

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

**A Report on the Quality of Education in**

**Llanyrafon Primary School  
Llanyrafon Way  
Llanyrafon  
Cwmbran  
Torfaen  
NP44 8HW**

**School Number: 6782203**

**Date of Inspection: 14 January 2008**

**by**

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

The inspection of Llanyrafon Primary School took place between 14/01/08 and 17/01/08. An independent team of inspectors, led by Merfyn Douglas Jones undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

## Year groups and key stages

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

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

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

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

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## Context

### The nature of the provider

1. Llanyrafon Primary School is a community school situated in a mainly residential area of the town of Cwmbran in the county borough of Torfaen. It caters for pupils aged between four and eleven years.
2. The school draws on a catchment area that is mainly residential and relatively prosperous. However, 50 per cent of the pupils currently on role come from outside the catchment area.
3. Currently, there are 321 pupils on role, five per cent of whom are entitled to receive free school meals. This percentage is well below the local and national averages. One pupil is 'Looked After' by the local education authority (LEA).
4. Sixty-one pupils (19 per cent) have been identified as having special educational needs. Two of them have a statement of special educational needs, 50 are on 'school action' and 9 on 'school action plus'. This is about average compared to local and national figures. One pupil is receiving support learning English as an additional language (EAL).
5. Nearly all pupils (93 per cent) come from homes where English is the main language. No pupil comes from a Welsh speaking home and seven per cent come from a minority ethnic group.
6. The head teacher was appointed in January 2004. There are 14 full time teachers in the school. There are also three full time and two part time classroom support staff. The school was last inspected in March 2002.

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

7. The school's Mission Statement is: *Learning for Life; Commitment to Excellence.*
8. The school's aims are to:
  - provide a happy, safe, stimulating and caring environment
  - provide good discipline where good behaviour is rewarded and each child treated fairly
  - encourage high standards of learning
  - work with our community
  - engender friendship and tolerance
  - value difference but treat everyone equally
  - prepare children to make sensible choices and become good citizens.
9. The school's priorities and targets for 2007 – 2008 are to:
  - improve pupils' spelling and reading skills
  - ensure planning for the revised curriculum 2008 is in place
  - continue to develop the Foundation Phase
  - develop the skills of classroom assistants
  - enhance the teaching and learning of music
  - further develop the school's Personal and Social scheme of work
  - develop pupils' ability to communicate through the Welsh language.

## Summary

10. Llanyrafon School is a good school where the head teacher and staff work hard to successfully raise standards. There are many outstanding features which include:
- the head teacher's vision and leadership;
  - an extremely broad and rich curriculum, and
  - a very caring and supportive ethos.

### Table of grades awarded

11. The inspection team judged the school's work as follows:

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

### Standards

12. The pupils' standards of achievement in the subjects and areas of learning during lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2%	86%	12%	0%	0%

### Areas of learning for under-fives

Language, literacy and communication	Grade 2
Personal and social development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

### Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
Welsh second language	Grade 2	Grade 3
Mathematics	Grade 2	Grade 2
History	Grade 2	Grade 2
Art	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

13. The overall quality of the educational provision for the under-fives is appropriate to their needs and pupils make good progress towards the Desirable Outcomes for Children's Learning.
14. Baseline assessments indicate that standards on entry are generally above the Local Education Authority (LEA) averages. Early Years children make outstanding progress in the key skill of information and communications technology. They make good progress in speaking, reading, writing and numeracy. However their listening skills have some shortcomings.
15. Pupils, including those with special educational needs (SEN), make good, and sometimes very good, progress in gaining knowledge, understanding and skills.
16. Pupils in both key stage 1 and key stage 2 make outstanding progress in the key skills of speaking, numeracy and using communication and information technology. Their progress in listening, reading and writing is good. Overall, pupils' problem-solving skills are outstanding and they demonstrate good creative skills. Pupils also display good entrepreneurial and decision making skills as evidenced by the Business Enterprise projects undertaken at the school.
17. Pupils' bilingual competence has good features that outweigh shortcomings. However, pupils' knowledge and awareness of the heritage and culture of Wales are good.
18. Pupils make outstanding progress in developing their spiritual, moral, social and cultural awareness. Pupils succeed regardless of their ability, gender, or social background and are aware that they have a right to enjoy the same opportunities as all other pupils.
19. Analysis of the schools tracking (value added data) shows that pupils make good progress from on-entry to leaving at the end of key stage 2.
20. Over the last three years, end of key stage results have been consistently above both local and national averages. Compared to similar schools, i.e. schools within the same percentage band of pupils entitled to free school meals, they are generally in the top 50 per cent.
21. In 2007, teacher assessments of end of key stage 1 pupils showed 91 per cent achieved level 2 or above in English, 91 per cent in mathematics and 95

per cent in science. These figures are well above the national figures of national figures were 83 per cent English, 87 per cent mathematics and 90 per cent science.

22. The core subject indicator i.e. the percentage that achieved level 2 or above in the core subjects, was 90 per cent compared to the local score of 78 per cent and national figure of 81 per cent.
23. In 2007, 87 per cent of end of key stage 2 pupils achieved level 4 or above in English, 93 per cent in mathematics and 95 per cent in science. These are well above the national figures of 79 per cent in English, 81 per cent in mathematics and 86 per cent in science.
24. The core subject indicator percentage i.e. pupils achieving level 4 or above in all three core subjects, was 87 per cent in the school compared to 70 per cent locally and 74 per cent nationally.
25. Generally, girls outperform boys in end of key stage assessments, particularly in English.
26. Pupils are well motivated and eager to learn. They listen attentively and follow instructions well when undertaking tasks and investigation. They work hard and productively with positive attitudes.
27. Pupils' behaviour is very good and makes a positive contribution towards the achievement of good standards of work. They demonstrate a mature and responsible attitude to positions of responsibility and are respectful to all members of the school community and to visitors.
28. The average attendance for the three terms prior to the inspection was; Reception 94 per cent and the rest of the school 93.8 per cent. This is above the LEA and national averages. The vast majority of pupils arrive punctually for school.
29. Pupils are able to work independently within the structure of the class and in the general context of the school. This is a strength of the school. Pupils display a very good awareness of equal opportunity issues. They are developing a thorough understanding and respect for the diversity of beliefs, traditions and attitudes of others.
30. Pupils are well prepared to participate in the community and they have a good understanding of the world of work.

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

### **Grades for teaching**

31. In the 41 lessons observed, the quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
15%	73%	12%	0%	0%

32. These figures are above those reported in the Chief Inspector of Schools Annual Report for 2005 – 06 when the quality of teaching throughout Wales was a grade 2 or better in 79 per cent of lessons. The target for 2010 is for the quality of teaching to be grade 2 or better in 80 per cent of classes.
33. Teaching in the Early Years is consistently good; with a wide variety of activities that motivate children and which are clearly linked to the Desirable Outcomes for Children's Learning.
34. All teachers have good relationships with their pupils and demonstrate good pupil management. They actively address the issues of gender, race and ability and promote equality of opportunity for all.
35. In all lessons, pupils are made aware of the learning objectives at the start and key skills are clearly identified. Consistent use of praise and encouragement helps to raise pupils' self-esteem.
36. Features of outstanding teaching include:
  - Extremely clear and regular use of open-ended questioning to develop pupils' communication and investigative skills;
  - A wide variety of techniques and tasks that motivate and fully involve all pupils, and
  - High expectations.
37. Shortcomings in teaching include:
  - Lack of subject expertise, particularly in the Welsh language;
  - Differentiation by outcome only, and
  - Too much teacher intervention or direction and not enough opportunities for individual creativity.
38. Teachers regularly attend in-service training to improve their subject knowledge and skills. Their subject knowledge and understanding of the common requirements of the national curriculum are good. However, there are some shortcomings in the teaching of Welsh, and the use of incidental Welsh during the day is inconsistent.
39. Classroom assistants are used effectively and have a significant impact on pupils' progress.
40. Overall procedures for assessing and recording pupils' progress and achievements are comprehensive and extremely well organised, particularly in the core subjects of English, mathematics and science. The school recognises the need to further develop assessment and recording procedures in other subjects.
41. There are examples of excellent practice in assessing and recording the progress of children under five. Their progress from baseline assessment is very carefully tracked in all six areas of learning.

42. Learning objectives are revisited at the end of the lesson so that pupils can evaluate the extent to which they have achieved them.
43. Reports for pupils in key stages 1 and 2 effectively record their achievements in all National Curriculum subjects. However, some targets are too general to be helpful to parents in supporting their child's learning.
44. The school provides an outstanding range of learning experiences and meets the learning needs of all its pupils extremely well. The curriculum is very well planned, broad and balanced. The development, continuity and progression of key skills are outstanding.
45. The curriculum offered to the under fives is good with a range of well-planned learning experiences structured to provide enjoyment and meaningful experiences. The early years provision which follows foundation stage practice encourages learning through play, both inside and outdoors.
46. Provision for out-of-hours and extra-curriculum activities is very good with many outstanding features. A wide variety of well planned educational visits are undertaken to enhance subjects taught. Community links are very strong.
47. The school's provision to support pupils' spiritual, moral, social and cultural development is outstanding.
48. The *Cwricwlwn Cymreig* is fostered positively through the study of famous Welsh people and pupils are given opportunities to learn about the traditions, culture and history of Wales through visits to various places. However, opportunities to develop pupils' bilingual skills are often missed.
49. The school responds to the individual needs of pupils very well and promotes equality of opportunity very effectively. Pupils with additional learning needs are encouraged to join in activities alongside their peers.
50. The school very successfully promotes the awareness of sustainable development and global citizenship in Personal Social Education lessons and within aspects of geography, history and religious education.
51. The school has been highly successful in promoting healthy eating; this is an outstanding feature. It has been awarded top marks in the Welsh Network of Healthy Schools Scheme. Pupils' well-being is very effectively promoted across the school.
52. Excellent opportunities are planned and provided for the pupils to develop their entrepreneurial and decision making skills. This is an outstanding feature at the school.
53. The school provides a happy, supportive, caring and safe environment for pupils to learn. There is a strong and well-structured pastoral system within the school; this is an outstanding feature. Parents appreciate the high quality of care that their children receive.

54. Induction for new pupils is well established and effective 'Playground Pals' give buddy support for new entrants. Transition to the local secondary School is effective and well structured.
55. Pupils' attendance, punctuality, behaviour and performance are carefully monitored and regularly addressed in reward assemblies, circle time, personal and social education lessons, newsletters and letters home to parents.
56. There are appropriate policies and procedures in place to ensure the healthy development, safety and well-being of pupils. The school has a detailed Child Protection Policy which is understood and followed by all staff. Highly effective support and guidance is provided at the school through its personal and social education programmes which are taught systematically across the curriculum.
57. The overall quality of provision for additional learning needs is good, with no important shortcomings. This provision fully complies with the Code of Practice.
58. The inclusive nature of the school in many aspects, including equal opportunities, is outstanding. Fairness and equality successfully underpin the general fabric of the 'school family'.

### **Leadership and management**

59. The leadership of the head teacher is outstanding. On his appointment three years ago, the head teacher had an extremely clear-sighted vision of what was needed to improve the quality of education and strategic management of the school. He has achieved this through hard work and commitment.
60. The head and deputy head teacher work extremely effectively together and lead a cohesive senior management team. The deputy head provides excellent support to the head teacher and other members of staff and plays a key role in monitoring standards, assessment procedures and the quality of teaching.
61. Subject co-ordinators regularly monitor the quality of teaching and learning across the school and report their findings to the senior managers and the governors. They are clearly committed to raising standards and improving the quality of education provided. An outstanding culture of change and innovation now exists. There are outstanding, comprehensive arrangements to review and monitor the performance of all members of staff and to identify training needs.
62. The quality of support and direction given by the governing body is good. Governors are well informed about current priorities relating to the school and pupils' standards of attainment. The Governing Body fully meets its statutory responsibilities.

63. The self-evaluation procedures are extremely effective in enabling the school to evaluate its own work accurately and to plan for improvements. There is an all-embracing culture of review and self-criticism among the staff and governors. They all contribute to the process of self-evaluation and are well aware of its findings. The views of all those who have an interest in the school are also central to the evaluation process.
64. The school's self-evaluation report is excellent and clearly identifies the various sources of evidence to support the outcomes for each of the seven key questions.
65. Consistent and measurable improvements over the last three years are as a direct result of previous plans and actions detailed in the school development plan. The school has made very good progress since the last inspection. All of the key issues have been successfully addressed.
66. There is a good blend of young and experienced members of staff who are well qualified to teach all aspects of the curriculum. Arrangements for covering teachers' planning, preparation and assessment time work very well. Administrative staff are extremely efficient and help ensure the smooth day-to-day running of the school.
67. The accommodation provides a suitable setting for good teaching, learning and support for all learners. The caretaker and his staff ensure that it is a clean and pleasant environment in which to work.
68. Resources are well matched to the school's priorities for development. The governing body extensively discusses major items of expenditure to ensure that available funds are well spent. The school makes very good use of resources to ensure outstanding value for money.

## Recommendations

69. In order to further improve, the school now needs to:
- R1 raise standards in subjects and in areas of learning where shortcomings have been identified;
  - R2 further improve provision to develop pupils' bilingual skills, and
  - R3 continue to develop manageable procedures for assessing standards and progress in foundation subjects.

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

## Standards

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

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

70. The findings of the inspection team do not match the judgement made by the school in its self-evaluation because no outstanding features were identified.

71. Pupils' standards in the subjects and areas of learning during lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2%	86%	12%	0%	0%

72. These figures are above the national target of 98 per cent of lessons to be grade 3 or better by 2010.

#### Grades for standards in subjects inspected

73. Standards in Areas of Learning in the Early Years are as follows:

Language, literacy and communication	2
Personal and social development	2
Mathematical development	2
Knowledge and understanding of the world	2
Creative development	2
Physical development	2

74. Standards of achievement in the subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
Welsh second language	2	3
Mathematics	2	2
History	2	2
Art	2	2
Religious education	2	2

75. The overall quality of the educational provision for the under-fives is appropriate to their needs and pupils make good progress towards the Desirable Outcomes for Children's Learning.

76. Baseline assessments indicate that standards on entry are generally above the Local Education Authority (LEA) averages. Early Years children make outstanding progress in the key skill of using information and communications technology (ICT). They make good progress in speaking, reading, early writing and numeracy. However their listening skills have some shortcomings.

77. Pupils, including those with special educational needs (SEN), make good, and sometimes very good, progress in gaining knowledge, understanding and skills.
78. Pupils in both key stage 1 and 2 make outstanding progress in the key skills of speaking, numeracy and using ICT. Their progress in listening, reading and writing is good. Overall, pupils' problem-solving skills are outstanding and they demonstrate good creative skills. Pupils also display good entrepreneurial and decision making skills as evidenced by the Business Enterprise projects undertaken at the school.
79. As yet, bilingualism is not sufficiently nor consistently integrated into the life of the school and, consequently, pupils' bilingual competence has good features that outweigh shortcomings. However, pupils' knowledge and awareness of the heritage and culture of Wales are good.
80. Pupils succeed regardless of their ability, gender, or social background. It is evident from discussions with pupils that they are aware that everybody is treated the same and given the same opportunities.
81. Analysis of the schools tracking (value added data) shows that pupils make good progress from on-entry to leaving at the end of key stage 2.
82. Over the last three years, end of key stage 1 and key stage 2 results have been consistently above both local and national averages. Compared to similar schools, i.e. schools within the same percentage band of pupils entitled to free school meals, they are generally close to or above the median.
83. In 2007, teacher assessments of end of key stage 1 pupils showed 91 per cent achieved level 2 or above in English, 91 per cent in mathematics and 95 per cent in science. These are well above the national figures of 83 per cent English, 87 per cent mathematics and 90 per cent science.
84. The core subject indicator i.e. the percentage that achieved level 2 or above in the core subjects, was 90 per cent compared to the local score of 78 per cent and national figure of 81 per cent.
85. In 2007, 87 per cent of end of key stage 2 pupils achieved level 4 or above in English, 93 per cent in mathematics and 95 per cent in science. These are well above the national figures of 79 per cent in English, 81 per cent in mathematics and 86 per cent in science.
86. The core subject indicator percentage i.e. pupils achieving level 4 or above in all three core subjects, was 87 per cent in the school compared to 70 per cent locally and 74 per cent nationally.
87. Generally, girls outperform boys in end of key stage assessments, particularly in English. This has been addressed by the school and there has been a narrowing of the gap between boys' and girls' achievements in mathematics and science.

88. Pupils are well motivated and eager to learn. They listen attentively and follow instructions well when undertaking tasks and investigations. They work hard and productively with positive attitudes. Pupils are able to work independently within the structure of the class and in the general context of the school. This is a strength of the school.
89. In lessons, pupils plan and organise their work very well and use classroom resources independently, co-operating and collaborating extremely well in pairs or small groups. They use their time efficiently. These aspects set a firm foundation for their lifelong learning and are outstanding.
90. Pupils' progress in their personal, social, moral and wider development is outstanding in both key stages. All pupils are fully involved in the life and work of the school and through the School Council, 'Playground Pals' and the Eco Committee participate in the decision-making process about important issues.
91. Pupils' behaviour is very good and makes a positive contribution towards the achievement of good standards of work. Pupils display very good manners and are courteous to staff and other adults.
92. They understand and accept the school's high expectations of behaviour and values that the school promotes and encourages. They demonstrate a mature and responsible attitude to positions of responsibility and are respectful to all members of the school community and to visitors.
93. The average attendance for the three terms prior to the inspection was; Reception 94 per cent and the rest of the school 93.8 per cent.
94. Whilst attendance was below the target figure of 95 per cent set by both the school and the Welsh Assembly Government (WAG), this is due in part to parents taking their children out of school for family holidays, it compared favourably with the average attendance figure for Torfaen Primary schools of 93 per cent and the All Wales figure of 92.5 per cent.
95. The whole school unauthorised absence figure is minimal at 0.2 per cent. There were no exclusions in the three terms prior to the inspection. The vast majority of pupils arrive punctually for school and for lessons.
96. Pupils display a very good awareness of equal opportunity issues. They are developing a thorough understanding and respect for the diversity of beliefs, traditions and attitudes of others. Pupils are acutely aware of the needs of others who may be suffering around the world as a result of war, famine or natural catastrophes.
97. Pupils are well prepared to participate in the community and their understanding of the world of work is good. They raise considerable funds for local and national charities. Pupils value the opportunity to participate effectively in the community through visiting places of interest and through involvement in community functions such as the orchestra and choir performing in local venues.

## The quality of education and training

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

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

98. The findings of the inspection team do not match the judgements made by the school in its self-evaluation because insufficient outstanding features were identified to award a Grade 1.

99. In the 41 lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	73%	12%	0%	0%

100. These figures are above those reported in the Chief Inspector of Schools Annual Report for 2005 – 06 when the quality of teaching throughout Wales was a grade 2 or better in 79 per cent of lessons. The figures also exceed the target for 2010 is for the quality of teaching to be grade 2 or better in 80 per cent of classes.

101. Teaching in the Early Years is consistently good; with a wide variety of activities that motivate children and which are clearly linked to the Desirable Outcomes for Children's Learning.

102. All teachers have good relationships with their pupils and demonstrate good pupil management. They actively address the issues of gender, race and ability and promote equality of opportunity for all.

103. At the start of all lessons, pupils are made aware of the learning objectives and key skills are clearly identified. Consistent use of praise and encouragement helps to raise pupils' self-esteem.

104. Outstanding features of teaching include:

- Extremely clear and regular use of open-ended questioning to develop pupils' communication and investigative skills;
- A wide variety of techniques and tasks that motivate and fully involve all pupils, and
- High expectations.

105. Shortcomings in teaching include:

- Lack of subject expertise, particularly Welsh;
- Tasks not well matched to ability, and
- Too much teacher intervention or direction and not enough opportunities for individual creativity.

106. Teachers regularly attend in-service training to improve their subject knowledge and skills. Their subject knowledge and understanding of the

common requirements of the national curriculum are good. However, there are some shortcomings in the teaching of Welsh, and the use of incidental Welsh during the day is inconsistent.

107. Classroom assistants are used effectively and have a significant impact on pupils' progress, academically and socially.
108. Overall procedures for assessing and recording pupils' progress and achievements are comprehensive and extremely well organised, particularly in the core subjects of English, mathematics and science. There is an annual timetable for assessment that enables all members of staff to know what is expected in any one month. The procedures meet statutory requirements.
109. The school rigorously analyses data from end of key stage and other assessments in order to identify where pupils are weak in particular aspects of the core subjects. Well directed teaching and support is then provided for them.
110. Meetings to moderate standards in pupils' work are well established in the core subjects and are proving successful in developing teachers' assessment skills. The school recognises the need to further develop assessment and recording procedures in other subjects.
111. All teachers keep 'Assessment for Learning' files which contain systematic and manageable records of the progress of pupils in their class. There are examples of excellent practice in assessing and recording the progress of children under five.
112. Children's work is very carefully annotated with informative notes which give a very clear picture of what children can do and are used extremely well to identify targets for the next stage in their learning. Their progress from baseline assessment is very carefully tracked in all six areas of learning.
113. In key stages 1 and 2, most teachers adhere closely to the school's marking policy. There are some excellent examples of diagnostic marking that identify the strengths and areas for development in a piece of work, not only in the core subjects, but also in subjects such as art. However, this practice is not consistent in all classes and in all subjects.
114. Learning objectives in all lessons are revisited at the end of the lesson so that pupils can evaluate the extent to which they have achieved them. Pupils' involvement in evaluating and reflecting on their own progress increases in complexity as they move through the school. Even the youngest children evaluate their own work.
115. By year 6, pupils' 'Proud to Present' books show considerable insight into their own achievements and what they need to do to move to the next National Curriculum level. This is an outstanding feature in the use of assessment to help pupils improve their own learning.

116. Reports to parents of children under five are detailed, informative and record the child's progress very well. They include a clear target for improvement in every area of learning.
117. Reports for pupils in key stages 1 and 2 effectively record their achievements in all National Curriculum subjects. However, some targets are too general to be helpful to parents in supporting their child's learning.

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

**Grade 1: Good with outstanding features**

118. The findings of the inspection team differ from the judgements made by the school in its self-evaluation report. The inspection team found outstanding features in the school's provision for learning experiences and involvement in the wider community. In some aspects of its provision it provides a model of outstanding practice.
119. The school provides an outstanding range of learning experiences and meets the learning needs of all its pupils extremely well. The aims of the school published in the prospectus and clearly visible as you enter the school. 'Learning for Life; Commitment to Excellence' successfully underpin all aspects of school life.
120. The curriculum is very well planned, broad and balanced. Subjects taught are supported by a comprehensive range of regularly updated policies and schemes of work and fully meet the statutory requirements of the National Curriculum, the locally agreed syllabus for religious education and the national recommendations for personal and social education. Learning experiences in all subjects taught are extremely well planned to ensure very good progression and continuity of skills as pupils move upward through the school.
121. The curriculum offered to the under fives is good with a range of well planned learning experiences structured to provide enjoyment and meaningful experiences. The early years provision which follows foundation stage practice encourages learning through play, both inside and outdoors.
122. The development, continuity and progression of key skills are outstanding across the school. This is underpinned very successfully by a well defined key skills framework which includes monitoring and assessment at regular intervals. The whole school key skills approach encapsulates communication, numeracy, information and communication technology and personal and social education. Opportunities for the development of key skills are welded very successfully into planning and curriculum expectation ensures very good progression and consistency across the school. The school has achieved the Basic Skills Quality Mark for the third time.

123. Provision for out-of-hours and extra-curriculum activities is very good with many outstanding features. There is a good range of well organised school clubs, such as golf, science club, art, homework, netball, rugby, newspaper and country dancing. This area of provision is applauded by parents. Participation in such activities assists in enhancing relationships between pupils and adults. The school also provides well-attended before and after-school clubs.
124. A wide variety of well planned educational visits are undertaken to enhance subjects taught. Visitors also greatly enhance pupils learning experiences. The outdoor adventurous activity programme for key stage 2 pupils is another very strong feature of school life and is very popular with all pupils.
125. The school's provision to support pupils' spiritual, moral, social and cultural development is outstanding.
126. Collective worship is a quality experience which celebrates the school as the centre of the community it serves and meets statutory requirements. Time for reflection clearly enhances and underpins all these occasions. The school's very strong links with the local church further strengthens the school's spiritual dimension.
127. Pupils are encouraged to consider other faiths alongside their own through multi-cultural assembly themes, for example 'The World Outside our Window'. Within lessons planned opportunities are provided for pupils to discuss matters of concern.
128. The provision for pupils' moral development successfully promotes the values of honesty and respect for the truth very well. All staff actively enhance values such as fairness and model behaviour for pupils. This is a striking and outstanding feature of day to day life in the school.
129. The school makes high quality provision for pupils' social development that enables them to play a full and active part in the school community. Pupils are provided with many opportunities to work collaboratively and take positions of responsibility within the school. Pupils are involved in raising funds for a number of good charitable organisations and this promotes their sense of social responsibility and understanding of their own and other communities.
130. Cultural development has many outstanding features. An excellent video conference project with China has been very exciting and is successfully developing pupils' cultural awareness and appreciation of life beyond the school gates.
131. Learning experiences are enriched by outstanding links with the community, other schools and institutions and with parents.
132. The school's provision for personal and social education, including that for sex and substance misuse, is also outstanding.

133. The *Cwricwlwn Cymreig* is fostered positively through the study of famous Welsh people for example and pupils are given opportunities to learn about the traditions, culture and history of Wales through visits to places such as St Fagan's, Blaenavon Big Pit and Blaenavon Steel Works. However, opportunities to develop pupils' bilingual skills are often missed.
134. Provision for work related education is good. The school enjoys links with the Education Business Partnership and is developing links with local employers through Careers Wales Gwent. A number of industrialists and parents come to school to talk to the pupils about the workplace. Staff from the school have taken part in placements to business and industry.
135. The school responds to the individual needs of pupils very well and promotes equality of opportunity very effectively. Pupils with additional learning needs are encouraged to join in activities alongside their peers.
136. The school has an exceptional range of committees and buddies, which involve pupils of all ages and abilities taking extra responsibilities to look after their environment as well as each other.
137. The school very successfully promotes pupils' awareness of sustainable development and global citizenship in Personal Social Education lessons and within aspects of geography, history and religious education. This is an outstanding feature. Sustainability is apparent in the recycling bins around the school as well as the energy saving initiatives within the school. Vegetable matter is composted and used on the school allotment. Produce from the allotment is then used in the school kitchen. Part of the school grounds is left as an ECO habitat. The ECO Committee promote education for sustainable development and global citizenship (ESDGC) by presentations at school assemblies and by inviting pupils and parents to practice sustainability.
138. Global citizenship receives a very high profile throughout the school and has many outstanding features. The school environment is utilised successfully to develop pupils' awareness of how crops grow and how in some countries crops can fail. An outstanding feature is the link with a school in China. Pupils have held video conferencing sessions with its pupils and staff and have exchange e-mails with them.
139. Excellent opportunities are planned and provided for the pupils to develop their entrepreneurial and decision making skills, for example through the Dynamo Project. This is an outstanding feature at the school.
140. The breadth and quality of the curriculum, extra-curricular opportunities, business enterprise and work-related education ensures that the learning experiences reflect national priorities and lay the foundation for lifelong learning extremely well.

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

##### **Grade 1: Good with outstanding features**

141. The inspection team agrees with the school's self-evaluation of this key question.
142. The school provides a happy, supportive, caring and safe environment for pupils to learn. There is a strong and well-structured pastoral system within the school; this is an outstanding feature. Parents appreciate the high quality of care that their children receive. Pupils trust teachers to deal with any concerns quickly and effectively and are happy with their school. There are good links with the Education Welfare Officer (EWO) and other support services should a need arise.
143. The school operates an open door policy where parents are encouraged to meet with the head teacher and teachers to discuss any concerns and to act jointly with parents upon them. The school undertakes parental surveys and works with parents to reduce any areas of concern. Parents are invited into school for open afternoons enabling them to see and work with their children. The school has a number of parent helpers.
144. Induction for new pupils is well established and effective with the deputy head teacher visiting the local Nurseries to meet the children and parents. Parents of the children are invited into school to see how the school operates and the children are welcomed in staggered intakes in the autumn term.
145. The school participates in the Effective Early Learning programme of self-evaluation and this informs the way in which children are inducted into school. As a result, the school has been awarded the Effective Early Learning programme three-year quality assurance for the setting. 'Playground Pals' give buddy support for new entrants.
146. Transition to the local secondary School is effective and well structured and includes bridging topics in English, Maths, Welsh, Science and sporting activities.
147. Pupil's attendance, punctuality, behaviour and performance are carefully monitored. Good procedures exist with the EWO and other agencies should the non-attendance, punctuality or behaviour of a pupil give rise to concern. School rules are displayed around the school and there is an effective Rewards and Sanctions Policy known to pupils, staff, parents and carers.
148. The school has held an anti-bullying week, which reinforced its Assertive Discipline Policy in which all school staff are trained. With the implementation of this policy the number of referrals to the head teacher has reduced significantly.

149. Attendance, punctuality and behaviour are regularly addressed in reward assemblies, circle time, personal and social education lessons, newsletters and letters home to parents.
150. There are appropriate policies and procedures in place to ensure the healthy development, safety and well being of pupils. The school has a Health and Safety Policy. Regular Health and Safety risk assessments are undertaken on activities both in school and on outside visits. The caretaker makes daily physical inspections of the premises and grounds. The head teacher is the designated Child Protection Officer. All staff have received relevant training in child protection and are aware of correct procedures. The school has a detailed Child Protection Policy which is understood and followed by all staff. Criminal record bureau checks are undertaken on all staff and others who may come into contact with the pupils.
151. The school has a Food and Fitness policy and has been awarded the Healthy Schools Accreditation for the third year. It is viewed by the Torfaen LEA and Estyn as a best practice school. The school has represented Torfaen LEA nationally in this area. Working with the LEA and a local chef, the school embarked on a 'healthy lunchbox' project, which was so successful that a DVD has been made which is now available to the other schools in Torfaen. The attention given to promoting healthy lifestyles is an outstanding feature.
152. Pupils grow vegetables on their allotment and these have been use in the school kitchen. They also operate a fruit tuck shop and the school grounds have been developed to encourage pupils to be active at playtimes and lunchtimes. Celebrities have come into school to emphasise the positive benefits of physical exercise.
153. Highly effective support and guidance is provided at the school through its personal and social education programmes which are taught systematically across the curriculum. The school is very well supported by visits from an extensive range of professionals who provide positive support for the pupils. These are outstanding features.
154. The overall quality of provision for additional learning needs is good with no important shortcomings. This provision fully complies with the Code of Practice.
155. Early well focused intervention in the reception classes is a school practice that serves the pupils well. Through individual education plans, work is successfully adapted to meet individual needs. Staff organise a suitable range of appropriate teaching strategies to positively enhance overall provision. Pupils with additional learning needs are fully integrated into the life of the school.
156. The Special Educational Needs Co-ordinator (SENCO) effectively oversees and monitors all aspects of the additional learning needs provision, thus ensuring pupils receive a suitable broad and balanced curriculum. The majority of targets for improvement in individual education plans match most

pupils' needs well. A rigorous timetable ensures that individual education plans are reviewed termly and evaluated according to each individual pupil's progress.

157. Good assessment, recording and reporting procedures meet statutory requirements. From the school's initial concerns regarding the need for additional support to assist a pupil with their learning, parents are kept fully informed and involved. This creates an effective partnership with the school to ensure that they can support their children's learning at home.
158. An important key factor in the overall good provision is the valuable work undertaken by well trained, efficient learning support assistants and external support services. The good level of service and collaboration between the school and a host of local education authority support agencies successfully enhances the overall provision and guidance for pupils and families.
159. The inclusive nature of the school in many aspects, including equal opportunities, is outstanding. Fairness and equality successfully underpin the general fabric of the 'school family'. Staff know their pupils well, recognising the diversity of backgrounds, striving to support them equally whatever their social, academic, linguistic or ethnic need. This in turn ensures parity of opportunity for those pupils in parallel year classes.
160. The school actively promotes gender equality and takes every opportunity to ensure that pupils have appropriate role models. Boys and girls receive equal treatment and opportunities to take part in activities. A very active school council has been established introducing pupils to the democratic process and allowing them to take an active part in developing their school.
161. The school has suitable behaviour, anti-bullying and race equality policies and procedures, and these are fully incorporated into the daily life of the school. Pupils are involved in drawing up their own classroom rules and opportunities are taken in assemblies, collective worship and circle time to emphasise the need to act and behave responsibly and respect others both within the school community and outside.
162. Despite the difficulties of the accommodation with the site having a ground floor and upper floor in key stage 2, the school has a clear accessibility plan which ensures that there are appropriate arrangements in place to ensure that any disabled pupil is not disadvantaged in any way. These plans also reflect the need for disabled toilet facilities.

## Leadership and management

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

#### Grade 1: Good with outstanding features

163. The findings of the inspection team do not match the judgements made by the school in its self-evaluation because the team judged there to be several outstanding features.
164. The grade for key question 1 does not match this grade because, although there is a general improvement in standards, the full impact of strategies introduced by leadership and management have yet to be fully reflected in pupils' standards of achievement.
165. The leadership of the head teacher is outstanding. On his appointment three years ago, the head teacher had an extremely clear-sighted vision of what was needed to improve the quality of education and strategic management of the school. One of his key priorities was to involve everyone in developing a common purpose and a clear sense of direction to the school's work. This priority has met with outstanding success.
166. A complete overhaul of the management structure has led to clarity in job descriptions and an equitable distribution of roles and responsibilities. Members of staff with management or subject leader responsibilities have very positively embraced and contributed to the changes that have occurred. Their strengths and interests have been taken into account very effectively. They therefore feel empowered and encouraged to develop their roles and their professional skills. They are clearly committed to raising standards and improving the quality of education provided. An outstanding culture of change and innovation now exists.
167. The head and deputy head teacher work extremely effectively together and lead a cohesive senior management team. The deputy head provides outstanding support to the head teacher and other members of staff, and plays a key role in monitoring standards, assessment procedures and the quality of teaching.
168. The roles of other members of the senior management team and subject leaders have developed considerably since the last inspection. Subject leaders' record books are an excellent resource and records of all self-evaluation activities, and are consistent throughout the school.
169. Llanyrafon Primary School has a clear motto, 'Learning for Life: Commitment to Excellence' which is proudly displayed in the school and in documentation. This mission statement was developed with the involvement of everyone in the school community including pupils, parents, staff and members of the governing body. There is also an unambiguous set of aims that promotes

equality for all and is reflected in practice. All members of staff and governors are fully aware of the aims and priorities.

170. The school takes very good account of local and national priorities. For example, it has achieved Healthy School status for the last three years and its breakfast and after school clubs are flourishing. Preparations for the implementation of the new Foundation Phase in September 2008 are progressing well.
171. All pupils are given challenging but realistic targets for attainment at the end of the reception year and key stages 1 and 2, based on their individual capabilities. Five year trends indicate that targets and results remain above and sometimes well above national and local averages and that teachers are setting sufficiently challenging targets.
172. There are outstanding, comprehensive arrangements to review and monitor the performance of all members of staff and to identify training needs. The Performance Management policy clearly focuses on enabling staff to develop professionally. High importance is placed on individual self-analysis, in addition to objective monitoring performance.
173. The head teacher, teachers, support and ancillary staff are all involved in the Performance Management process and work towards annual targets. Their achievements and training needs are recorded and resource implications noted. Newly qualified teachers and students are well supported by their mentor, the deputy head teacher.
174. The quality of support and direction given by the governing body is good. Governors are well informed about current priorities relating to the school and pupils' standards of attainment. They co-operate effectively with the head teacher and staff in order in to set the strategic direction of the school.
175. Members of the governing body are increasingly involved in monitoring the quality of provision. Every governor is linked to a subject or area of learning and takes an interest in its development. They visit the school, observe lessons and hold discussions with relevant members of staff, according to their allocated responsibilities.
176. Pronounced improvements in the leadership and strategic management of the school during the last three years have clearly begun to have a significant positive impact on standards of achievement.
177. The School Prospectus and the Governors Annual Report to Parents are informative documents and meet statutory requirements. The Governing Body fully meets its statutory responsibilities.

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

**Grade 1: Good with outstanding features**

178. The findings of the inspection team do not match the judgements made by the school in its self-evaluation because there are a number of outstanding features which the school did not identify.
179. The self-evaluation procedures are extremely effective in enabling the school to evaluate its own work accurately and to plan for improvements. All aspects of school life are regularly reviewed and evaluated to clearly identify both strengths and areas for improvement. There is an outstanding culture of review and self-criticism among the staff and governors. They all contribute to the process of self-evaluation and are well aware of its findings.
180. The views of all those who have an interest in the school are central to the evaluation process. In producing the self-evaluation report, the school also sought out, and took account of, the views of the non-teaching staff, parents and pupils.
181. A well organised rolling programme of classroom observations to monitor teaching and learning is in place and undertaken by the head teacher, deputy and subject co-ordinators. Pupils' work and assessment results are carefully scrutinised for trends and weaknesses and individual pupils' progress is regularly monitored through a very effective and detailed tracking system. This is an outstanding feature. Each subject leader regularly reviews the areas for which they are responsible and presents a detailed analysis of the findings, including recent successes and possible areas for development.
182. The school's self-evaluation report is excellent and clearly identifies the various sources of evidence to support the outcomes for each of the seven key questions. It is detailed and honest, identifying strengths and areas for improvement. These are used to inform the priorities in the school development plan.
183. The school development plan is a very useful working document that clearly sets out responsibilities costing, time and success criteria. It is continuously reviewed and monitored for progress by staff and governors. Consistent and measurable improvements over the last three years are as a direct result of previous plans and actions detailed in the school development plan. These are outstanding features.
184. The inspection team disagree with the judgements made by the school in six of the seven key questions with four grades improved and two grades lowered. This is due to the school's inexperience of the grading system.
185. The school has made very good progress since the last inspection. All of the key issues have been successfully addressed.

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

### **Grade 1: Good with outstanding features**

186. The findings of the inspection team do not match the judgements made by the school in its self-evaluation because a number of outstanding features were identified.
187. The grade for key question 1 does not match the grade for this key question because, although there is a general improvement in standards, the full impact of strategies introduced by leadership and management have yet to be fully reflected in pupils standards of achievement.
188. There is a good blend of young and experienced members of staff who are well qualified to teach all aspects of the curriculum. Their specialist expertise is drawn upon when teachers exchange classes for some lessons so that pupils can benefit from their expertise.
189. Arrangements for covering teachers' planning, preparation and assessment time work very well. Learning support assistants teach subjects in which they have an interest and are confident, so that there is continuity in pupils' standards of achievement. Teachers use their planning, preparation and assessment time extremely well to plan together in parallel year groups, thus ensuring consistency in pupils' learning experiences.
190. Teaching assistants and support staff are involved in planning meetings and their expertise is greatly valued. They, too, are very effectively deployed so that optimum use is made of their time and skills. They have very well defined tasks. For example, through 'focus books' they contribute to the process of assessing pupils' progress. This is an outstanding feature.
191. The school is fortunate in benefiting from the skills and commitment of a large number of volunteers, parents and students who make an outstanding and very valuable contribution to pupils' learning. Administrative staff are extremely efficient and help ensure the smooth day-to-day running of the school.
192. There is a good range of appropriate learning resources to meet the needs of pupils. An adequate supply of books in the school library is supplemented with loans from the Schools Library Service. Pupils' learning experiences are also greatly enhanced by the use of resources beyond the school, such as art centres, museums and galleries.
193. The school has a rolling programme for the installation of electronic whiteboards in every classroom. Those that are already in place are used effectively. Another major investment has been the purchase of sixteen laptop computers and 'Wi-Fi' technology. This has facilitated the flexible use of ICT equipment and achieved a good ratio of one computer to two pupils.

194. The accommodation provides a suitable setting for good teaching, learning and support for all learners. The caretaker and his staff ensure that it is a clean and pleasant environment in which to work. Walls are attractively covered with many examples of pupils' work and other interesting displays. However, the building is showing its age and there is a need for repair or renewal of a number of external doors and windows.
195. The school is sited in very pleasant, well maintained grounds, with plenty of playground space, grassed and shaded areas. The school garden is well tended and very effectively used to support the development of pupils' learning across the curriculum. Since the last inspection, the school has created a stimulating, versatile outside area for the under fives which is appropriate for the range of their learning experiences.
196. Resources are well matched to the school's priorities for development. The governing body extensively discusses major items of expenditure, such as the purchase of information and communications technology (ICT) and resources for the under fives, to ensure that available funds are well spent. Subject leaders are required to present a case for any additional resources.
197. The use of resources is regularly and stringently reviewed. Notable improvements since the last inspection in standards in areas, such as the use of ICT across the curriculum and the achievement of children under five, indicate that the school makes very good use of resources to ensure outstanding value for money.

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

### **Under 5s**

198. The overall quality of provision for the under-fives is appropriate to their needs and pupils make good progress towards the Desirable Outcomes for Children's Learning.

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

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

###### **Good features**

199. Children make good progress in their speaking skills and confidently use an increasingly wide range of vocabulary appropriately in different contexts. They use and understand simple greetings and phrases and respond appropriately to instructions in Welsh. Most children listen well during introductions to activities. Children have a good awareness of the sounds that different letters make and more able children are beginning to use this knowledge effectively in their reading. They confidently describe some of the events in the stories they hear and read and are beginning to relate them to their own experiences. They write with increasing independence and their letter formation is good. The majority of children write simple three letter words clearly and legibly.

###### **Shortcomings**

200. A minority of children do not listen attentively to adults and other children in whole class activities.

#### **Personal and social development**

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

###### **Good features**

201. Children are developing good relationships with one another and with adults. They respond positively to adult intervention in their play. They show interest in their activities, particularly those that they choose for themselves, and the majority of them sustain concentration well. They are beginning to take turns sensibly in sharing equipment. They are developing a good understanding of what it means to be kind to others. Most of them take responsibility for dressing and undressing themselves without fuss. They tidy up quickly in response to a music cue at the end of their activities.

###### **Shortcomings**

202. There are no important shortcomings.

## **Mathematical development**

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

#### **Good features**

203. Children are developing a good understanding of mathematical vocabulary in a range of contexts. For example, they appropriately use terms such as 'longer than' and 'shorter than' and use non-standard measures to work out the length of a range of objects. Most children count reliably when building towers of cubes. They are developing a good understanding of the concept of 'less', 'more' and 'the same'. They sort and match objects correctly using various criteria and identify exceptions that do not fit into given sets. They are becoming familiar with 2D and 3D shapes. More able children know, for example, that a cube is made up of squares. Children apply their knowledge of numbers effectively in role-play activities.

#### **Shortcomings**

204. There are no important shortcomings.

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

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

205. Children are aware of the range of different jobs people do, such as servicing cars. They are also aware of the purpose of money. Children have a good understanding of their homes and places around them. Their activities in the school garden effectively help them develop their knowledge of how to grow vegetables. They show increasing appreciation of the importance of caring for the environment by, for example, putting rubbish in bins. They understand that different parts of the body are associated with particular senses. They demonstrate great confidence and advanced skills in using information and communications technology.

#### **Shortcomings**

206. There are no important shortcomings, but children have a limited awareness of the passing of time.

## **Physical development**

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

207. Children show good levels of control and co-ordination in activities that require fine motor skills such as cutting paper, operating the computer mouse and manipulating plastic cubes. Their pencil control is developing well. They understand that exercise makes them warm and that it is important for helping

them to keep fit and healthy. They enjoy engaging in physical activities and effectively differentiate between running, skipping and striding. They respond well to requests for 'heavy' and 'light' steps and move confidently and with good control. In dance sessions, they enjoy mimicking the movements of a snake with their bodies and match their movements well to music. Most children show a good awareness of the space around them.

### **Shortcomings**

208. There are no important shortcomings.

### **Creative development**

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

209. Children's ability to take on the role of various characters is well developed through role-play, following stimulating 'modelling' by adults. For example, they create imaginative scenarios in the class 'garage' and enjoy acting in role as mechanics. They enjoy singing simple songs from memory and make good suggestions for actions to accompany the song. They are beginning to distinguish between high and low sounds and their ability to play a range of simple percussion instruments is developing well. Children make good progress in developing their drawing and painting skills and in using colour. They explore a good range of artistic processes and media. For example, they delight in experimenting with the painting techniques of the artist Jackson Pollock as they flick, streak and dot paint onto canvas.

### **Shortcomings**

210. There are no important shortcomings.

<b>Welsh second language</b>
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#### **Key stage 1: Grade 2 - Good features and no important shortcomings**

#### **Key stage 2: Grade 3 - Good features outweigh shortcomings**

### **Good features**

211. In both key stages, pupils sing Welsh songs and hymns with gusto and clear diction. They demonstrate a good attitude to learning Welsh and their pronunciation is generally good.
212. In key stage 1, pupils build on the good start in the reception classes by developing new vocabulary and simple phrases. They listen and respond well to oral stimuli and follow simple instructions correctly. They ask and answer simple questions about the weather and about themselves correctly. They describe the clothes they are wearing using their knowledge of the colours and are beginning to accurately describe the position of a toy in relation to other

objects. They read a range of words and phrases and write short sentences in their work books well.

213. In key stage 2, pupils ask or answer a variety of questions about how they feel and what they like or dislike. Some extend their answers using conjunctions correctly. They react correctly to classroom instructions and can ask for items in Welsh. They make short statements about themselves and create short dialogues in pairs, discussing their holidays and personal details successfully. Pupils are developing their writing and reading skills well, through regular tasks in their workbooks.

### **Shortcomings**

214. In key stage 2, pupils lack confidence when speaking because of insecure vocabulary recall and the need for the support of the written word or the teacher.

## **Mathematics**

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

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

### **Good features**

215. In key stage 1, the majority of pupils make good progress in their understanding of number and money.
216. Pupils respond very well in oral and mental sessions, displaying a good, confident grasp when counting in twos, fives and tens up to fifty. Pupils confidently identify odd and even numbers, add and subtract accurately and make good progress in exploring a range of number patterns.
217. Year 1 pupils quickly identify missing numbers in number sequences up to twenty and, in some instances, well beyond. Pupils accurately recognise halves and quarters in relation to shaded shapes as part of one whole. Pupils answer simple multiplication facts accurately. Year 2 pupils have a good understanding of time in half hour intervals. Pupils compile accurate bar graphs interpreting data correctly.
218. By the end of key stage 1, most pupils confidently recognise and name correctly common two-dimensional shapes and are aware of the differences between the properties of squares, rectangles and triangles. Using simple estimation pupils develop a good understanding of measurement in terms of centimetres and meters.
219. Key stage 2 pupils develop good mathematical vocabulary and make good progress in developing their understanding of place value up to one thousand. The majority of pupils make very good progress in developing their mental thinking skills when related to every day problems and most understand what

each digit represents in a four digit number. Nearly all pupils tell and record time accurately to the nearest minute.

220. Pupils across the key stage make good progress in their understanding and use of fractions. Most year 5 pupils correctly recognise halves, quarters, eighths, tenths and thirds. The majority of year 6 pupils have a good understanding of the relationship between equivalent fractions and simple decimals.
221. Throughout key stage 2, most pupils develop a good knowledge of the associated properties of two- and three-dimensional shapes.
222. Pupils in year 4 begin to develop an understanding of symmetry when related to simple two-dimensional shapes.
223. The majority of older pupils in key stage 2 develop a good understanding of area and perimeter and the use of simple formulae when finding answers. They plot and read co-ordinates correctly.
224. The majority of pupils in key stage 2 make good progress in using and creating different types of graph. The regular use of information and communication technology to record, display and extract data receives a high profile across the school.
225. Throughout the school, in key stage 1 and key stage 2, pupils use a range of mathematical skills successfully. They carry out investigations and solve mathematical problems confidently using a good range of strategies. This is clearly a strength of the subject.

### **Shortcomings**

226. There are no significant shortcomings.

## **History**

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

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

### **Good features**

227. In both key stages, the use of regular visits, role-play experiences and handling artefacts are having a significant effect on the pupils' standards of achievement.
228. In key stage 1, pupils are developing a good sense of passage of time through handling artefacts and placing events correctly on a time line. They have a good knowledge of the lives of well-known characters such as Florence Nightingale and compare hospitals and clothes of now and then. They sequence events correctly and recount episodes from stories about the past.

229. Their recall of the Great Fire of London is good and they explain clearly how and where it started. They realise the value of Samuel Pepys' diaries as a source of historical evidence.
230. Key stage 2 pupils develop a greater understanding of their own Welsh culture through their study of local history and Welsh characters. They gain historical information and develop good enquiry skills using a census return from an area in Newport in 1861.
231. They have a good recall of the different periods studied, particularly the Tudor and Victorian periods. They are aware of the differences between their own lives and that of children in those times.
232. Their knowledge and understanding of the lives of the people in Roman Britain is good and was greatly enhanced by the outstanding presentation and hands-on experiences given by the officers of the National Roman Legion Museum of Caerleon.
233. Year 6 pupils have a good understanding of how people suffered during the Second World War and are beginning to appreciate the cause and effect of certain actions.
234. Pupils discuss primary sources of information and develop their own research skills. They are beginning to successfully interpret evidence, ask and answer questions about the past and express their own ideas about what life must have been like. Their sense of chronology is developing well through the use of time lines.

### **Shortcomings**

235. There are no significant shortcomings.

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

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

### **Good features**

236. In both key stages, pupils make good progress in developing their drawing and painting skills and their use of colour through a variety of media. Their use of sketchbooks to practise discrete skills and techniques before applying them in their artwork is good.
237. Throughout the school, pupils' skills in creating portraits develop well and there is clear progression in the amount of detail and different techniques they use in their work.

238. Pupils use computer programs successfully to create artistic designs and images. They also use ICT very competently to research information about artists and to produce digital photographs, which they manipulate to create novel effects.
239. Visiting artists and craft workers, illustrators and specialists from a local Arts Centre make an outstanding contribution to the art curriculum and have a very positive impact on the good standards pupils achieve in both 2D and 3D work. This can be seen, for example, in their work with mosaics and textiles.
240. Throughout the school, pupils enjoy experimenting with the style and techniques of different artists and there are many examples of their successful experiments. For example, pupils in key stage 1 study the work of Kandinsky and produce paintings of good quality, inspired by his use of colour and form.
241. Pupils in year 1 have a good knowledge of how to mix primary colours to make secondary colours and handle paint brushes competently. They make simple evaluations of their work. By year 2, pupils' evaluations are more perceptive and include comments such as, "Next time I won't have so much water on my paintbrush."
242. Pupils in key stage 2 develop an excellent understanding of a range of work by Welsh artists such as Michael Powell and Kyffin Williams. They draw on this understanding very well in their own work. By year 6, for example, pupils produce high quality drawings of Llanyrafon Mill using pastels, chalk and charcoal in the style of John Knapp Fisher. The best examples demonstrate excellent use of tone, line and colour and achieve a good sense of perspective.

### **Shortcomings**

243. A minority of pupils in both key stages are reluctant to develop and express their own individual artistic ideas and copy the work of others.

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

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

### **Good features**

244. All pupils throughout the school think about prayer and carefully write their own prayers that are read out in assembly.
245. Pupils in key stage 1 have a good knowledge and understanding of the beliefs and practices of Christianity appropriate to their age and maturity. They are aware of the main symbols of Christianity and recognise their importance for Christians.

246. Year 2 pupils explore relationships by studying and writing about people who are important to them. They have a good knowledge of the main events in the Christian calendar and the importance of Christian symbols, for example the Bible, candles and font.
247. In art and design technology lessons, pupils have constructed model shelters to represent sukshas. Pupils have a good awareness of the significance and rituals associated with their models.
248. Pupils in year 3 and year 4 further develop their knowledge and understanding of other religions as well as Christianity. They explore images of people and first impressions when compared with the many illustrations of Jesus as depicted by famous artists. Pupils have a growing awareness that pictorial expressions of Jesus depend on where in the world we are located.
249. They successfully use religious stories to search for the meanings they convey and these are applied successfully to their own situations. A highly commendable feature of pupils' work is their knowledge and understanding of world religions.
250. Pupils in year 5 and year 6 develop a good awareness of the Hindu tradition of decorating their homes with Rangali patterns. They have a good understanding of the story of Rama and Sita and the significance of light in that religion. Older pupils look at the life of Mohammed and at the Qur'an.
251. Pupils use a good range of artefacts, video and the internet to good effect to study and understand differing beliefs and practices. They recognise the importance of religious beliefs and texts in shaping individuals and communities.
252. Pupils have good knowledge of the importance of the Bible to characters like Mary Jones who walked to Bala to receive her copy.
253. By the end of the key stage, all pupils acquire a good knowledge and range of skills that enable them to explore religions. They understand that the symbols and ceremonies are important to people and their meaning can be related to their own lives.

### **Shortcomings**

254. There are no significant shortcomings.

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

The head teacher, staff and governors of Llanyrafon Primary School welcome the Estyn Report following the inspection undertaken in January 2008.

The inspection report acknowledges the many strengths and outstanding features of the school. The awarding of the highest grade in five of the seven key questions, confirms the professional and totally committed manner in which teaching and non teaching staff undertake their duties. Such positive endorsements confirm that the school has made great strides since the last inspection.

We are pleased that the inspection team have recognised the high quality of pastoral care that the school provides for all pupils and that the behaviour and attitudes of children are a great strength of the school.

We are particularly pleased that the report states that the quality of teaching is above the national target for 2010 and that the standards achieved by pupils are consistently above LEA and national levels.

The inspection team has recognised that the leadership of the school is both visionary and transformational and that this had had a direct impact on progress since the last inspection. The many outstanding features in the report signify that we as a high functioning and professional team can confidently move forward in order to secure continued improvements.

The school would like to thank the inspection team for the professional, courteous and empathetic manner in which the inspection was conducted. Their opinions are valued and recommendations will be acted on in the school's current and future development plans.

## Appendix 1

### Basic information about the school

Name of school	Llanyrafon Primary School
School type	Nursery and Primary
Age-range of pupils	4 to 11 years
Address of school	Llanyrafon Way, Cwmbran, Torfaen
Postcode	NP44 8HW
Telephone number	01633 867130
Head teacher	Mr Wayne W Jones
Date of appointment	January 2004
Chair of governors/ Appropriate authority	Mr Glyn Caron Torfaen County Borough Council
Registered inspector	Mr Merfyn Douglas-Jones
Dates of inspection	14 <sup>th</sup> – 17 <sup>th</sup> January 2008

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils		33	50	40	42	53	56	47	321

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	13	0	13

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	25:1
Pupil: adult (fte) ratio in nursery classes	n/a
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	25
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2007	n/a	93.1	92.5
Summer 2007	n/a	93.6	93.7
Autumn 2007	n/a	95.3	95.2

Percentage of pupils entitled to free school meals	5%
Number of pupils excluded during 12 months prior to inspection	0

## Appendix 3

### National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:		42		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	10	50	40
		National	0	3	13	63	20
En: reading	Teacher assessment	School	0	0	0	50	50
		National	0	2	10	63	24
En: writing	Teacher assessment	School	0	0	10	45	45
		National	0	4	14	55	27
En: speaking and listening	Teacher assessment	School	0	0	12	67	21
		National	0	5	14	68	12
Mathematics	Teacher assessment	School	0	0	10	55	36
		National	0	2	10	64	23
Science	Teacher assessment	School	0	0	5	52	43
		National	0	2	9	66	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	90.5%	In Wales	80.6%

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

**National Curriculum Assessment Results**  
**End of key stage 2:**

<b>National Curriculum Assessment KS2 Results 2007</b>			Number of pupils in Y6		53						
<b>Percentage of pupils at each level</b>											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	6	8	51	36
		National	0	0	0	1	1	4	16	48	30
Welsh	Teacher assessment	School	0	0	0	0	0	0	0	0	0
		National	0	0	0	0	0	0	0	0	0
Mathematics	Teacher assessment	School	0	0	0	0	0	6	2	49	43
		National	0	0	0	1	1	3	14	48	33
Science	Teacher assessment	School	0	0	0	0	0	2	4	40	55
		National	0	0	0	1	1	2	12	52	34

<b>Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)</b>			
by teacher assessment		by test	
In the school	87%	In the school	n/a
In Wales	74%	In Wales	n/a

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

## Appendix 4

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

A team of five inspectors, including a lay inspector, and a peer assessor inspected the school over eleven inspector days.

The head teacher was the nominee and played a supportive and active role during the inspection.

Pre-inspection meetings were held with staff, the governing body and parents to discuss the life and work of the school.

Thirty-seven questionnaires were completed and returned by parents, and carefully analysed by the inspection team.

During the inspection, discussions were held with the head teacher, teachers, support staff and pupils about their work and the life of the school.

Forty-one lessons were observed over the three and a half days.

Samples of pupils' work, practical and written, from across the ability range in each year group, were examined.

Pupils' behaviour was observed at various times during the school day.

Inspectors attended acts of daily worship.

Any documentation presented by the school prior to, and during the inspection, was analysed.

Post-inspection meetings were held with the staff and the governing body to discuss the outcomes of the inspection.

## Appendix 5

### Composition and responsibilities of the inspection team

<b>Team member</b>	<b>Responsibilities</b>
Mr Merfyn Douglas Jones Registered Inspector	Key Questions 1, 2, and 6 Subjects: Welsh as a second language and history
Mr Peter Clarke Team Inspector	Key Questions 3 and 4 Subjects: Mathematics and Religious Education
Mrs Stephanie James Team Inspector	Key Questions 5 and 7 Supporting key question 2 Subject: Early Years and art
Mr Reg Cawthorne Lay Inspector	Supporting key questions 1, 3, 4 and 5
Mr Wayne W Jones Nominee	Providing evidence and support
Mrs Debbie Griffiths Peer Assessor	Contributing to subjects and aspects

**The contractor was:**  
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### Acknowledgement

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