

**Inspection under Section 10 of the
Schools Inspections Act 1996**

**Maesglas C.P. School
Maesglas Road
Newport
NP9 3DG**

School Number: 6802017

Date of Inspection: 9 January 2006

by

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- * secondary schools;
- * special schools;
- * pupil referral units;
- * independent schools;
- * further education;
- * adult community-based learning;
- * youth support services;
- * LEAs;
- * teacher education and training;
- * work-based learning;
- * careers companies; and
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Maesglas C.P. 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 Maesglas C.P. School took place between 09/01/06 and 12/01/06. An independent team of inspectors, led by Peter Mathias 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:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	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.

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

This school received a full inspection."

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

The contractor was:

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Context

The nature of the provider

1. Maesglas Primary School with 259 pupils on roll is situated in the suburb of Maesglas, which is on the west side of the City of Newport which is the Unitary Authority (UA). It serves the local area where there is a high degree of social disadvantage. A significant number of families live in local authority housing. Pupils come from a range of family backgrounds. The school reports that approximately 50% of pupils are entitled to free school meals, which is well above the local and national averages.
2. The school reports that children enter the nursery generally with below average abilities, particularly in their speaking skills. Of the 39 children who attend the nursery on a part-time basis, nearly all transfer to the reception class at the school. About 27% of pupils have some degree of special educational needs (SEN). There are three pupils who have statements of SEN for learning difficulties.
3. English is the first language for nearly all pupils. Some 1% of pupils have other languages. No pupil has Welsh as a first language. Four boys were temporarily excluded in the previous school year.
4. The school shares the site with Maes Ebbw Special School with which there are close links. The school holds Investors in People status and the Basic Skills Quality Mark.
5. The school has a wide and diverse set of aims, which are appropriate. The mission statement is clear and emphasises the importance of creating an atmosphere in the school where there is good behaviour, respect for people and possessions and a community, which works together for the good of all.
6. The current headteacher was appointed in January 2004.

The school's priorities and targets

7. The school's priorities and targets for 2004/2007 include:
 - Developing school self evaluation procedures.
 - Following initiatives to raise standards in English, mathematics, science, religious education, information technology, geography, history and art.
 - Developing a range of initiatives to improve pupils' personal and social development.
 - Strengthening teachers' use of assessment and target setting for pupils.
 - The School Development Plan (SDP) for 2006/2007 includes objectives in school self evaluation, mathematics, art, music, Welsh as a second language, physical education, information technology and design technology as well as improvements to the school's library provision and assessment systems.

Summary

8. Maesglas is a good school, which has improved significantly since its last inspection. It is well led.
9. The inspection team agrees with the judgements made by the school about the standards pupils achieve and with four out of the other six key questions about the other areas of its work. In one of the remaining key questions the inspection team awarded a higher grade. The school has underestimated its achievements in respect of the quality of its self-evaluation. However, it overestimated the quality of its resources and accommodation. These areas were identified as areas for improvement in its own self-evaluation.

Table of grades awarded

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

Standards

10. Overall pupils' standards of achievement in subjects and areas of learning inspected are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	1%	92%	6%	1%	0%

11. Standards of achievement in the lessons seen are above the Welsh Assembly Government (WAG) all Wales target of 95% of standards to be at least Grade 3 and 50% to be Grade 1 or Grade 2.
12. The overall quality of education provided for children under five is appropriate to their needs and children make good progress towards the Desirable Learning Outcomes for Children's learning. The standards of achievement of children under five is as follows:

Subjects and/or Areas of Learning For Under-fives

	Nursery	Reception
Language, literacy and communication	1	2
Personal and social development	1	1
Mathematical development	1	2
Knowledge and understanding of the world	1	2
Creative development	1	2
Physical development	1	2

Grades for standards in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
English	2	2
Mathematics	2	2
Science	2	2
Welsh as second language	2	2
History	2	3
Geography	2	2
Information technology	2	2
Design technology	2	2
Music	2	2
Art	2	2
Physical education	2	2
Religious education	2	3

The quality of education and training

13. Overall pupils' development of key skills is Grade 2 (good features and no important shortcomings). In Key Stage (KS)1 and KS2 in the key skills of speaking, listening and writing pupils achieve standards, which are Grade 2. They listen and concentrate very well. They write in different styles and for different purposes confidently. They understand how to write for different audiences effectively. Pupils' skills in reading for information and using the Internet are good, but because of limitations in the school's library provision, some lack confidence in using reference books. In the key skills of numeracy, information and communications technology (ICT), in their use of Welsh in every day contexts and in their creative work, pupils' achievement has good features and no important shortcomings. Pupils achieve well in their personal and social skills. They are eager to please their teachers and work sensibly and willingly together. They have a clear understanding of what they need to do to improve.
14. Starting from a below average base, children in the nursery and reception achieve very well. In the end of national assessments for seven year olds in 2005, pupils achieved below the Welsh and local averages and broadly in line with schools in the local area considered to have a similar proportion of pupils entitled to free school meals.
15. In the end of the KS2 national assessments for 11 year olds in 2005, the percentages reaching the expected level, Level 4 in English, mathematics and science were below the local and Welsh averages. However, the proportion of pupils achieving the higher level (Level 5) was above most similar schools. When the results in these subjects are combined, the school's performance was above most similar schools for seven year olds and about the same for those similar schools for 11 year olds.
16. Since 2000 results in these assessments have improved dramatically. Despite a slight dip in performance in English and science in 2004 there has been significant improvement when compared to the rate of improvement of most schools in Wales over this period.
17. The school met the target set for it by the UA in 2005. Pupils from different backgrounds achieve well, pupils with special educational needs (SEN) often meet and exceed the challenging targets set for them.

18. Pupils' behaviour is positive and this has no important shortcomings. Pupils are considerate, friendly and courteous towards each other, staff and visitors. Pupils play together well and work independently. They are developing the necessary skills to take their place in the wider community.
19. The level of attendance at 91.4% is below that expected. The school has set an initial target of raising attendance to 92% and has a range of initiatives to promote and recognise good attendance.
20. In the lessons observed the quality of teaching and learning was judged:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	84%	9%	0%	0%

21. The percentage of Grade 1, Grade 2 and Grade 3 lessons is well above the WAG target of 95% of lessons to be Grade 3 or better. The percentage of Grade 1 and Grade 2 lessons is well above the national target of 50% of lessons to be in these categories. In the nursery and reception, teachers show a very well developed understanding of how to plan for their children to enjoy and benefit from a wide range of very appropriate learning experiences. Children work and play willingly for their teachers.
22. Across the school in KS1 and KS2 in the best lessons, outstanding features include:
- careful planning to make learning fun;
 - the teachers' very good subject knowledge and enthusiasm for what is being taught, which is passed on successfully to the pupils;
 - effective short-term target setting and clear objectives for pupils to achieve;
 - systematic reviews of what has been taught to inform future planning;
 - warm and caring relationships between adults and pupils where pupils are positively encouraged and their successes are positively recognised and
 - confident and regular use of incidental Welsh in subjects other than Welsh.
23. Arrangements to assess pupils' work over longer periods are rigorous in English, mathematics and science. Good use is made of a range of regular tests to identify pupils' progress and to see if they are on target to meet individual targets. In the other subjects assessment and recording procedures are in the process of being developed. There are collections of pupils' work in English and mathematics to illustrate what standards teachers should expect in each year. However, in other subjects there is no consistent way of indicating what standards should be reached year on year. Reports to parents are detailed and provide appropriate information about their children's progress.
24. The curriculum is broad and balanced. It meets legal requirements and reflects the needs of all pupils very well, including those with SEN and those from different backgrounds.
25. The curriculum is well organised to promote pupils' basic and key skills. Visits to places of interest and visitors to the school enrich pupils' learning very well. Links with industry are strong. Pupils benefit from work related activities and visits. Pupils' entrepreneurial skills are very effectively promoted through the annual 'Business Enterprise Week'. Arrangements to promote pupils' personal

development including their spiritual, moral, social and cultural development are good. A particularly strong feature is the way in which the school promotes pupils' bilingual skills and their knowledge of the culture of Wales across the curriculum. Pupils have an increasing understanding of sustainable development and global citizenship. Acts of collective worship meet statutory requirements and help to add to pupils' spiritual and moral development.

26. The school succeeds in its aim of creating a positive ethos where relationships and the quality of care and support are of a very high quality. Arrangements to ensure the care and safety of pupils are very thorough. Staff are very mindful of their responsibilities in these areas. There are very effective arrangements to enable pupils to settle into school when they begin and to know what is expected of them. Links with parents and with other schools are positive. There is a detailed home/school agreement. The provision for pupils with SEN is good overall and has outstanding features in the early years and in KS1. Arrangements to monitor pupils' attendance, punctuality, behaviour and progress are detailed and analysed regularly.

Leadership and management

27. The headteacher provides a very purposeful and effective lead and has achieved much in a short time. There is a very positive atmosphere in which the school's aims and values are put into practice very consistently. The school is a calm purposeful and good-humoured place. A particularly strong feature is the way in which the headteacher has successfully encouraged teachers to take stock of their subjects to evaluate what is taught well and where there needs to be improvement. This has been a significant factor in raising standards in the national assessments for seven and 11 year olds, which were at a low base. The senior management team and co-ordinators work effectively together and have high expectations of both teachers and pupils. They are well informed. Some set very good examples of how to teach. However, not all co-ordinators have compiled collections of pupils' work in their subjects to indicate what standards pupils should aim to achieve year on year. The school has correctly identified this as a priority.
28. The governing body is well led and informed. It shares with the senior staff a determination to continue to build on the school's recent successes. Governors are highly committed to the school and play a full part in its life.
29. The quality of self-evaluation and its impact on improvements has some outstanding features. These include a willing commitment from all staff and governors to engage in a dialogue about where there are strengths and weaknesses in the school. The result of these discussions is the construction of detailed and logical plans to overcome shortcomings.
30. Generally the school's self evaluation is accurate. However, the school underestimated the quality of its own procedures and effectiveness in this area. It also overestimated the quality of its resources and accommodation.
31. The school is attractive and well maintained. There is a good complement of teaching staff who are well suited to their areas of responsibility. Support staff are well trained. Good use is made of much of the site. However the library is very limited and for the most part is under-developed and under-resourced. In the reception class there is limited space and access to the outdoor play area.

Teachers in these classes work hard to overcome inherent difficulties. Apart from these limitations the range of resources in most subjects is appropriate to the needs of the pupils. Overall, bearing in mind the standards of achievement of many pupils by the age of eleven, often from a below average base, the quality of teaching and the strong leadership of the school, the school gives sound value for money. The school has made significant improvement since its last inspection.

Recommendations

In order to improve the school in the areas inspected, the staff and governing body need to:

- R1 raise standards in history and religious education in KS2;
 - R2 in the school library, improve its resources and accommodation and in reception improve access to outdoor play facilities for children under five; *
 - R3 complete the process of making collections of pupils' work in all subjects to indicate the standards pupils should achieve year on year. *
- * The school has recognised these areas in the school development plan as priorities.

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

32. Overall the findings of the inspection team match the judgements made by the school in its self-evaluation report. In the lessons seen pupils' standards of achievement are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	1%	92%	6%	1%	0%

33. Pupils' standards of achievement in lessons are above the Welsh Assembly Government (WAG) all Wales target of 95% of standards to be at least Grade 3 and 50% of standards to be Grade 2 or better.
34. The overall quality of the education provided for children under five is appropriate to their needs and children make good progress towards the Desirable Learning Outcomes for Children's Learning.
35. Baseline assessments indicate that achievements in general are below average for children when they begin school.

36. In KS1 and KS2 in the subjects inspected, standards of achievement are as follows:

Subject	Key Stage 1	Key Stage 2
English	2	2
Mathematics	2	2
Science	2	2
Welsh as second language	2	2
History	2	3
Geography	2	2
Information technology	2	2
Design technology	2	2
Music	2	2
Art	2	2
Religious education	2	3
Physical education	2	2

37. Pupils with SEN and those with English as an additional language achieve well.
38. In 2005 National Curriculum (NC) assessments for seven year olds, attainment in English, mathematics and science were below the Welsh and local averages. This attainment was broadly in line with most schools in the local area considered to have a broadly similar proportion of pupils entitled to free school meals. Since the last inspection in 2000 the school's performance in these assessments has improved sharply, particularly in the last two years. In these assessments in 2005 girls performed better than boys in English and about the same in mathematics. In science, girls did less well than boys.
39. In KS2 national assessments for 11 year olds in 2005 the percentage reaching the expected level, Level 4, was below the local and Welsh average. However when compared to schools considered to have broadly similar proportions of pupils entitled to free school meals, the results in English were below most similar schools in achieving Level 4 but above all other similar schools in the proportion of pupils who achieved Level 5. The picture is the same in mathematics and science, where the results at Level 4 were below most similar schools but were above most similar schools at Level 5. In these assessments girls did better than boys in English, mathematics and science.
40. When the results of all these subjects are combined, the school's performance in 2005 was above most similar schools at KS1 and about the same as most of those similar schools at KS2.
41. Since 2000 results in the assessments at KS2 have also improved dramatically. Despite a slight dip in English and science in 2005, the school has demonstrated significant improvement when compared to the rate of improvement of most schools in Wales. The recent focus on careful and systematic analysis of the data available from these assessments linked to specific action to raise standards further has had a very significant impact on the school's overall performance. Now pupils have a clear picture of what they need to do to improve and as a result their progress is good. The school has met the targets set for it by the UA.
42. Pupils participate in a variety of events and services within their community. The curriculum and their knowledge of the world of work are broadened and

enhanced by visits and the numerous visitors who come to the school to share their experiences and expertise with the pupils.

43. Children in the nursery successfully develop their personal and social skills and their use of early language and numeracy skills across the areas of learning. The children talk about what they are doing and co-operate well with each other. There is good use made of the Welsh language in all areas of the curriculum.
44. Standards in key skills are good for children in reception. The use of positive behaviour strategies impact successfully on these skills. The children make good gains in their speaking/listening and language skills. They know the purpose of print and can respond accurately to questions about the story. They also successfully develop their understanding and use of mathematical vocabulary describing size, height, and length. When using computers the children use the mouse correctly and are able to navigate the programs.
45. Overall pupils' development of key skills is Grade 2, (good features and no significant shortcomings).
46. In KS1 and KS2 pupils' standards and progress in the key skill of speaking are good and they improve well from a lower than average starting point. Pupils speak clearly and expressively. In both key stages pupils listen and concentrate for longer periods very well. They are attentive. In reading, pupils make good progress in using their skills to discover information from the Internet. However, pupils lack confidence in using reference books because of the current lack of an adequate library to use regularly for independent research and investigations.
47. In both key stages pupils use their skills in writing for a wide range of purposes and in different styles well. They have a good understanding of how to write for different audiences.
48. Pupils use their numeracy skills well in both key stages, for example to measure in design technology and to calculate in science. They record information confidently using a range of techniques. Pupils use ICT well to support their learning, for example when finding out from the Internet about Snowdon or when learning more about famous artists in art. Older pupils draft, edit, print and file their work well.
49. Pupils' problem solving skills are well developed and they are able to think things out for themselves. Bearing in mind the starting points of many pupils, their skills in using Welsh in classes and in informal situations are good. They are beginning to read for pleasure in Welsh and have a good understanding of their Welsh heritage. Pupils' personal and social skills are a strong feature. They work willingly together and generally co-operate well with each other and with adults. They behave sensibly both in and out of classes and show respect for the school's determination to foster good behaviour and positive attitudes.
50. Pupils' creative skills are good and in both key stages pupils enjoy making and evaluating their efforts in music, art, design technology and physical education. As a result of recent initiatives, pupils' appreciation of what they need to do to improve is now a strong feature. Generally pupils make good progress to achieve well bearing in mind their often below average starting points.

51. The attitudes of the majority of pupils to learning and the interest they show in their work and their ability to sustain concentration are good. Most pupils work well in lessons and readily join in the range of activities provided. They settle quickly to tasks and participate confidently in discussions and when asking questions. Lessons start promptly and pupils work enthusiastically.
52. Pupils' behaviour across the school is good. Pupils are considerate, friendly and courteous towards each other, staff and visitors. Pupils know what is expected of them and the majority behave responsibly and show respect for others. The school has comprehensive behaviour, discipline and anti-bullying policies. No instances of bullying were observed during the inspection but the school has clear procedures in place should the need arise. A group of trained members from Y6 known as 'The Kidz in Black' are on the school playground during breaks in order to help any children who are in need. Four pupils have been temporarily excluded from the school during the past academic year.
53. Pupils' average attendance for the three terms prior to the inspection was satisfactory at 91.4%, which is marginally lower than the 91.6% average at the last inspection. Unauthorised absences over the last three terms were at three per cent. The school has set itself an initial target for attendance of 92%, which it feels, is achievable. The school promotes good attendance through regularly reminding parents of the importance of attendance and punctuality in newsletters and the governors' annual report and pupils compete for the attendance cup, which is presented weekly in assembly to the class with the best attendance. The school meets with the requirements of WAG circular 3/99.
54. Pupils' spiritual, moral, social and cultural understanding is promoted well through planned assemblies and personal and social education, which develops their social skills and community awareness. Pupils have good preparation for the world of work through good links with local industry and their community.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

55. The findings of the inspection team match the judgements made by the school in its self-evaluation report. In the lessons observed the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	84%	9%	0%	0%

56. The percentage of Grade 1, Grade 2 and Grade 3 lessons is well above the WAG target for 95% of lessons to be Grade 3 or better. The percentage of Grade 1 and Grade 2 lessons is well above the national target of 50% of lessons to be in these categories.
57. In the nursery and reception, the teachers show a very well developed understanding of how to plan for these children to enjoy and benefit from a wide range of very appropriate learning experiences. The teaching in this area is very effective in enabling many children to achieve well despite their low starting points. Children behave very well and enjoy coming to school.

58. Across KS1 and KS2 in the very best lessons, teachers plan very carefully to make pupils' learning fun; for example in a Y6 lesson when extending pupils' knowledge of and use of parts of speech in English and when developing pupils' evaluative skills in design technology in Y3. In the best lessons, teachers make the lessons come to life by the knowledgeable and enthusiastic way topics are taught. This enthusiasm is infectious and rubs off on the pupils who try hard to complete their work in the time available. Teachers are very mindful to set realistic, short-term targets for pupils to achieve in the lessons and regularly remind them of what is the purpose of the lessons. At the end of the lessons they review each pupils' learning carefully and build systematically on what pupils already know and can do.
59. Across the school relationships between pupils and their teachers have some outstanding features. Teachers very successfully encourage pupils to copy the way the teachers behave. The teachers show warmth and high standards of care towards their pupils. Pupils willingly wish to please their teachers who show real pleasure when recognising individual progress and success. In many lessons teachers have a firm understanding of their subjects and use agreed strategies systematically to help pupils learn together in similar ways, for example in the teaching of the skills of literacy and numeracy. There has been a significant improvement in making the good and very good teaching in some classes more consistent across the school. A particularly strong feature in many but not all lessons is the confidence shown by teachers in using incidental Welsh regularly and appropriately when teaching other subjects. Teachers are very aware of individual differences and take particular care to ensure that all pupils play a full part in their lessons. They treat their pupils fairly.
60. Where teaching has some shortcomings, which are outweighed by good features, these shortcomings relate to the teachers' willingness to accept second best from their pupils. In a few lessons, time is not well managed so that there are no opportunities to confirm what pupils have learnt or whether the objectives of the lesson have been met.
61. The school has a detailed policy for assessment, which clearly highlights assessment procedures and strategies, which are well implemented. Good use is made of a range of tests including the baseline test to identify pupils' strengths and areas for development. A tracking system has recently been introduced to develop further ways of following up and checking on the progress of individual pupils.
62. There are effective procedures for assessment and recording of the progress of children under five. In KS1 and KS2, pupils' records folders contain records of achievements in English, mathematics and science areas, the results of tests and projected targets. Collections of levelled work have been developed in English and to a lesser degree in mathematics and science.
63. In the other subjects of the NC and religious education, assessment and recording procedures are being strengthened.
64. Assessment opportunities are consistently identified in short-term planning and evidence gained from on-going assessment informs the next stage of planning in an appropriate manner.

65. The marking of work is consistent and for the most part is positive and clearly identifies ways forward for pupils. Teachers regularly discuss with pupils the quality of their work. This helps develop their understanding of their strengths and areas for further development.
66. Procedures for including pupils in the assessment process are in place and pupils have begun to develop their skills of setting their own targets and evaluating their work. Good use is being made of learning logs in this context.
67. Assessment and recording procedures for pupils with SEN are good and make an important contribution to the quality of provision.
68. Annual reports to parents conform to statutory requirements and, are of a good quality. They are informative about pupils' achievements, particularly in English, mathematics and science and correctly identify areas for further development. In the best examples, the information provided is very detailed and helpful. Parents have regular opportunities to discuss the contents of reports with class teachers. There are two parent consultation meetings during the year. The school is in the process of improving further the quality of the reports to parents.

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

Grade 2: Good features and no important shortcomings

69. Overall, the findings of the inspection match the judgements by the school in its self-evaluation report.
70. The school is very successful in meeting the pupils' needs. It provides a broad and balanced curriculum for all the pupils which meets legal and course requirements. Overall the schools' provision successfully reflects national priorities for lifelong learning and community regeneration.
71. There are effective policies and schemes of work for all subjects. These are regularly reviewed and updated. Curriculum planning builds systematically on existing knowledge, understanding and skill. The approach used by the school to plan is very effective. There is a well-developed rolling programme to ensure that pupils in mixed age classes do not repeat topics in successive years.
72. Planning for the delivery of key skills is generally developing across the curriculum. Common requirements of the NC are appropriately promoted through effective teaching. The curriculum for the under-fives is a strength of the school and leads well into the NC programmes of study.
73. The school's provision of equality of access and opportunity for all learners is good. Pupils are actively encouraged to see themselves as part of the school community, where everything they do is important and matters. Features of this such as a positive behaviour policy with consistent rewards and sanction system, and the effective school council underpin the foundations of the school.
74. Pupils benefit from an extensive range of extra curricular activities which are available to all. These include musical tuition, dance clubs, sporting activities and residential courses. These activities are popular and pupils gain valuable knowledge and skill from them.

75. The school's provision for spiritual, moral, social and cultural development is good and gives the pupils a clear set of values. It provides them with a framework of how they can contribute to the school and the wider community. The language and culture of Wales is well represented. Pupils have some awareness of the diversity of beliefs and traditions in modern society.
76. Acts of collective worship are broadly Christian based and play an important part in pupils' growing spiritual and moral awareness. They meet statutory requirements. The children enjoy these occasions and respond in a thoughtful way.
77. There are very good links with the parents who are made to feel welcome at the school. The school has strengthened these links by providing Family Learning Groups from which a number of parents have benefited. Many parents are involved in the Reading Recovery programmes, which enables them to support the pupils and provides good role models.
78. A small number of parents are involved in supporting the teachers in the classroom where they make a valuable contribution. The introduction of home/school link books in the early years has provided an important means of communication between parents and teachers to the benefit of the children.
79. The majority of parents are very supportive and enjoy good relationships with the school. This is built on mutual trust and respect. In their responses and in the pre-inspection meeting, parents expressed much satisfaction with the experiences provided. They particularly value the changes that have taken place in behaviour and praise the positive behaviour policy. The weekly newsletter provides valuable information particularly for working parents.
80. A strong feature of the school is the strength of its links with the community. These are reflected in a wide range of initiatives including visits to the supermarket, the post office and local churches. There are strong links with the local parish and its clergy who visit the school on a regular basis. The links with Maesglas Community Network are of great value to the school as is the contact with the local police liaison officer. The school has successfully brought the community into school with its People Who Help Us project. This has enabled a variety of personnel to visit and talk about the support they offer the local community. All praise the caring and supportive role of the school and the contribution it makes to address social disadvantage.
81. Links with other local primary schools, and the Maes Ebbw Special School which shares the same site, are good and enrich the pupils' experiences. The partnership with Duffryn High School, the comprehensive school to which pupils transfer, is very good. There is an extensive range of curricular co-ordination between the schools as well as social links. Staff and pupils from Duffryn High School make numerous visits to Maesglas and pupils from Maesglas in their turn make several visits to the comprehensive school. The Educational Welfare Officer (EWO) who is based at Duffryn High School is also responsible for pupils at Maesglas and therefore familiar with the pupils before they transfer. These activities help greatly with the transition of pupils from Y6 into the secondary school.

82. The school regularly receives students from the University of Wales Newport on initial teacher training. It also receives students on work experience placements from the local comprehensive schools.
83. Pupils benefit from some work-related activities and visits and there are examples of local businesses supporting school activities. Several members of staff have received placements to raise their personal understanding and awareness of the world of work and there are a few further placements arranged to take place before the end of the academic year.
84. Pupils' entrepreneurial skills are very effectively promoted through the annual Business Enterprise Week. All pupils participate. Older pupils are responsible for the designing, planning, marketing, financing and making of their products before finally selling it at the annual Parent Teacher Association (PTA) fair. Following the fair they have to evaluate the viability of their product and account for the money spent and made. The school council is also responsible for ordering and selling fruit and juice daily at break time, and during a meeting held during the inspection took the decision to extend the selling of fruit juice at lunchtime.
85. The school is developing pupils' understanding of sustainable development through participation in recycling schemes and the healthy schools initiative; the school is currently working towards the Eco-schools bronze award. The school is pro-active in raising pupils' awareness of global citizenship through its Young Citizens club and the annual multicultural week.
86. There is a clear equal opportunities policy and it is reflected in many aspects of school life such as in games and other social activities as well as access to the curriculum.

Key question 4: How well are learners cared for, guided and supported?

Grade 2: Good features and no important shortcomings

87. Overall the findings of the inspection team match the judgements of the school in its self-evaluation. The school succeeds in its aim of creating an ethos that encourages positive values and attitudes. There is a good relationship between staff and learners and between the school, parents and the local community.
88. The parents report that their children are very happy at school. Pupils are valued and feel they are part of a caring community which they can trust. New pupils soon settle in to school and are well supported. Teachers make useful home visits to nursery children before they start at the school. Reports to parents are detailed and provide appropriate information about their children's progress.
89. A wide range of opportunities exist for the staff to meet with colleagues from partner primary schools and a clear programme of activities, which includes the secondary school staff, is in place. There is an effective home school agreement.
90. Registers are marked in accordance with statutory requirements and registration is administered effectively. Parents are aware of their responsibility to inform the school in cases of absence and the majority are mindful of this.

There are pupils whose lack of attendance is a concern; in these cases the school works closely with the (EWO) who monitors attendance at the school on a weekly basis. The majority of pupils arrive at the school punctually but there were a few instances of pupils arriving late in the morning during the inspection. Registers are marked in accordance with requirements and the school's administrator in turn transfers this information to computer for checking and analysis by the headteacher and the EWO.

91. During the inspection there was no evidence of bullying or aggressive behaviour but procedures are in place should the need arise.
92. Child Protection procedures are in place and the headteacher is the designated person responsible.
93. Health and safety issues are dealt with correctly and the school policies for first aid, sex education, racial equality and fire prevention are all in place and known to all. The school, with support from the Local Education Authority (LEA), has carried out an initial safety audit and regular reviews take place. Staff at the school have undertaken risk assessment training and they carry out regular risk assessments. Three of the staff are fully trained First Aiders with the remainder having received basic First Aid training. All staff have undertaken restraint training with update training due to take place shortly.
94. Detailed policies and procedures are in place to ensure that incidents of poor behaviour are rare.
95. The school is pro-active in raising pupils' awareness of global citizenship through its Young Citizens club; also events such as Indian dancing by pupils from a neighbouring school during the multi-cultural week, which is held annually at the school, help, promote racial and cultural awareness. The Gwent Ethnic Minority Support Service (GEMS) works closely with the school in supporting pupils of other cultures. There is a clear equal opportunities policy and it is reflected in many aspects of school life such as in games and other social activities as well as access to the curriculum.
96. Overall, the provision for pupils with additional learning needs is good. The provision has a number of very good features in the early years and KS1. The school adheres to the code of practice and there is a good range of resources to support the provision. There are good links with outside agencies in this field and the school makes good use of the support provided. The two co-ordinators work closely with class teachers and support staff.
97. Procedures for the early identification of SEN are very effective and involve a range of tests and teacher expertise. The UA has given good support in helping ensure that good quality Individual Education Plans (IEPs) with clear and specific targets are drawn up for all pupils on the SEN register. Targets are well monitored and reviewed twice a year. Parents are made aware of their contents and have good opportunities to come and discuss them. The provision for pupils with a statement of SEN is effective.
98. Very effective use is made of withdrawal session in KS1. The nurturing class is very well established and provides high quality support. New initiatives are being trialled in KS2. Year 3 pupils are involved in withdrawal sessions to support their needs. A nurturing class has recently been established in KS2 and is developing well in meeting the specific needs of a significant number of pupils across the

key stage. Many older pupils with specific learning needs are supported by their teachers within the classroom context.

99. The quality of support for pupils whose behaviour can have an adverse effect on their own progress and that of others is good. The school has a strong team approach and staff are confident in effectively implementing a positive approach. The school's nurturing philosophy is making an important contribution in this field. Good support is provided by outside agencies including the behaviour support unit.

Leadership and management

Key question 5: How effective are leadership and strategic management?

Grade 2: Good features and no important shortcomings

100. Overall the findings of the inspection team match the judgements by the school in its self-evaluation report.
101. The relatively newly appointed headteacher provides a very purposeful and effective lead and has achieved much in a short time. A particular success has been to create a very positive ethos for both pupils and teachers to work together constructively. The school's aims and values are very well expressed in the day-to-day life of the school which is calm, purposeful and good humoured.
102. From an early stage, the headteacher has very successfully encouraged teachers to work together constructively. This has led to a range of initiatives to identify what the school does well and where there are areas for improvement. Once these areas have been agreed, much successful work has been undertaken to address them. For example, the school's performance in the national assessments for seven year olds and 11 year olds has improved significantly because of the way in which staff have worked together to highlight where pupils were previously experiencing difficulties and what needed to be done to help them overcome them. While improvement in standards has been dramatic, the headteacher and teachers remain committed to continue to raise standards. They aim to reach or exceed national and local norms. Currently the school's realistic targets for improvement have been met. The school has identified and is working hard to address shortcomings, for example the differences in performance of boys and girls in the national assessments.
103. There are strong working links with local colleges and schools. These are mutually beneficial. The school has put in place a range of policies to address national priorities and to raise standards further, for example in the successful development of the school council and in providing pupils with a strong sense of citizenship and commitment to their school.
104. Arrangements to manage and to improve performance of individual staff are in place and are well used to help to determine the future long-term planning. There are appropriate and effective arrangements to provide time for teachers to have opportunities to complete professional activities during school time.
105. The roles of co-ordinators have recently been strengthened. Detailed surveys of pupils' work have been undertaken. This information has been well used by co-ordinators to identify strengths and weaknesses in teaching and learning in their

subjects. There are ongoing plans for all co-ordinators to visit classes to review teaching and learning. This has provided some co-ordinators with a greater insight into the success of initiatives they are pursuing. There is a strong culture amongst teachers to share and build upon the very good practice, which exists within the school. Currently however, not all co-ordinators have assembled evidence to illustrate the standards pupils should achieve year on year in order to provide new or relief teachers with a clear understanding of what they should expect from their pupils in each subject.

106. The governing body is well led by a chair of governors who is highly committed to the school. The chair shares with governors and the senior management team a determination to continue to build on the school's recent successes. Governors play a full part in the life of the school. They are well informed and use their own knowledge and experience well to work together to determine the longer-term needs of the school.
107. There are rigorous systems in place so that the school's financial and educational needs are closely matched. The governing body is very conscientious in sensitively exercising its role as a critical friend of the school. They keep a careful eye on expenditure and have thorough procedures in place to determine the success of their spending decisions. They meet their regulatory and legal responsibilities in full.

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

Grade 1: Good with outstanding features

108. The findings of the inspection team do not match the judgements made by the school in its self-evaluation report where the school graded this Key Question at Grade 2. This is because the school underestimated its effectiveness in this area.
109. The quality of self-evaluation and its impact on improving the quality of education and standards in school have some outstanding features.
110. A particular strength in this process is the commitment of the headteacher from an early stage to engage with professional staff and governors in a dialogue about where the school has strengths and areas for development. This evidence is then followed by a clear and concise plan to address perceived areas for development. This process was begun following the headteacher's appointment and had become an integral part of all school planning for school improvement and for the professional development of all staff.
111. The process of self-evaluation includes consultation with parents and outside agencies. Governors are essential to the process. A very strong feature in this is the decision by the governing body to create a 'key question' committee to evaluate the school on the basis of the Estyn framework for the inspection of schools. The findings of this process are accurate and are clearly and logically expressed.
112. The process of self-evaluation is also closely linked to the school's record of its progress since the last inspection. This is systematically set out to provide a

frank and well-documented analysis of what has been achieved and what is still to be done. This records, for example, the very significant improvement in standards in national assessments for seven and 11 year olds and the impact of related initiatives to achieve this.

113. A particular strength is the very effective way the self-evaluation process is being used to impact on the SDP and other school improvement arrangements. These documents are very well organised and contain detailed success criteria and costings. There are very thorough procedures in place to judge outcomes by first hand observations conducted by senior managers and governors. The arrangements to match the school's financial resources to the needs of school improvement are robust and effective. The arrangements for judging the success of spending decisions are comprehensive and show very good evidence that expenditure in these areas is effective. For example, money has been well spent on raising standards further. Overall the school has made significant improvements since its last inspection. The key issues of that inspection have, particularly in the last two years, been well addressed.
114. The inspection team agrees with the school's identification of its strengths and areas for improvement, for example in continuing to raise standards in subjects and to improve resources particularly those in the library and the reception classes. It has also identified the need to continue to develop its assessment arrangements to provide teachers with clear guidance on what they should expect from pupils year on year in all subjects. The inspection team agrees with five out of the seven judgements made by the school when it assessed the seven key questions of the inspection. Where it disagreed this was in one case because the school underestimated its effectiveness in its own self-evaluation, it also overestimated the quality of the provision of resources and accommodation both in the library and in the reception class. The school has however identified these as areas for improvement.

Key question 7: How efficient are leaders and managers in using resources?

Grade 3: Good features outweigh shortcomings

115. Overall the findings of the inspection team do not match the judgements in its self-evaluation report. This is because the school overestimated the quality of its accommodation. The school graded this Key Question at Grade 2. The quality and quantity of resources are good generally with some shortcomings. Pupils make effective and efficient use of all available resources which are having a positive impact in general on standards of achievement across the school. Pupils also benefit from a good range of educational visits and visitors to the school to support their learning.
116. Throughout the school, pupils are well supported by teaching and support staff that are effectively employed.
117. The governors' finance sub-committee oversees the school budget rigorously. Spending decisions are closely matched to the priorities identified in the SDP
118. The school has a good complement of teaching staff to deliver the curriculum. Teachers have appropriate qualifications and a good range of expertise and the scheme for delegating responsibilities is good. Curriculum areas are well

matched to expertise and experience and curriculum leaders contribute well to the development of their subjects. Good use is made of available support staff that work very well with the teachers. All staff have job descriptions which outline their responsibilities.

119. Teachers and support staff attend a good range of training sessions and this has a positive effect on their skills and understanding. The head, two teachers and two Nursery nurses have, for example received training in relation to the nurture programme. Staff work well as a team to share information. Effective use is made of the good support from the specialist services provided by the UA.
120. Overall, the nature and quality of the site and buildings are good with some shortcomings. The majority of classrooms are of an appropriate size and for the most part are used effectively. Standards of displays are of a high order and make an important contribution to the quality of the learning. Good use is made of a number of smaller rooms for withdrawal sessions to support individual needs and for small group work. Good use is also made of the spacious hall for assemblies and physical education sessions. The library, however, is very limited and for the most part underdeveloped. Developing this area is a feature of the current SDP.
121. While the nursery classroom and play area offers good opportunities for the full development of children's learning, the reception classroom is more limited and does not provide easy access to the outside play area. Teachers make the best use of the situation as it is. Overall, the school notes that the KS1 and under-fives classrooms are inadequate when compared to recent WAG recommendations.
122. There is a large school field and appropriate play areas. There have been recent improvements to the condition of some outside features. The caretaker works very hard to keep the school clean and tidy for the pupils.
123. Overall the range of resources and the use made of them have some good features but also some shortcomings. Staff are given their own budgets and during the last two years there has been a heavy focus on resourcing mathematics and English. Resources for the under-fives are good and are effectively used. Resources are adequate in science and in most of the other subjects. They are well used. The school makes good use in history and geography of resources loaned from the National Museum of Wales and the Newport Museum and Art Gallery. However there is a lack of a good range of suitable books in the library to foster pupils investigational and reference skills.

Standards achieved in subjects and areas of learning

Under 5s

Nursery - Grade 1: Good with outstanding features

Reception - Grade 2: Good features and no important shortcomings

Language Literacy and communication skills

Nursery - Grade 1: Good with outstanding features

Reception - Grade 2: Good features and no important shortcomings

124. In the nursery the teaching is well focused, relevant and lively. There is good emphasis on developing speaking and listening skills. The children have opportunities to speak in both Welsh and English. The foundations of good behaviour, positive attitudes and caring relationships are developed well. All staff make the acquisition of these skills a priority which leads to a purposeful learning environment. The children share first hand language experiences and make good observations and ask appropriate questions. They enjoyed acting out Mrs Wishy Washy and other role-play activities. All children know a range of songs and rhymes, taking part with enthusiasm. Children make marks and write using pencils, crayons, sand and paint. The children's speaking and listening skills are developed in a variety of ways including the use of Barney Bear who they talk to in sentences. Children also take home on a rota basis a toy, Russell Rabbit, as a companion. Evidence of their adventures is placed in a diary and they are encouraged to share these with their classmates on the rabbit's return. Their interest in reading is developed through the class book corner story sessions and the wide assortment of books on display.

125. Children in reception successfully continue to develop their positive attitudes to learning and their care for their classmates. Their speaking and listening skills are further developed by a range of interventions and the daily talk sessions, where they speak confidently, sequencing events and discuss completed work. The children understand the importance of correct letter formation and the need for finger spaces in their writing. They enjoy their phonic skills and are eager to act out the appropriate actions for each letter. They recall recently read books and are happy to read aloud. Children demonstrate how to hold a book correctly and which way we read. The children have developing ability to recognise words and to identify the sounds letters make.

Shortcomings

126. There are no significant shortcomings.

Mathematical development

Nursery - Grade 1: Good with outstanding features

Reception - Grade 2: Good features and no important shortcomings

127. Mathematical language is regularly used as part of a large number of activities, such as, sand and water play, role-play activities and building games. The children gain experience and make good progress in matching, recognising and counting numbers to ten and beyond. Every day following registration the children count how many of them are present and take delight in knowing big numbers. The children order numbers on the washing line and can count back from ten. They are beginning to name two-dimensional shapes and know the

terms bigger and smaller. The children greatly enjoy acting out a number of rhymes and songs.

128. In reception children continue to make good progress. They can match numbers to sign and sound. There is good use made of mathematical language in a variety of activities. They understand the terms heavy and light, less and more, bigger, smaller and taller. Across a wide range of activities children count to twenty and back sequencing numbers in both Welsh and English. Children are beginning to understand the purpose and use of money through role-play activities in the café. They can use and recognise the four main two-dimensional shapes. In their work on the body they are able to identify the number of body parts they have and make a comparison with different animals.

Shortcomings

129. There are no significant shortcomings.

Personal and Social Development

Nursery - Grade 1: Good with outstanding features

Reception - Grade 1: Good with outstanding features

130. Standards of personal and social development in the nursery and reception are Grade 1.

131. In the nursery the school's positive behaviour policy ensures that each child is shown respect, listened to and given every opportunity to grow in all aspects of their learning. The staff give the children confidence in their abilities and help them to feel secure, happy and stimulated. The atmosphere is calm and purposeful. The children are caring toward the staff and their peers. They respond with enthusiasm to new experiences and demonstrate independence in selecting activities or resources. The children take turns and wait appropriately when playing games or in a group situation. The children are beginning to take responsibility for dressing themselves and their personal hygiene.

132. In reception the school policy of promoting positive behaviour continues to build and reinforce good behaviour that cares for the needs of everyone. This policy provides an environment where the children are given very clear boundaries and know what behaviour is appropriate. The chosen speaker approach reinforces the skills of speaking and listening. They are eager to share their feelings and achievements with adults. They work together happily in small groups, as a class or during individual play. The children show an ability to concentrate for lengthening periods of time. Many of the children show a mature approach to clearing away at the musical prompt and work conscientiously to tidy their given area.

Shortcomings

133. There are no significant shortcomings.

Knowledge and understanding of the world

Nursery - Grade 1: Good with outstanding features

Reception - Grade 2: Good features and no important shortcomings

134. In the nursery the children make very good progress in their understanding of the world around them. All children understand that living things need to be treated with care and need water and food to live. They are developing

confidence in using the listening centre and the computer. They learn about the weather and how to dress when it is hot or cold. They enjoy outside activities in all weathers and ask relevant questions. They talk about their families and the jobs people do. In role-play the children show an understanding of the needs of babies, discussing changing their nappies, feeding them and putting them to bed. The majority of children observe objects around them carefully and offer thoughtful suggestions about their use.

135. In reception the children continue to make good progress in their understanding of the world around them. They talk confidently about their friends and family. They are able to make choices and are developing the vocabulary associated with a range of experiences. In discussion many of them know what foods keep you healthy and why you need to exercise. The children showed great care for the gerbils, budgies and snails that visited them, and expressed sensible ways to make them feel happy. They can use the computer to support their learning successfully manipulating the mouse to access data.

Shortcomings

136. There are no significant shortcomings.

Physical development

Nursery - Grade 1: Good with outstanding features

Reception - Grade 2: Good features and no important shortcomings

137. In the nursery children achieve very well in their physical development. Children develop their fine motor skills through the use of a wide range of equipment. Pens, pencils, paint brushes, scissors, small building blocks and threading beads all help to build appropriate skills. In the large secure playground the children show increasing skill on the climbing equipment, bikes and scooters. The good supervision of the children makes them aware of their own and others safety. A wide range of experiences out side extends the children's language and helps them to understand their world.

138. In reception the children demonstrate good progress in their physical development. The children's fine motor skills are developing through the use of pens, pencils, paints and scissors. They are able to cut around shapes accurately and place detail on pictures. The children show increasing control when using building blocks and Lego. All the children demonstrate good spatial awareness and physical control when they use the hall. They move with enjoyment to music and role play winter snow activities, throwing and catching snowballs and rolling snow to build a snowman.

Shortcomings

139. The classrooms that house the reception class pupils suffer from a lack of space. There is no opportunity for the children to use large play equipment inside. There is no access to the outside therefore children do not have the opportunity to use climbing frames, bikes, scooters or prams.

Creative development

Nursery - Grade 1: Good with outstanding features

Reception - Grade 2: Good features and no important shortcomings

140. Children in the nursery have the opportunity to experiment with a wide range of materials, media and mediums. They handle tools and malleable materials

safely. They paint with enthusiasm and explore the mix of colours to express their ideas. They enjoy making choices when using their fingers to experiment with paints or foam. They create attractive collages using glitter and shiny paper. The children confidently play instruments creating their own music and sing a variety of songs in Welsh and English. The children distinguish between loud and soft sounds.

141. Reception children show increasing independence in their creative work. They demonstrated good observational skills in their drawings of snails, budgies and gerbils. They make good use of the classroom mirror to draw their own faces showing a variety of emotions. They paint boldly mixing colours and adding fine detail. The use of ICT to create bonfire patterns and Christmas tree pictures enhances their creative experiences. They handle tools and malleable materials safely and with increasing dexterity.

Shortcomings

142. There are no significant shortcomings.

English

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 2: Good features and no important shortcomings

Good features

143. In both key stages pupils invariably listen well and follow instructions accurately. They are able to sustain high levels of concentration over longer periods. In KS1 pupils speak confidently and clearly when talking to their teachers and when discussing their work with other pupils. They use an appropriate range of vocabulary. They know how to take turns sensibly, for example in a discussion lesson for pupils with SEN in Y2. They are beginning to learn how to make their speech more interesting by using different tones and expressions. In KS2, pupils discuss confidently the difference between direct and indirect speech and are able to choose better words appropriately in order to improve what they are saying, for example when listening to a poem 'If I Had Wings' in a Y4 lesson.
144. In both key stages pupils read well and show a keen interest in the books they are reading. They know from an early age the sound that letters make and are able to recognise these sounds correctly in order to read unfamiliar words. They know the main parts of well-known stories and fairy tales. They predict accurately what will happen next in these stories and in the books they are reading. They use their skills in information technology confidently to find out information from the Internet about, for example Queen Victoria.
145. Older pupils in KS2 read expressively and have a good understanding of how to use 'the live voice' when reading aloud. They are able to predict sensibly what will happen next in the stories they are reading. They have favourite authors whose books they have read with enjoyment. They write detailed reviews explaining what they liked about these books and why other pupils should like to read them too. They use the Internet as a tool for research confidently.
146. Pupils in both key stages write carefully for a good range of different purposes. Pupils know from an early age how to form their handwriting neatly and how to link letters together. They work hard and successfully recognise that many words have similar letter patterns which they copy carefully.

147. In KS1 pupils make good progress in writing sentences which build logically on each other. They are able to retell accurately famous stories, for example 'The Gunpowder Plot'. They use basic punctuation carefully and are able to distinguish between direct and indirect speech.
148. In KS2 older pupils have a very good understanding of the parts of speech and the rules of punctuation. For example, in one lesson in Y6 where achievement was very high, pupils described how to make compound sentences. They showed a very clear understanding of the characteristics of a piece of narrative writing. They recognise personification when looking at the writing of others and clearly utilised personification to enliven their own work. In KS2 pupils learn how to write in different styles and genres, for example how to write briefly in a journal or diary. They know how to write in the active and passive tenses. Older pupils in KS2 use storyboards well to help them write a lively play script.

Shortcomings

144. In both KS1 and KS2 pupils' confidence and skills in using reference books to research subjects they are studying are limited because of the lack of an appropriately stocked library resource.

Welsh second language

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 2: Good features and no important shortcomings

Good features

145. In both key stages, pupils demonstrate positive attitudes towards Welsh and respond effectively when using Welsh. Pupils use previous learning well. As they move through the school they develop an increasing confidence in their use of Welsh and make good progress in their pronunciation and intonation skills.
146. Pupils in KS1 make good progress in the skills of speaking and listening. They respond particularly well to instructions and ask and answer questions effectively about the weather, personal information and likes and dislikes. They develop a good grasp of a range of sentence patterns and vocabulary relating to personal features.
147. They effectively write phrases and simple sentences based on their acquired vocabulary. Across the key stage the great majority make good progress in reading as they focus on captions, their own written work and basic reading books which they read with their teachers.
148. Pupils in the lower end of KS2 demonstrate good speaking and listening skills and use a variety of sentence patterns and vocabulary relating to a range of personal information. They express needs and likes and dislikes effectively. Older KS2 pupils give reasons for preferences and use vocabulary and sentence patterns relating to the past tense in an appropriate manner. Across the key stage pupils and in particular pupils in Y3 and Y4, demonstrate a good understanding of time and focus well on number.
149. Pupils across KS2 make good progress in their writing skills. At the lower end the majority demonstrate good skills as they write a range of sentences and short stories using a given pattern and simple dialogues. Older pupils write more extended paragraphs, using personal information and the past tense in an appropriate manner.

150. Pupils in Y3 and Y4 make particularly good progress in reading and the majority read individual and class books with good levels of fluency and understanding. Older pupils make sound progress as they read more challenging texts and develop an appropriate understanding of the subject matter.

Shortcomings

151. While there are no important shortcomings, the independent reading skills of older pupils are less well developed than those shown by younger pupils.

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

151. In KS1, the majority of pupils make good progress in their understanding of number and money. Across the key stage they explore number patterns and differentiate between even and odd numbers. The majority add and subtract accurately at appropriate levels. The majority of pupils develop a good facility for mental calculation. By the end of the key stage, the majority have a good grasp of 2, 5 and 10 times tables and a good understanding of halves and fractions.
152. Pupils across the key stage pupils make good progress in their understanding of weight and measurement and the majority develop a good grasp of two-dimensional shapes and their properties. Most Y2 pupils are beginning to recognise three-dimensional shapes and their properties. The majority of older pupils are able to create simple bar graphs and pictograms relating for example to personal features. The majority of Y2 pupils are beginning to interpret graphs appropriately. Most pupils develop a good understanding of time in half hour intervals while many Y2 pupils tell the time to quarter hours. Most are beginning to make appropriate progress in their problem solving skills.
153. Across KS2, pupils have an appropriate mathematical vocabulary. This is well developed by the end of the key stage where most pupils use a range of specialist terms confidently and accurately. The majority of pupils make good progress in using their tables and in developing their mental mathematical skills.
154. The majority of younger KS2 pupils use the four rules of number appropriately. Pupils in Y5, explore the relationship between multiplication and division.
155. The majority of pupils across the key stage develop a good understanding of weight and measurement and of regular and irregular polygons. They make good progress in their understanding of time and at the upper end, the majority compare analogue and digital times accurately.
156. Pupils across the key stage make good progress in their understanding and use of fractions. In Y4 for example, most pupils make good use of their understanding of the fractions relating to sums of money. By the end of the key stage pupils have a good understanding of the relationship between decimals, percentages and fractions. They create and analyse graphs effectively.
157. Across the key stage, pupils demonstrate a good understanding of two and three-dimensional shapes and their properties and at appropriate levels focus well on the concepts of reflection and symmetry. Older pupils' understanding of these features are well developed. The majority of pupils in Y5 demonstrate a good grasp of different types of triangles.

158. The majority of pupils across the key stage make appropriate progress in applying mathematics and in their problem solving skills. Pupils at the upper end of the key stage demonstrate good skills in understanding rules and relationships and in drawing generalisations.

Shortcomings

159. There are no important shortcomings.

Science

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 2: Good features and no important shortcomings

Good features

160. Pupils have a good recall of scientific facts and vocabulary. They are keen to experiment and increase their knowledge and understanding. Pupils are familiar with the uses of electricity in the home, and its dangers. In practical work they successfully make circuits to light up a bulb or set off a buzzer.

161. Pupils effectively record their findings and results using charts, diagrams and text.

162. Pupils make good progress in sorting and classifying materials, identifying living and non-living things and explain that animals and plants need air, water and light to stay alive and healthy.

163. Pupils make good progress in the development of their scientific knowledge and understanding. They successfully develop their use of scientific terms and their understanding of a 'fair test'. Pupils are able to apply this knowledge when investigating the amount of stretch in an elastic band. Pupils plan a systematic enquiry and carry out their work purposefully.

164. Pupils use ICT to sort and display their information. They understand the use of a light meter to carry out test on material and are able to interpret the results. Older pupils build on earlier investigations into circuits and are able to demonstrate series and parallel circuits. Pupils use a wide range of scientific vocabulary during the course of their work. This enhances the effectiveness of their communications.

Shortcomings

165. There are no important shortcomings.

Information technology

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 2: Good features and no important shortcomings

Good features

166. At both key stages pupils have well-developed word processing skills. Within KS1 pupils use and change different fonts confidently. They use the keyboard well to write and record their work, for example when writing about Snowdon as part of their work in geography. They open files carefully and use the mouse accurately, for example when using an art package to experiment with shape and colour. They plan a route for a Roamer toy, identifying how to make it follow a predetermined path. They are beginning to use the Internet to find out information for themselves and to draw graphs, for example about their favourite

fruits. In KS2, pupils use a database confidently to interpret information and to produce different types of graphs. They edit and improve their work, 'cutting' and 'pasting' information they have discovered elsewhere, for example from a CD-ROM. They use spreadsheets accurately to record and interpret information they are gathering in mathematics.

167. Older pupils in KS2 make good use of the interactive whiteboard to help them learn in a range of subjects. They use the digital cameras well to record and illustrate their work, for example in history when visiting places of interest such as Llancaiach Fawr as part of their study of the Tudors and Stuarts. They record in this way their work in designing and making a cartoon film and investigating a Cornish pasty. Within KS2 pupils use sensors to record changes when measuring the effect of exercise on their bodies. They are beginning to use spreadsheets.

Shortcomings

168. Although there are no important shortcomings, pupils lack confidence in exploring and explaining how to model and to use that information to predict outcomes.

Design technology

Key Stage 1 Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 2: Good features and no important shortcomings

Good features

169. In both key stages pupils achieve well in designing, making and in their knowledge and understanding. Across KS1 pupils design and make a good range of objects which are closely linked to their own experiences. For example in Y1 as part of their work on food, pupils sample and evaluate different fruits to make a fruit salad. They decide which fruit to include and which to exclude. They plan what their fruit salad should look like and how it will taste. Similarly they plan picnics and make invitations to attend. They evaluate materials suitable for making hats and eventually design and make them to the plans they have drawn. They recognise the different qualities that these materials possess and judge their suitability for different purposes.

170. In KS2, pupils' design and making skills are well developed and are closely linked to their work in information technology, for example in designing and making a full working puppet theatre in order to create a cartoon film.

171. Younger pupils in KS2 carefully compare different types of pastries before designing and making their own. They use taste tests and questionnaires to evaluate how successful they have been. They consider the evidence of these to judge how their products could be improved.

172. Across the key stage pupils are well aware of health and safety issues when using equipment and tools. They use their knowledge of how to create a design, brief well when carefully making their own designs and models for a suitable statue to be displayed in Cardiff Bay. They thoroughly evaluate their finished work against their original outcomes.

Shortcomings

173. There are no significant shortcomings.

History

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

174. In KS1 younger pupils are making good progress in developing their knowledge of the past through comparing homes and buildings with those in days gone by. Older pupils make good use of a visit to a Stuart manor house to further develop their understanding of change and differences between old and new buildings and the types of furniture and utensils which were used in past times.
175. Pupils in Y2 also make good use of the visit to develop their knowledge of how people dressed and they make good use of role-play activities performed to develop an awareness of how people acted and spoke.
176. Older pupils are beginning to make good use of stories to develop their knowledge of the past. They are also developing their understanding of the differences between portraits and photographs and are beginning to use these effectively as sources of evidence.
177. Younger pupils are beginning to develop their chronological awareness through focusing on changes in their own lives, as they grow older. In Y2 pupils looking at sequencing, accurately sequence a series of pictures relating to the life of Queen Victoria to develop their understanding of change through time.
178. Across KS2, at appropriate levels, pupils focus in a satisfactory manner on the Romans in Britain.
179. Younger pupils in KS2 demonstrate an awareness of the importance of artefacts which the Romans left behind. They know that these artefacts can provide much information about how the Romans lived. These pupils know that one of the reasons Julius Caesar invaded was to stop the Celts helping the Gauls to resist the Romans. They are aware of some of the reasons which brought about the Roman invasion. They are beginning to gather information from pictorial sources, for example when finding out about the Roman Army.
180. Older pupils have a sound awareness of the extent of the Roman Empire and the use that the Romans made of materials from various parts of the Empire. Through posing a series of questions and researching answers they are beginning to develop an understanding of the impact of the invasion and its effect on Celtic life.
181. Pupils in the middle of KS2 have a satisfactory recall of aspects of life relating to the Tudor period including some key events, how the rich and the poor lived, the role of merchants and how people travelled.
182. Older pupils make appropriate use of maps and photographs and have developed a social understanding of how Newport has changed over the last hundred years.

Shortcomings

183. In KS1, pupils' use of stories of people from the past to develop their understanding of cause and consequence is underdeveloped.

184. In KS2, pupils' knowledge of chronology is weak.
185. In KS2 older pupils' understanding of the nature and relevance of different types of historical sources is limited.
186. Across KS2, pupils' skills of presenting their knowledge and understanding in a variety of ways are underdeveloped.

Geography

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2 Grade 2: Good features and no important shortcomings

Good features

187. Pupils develop a secure knowledge of their own environment and are aware that they are part of a wider world.
188. Pupils in KS1 begin to look at their immediate environment and can name some of the physical features. They are developing their mapping skills, can draw a plan and know how to interpret models of the school grounds. They have used this information to suggest ways of improving the playgrounds and the field. Pupils are becoming aware of the basic services in their locality and visit the library, community centre, supermarket and the café. They know how people contribute to their community and how they can look after the environment. Pupils know the different forms of transport in the area and have carried out traffic surveys looking at how they travel to school.
189. Pupils in KS2 continue to develop their geographical knowledge of the surrounding area with a wide range of educational visits including, St Fagans, Ogmere, Gilwern and the Monmouth Canal. Pupils can name many different countries of the world. Pupils use a range of sources such as videos and photographs to identify and compare their lives and environment with those of a child in St Lucia. They work independently at a level appropriate to their ability and write accurately using geographical vocabulary. They show an interest in geographical enquiry and have undertaken their own research.
190. Scrutiny of work and discussions with the pupils provide good evidence that they are developing a range of geographical skills, a good knowledge of their location, the relationship of people to the environment and the ways in which they can care for it.

Shortcomings

191. There are no important shortcomings.

Art

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 2: Good features and no important shortcomings

Good features

192. The scheme of work for art provides a good framework for ensuring that pupils have continuity of experience across the school and progression in their learning within and between classes. The art portfolios show a good range of work in different media. Much of the work is of a high quality. There is strong evidence around the school of pupils studying the work of numerous Welsh artists in some detail along with other famous artists from other countries.

193. Pupils confidently use a range of materials, tools and techniques, including the use of ICT, to make images and artefacts. They make good progress in developing the skills of drawing, painting and modelling. Pupils' observational skills are developing. They show an awareness of line and shape in drawing.

194. The pupils' work is lively, original and carefully conceived.

195. The pupils co-operate and collaborate well. They show enthusiasm towards their work in art. They discuss their work in a mature manner and are able to appreciate the work of other pupils and artists. The pupils achieve good standards using a range of media in both two and three-dimensions. Through art they respond well to the good opportunities for developing their personal and learning skills. They are also able to evaluate their own work and are developing views, opinions and the vocabulary with which to express them.

Shortcomings

196. There are no important shortcomings.

Music

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 2: Good features and no important shortcomings

Good Features

197. Pupils are enthusiastic about singing and developing rhythms. They are developing appropriate pitch and use their body parts to create simple rhythmic patterns and are able to repeat them. They use their voices expressively and sing songs from memory. They sing well in small groups, assemblies and in school productions. Percussion instruments are well used to accompany many class songs and rhymes.

198. In KS2 pupils continue with their enjoyment of music. They can clap a steady beat in time to the music. Most of them recognise and perform changes in pitch and dynamics. They appreciate tone and texture when appraising a piece of music. They perform their finished compositions confidently and smoothly. Pupils recognise and control differences in pace and dynamics in response to the teacher's signals. Pupils have the opportunity to learn a range of instruments assisted by the school's co-ordinator and the peripatetic music services. Some of these pupils performed in assembly and clearly are developing their skills to a high level.

Shortcomings

199. There are no important shortcomings.

Physical education

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 2: Good features and no important shortcomings

Good features

200. In KS1 pupils have a good understanding of the importance of handling apparatus carefully and safely when putting it out and when putting it away. They show a well-developed sense of purpose and independence when completing these tasks. They know the importance of warming up and cooling down before and after exercise. In both key stages pupils know the benefits of

exercise and the importance of keeping fit. They know how to play games fairly and not to cheat.

201. In KS1 in gymnastics, pupils take turns when working in pairs to practice how to roll forwards and sideways, changing shape as they complete their movements. They perform these movements with good control. They jump confidently and land safely, using correct techniques. They carefully evaluate their own efforts and those of others and coach each other willingly. In KS2 in gymnastics pupils begin their activities enthusiastically working in small groups vigorously. They build intricate sequences using apparatus as part of their movements.
202. In dance pupils in both key stages achieve well. Pupils plan their movements carefully and refine their gestures well to convey the mood and colour of the music. They know about the importance of varying their speed, direction and levels of working. Older pupils in Y6 change levels well when working to create a dance based on their study of Kandinsky making spiky shapes and movements.
203. In both key stages pupils know how to control balls in small-sided games. They follow the rules sensibly. Older pupils in Y4 know how to apply their ball handling skills well when taking part in small game practices to develop their rugby skills. They show increasing ability to know when and how to pass. They use space imaginatively.
204. By the end of KS2 many pupils swim well. They have confidence when taking part in a range of outdoor activities, for example when on a residential visit to an outdoor pursuits centre. They co-operate amongst themselves well when taking part in these activities.

Shortcomings

205. While there are no significant shortcomings, some older pupils in KS2 do not put out and put away apparatus with the same enthusiasm and discipline shown by pupils in KS1.

Religious education

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

206. Pupils in both key stages develop a sound knowledge of a range of Bible stories.
207. Key Stage 1 pupils make good use of a church visit to identify key features of the building and their significance. Year 1 pupils, make good use of a role-play situation at the local church to develop their understanding of baptism as a welcoming ceremony.
208. Older KS1 pupils have focused well on special events in their lives and have explored the role of food in the Christian festivals of harvest and Easter. They demonstrate a good awareness that many in different parts of the world suffer from hunger.
209. In their work associated with creation, younger pupils have focused effectively on how aboriginals feel the world was made. Key Stage 2 pupils have begun to develop an awareness of the Muslim faith through focusing on the Five Pillars of Islam.

210. Following a church visit, pupils in Y3 pupils demonstrate an appropriate knowledge and understanding of the significance of key features relating to the inside of the place of worship. They are beginning to make good use of a range of artefacts relating to Judaism to enhance their knowledge of the synagogue.
211. As part of their work on people who offer help and advice, pupils in Y4 know about the work of the local vicar. They know the qualities needed to be a Christian minister and have also devised a church service.
212. Pupils in Y5 know about some features relating to Jewish festivals and the significance of these festivals to Jews. Pupils in Y5 and Y6 know that there are common themes which people from different religions and countries share. They are aware of their responsibilities to others and the need to be considerate of other people's views. They have a good understanding of their role in protecting the world and in caring for those less fortunate than themselves.

Shortcomings

213. The majority of older pupils demonstrate a limited knowledge of key features relating to other faiths.
214. The majority of older KS2 pupils demonstrate limited skills of communicating their knowledge and understanding in a variety of ways.

School's response to the inspection

The headteacher, staff and governing body of Maesglas Primary School have considered the findings of the inspection and are delighted that the report recognises that we are a good school, which has improved significantly since the last inspection.

The inspectors recognised the culture of self-evaluation as a strong feature of the school and it is this approach, together with the positive ethos and teamwork now embedded in the school, which will contribute towards continuous improvement and the further raising of standards. We are also pleased that the inspection team found the quality of teaching and the standards of achievement are above the Welsh Assembly Government's all-Wales target.

We are very proud of all our pupils and we are pleased that their considerate, friendly, and courteous manner both to themselves and others was recognised.

Action plans will be put into place to address the recommendations outlined in the report. The staff and governors will implement the appropriate action and monitor the progress. A copy of the school's action plan in response to these recommendations will be sent to all parents.

The whole school appreciate the professional way in which the inspection was conducted and the whole process was rigorous but also supportive. All staff found the education dialogue between inspectors and themselves contributed to professional development and the school improvement. The school would like to thank the inspection team for this approach and we look forward to making further progress based on our own self-evaluation and the Inspection report recommendations.

Appendix A

Basic information about the school

Name of school	Maesglas Primary School
School type	Community
Age-range of pupils	3-11
Address of school	Maesglas Road Newport
Post-code	NP20 3DG
Telephone number	01633 816047

Headteacher	Mrs Anne Carlyle
Date of appointment	January 2004
Chair of governors	Mr John Harris
Registered inspector	Mr Peter Mathias
Dates of inspection	9-12 January 2006

Appendix B

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	19.5	39	36	27	39	45	25	30	259

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	10	1	10.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	26.7:1
Pupil: adult (fte) ratio in nursery classes	12:1
Pupil: adult (fte) ratio in special classes	6:1
Average class size, excluding nursery and special classes	26.7
Teacher (fte): class ratio	1.1:1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Spring 2005	90.5	N/R	N/R	90.6
Summer 2005	84.8	N/R	N/R	90.1
Autumn 2005	92.1	N/R	N/R	93.5

Percentage of pupils entitled to free school meals	40
Number of pupils excluded during 12 months prior to inspection	4

Appendix C

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2005			Number of pupils in Y2:		39		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School	0	0	17	77	5
		National	0	4	13	63	20
En: reading	Teacher Assessment	School	0	0	30	60	10
		National	0	3	11	63	23
En: writing	Teacher Assessment	School	0	5	10	83	3
		National	0	5	14	69	11
En: speaking and listening	Teacher Assessment	School	0	0	12	80	8
		National	0	4	14	55	27
Mathematics	Teacher Assessment	School	0	0	23	55	23
		National	0	2	11	63	24
Science	Teacher Assessment	School	0	0	13	63	25
		National	0	2	10	65	23

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	78	In Wales	79

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

End of Key Stage 2:

National Curriculum Assessment KS2 Results 2005			Number of pupils in Y6		29							
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	24	10	38	28	0
		National	1	0	0	0	1	5	16	14	30	0
	Test/Task	School	0	0	0	0	0	0	0	0	0	0
		National	0	0	0	0	0	0	0	0	0	0
Welsh	Teacher assessment	School	0	0	0	0	0	0	0	0	0	0
		National	0	0	0	0	0	0	0	0	0	0
	Test/Task	School	0	0	0	0	0	0	0	0	0	0
		National	0	0	0	0	0	0	0	0	0	0
Mathematics	Teacher assessment	School	0	0	0	0	0	7	24	34	34	0
		National	0	0	0	0	1	3	17	46	31	0
	Test/Task	School	0	0	0	0	0	0	0	0	0	0
		National	0	0	0	0	0	0	0	0	0	0
Science	Teacher assessment	School	0	0	0	0	0	3	31	31	34	0
		National	0	0	0	0	0	1	11	50	37	0
	Test/Task	School	0	0	0	0	0	0	0	0	0	0
		National	0	0	0	0	0	0	0	0	0	0

The national results shown here relate to confirmed 2004. Confirmed 2005 national data was not available at the time of the inspection

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	62	In the school	N/A
In Wales	70	In Wales	N/A

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

Appendix D

Evidence base of the inspection

- A team of four inspectors who were present at the school for fourteen inspector days carried out the inspection with a nominee from the school and a peer assessor.
- Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school.
- Forty-two questionnaires were completed by parents and carefully analysed.
- Discussions were held with the head and staff with responsibilities and support staff.
- School documentation and samples of pupils' work were examined.
- Seventy lessons or sessions were observed.
- A sample of pupils' work from across the ability range in each year group was examined.
- Inspectors listened to a sample of pupils from each year group reading.
- Discussions were held with pupils about their work and about the life of the school.
- Pupils' behaviour was observed during break periods, at lunchtime and at the beginning and end of the school sessions.
- Inspectors attended assemblies and observed extra-curricular activities.
- Post inspection meetings were held with the staff and the governing body.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Peter Mathias Registered Inspector	Summary & Recommendations Contribution to Key question 1 and 2 Key Questions 5 and 6 English design technology information and communications technology physical education
Mrs Janice Davies (Lay Inspector)	Contributions to Key Questions 1, 2 and 4 Key Question 7
Mrs Judith Chambers	Contribution to Key Question 1 and 3 early years science geography music art
Mr Brinley Jones	Contribution to Key Questions 4 and 7 Mathematics Welsh as a second language history religious education
Mrs Anne Carlyle Nominee	Contributions to all Key Questions
Mrs Paula Bugler	Contributions to all Key Questions

Acknowledgement

The inspection team would like to thank the governors, headteacher, staff and pupils for their co-operation and courtesy throughout the inspection.