numbers and handling and displaying data. Through the programming of a floor turtle, pupils consolidate their understanding of angles and turns.

Shortcomings

- There are no significant shortcomings.

Science

Standards of achievement are very good in both key stages. Pupils, including those with SEN, make very good progress. Standards have improved since the previous inspection.

Good features

- Pupils at both key stages achieve very well in practical activities that involve predicting, testing, recording and evaluating. Pupils make very good progress in the development of investigative skills and they record their findings in a variety of ways.
- In KS1, pupils show understanding and gain knowledge about aspects of the natural world. They are developing a good understanding of the need for a 'fair test' and how to conduct one. With teacher support, they are beginning to plan and present ideas in ways that can be investigated. At the upper end of KS1, pupils understand what happens in an electric circuit and make predictions with regards conductive and insulating materials.
- Pupils have a good understanding of life and living processes. They are able to describe accurately and make systematic observations and recordings. Pupils in the lower end of KS1 make valid judgements about living and non-living things and have an understanding of the basic requirements for life.
- In KS2, pupils have a very good understanding of materials and their properties and can explain accurately how materials can be separated using both mechanical and chemical methods. They know the difference between reversible and non-reversible change in materials.
- Pupils' understanding of physical processes is good and simple electric circuits are understood in both key stages. They make good use of their knowledge of circuits and how they can be changed in their design and technology work.

Shortcomings

- There are no significant shortcomings.

Welsh second language

Standards of achievement are good in both key stages. Pupils, including those with SEN, make good progress. Standards have improved since the last inspection.

Good features

- In KS1, pupils of all levels of ability show good understanding of phrases and respond to questioning with a degree of fluency.
- They talk confidently with one another and freely offer opinions; the quality of their spoken Welsh is good.
- They read simple sentences and communicate ideas with annotated drawing. Most pupils are acquiring a range of vocabulary relating to the topic being studied. Oral work is reinforced by appropriate attention to reading and writing.
- In KS2, pupils are developing a good degree of accuracy in their language for a range of purposes and in different contexts. Group sessions enable pupils to make good progress in developing conversation skills.
- The focus in both key stages is on developing language patterns. Pupils successfully take part in mini dialogues and role play and speak with increased confidence.
- There is good progression and continuity in pupils' work and teachers in both key stages ensure that incidental Welsh is used regularly within the pupils' daily routine.
- Pupils read words and short phrases accurately, developing an increasing knowledge of vocabulary and sentence patterns. They write in a range of styles including dialogue and report writing. Their writing is mainly accurate with appropriate attention to spelling and punctuation.
- Pupils make good use of labelled wall displays which play an important role in developing and extending vocabulary in both key stages.

Shortcomings

- At both key stages, pupils' use of audio equipment to record their spoken Welsh is underdeveloped and they make limited use of ICT to support and develop written work.

Design and technology

Standards of achievement are very good in both key stages. Pupils, including pupils with SEN, make very good progress. Standards have improved since the previous inspection.

Good features

- In KS1, pupils learn how to investigate in order to inform their design and make activities. Pupils create effective windmills with moving parts, enhancing their knowledge of mechanisms. They successfully combine materials to create their own puppets and shoes.
- They convey and refine their ideas through discussions and annotated drawings and successfully evaluate and improve the quality of their work as it develops.
- Pupils at the end of KS1 use simple equipment with improved accuracy and competently handle a range of materials.

- Pupils work well independently and collaboratively in groups.
- In KS2, pupils use a greater range of materials and components in their work.
- Various context setting situations are used in KS2 and pupils have achieved a very good knowledge of a broad range of materials and associated generic skills.
- When designing and making, older pupils are able to interpret briefs, research and investigate the topics and gather information which they use in their work. Towards the end of the key stage, pupils have a very good understanding of structures, pneumatics and mechanisms.
- Pupils at the upper end of KS2 successfully control their electric circuits using control technology, producing interesting work focusing on disco lights and moving vehicles. A good level of understanding is evident in their work.
- Pupils evaluate their products well, giving detailed information as to how the outcome could be improved. Pupils match the working characteristics of materials to their selection of equipment and tools; they also consider appearance, function and reliability. The finished products are of very good quality.

Shortcomings

- There are no significant shortcomings.

Information technology

Standards of achievement are good in both key stages. Pupils, including those with SEN, make good progress. Standards have improved since the previous inspection.

Good features

- By the end of KS1, pupils make good progress in developing their ICT skills and are able to store and retrieve work.
- They are confident in the use of computer software and this aids their understanding of language and reinforces number work.
- Word processing is undertaken throughout the school and pupils produce good outcomes.
- At the end of KS2, pupils use computers to develop ideas and to communicate in a variety of ways in many subject areas; they are able to work independently and with accuracy.
- Pupils make good use of the electronic mail facility to send and receive e-mails.
- Pupils make good use of their research skills to investigate certain topics associated with the class theme using the Internet and CD ROMs.
- Progress in KS1 is good and all pupils make use of a range of software programmes to improve the quality of their work.
- Progress is good in KS2 and, at the upper end of the key stage, pupils use computer control and an interface to control external devices.

Shortcomings

- KS2 pupils have limited use of more flexible packages to enable them to extend their designing capabilities.

History

Standards of achievement are good in KS1 and very good in KS2. Pupils, including those with SEN, make very good progress. In KS1, standards have been maintained since the previous inspection; in KS2, standards have improved.

Good features

- In KS1, pupils understand that change occurs with the passing of time.
- Pupils know that artefacts, pictures and museums help them to find out about the past.
- They can compare and contrast many aspects of their own lives with earlier times, for example younger pupils can identify differences in the homes people lived in one hundred years ago and explain in which ways they are different from their own homes.
- By the end of the key stage, pupils can explain many changes which have occurred in schools since the Victorian era and they demonstrate empathy with the children in schools in earlier times.
- They have good recall of their visit to the Museum of Welsh Life, St Fagan's, and use their knowledge well in writing accounts of their experiences.
- In KS2, pupils have very good knowledge and understanding of how to find out about the past. They use a wide range of sources to support their ideas, for example, on a visit to the Roman Fortress at Caerleon, Y3 pupils developed an understanding of the importance of the first hand evidence and Y5 pupils were able to use information from census returns to help them explain the growth of Newport over time.
- Pupils know that events can be interpreted in different ways, for example in a Y4 lesson on the Great Fire of London, pupils successfully used a range of material to investigate different views of the same event.
- Pupils have good recall of previous learning which enables them to build on their knowledge and understanding, for example in a Y6 lesson on occupations in World War 2, pupils talked confidently about conditions at the time demonstrating empathy and good understanding.

Shortcomings

- There are no significant shortcomings.

Geography

Standards of achievement are good in both key stages. Pupils, including those with SEN, make good progress. Standards have been maintained since the previous inspection.

Good features

- Pupils have a good understanding and knowledge of place, direction and their locality. Year 1 pupils can identify where they live and describe the area around their school. They recognise places in photographs and clearly explain their uses.
- Pupils in Y2 identify Wales on a map of the British Isles and accurately show Newport on a map of Wales. They draw simple plans that show a good sense of scale and position of their walk around the school. They study plans of the school and correctly identify areas they saw on their route. They study maps of the local area and know that Llanmartin is a village and that Newport is a city.
- Year 2 pupils are familiar with a globe and identify countries on a map of the world. They recognise cold and hot countries and describe their climates using the appropriate vocabulary of polar, tropical or temperate.
- In KS2, pupils' map making skills show good progress. They produce work that has regard for scale and use keys to help users interpret information. They use alphanumeric co-ordinates, which they interpret accurately and record appropriately.
- Year 3 pupils are aware of the impact of weather on human activity. They understand that weather patterns and conditions vary from place to place. They correctly identify hot and cold places in different part of the world and clearly describe their weather and the appropriate activities which take place in holiday destinations.
- Year 4 pupils have a good understanding of the local area and clearly describe the physical and human features. They draw accurate maps to show routes from the school to places in Underwood and further afield. They draw target diagrams of Llanmartin to show its place in the world and successfully produce graphs to show land use in the area.
- Pupils in Y5 study the town of Llandudno and successfully compare the geographical features with those of Newport. They study maps and use the Internet to find different ways of travelling between the two places.
- By the end of the key stage, pupils have a good awareness of the wider world. Year 6 pupils study the village of Chembakolli in India and clearly describe similarities and differences between features of their own country with those in India such as climate, homes, availability of water and growing food. They understand why the farming of tea and fair trading is essential to the economy of Chembakolli.
- Pupils make good use of ICT to create maps, charts and graphs, to plot routes on plans, to programme a floor turtle to follow directions and to find information using CD-ROMs and the Internet.

Shortcomings

- There are no significant shortcomings.

Art

Standards of achievement are very good in both key stages. Pupils, including those with SEN, make very good progress. Standards have improved since the previous inspection.

Good features

- Pupils in both key stages confidently use a broad range of media in order to develop their two and three-dimensional work.
- Pupils in KS1 make detailed observational drawings, experiment with textures and display a growing understanding of visual language of line, tone and pattern.
- Pupils are competent in their evaluations of the work of other artists and display very good knowledge of colour and shape in their work. They make careful studies of Van Gogh's Sunflowers and make very good use of sketch-books to experiment and develop work on colour mixing and final composition.
- Pupils have greatly benefited from working with local artists and artists in residence to enable the development of skills in creating woven work and the use of colour and mark making.
- Pupils have a good knowledge and understanding of the work of other artists in Wales and those from different times and cultures and are encouraged to examine their work in detail.
- Pupils at KS2 have gained a greater insight of art, craft and design in a historical context through the work of the arts and crafts movement and by studying the work of William Morris. Pupils' vocabulary is enriched by discussion and practical activities focused on printing patterns.
- At the upper end of KS2, pupils produce work that is varied, interesting and of very good standard. The practical elements of their work are supported by well-reasoned comment and evaluation; they use a broad range of materials and tools and techniques in their work.
- Pupils use their appreciation and understanding of aspects of work in Picasso's 'Guernica' as starting points for their three dimensional ceramic work.
- Pupils are confident in the use of ICT and use graphic programmes to produce computer-generated images.
- Pupils make very good use of the sketch-book which reflects their level of knowledge and progress made in the acquisition of skills

Shortcomings

- There are no significant shortcomings.

Music

Standards of achievement are very good in both key stages. Pupils, including those with SEN, make very good progress. Standards have improved since the previous inspection.

Good features

- In KS1, pupils sing a variety of English and Welsh rhymes, songs and hymns with enjoyment and enthusiasm. They sing in tune with clear diction and with appropriate attention to breathing and the quality of sounds. They successfully sing in two parts including rounds, listening carefully to others and following directions appropriately.
- Pupils follow singing and clapping patterns and repeat them successfully. They can clap and play untuned instruments in time with the music, keeping a steady beat. They can memorise, internalise and recall short musical patterns and simple songs.

- Year 1 pupils listen very carefully to ‘Estampie’ music; they recognise the instruments played and identify the new sounds added to the drone of the hurdy-gurdy. They make good attempts to play a drone using one beat on the metalophone and play a tambourine rhythm over the drone. They enjoy clapping, moving and dancing to the music, keeping a steady beat.
- Pupils experiment with sounds and instruments in groups to compose a sequence of sounds when investigating rhythms in names of foods, adding clapping and instrumental accompaniment. They confidently perform their music and record them on tape.
- In KS2, pupils improve their performing skills. They sing an expanding repertoire of songs, in English and in Welsh, with confidence and enjoyment. They sing two-part songs, rounds and descants with increasing control of musical elements.
- Pupils have a very good understanding of different elements and successfully focus their listening skills on those such as pitch, rhythm, beat and dynamics whilst performing and composing. Their compositions skills are very good. They explore sounds using a wide range of sources including voices, bodies, sounds from the environment and instruments. They work collaboratively in groups to compose effective pieces of music, which they evaluate thoroughly, and offer suggestions for improvement.
- Year 5 pupils have a very good understanding of cross rhythms with accented beats. They successfully work in pairs and groups to explore sounds on tuned and untuned instruments as well as body sounds to create their own cross rhythm compositions. They record their compositions on grids and follow them carefully to perform their music to the class. They listen carefully to each others’ compositions and they correctly recognise the accented beats.
- Pupils have good listening skills and demonstrate very good appraisal skills when listening to music. They show their appreciation by describing the moods and atmosphere of a piece of music. Their musical skills are much enhanced by taking part in musical workshops and exploring the sounds made on a variety of instruments from traditional Welsh instruments to African and Indian instruments. They successfully make and play their own instruments. Pupils appreciate the music played by visiting musicians and a concert performed by the BBC Welsh Orchestra; they enjoy listening to taped music in the classroom and during assemblies.
- By the end of KS2, pupils’ musical performances are developing very well. They experiment with sounds and rhythms in groups and compose their own music using a variety of instruments. They successfully play untuned instruments to accompany songs and keep a steady beat. They explore sounds in tuned instruments, including keyboards to create music based on the pentatonic scale. Year 6 pupils explore rap music and compose their own rap rhythms using a range of instruments. They perform their compositions confidently and make critical evaluations of their work.
- Musical performances, especially by the choir and orchestra, enhance assemblies, school productions and eisteddfodau. Pupils are offered instrumental tuition in brass, woodwind, strings, guitar and recorder playing and the extra-curricular music clubs succeed in enhancing their musical skills. Pupils enjoy taking part in school and community performances including performing at local schools.

Shortcomings

- There are no significant shortcomings.

Physical education

Standards of achievement are very good in both key stages. Pupils make very good progress including those with SEN. Standards have improved since the previous inspection.

Good features

- All pupils understand the necessity for warm-up activities and explain clearly the beneficial effects of exercise on body fitness and general health.
- In KS1, pupils have a good awareness of space, moving at different levels and responding appropriately to instruction and the beats of instruments to perform movements.
- Pupils have very good control of body movements; they use body parts effectively to make different shapes and to move at different levels, speeds and directions. They move confidently with increasing control and co-ordination and make good use of the space around them. They make very good attempts to demonstrate pencil jumps, forward rolls and cartwheels correctly. They work very well in pairs to create a sequence of movements. Pupils make very good evaluations of the sequences and offer suggestions for improvement.
- Pupils handle apparatus carefully and safely. They successfully transfer floor movements on to a range of apparatus and confidently perform movements to transfer weight from feet to hands and to travel using different parts of the body.
- Pupils respond well to music and perform a variety of movements in response to changes in tempo and rhythms from a range of instruments, adjusting their movements easily to the changes.
- In KS2, pupils make very good progress in developing their physical skills through gymnastics, games and dance. They demonstrate high levels of performance and show control, accuracy and fluency in their movements.
- In dance, Y3 pupils successfully express movements of machines through the effective movements of body parts and follow instructions appropriately to vary the pace of the actions. They work well in pairs to create dance sequences and enjoy performing them to the rest of the class. Pupils make sensible evaluations of each other's work and offer ways in which the movements can be improved.
- Pupils in Y6 make very good progress in improving their ball skills. They show very good skills of throwing, catching and passing. They work very well in teams to practise these skills and perform them with greater speed. Pupils thoroughly enjoy team games and understand how playing games can lead to a healthy lifestyle.
- Very good opportunities are provided for pupils to develop physical skills through performing traditional Welsh dances, developing swimming skills, athletics, outdoor adventurous activities and taking part in the good range of extra-curricular sports clubs, including competitive games.

Shortcomings

- There are no significant shortcomings.

Religious education

Standards of achievement are good in both key stages. Pupils, including those with SEN, make good progress. The school meets the requirements of the locally agreed syllabus for religious education. There has been improvement since the previous inspection when standards were judged to be satisfactory.

Good features

- In KS1, pupils understand the need to be kind and helpful to each other and show this in their relationships.
- They are quiet and thoughtful during times for reflection and they confidently and reverently say a range of prayers in English and Welsh at various times during the school day.
- They are familiar with important events in the Christian calendar such as the entry of Jesus into Jerusalem and the Last Supper leading to the Easter story.
- Pupils show respect for other religions and their traditions, for example they participated with interest and enjoyment in the visits of representatives of the Hindu and Sikh faith communities who shared their knowledge about the Hindu and Sikh ways of life.
- In KS2, younger pupils show awareness and thoughtful consideration towards people who help them in their lives.
- Pupils understand that the Bible is the main source for Christian teaching and that it is divided into the Old and New Testaments. They also know that the Old Testament is shared with Jewish religion. They have a good recall of many characters in a wide range of Bible stories and can explain their significance.
- Pupils have a good understanding of the main tenets of Christianity and of some of the history and traditions of the church in Wales as demonstrated in the Y4 project on St Martin's and the Y6 work on St Woolas' Cathedral.
- Older pupils have a mature understanding of the significance of religion in people's lives and explain clearly the importance to them of understanding about different faiths and beliefs.

Shortcomings

- In KS2, pupils' knowledge of the beliefs and traditions of other faiths is underdeveloped.
- Older and more able pupils are insufficiently challenged by written tasks which are not always set at an appropriate level.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

The school was inspected in 1997 and produced an action plan to address the key issues; all have been implemented.

Key Issue 1

'Adapt written and recorded work across the curriculum so that it matches the ability of the pupils more closely.'

- Staff training was held on curriculum planning with particular reference to differentiated work to match pupils' abilities. Teachers employed a wide range of strategies to ensure all pupils' needs were met. Planning is more clearly focused on learning outcomes and teachers have realistic expectations of outcomes through pupils' individual targets.

- The current inspection found that teachers' planning includes differentiated work and it is well matched to pupils' abilities.

Key Issue 2

'Provide greater opportunity for pupils to take more responsibility for aspects of their own learning.'

- Pupils were encouraged to use computers and the library for research and enquiry skills. Practical sessions promoted investigative skills, with greater emphasis on AT1 in science and mathematics. The organisation and structure of lessons ensured that pupils were encouraged to work collaboratively in groups and in pairs.
- The current inspection noted the many opportunities for pupils to work collaboratively and to take responsibility for their own learning.

Key Issue 3

'Raise the satisfactory standards of achievement in speaking, writing and mathematics in KS2 to match the good standards already being achieved in KS1.'

- Literacy and numeracy strategies have been implemented to raise standards in KS2. Support staff have been trained in literacy and number recovery and provide extra support for teachers and pupils. Planning is focused on learning outcomes linked to target setting and assessment of achievements.
- The current inspection found that standards of achievement in KS2 had improved in all three areas. Standards are very good in writing and mathematics and good in speaking skills.

Key Issue 4

‘Develop more consistency in recording pupils’ progress and achievements in foundation subjects.’

- Focused assessments were identified in short-term planning. Teachers write weekly evaluations of work in all subjects. Portfolios of samples of pupils’ work have been compiled which are annotated and levelled with NC criteria and levels of attainment. Written assessments, scrutiny of pupils’ work, focused marking and tape recordings of oral work, especially in Welsh and music, provide evidence of progress.
- The current inspection found the recording of pupils’ progress and achievements to be very good.

8.2 Key issues for action

To build on the high standards achieved by pupils and to improve aspects of provision the school needs to:

- address the minor shortcomings in the subjects and areas of learning;
- further develop whole-school planning for the development of key skills.

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	Llanmartin Primary School
School type	Primary
Age range of pupils	3-11
Address of school	Waltwood Road Llanmartin Newport
Post-Code	NP18 2HB
Telephone Number	01633 412660

Headteacher	Mrs B Morse
Date of appointment	January 1989
Chair of Governors/ Appropriate Authority	Mrs J Long
Registered Inspector	Mrs M E Evans
Dates of inspection	31 March-2 April 2003

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	25	32	30	28	36	30	25	33	239

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	10	2	11

<i>Staffing information</i>	
Pupil:teacher (fte) ratio (excluding nursery and special classes)	28:1
Pupil:adult (fte) ratio in nursery classes	13:1
Pupil:adult (fte) ratio in special classes	3:1
Average class size, excluding nursery and special classes	28
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	94	94	97	96
Term 2	93	94	95	95
Term 3	96	95	95	96

Percentage of pupils entitled to free school meals	33
Number of pupils excluded during 12 months prior to inspection	1

C. Results of National Curriculum assessments and public examinations

END OF KS1: 2002

National Curriculum Assessment KS 1 Results: 2002			Number of pupils in Y2: 40					
Percentage of pupils at each level (including pupils with SEN)								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	8	23	43	28	0
		National	0	3	10	64	23	0
EN: Reading	Teacher Assessment	School	0	8	20	38	35	0
		National	0	3	11	54	32	0
EN: Writing	Teacher Assessment	School	0	13	20	60	8	0
		National	0	4	10	73	13	0
EN: Speaking and listening	Teacher Assessment	School	0	8	23	35	35	0
		National	0	2	9	64	25	0
MATHEMATICS	Teacher Assessment	School	0	8	8	63	23	0
		National	0	2	8	65	24	0
SCIENCE	Teacher Assessment	School	0	8	8	80	5	0
		National	0	1	9	71	19	0

National Curriculum Assessment KS 1 Results: 2002			Number of pupils in Y2: 35					
Percentage of pupils at each level (excluding pupils with SEN)								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	8	23	43	28	0
		National	0	3	10	64	23	0
EN: Reading	Teacher Assessment	School	0	0	20	40	40	0
		National	0	3	11	54	32	0
EN: Writing	Teacher Assessment	School	0	6	20	66	9	0
		National	0	4	10	73	13	0
EN: Speaking and listening	Teacher Assessment	School	0	8	23	35	35	0
		National	0	2	9	64	25	0
MATHEMATICS	Teacher Assessment	School	0	0	3	71	26	0
		National	0	2	8	65	24	0
SCIENCE	Teacher Assessment	School	0	0	3	91	6	0
		National	0	1	9	71	19	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:	77	In Wales:	80.4

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

END OF KS2: 2002

National Curriculum Assessment KS 2 Results: 2002								Number of pupils in Y6: 31					
Percentage of pupils at each level (including pupils with SEN)													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher Assessment	School	0	0	0	0	0	0	6	7	64	23	0
		National	0	0	0	0	1	1	7	20	46	24	0
	Test/Task	School	0	0	0	0	0	0	6	6	48	39	0
		National	0	2	1	2	0	0	6	14	43	32	0
Mathematics	Teacher Assessment	School	0	0	0	0	0	0	3	13	65	19	0
		National	0	0	0	0	0	1	5	20	45	28	0
	Test/Task	School	0	0	0	0	0	0	3	6	55	35	0
		National	0	2	1	1	0	0	4	20	42	30	0
Science	Teacher Assessment	School	0	0	0	0	0	0	0	6	42	52	0
		National	0	0	0	0	0	0	3	14	49	33	0
	Test/Task	School	0	0	0	0	0	0	0	6	26	68	0
		National	0	3	0	1	0	0	2	11	47	38	0

National Curriculum Assessment KS 2 Results: 2002								Number of pupils in Y6: 28					
Percentage of pupils at each level (excluding pupils with SEN)													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher Assessment	School	0	0	0	0	0	0	6	7	64	23	0
		National	0	0	0	0	1	1	7	20	46	24	0
	Test/Task	School	0	0	0	0	0	0	3	7	48	41	0
		National	0	2	1	2	0	0	6	14	43	32	0
Mathematics	Teacher Assessment	School	0	0	0	0	0	0	3	13	65	19	0
		National	0	0	0	0	0	1	5	20	45	28	0
	Test/Task	School	0	0	0	0	0	0	3	13	65	19	0
		National	0	2	1	1	0	0	4	20	42	30	0
Science	Teacher Assessment	School	0	0	0	0	0	0	0	6	42	52	0
		National	0	0	0	0	0	0	3	14	49	33	0
	Test/Task	School	0	0	0	0	0	0	0	3	28	69	0
		National	0	3	0	1	0	0	2	11	47	38	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:	84	In the school:	90 (84 incl. pupils with SEN)
In Wales:	69.6	In Wales:	68.1

- D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum
- A Pupils who have failed to register a level because of absence
- N Pupils who have failed to register a level for reasons other than absence
- B Not entered for the tests because they are working outside the level of the tests
- W Pupils who are working towards level 1

D. Evidence base of the inspection

The inspection was carried out by a team of four inspectors who spent a total of 11 inspector days at the school.

Before the inspection:

- meetings were held with the headteacher and staff, the governing body and with the parents; 15 parents attended the pre-inspection meeting;
- questionnaires were distributed to all parents and the 57 completed questionnaires were analysed; the inspection team took note of the results, including a further two additional submissions;
- a scrutiny was made of school documentation.

During the inspection:

- evidence of lessons observed was based on approximately 40 hours of inspecting 64 lessons across the age groups;
- other observations included assemblies, registration and extra-curricular activities;
- discussions were held with the headteacher, class teachers, support staff and non-teaching staff about their roles and responsibilities;
- discussions were held with pupils about aspects of their work and life in school; inspectors listened to a representative sample of pupils read;
- a scrutiny was made of a sample of pupils' work from each year group as well as work in the classrooms and on display around the school.

After the inspection:

- meetings were held with the headteacher, the staff and the governing body to provide oral feedback on the inspection findings.

E. Composition and responsibilities of the inspection team

Team member	Subject responsibilities	Aspect responsibilities
Mrs M E Evans Registered Inspector	Under-fives Mathematics Geography Music Physical education	Main Findings Standards of achievement Behaviour and attitudes Teaching Leadership and efficiency Progress since the last inspection Key issues for action
Dr A Thomas-Ramasut Team Inspector	English History Religious education	Standards in key skills Curriculum SEN
Mr G Thomas Team Inspector	Science Welsh second language Design and technology Information technology Art	Pupils' spiritual, moral, social and cultural development Assessment, recording and reporting Self-evaluation Staffing, accommodation and resources
Mrs C Roberson Lay Inspector		Attendance Support, guidance and pupils' welfare Partnership with parents and the community Partnership with industry